

ANTH 140: World Civilizations I, the Rise of Civilization

California State University, San Bernardino
College of Social and Behavioral Sciences
Department of Anthropology

Syllabus

Fall Quarter, 2019

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Office Hours: W 2–4 PM, or by appointment
Class: MWF 9:20 – 10:30 AM
Classroom: Jack Brown Hall 102

Course Description

This course examines the origins and development of the world's first civilizations. For most of human history, people have lived in small, mobile groups that relied on wild plants and animals for food. Beginning about 12,000 years ago, at the end of the last ice age, societies in several regions underwent dramatic transformations that ultimately produced the complex, urban civilizations that dominate the world today. Small hunting-and-gathering bands grew and settled in agricultural villages, which developed into larger towns and then into complex polities sometimes called “states.” Remains of early civilizations are found in such diverse regions as Mesopotamia, Egypt, the Indus Valley, China, Mesoamerica, and South America. These societies were characterized by cities, sometimes with over 100,000 people, and were organized by intricate political and economic systems. Intensive agriculture supported large populations, often leading to dramatic ecological changes.

Student Learning Outcomes

In this course, we explore the history of early complex civilizations. We will consider why these societies seem to have experienced repeated cycles of rise, expansion, and collapse. We will take a scientific approach, considering the significance of material factors such as trade and agriculture as well as ideology and religion. We will examine the archaeological sites, artifacts, art, architecture, and writing of early complex political systems. We will compare the archaeological records of these ancient societies and discuss both classical and modern theories about their nature, origins, and development. Through this comparative survey, you will gain an understanding of the origins of complex society in several regions of the world, including the Middle East, Africa, Asia, and the Americas. You will learn some of the theories that have been proposed to understand these civilizations and the processes behind their establishment, such as the advent of agriculture and social inequality. You will also gain an introductory knowledge of the history, methods, and theoretical perspectives of archaeology. Most important, you will learn how these ancient societies are relevant to our lives today.

Required Texts

Feder, Kenneth L. *The Past in Perspective*. 7th ed. 2017. ISBN-10: 0190275855

Online Content

The Blackboard site for this course (<https://csusb.blackboard.com>) will be an important source of class information and content. It will serve as a repository for a copy of this syllabus, additional handouts and resources, useful web links, and news about the course. Please check regularly for updates.

I plan to administer exams through Blackboard, so you will need to be prepared with a laptop or another web-ready device. I strongly advise you not to attempt Blackboard exams on your smartphone. If you do not have a web-ready device, please check out a laptop from the Pfau library (<http://library.csusb.edu/services/laptopPolicy.html>) before each exam. This is a free service, but numbers of laptops may be limited so plan ahead.

Classroom Engagement Software

I may occasionally ask in-class polling questions through a free web-based service such as Kahoot (<https://kahoot.com/>). These polling questions will help us to have a more productive classroom environment and to discuss the content areas where you are most in need of help. Therefore, I request that you regularly have a web-ready device to aid in classroom participation.

Course Policies

• Participation and attendance

- Regular attendance is key to success in this course. Though I do post slides and test review content online, these will be most useful if you regularly attend class and take good notes. Similarly, you should stay up-to-date on the readings. On a given day, you should be ready to think about, and to answer questions about, class content and readings assigned up to that point in the class.
- Cell phones must only be used for course-related activities such as answering in-class questions. Please do not text, chat, send or read emails, or otherwise engage in distracting behaviors during class. The use of laptops or tablets for taking notes is acceptable, but I will revoke this privilege on a case-by-case basis if I believe it is being abused.

- **Readings:** Information about the required textbook is listed above. We will also have recommended readings and weblinks available through the Blackboard page. Please note that I do not expect you to know these documents word for word, but they *are* important. Your goal should be to get the main points of each reading.

- **In-class discussion sessions:** A large class such as this, which includes a lot of factual information and concepts to cover, is best when paired with small recitation sections where students can meet with an instructor for activities and to ask questions. We will do our best to replicate this atmosphere with discussions in class. Please be prepared with questions or comments about course content. Archaeology is fun and interesting, and I'm excited to share more of it with you! Depending on how we are doing staying on schedule, I will try to dedicate at least 20–30 minutes to these seminar-style discussions, per week. Also, remember that I am available during office hours.

- **Make-up exams:** Make-up work will be handled on a case-by-case basis, and it is your responsibility to arrange this with me. To make up an exam, you must present me with a valid reason and evidence (e.g., a doctor's note). Please notify me with as much warning as possible if you know you will have to miss an exam.
- **Extra credit:** Extra credit is available (twice per quarter per student, maximum) for attending approved public lectures, museum exhibits, or other events relevant to the class. You may also watch an approved documentary film or visit an on-campus exhibit or event if it is relevant. To receive credit, you must first discuss the event with me for approval. Afterward, bring me evidence of your attendance and a typed summary of what you experienced and why it was significant. The summary should be one page long (12 pt. font, double-spaced) with the first paragraph dedicated to describing the event and the second paragraph for putting it in context with the course. Each extra credit assignment is worth a maximum 2% boost to your final grade.
- **Academic honesty:** CSUSB academic regulations are in effect for this course. Unless designated a group activity, all your assignments must be original, independent work. Cheating or plagiarism (including presenting another's work as your own, citing another person's work improperly, presenting a list of properly-cited expert opinions devoid of your own interpretation, or presenting your own work from another class without permission of all instructors involved) will result in a failing grade and in sanctions by the University. For more information on these issues and on course withdrawal, refer to <http://bulletin.csusb.edu/academic-regulations/> and <https://www.csusb.edu/student-affairs/dean-students/student-conduct-and-ethical-development/student-academic-dishonesty>

Grading Policy

The course will be graded on the basis of: **attendance and participation in lecture (20%) and three in-class exams (80% total)**. All class content (including lectures, readings, discussions, handouts, slides, and films) is considered valid test material.

- **Attendance and participation in lecture (20% of final grade total):** Even though this is a large course, we will strive to maintain a seminar-style atmosphere, especially during "discussion and activity" sessions that we will hold approximately weekly. During these group activities, you will sometimes be asked to put your name on a shared worksheet and to participate with your classmates in a discussion, writing exercise, or other group project. Please support your classmates and share the workload for these projects. I will grade your attendance and participation based on these worksheets and the classroom activities they support. Try your best on these activities, as they will help me to know how the class is doing with the concepts we have discussed. They will also be a good opportunity for you to see what potential exam content will look like.
- **Three Exams (80% of final grade, total):** Each exam will cover about 1/3 of course material. Exams will include a combination of True/False and multiple-choice questions. The first two exams will be worth 25% of your final grade, each. The final exam will be worth 30% of your grade. The final will be longer and will ask you not only to focus on the last 1/3 of class content but also to remember what we have learned throughout the course and to consider broad themes we have discussed.

- **Instructions for exams:** You may take the Blackboard exams at home, in the classroom, or at another location of your choosing. You may use your notes but keep in mind that there will be a time limit. Therefore, you will not be able to look up everything. Please take the exams on your own and do not work in groups. You are on the honor system for this. Questions will be randomized, so you and your classmates will not be answering the same questions at the same time. Exam scores will be prepared automatically by Blackboard. Please notify me if there are any technical problems or if you require extra testing accommodations.
 - **Emergency note:** In the event of a Blackboard outage or other major technical problem, plan to take the exam on paper (with a green scantron form) during the next scheduled class. If this issue impacted just a few of you, prepare to take the exam in my office hours.
- **Grading scale:** A = 93-100; A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D = 63-66; D- = 60-62; F = below 60

Support for Students with Disabilities (ADA Compliance)

If you are in need of an accommodation for a disability in order to participate in this class, please see the instructor and contact Services to Students with Disabilities at (909)537-5238. If you require assistance in the event of an emergency, you are advised to establish a buddy system with a buddy and an alternate buddy in the class. Individuals with disabilities should prepare for an emergency ahead of time by instructing a classmate and the instructor.

Schedule of Readings and Assignments

The following is the schedule of topics and readings for class (“The Past in Perspective” = Feder textbook). When readings are listed for a specific date, you should have that reading completed and be prepared for discussion **on the day listed**. The class will move quickly across diverse topics and cover a lot of information. The readings are important; make sure you understand the main arguments of each assigned reading.

<u>Date</u>	<u>Topic w/ readings underlined</u> <i>(schedule subject to modification)</i>
Week 1	
F 9/20	1. Syllabus Discussion and Course Introduction.
Week 2	
M 9/23	2. Thinking about How Cultures Change. <u>The Past in Perspective (Ch. 1)</u>
W 9/25	3. Methods and Inference in Archaeology. <u>The Past in Perspective (Ch. 2)</u>
F 9/27	Film: “Faces of Culture, 17: Political Organization” (26 min.) Finish lecture, discussion, activity.

Week 3	
M 9/30	4. Human Biological Evolution. <u>The Past in Perspective (Ch. 3–5 [read introductions and conclusions and skim each chapter])</u>
W 10/2	Finish lecture, discussion, activity.
F 10/4	5. Upper Paleolithic Cultural Developments. <u>The Past in Perspective (Ch. 6)</u>
Week 4	
M 10/7	Exam 1 review
W 10/9	<u>FIRST EXAM</u>
F 10/11	Class cancelled. Professional conference.
Week 5	
M 10/14	6. Migrating to New Worlds. <u>The Past in Perspective (Ch. 7)</u>
W 10/16	7. The Origins of Food Production. <u>The Past in Perspective (Ch. 8)</u>
F 10/18	Finish lecture, discussion, activity.
Week 6	
M 10/21	8. What is Complex Civilization? <u>The Past in Perspective (Ch. 9)</u> Film: “The Epic of Gilgamesh” (11 min.)
W 10/23	9. Origins of Complexity in Mesopotamia, Africa, and Europe. <u>The Past in Perspective (Ch. 10)</u>
F 10/25	Film: “Civilisations: The Gardens of Babel” (52 min.)
Week 7	
M 10/28	10. Origins of Complexity in the Indus Valley and China. <u>The Past in Perspective (Ch. 11)</u>
W 10/30	Film: “Civilisations: The Masters of the River” (52 min.)
F 11/1	Exam 2 review
Week 8	
M 11/4	<u>SECOND EXAM</u>
W 11/6	Film: “Legacy: Central America (57 min.)
F 11/8	11. Origins of Complexity in Mesoamerica. <u>The Past in Perspective (Ch. 12)</u>
Week 9	
M 11/11	Campus closed. No class.
W 11/13	11. Origins of Complexity in Mesoamerica, continued.

F 11/15	Film: “The Popol Vuh” (60 min.)
Week 10	
M 11/18	12. Origins of Complexity in South America. <u>The Past in Perspective (Ch. 13)</u>
W 11/20	Film: “Inca: Secrets of the Ancestors” (46 min.)
F 11/22	13. Origins of Complexity in North America. <u>The Past in Perspective (Ch. 14)</u>
Week 11	
M 11/25	14. The Origins of Civilization: A Synthesis. <u>The Past in Perspective (Epilogue, chronologies, maps, glossaries, and chapter summaries)</u>
W 11/27	Finish lecture, discussion, activity.
F 11/29	Campus closed. No class.
Finals	
M 12/2	Final exam review. <u>The Past in Perspective (Re-read chapter summaries)</u>
W 12/4	<u>FINAL EXAM 8-9:50 AM Jack Brown Hall 102</u>