UVU UTAH VALLEY UNIVERSITY

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring
Course Prefix: ANTH
Course Title: World Prehistory SS GI

Year: 2025
Course and Section #: 103G -001
Credits: 3

Course Description

Introduces the archaeological record of human prehistory. Explores the earliest fossil remains, and follows the development of humans throughout prehistory. Examines techniques used by archaeologists to find, recover, date, and analyze prehistoric artifacts.

Course Attributes

This course has the following attributes:
☒ General Education Requirements
☒ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☐ Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

Instructor Information

Instructor Name: Connie Madson Ericksen

Student Learning Outcomes

Upon successful completion, students should be able to:
1 - Identify all phases of human evolutionary development.
2 - Identify the key factors in the rise of civilization.
3 - Identify the variety of dating methods and techniques used by archaeologists and the application and use of each method.
4 - Discuss the methods archaeologists use for finding, recovering, and analyzing artifacts.
5 - Discuss the significance of prehistory on the world today.
6 - Evaluate and analyze global or intercultural issues.
7 - Define and discuss stereotypical cultural conceptions and recognize the complexity and variety of different cultural groups.
8 - Define and evaluate how one's own cultural rules and biases compare and contrast with those from different cultures.

Course Materials and Texts

- CANVAS: For announcements, online assignments, video/media preparation to "lead." Due dates, deadlines, and the flow of the course. Within CANVAS, I structure the class in MODULES. Please access class activities there instead of in "summaries," or "upcoming assignments."
- 3x5 index cards (20-25): <u>Required</u> for each in-class quiz/exercise. No other paper or size will be accepted. *I also prefer that the cards do not have a sticky strip on the back.*
- Required Text: *World Prehistory and the Anthropocene* by Joy McCorriston and Julie Field. New York: Thames & Hudson 2019. The text will be referenced with the abbreviation HP (WPA)
- Access to the publisher's digital tools page: INQUIZITIVE An access code is included with the purchase of a new textbook (E version and hardcopy) or you can purchase access separately on the publisher's *inquizitive link*

Course Requirements

Course Assignments, Assessments, and Grading Policy

In effort to reach the diverse learning styles of students I have designed six tracks from which you may choose your semester's coursework beyond the BEDROCK which is required of all. Activity in tracks accounts for 400 of your 1000 point total. Please look over the specifics of each track and be prepared to declare your choice as part of the SYLLABUS QUIZ. If you do not declare your track, you will be placed in the basic supplement track by default. The deadline for your decision is 11:59pm on the third day of class. No changes can be made after that time.

<u>THE BEDROCK: required foundation for all tracks. This constitutes 600 of a 1000 point total.</u>
- Syllabus quiz: 150pts
- Retrieval quizzes (RQ): 20x10pts = 200pts
- Media Lead: 50pts
- Inquisitive check-ups 15x5 = 75pts
- GOALS! Plan your path: 25pts
- Final exam (or attendance buyout): 100pts

TRACK #1 BASIC SUPPLEMENTS 400pts
- Complete 10 of the 17 assignments offered on this track 7x20pts = 140pts **and** 3x50 = 150pts.
- With a partner present a review of the Weblinks page. (Coordinate with others to avoid duplicates) 110pts.

***This track is best for those who*:** thrive on structure and the review and application of course concepts.
***This track's risks are*:** Lack of attention to due dates; an attitude of resentment for "busywork" instead of seeing assignments as application/review of concurrent class themes; not completing, or doing poorly on assignments.

TRACK #2 READ AND CONNECT 400pts
- Connections: 2x25 = 50pts Prep for the writing: Complete a form connecting its concepts to the course.
- Book reports: 2x100pts = 200pts   Choose two books from the list found on the website called BOOK AUTHORITY or from the book list provided by the teacher. Read each book thoroughly, look for connections to the objectives of the class as per the course syllabus. Write 1) a 500 word essay (two pages double spaced) connecting the book to course objectives, and 2) complete and accurate citations of the work and at least one of its outside references.

- Annotated Bibliography and Lit review: 150pts Identify an archaeological theme, select peer reviewed articles/papers on the theme. Annotate and summarize your research/reading.

***This track is best for those who*:** are strong readers and writers. Those who make connections to course objectives, see relevance, and clearly explain the connections in their writing.

***This track's risks are*:** Low writing skills i.e. poor grammar, structure, organization, content, will merit low scores and leave you with no way to recover points toward your semester grade.

TRACK #3 INQUISITIVE DESIGN

- Select and be assigned 10 of the 15 textbook chapters to focus on.
- Complete the InQuizitive activity to "mastery level" (a predetermined target score)
- Select, reformat, and submit quiz questions to the professor by each deadline.
- Summarize the InQuizitive connection to the current class theme.
- Administer and score one RQ as assigned by the professor.

***This track is best for those who*:** like the game aspects of the publisher's InQuizitive feature; are skilled with technology and formatting; want experience with curriculum design and a small taste of teaching.

***This track's risks are*:** Missing deadlines; not allocating adequate time to master the InQuizitive chapter sets.

TRACK #4 STRICTLY BY THE BOOK 400pts

- Chapter quizzes: 10x40pts = 400pts Select 10 chapters from the text to read and study on your own. Take the accompanying 10 quizzes from each chapter. Quizzes must be taken on a schedule as per outlined. Quizzes may be taken only once but you may request a retake of two quizzes-- one at midterm, and one during finals week.

***This track is best for those who*:** enjoy the "meaty" information contained in the text and want to dig deep into archaeological themes that are organized chronologically and geographically. Also requires disciplined routines, from strong readers and test takers.

***This track's risks are*:** The large quantity of extra reading and the fairly rigorous quizzes.

TRACK #5 RESEARCH AND PRESENT 400pts

- Four assignments based on research and writing prep: 4x100pts = 400
- Final: (required step, or all points are forfeited) read your paper to the class, and answer questions about your research.

Select and have approved a research question and thesis statement that will guide your research. Complete and submit four preparatory assignments. Write and submit a final paper of approximately seven pages (1700-2000 words). Read the paper to the class at the end of the semester and answer critique and questions about your research.

***This track is best for those who*:** are interested in archaeology as a profession and want to familiarize themselves with the procedures of research and presentation at professional conferences.

This track's risks are: Procrastination, incomplete/inaccurate/shallow research. Unoriginal ideas/conclusions.

TRACK #6 OUT AND ABOUT 400pts

- From the list of possibilities provided by the teacher, select four sites that you will personally visit.
- Thoroughly, and accurately complete and submit a site form for each visit. 4x100pts = 400

***This track is best for those who*:** Learn best by seeing and interacting with sites and artifacts.

This track's risks are: Procrastination, shallow responses on site forms–especially the inventory section. **ANY REFERENCE TO DINOSAURS**

GRADES will be based on a 1000pt total. Final grades are based on a total percentage as follows:

A	100 %	to	94.0%
A-	< 94.0 %	to	90.0%
B+	< 90.0 %	to	87.0%
B	< 87.0 %	to	84.0%
B-	< 84.0 %	to	80.0%
C+	< 80.0 %	to	77.0%
C	< 77.0 %	to	74.0%
C-	< 74.0 %	to	70.0%
D+	< 70.0 %	to	67.0%
D	< 67.0 %	to	64.0%
D-	< 64.0 %	to	61.0%
F	< 61.0 %	to	0.0%

Required or Recommended Reading Assignments
See detailed course schedule below

General Description of the Subject Matter of Each Lecture or Discussion

BEDROCK (everyone)			DATE	T1 Basic Supplements	T2 Read and Connect	T3Inquisitive Design	T4 Strictly by the Book	T5 Research and Present	T6 Out and About
Unit and Lecture	Preparation req.for class	Class Activity & Bedrock Due Dates Deadlines		Due Dates and Deadlines	Due Dates and Deadlines	Due Dates and Deadlines	Due Dates and Deadlines	Due Dates and Deadlines	Due Dates and Deadlines
U1 Introductions	Get to know each other, the course, the requirements, and the outcomes.		T 1/7						
Choosing a Track	Review syllabus	Syllabus walk through	TH 1/9	In-class writing exercises .					

	Review tracks	Intro to class procedures		
First Tastes What is?	Read: WPA ch 1	Define Prehistory Syllabus Quiz Due 11:59 pm	T 1/14	**Syllabus Quiz DUE 11:59 pm**
ARCH: Agency and Behavior	Read: WPA ch 9	Intro to course themes Retrieval Quiz 1 (RQ1)	TH 1/16 RQ 1	**CHECK THE LIST (CANVAS) TO MAKE SURE YOU ARE ON THE TRACK YOU CHOSE** **All tracks: Peruse videos/media and consider signing up now for your lead date.** **All tracks chosen and T1 and T4 specific work choices DUE BY 11:59**

U2 Critical Thinking Professional Resources	Read: WPA ch.7 Watch the CRAAP test 🎥	Intro to SAA and AAA Watch: The Art of Argument 🎥 Essential Terms	T 1/21 RQ 2			**T3** 7 am DEADLINE ID ch 1/7/ 9 **If chosen**	1st Chosen chapter Quiz (Chosen Chapter Q1)		
				ALL TRACKS — ALL STUDENTS **Sign up for media lead DUE 11:59 GOALS! DUE 11:59**					
Evaluating sources	class (online activity REQUIRED)		TH 1/23	We will not meet in a formal class session on these two days but there is a required activity for each. You may open and engage in the activity any time on the scheduled dates, but you will not have access to or be able to open and complete the activity after the corresponding date for each class. Find each day's activity in the moduled called "THOSE DAYS I'm GONE"					
Defending human	Review CRAAP Read: "How TV Shows use Serious Archaeology to		T 1/28 class (online activity						

ingenuity Key Controversies Seeing the: Assertions Reasons Evidence	Promote Bogus History" Washington Post. Read:Apocalypse Not: Archaeologists Respond to Pseudoarchaeology	REQUIRED)						
	Read: WPA Ch 14 & Ch15 & pp 85-85 NAGPRA	In-Class Debates: Extraction–Agency–NAGPRA	TH 1/30 (No RQ)	IF chosen Civil Debate DUE		7 am DEADLINE ID ch 14/15 if chosen	2nd Quiz (CC Q2)	R&P step 1 Armchair Researcher DUE
	U3 Remains The Rise of Modern Humans Dispersal of AMH Lucky for Us: Bogs, Ice, and Sand	Read: PDF Summary of human evolution WPA: Ch 2	Media Lead(s): 4 benchmarks to being human BIPEDAL HYOID CHEWING BRAIN SIZE	T 2/4 RQ 3	IF chosen: Classifying DUE	7 am DEADLINE ID ch 2 if chosen		
Read:WPA: Ch 4		Media Lead(s):	TH 2/6 RQ 4		Book 1 connections form DUE	7 am DEADLINE ID ch 4 if chosen		Out and About #1 DUE
Watch: Dumbarton Oaks Public Lecture Series/St		Media Lead(s):	T 2/11 RQ 5	IF chosen: TIMELINE DUE			3rd Quiz (CC Q3)	

Topic/Unit		Read	Media Lead / Activity	Date / RQ	IF chosen	Book Report	Deadline ID	Quiz		
eve Bourget (vimeo)	Conservation of remains									
Read: PDF Conservation of Human Remains from Archaeological Contexts		Media Lead(s): Discuss conservation: methods, and ethics		TH 2/13 RQ 6	IF chosen: Lord Ucupe DUE	Book 1 Read and Connect Report DUE				
U4 Tools Tools Make the Man Chronologies:Stone, Iron, Bronze and Other "Ages Don't Clean Your Room (before we analyze) How It's Done"		Read: Ch 3	Media Lead(s):	T 2/18 RQ 7			7 am DEADLINE ID ch 3 if chosen			
		Read: PDF "We Need Better Chronologies"	Media Lead(s):	TH 2/20 RQ 8	IF chosen: Drawing Maps, Strats, DUE			4th Quiz (CC Q4)		
		Read: WPA Ch 5 and Ch 6	Media Lead(s):	T 2/25 RQ 9	IF chosen STONETOOLS DUE		7 am DEADLINE ID ch 5/6 if chosen			
		Watch Experimental Archaeology	(Outside activity)	TH 2/27 RQ 10	IF chosen: My Midden AND Exper. Arch DUE					

U5 Voices	Review: WPA pp32-38 Read: WPA Ch 13 *before 3/20 class*	Media Lead(s): [Cave tour](#)	T 3/4 RQ 11	IF chosen CERAMICS at PUEBLO K DUE			5th Quiz (CC Q5)	R&P step 2 My Design DUE	Out and About #2 DUE
Caves: Art or Academics Ceramics, Murals, Models		Media Lead(s):	TH 3/6 RQ 12	IF chosen Songlines DUE	Book 2 connections form DUE				
Song Lines of Australia	SPRING *BREAK MARCH 10-15* *NO CLASS*								
	Read: [PDF Dreamtime, Place and Memory from "Spell of the Sensuous"](#)	Media Lead(s):	T 3/18 RQ 13	IF chosen Andean Art HD response DUE			6th Quiz (CC Q6)		
Emergence of Writing	Read: [PDF Counting and Writing from "1491"](#)		TH 3/20 RQ 14		Book 2 Read and Connect Report DUE	7 am DEADLINE ID ch 13 if chosen			

U6 Food Exploiting Resource What is Agriculture? Look What They're Eating! Part 1 Look What They're Eating! Part 2	Read: WPA Ch 8	Media Lead(s):	T 3/25 RQ 15	IF chosen: Foodstuffs DUE		7 am DEADLINE ID ch 8 if chosen			
	Read: WPA Ch 10	Media Lead(s):	TH 3/27 RQ 16	IF chosen BEER RECIPE DUE		7 am DEADLINE ID ch 10 if chosen	7th Quiz (CC Q7)	R&P step 3 Outline and Abstract DUE	Out and About #3 DUE
	Read: WPA ch 12 Seeds of Contention (arch in Turkey)	Media Lead(s):	T 4/1 RQ 17			7 am DEADLINE ID ch 12 if chosen			
	Read: PDF Water, Maize, Salt, and Canoes WPA pp278-285	Media Lead(s):	TH 4/3 RQ 18	IF chosen: ARCHAEOLOGY CITIEs DUE					
U7 Structures House and Home	Read: WPA Ch 11	Media Lead(s):	T 4/8 RQ 19	IF chosen: What's the Use HD response DUE		7 am DEADLINE ID ch 11 if chosen	8th Quiz (CC Q8)	R&P step 4 "Rough" Paper and FINA	

Strictly Business ? Dead Spaces Defenses For all to see								L abstract for review DUE	
	Hyper doc [What's the Use? and Building Skills](#)	Media Lead(s): Mt Vernon	TH 4/10 RQ 19						
	Read/ review: WPA pp154-167	Media Lead(s):	T 4/15 RQ 20	IF chosen: ARCH EVIDENCE FOR SLAVERY DUE					
	Watch--Choose one from: Student groups share what you learned. 1. ["Chavin-religious structure?"](#) 2. [Cohokia Mounds: Ancient Metropolis](#) 3. Pick three short videos *about structures* from "The Great Inka Road" https://learninglab.si.edu/		TH 4/17	IF chosen Death and Mourning HD response DUE	Annotated Bibliography and Lit Review DUE		9th Quiz (CC Q9)	Final paper and abstract	
Mini-	Read: Abstr	IN-CLASS	T 4/22	WEBLINK			10th Quiz	Presentation	Out and

conference Papers and Presentations	acts of today's presentations	presentations		review and presentation DUE			(CCQ10)	is required for your track points.	About #4 DUE
LAST DAY OF CLASS IS A HARD DEADLINE: EXCEPT FOR THE FINAL EXAM, NO WORK WILL BE ACCEPTED AFTER THIS DATE & NO SCORES/POINTS WILL BE ENTERED									
Final exam: 10am class TUES APR 29 9:00 am-10:50 am 4pm class TUES APR 29 3:00 pm-4:50 pm		Final Exam	Final Exam	Final Exam	Final Exam	Final Exam	Final Exam		

Required Course Syllabus Statements

Generative AI
USE OF AI* Adapted from Hilary Hungerford *and T*emple University* statement on AI in classes.*
AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are fundamental to archaeology and take time and practice to develop. This course provides the chance to practice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.
The use of generative AI tools (e.g. ChatGPT, Google Gemini, etc.) is permitted in this course for the following activities:
- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.
The use of generative AI tools is not permitted in this course for the following activities:
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.
Finally, you are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Using Remote Testing Software
☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of

remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU Accessibility Services at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office

for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation
UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.
To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.