

# Syllabus

## Prehistoric Archaeology | ANTH 1030

### Instructors

Instructor:	Weston McCool
Dept.:	Anthropology
Title:	Postdoctoral Fellow
Email:	weston.mccool@anthro.utah.edu
Office Hrs:	Tu 10:30am - 12:30pm Or by appointment GC 4th Floor, left of Anth/Geog front desk, right halfway down hallway.
Office location:	Or ask for me at the Anth/Geog front desk.

### Course Description

#### Overview

<b>Course</b>	ANTH 1030
<b>Department</b>	Anthropology
<b>Pre-Requisites</b>	None
<b>Credit Hours</b>	3
<b>Semester</b>	Fall 2024
<b>Description</b>	Introduction to the 2.5+ million year archaeological record of human prehistory.

#### Goals & Objectives

At the end of this course, students will be able to *outline* the key moments in human prehistory, the theoretical tools required to *explain* why these events happened, and the necessary skills to *critically evaluate* and *synthesize* scientific hypotheses about our past using empirical data.

#### Required Materials

Materials required for this course are:

- Textbook: Robert Kelly (2019) *The Fifth Beginning: What Six Million Years of Human History Can Tell Us About Our Future*.
  - The eBook is available through [Marriott Library Course Material](#)

Materials recommended for this course are:

- Computer with online access and speakers.

Ensure you have these ahead of time as they will be required to complete assignments and activities throughout the course.

## Communication

Please review the communication methods and requirements for this course:

### Preferred Contact Methods

The easiest way to contact your instructor directly is to use the *Inbox*, located in the far left Canvas menu.

You can also contact your instructors via email (see above).

### Office Hours

The instructors will hold office hours following the schedule above, or by appointment.

## Evaluation

Your performance in this course will be evaluated by:

- Pre-Assessment Survey (10 points)
- Discussion Posts x 4 (4 points each)
- Short Essays x 4 (5 points each)
- Quizzes x 4 (10 points each)
- Creative Reflection (4 points)
- Post-Assessment Survey (10 points)

Due Dates: see "Modules" link.

## Course Policies

## Submitting Assignments

All assignments, unless otherwise announced, are due by Friday by 9:00 PM Mountain Time on the week they are assigned. All assignments must be submitted to the designated area of Canvas. Do not submit assignments via email.

## Late Assignments

Students without a valid excuse will receive a zero on late assignments. If students anticipate an issue, they should contact the instructor or TA well in advance of the due date.

## Grading

### Grading for this course

**Pre- and Post-Assessment:** Students are required to complete a multiple choice pre- and post-assessment survey (each worth 10% of final grade). Students will receive 100% for completing the assessments and will not be penalized for incorrect answers. However, students who answer every question correct on the post-assessment survey will receive 5% extra credit points.

**Discussion Posts:** Discussion assignments will be completed during class. Students are required to take notes from their discussions during class and post their notes on Canvas. There are four discussion questions throughout the term (each of the four are worth 4% of final grade). Discussion posts must be in response to the assigned prompt, which will be associated with the week's reading assignment. Discussion and response posts should be thoughtful and respectfully engage with peers through informed conversation.

**Short Essays:** All students are required to write four short essays (each worth 5% of final grade) in response to a prompt that outlines an archaeological research problem. In the first two essays, students will be able to answer the prompt using content provided by the textbook and lectures. For the second two essays, students will be required to evaluate primary research. Instructions and prompts will be provided one week before the due date. Essays should be between 500-1000 words (about 2-4 double spaced pages if 12 point font). Each essay should follow a basic thesis structure, ideally including an introductory paragraph that outlines the main thesis, several paragraphs in the main body that detail evidence supporting the thesis, and a final concluding paragraph that succinctly summarizes the arguments and brings the essay to a close. For those new to academic writing, the Harvard Writing Center provides some useful resources: [writingcenter.fas.harvard.edu/pages/strategies-essay-writing](https://writingcenter.fas.harvard.edu/pages/strategies-essay-writing). Also, students may consider contacting the University of Utah Writing Center ([writingcenter.utah.edu](https://writingcenter.utah.edu)) to have draft essays reviewed via eTutoring ([writingcenter.utah.edu/undergraduate-services/e-tutoring](https://writingcenter.utah.edu/undergraduate-services/e-tutoring)). Those who provide proof of review from the Writing Center/eTutoring will receive one extra point on their essay. Students will submit essays (and proof of review) on Canvas.

**Quizzes:** All students are required to take four quizzes (each worth 10% of final grade). Quizzes consist of 15-30 multiple choice questions. Students will be given between 20-60 minutes (depending on the number of questions, approximately 1.5 minutes per question) to complete each exam (unless if necessary arrangements are made through Center for Disability Services). On the Tuesday prior to each exam we will go over questions, key terms, and concepts that will

potentially be covered on the quiz. All quizzes will be *'open book'/'open note'*, meaning that students will be allowed to confer with their notes and assigned readings during the quiz. Basic material may be cumulative, but topics covered most recently will be emphasized.

### University of Utah grading scale

Letter	Scoring
A	100% - 94%
A-	93.9% - 90%
B+	89.9%–87%
B	86.9%–84%
B-	83.9% - 80%
C+	79.9%–77%
C	76.9%–74%
C-	73.9% - 70%
D+	69.9%–67%
D	66.9%–64%
D-	63.9% - 60%
E	59.9%–0%

### Accommodations

#### Disclaimer

**Accommodations will be considered on an individual basis and may require documentation.**

Please contact your instructor and/or teaching assistant as soon as possible (preferably shortly before the semester begins) to request accommodations of any kind.

#### Content Warnings

Please be aware that some materials and discussions within this course may contain challenging content. Your instructor may choose to notify students of potentially difficult content (e.g. explicit language, graphic images, violent themes, etc.) throughout the course.

If there are specific subjects that you need advanced notice for, please **contact your instructor at the beginning of the semester.**

#### Extreme personal circumstances

Please **contact your instructor as soon as possible** if an extreme personal circumstance (hospitalization, death of a close relative, natural disaster, etc.) is interfering with your ability to complete your work.

### **Active Duty Military**

If you are student on active duty with the military and experience issues that prevent you from participating in the course **because of deployment or service responsibilities, contact your instructor as soon as possible** to discuss appropriate accommodations.

### **Disability Access**

All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services (CDS). CDS will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the [Instruction & Evaluation regulations](#).

If you will need accommodations in this class, contact:

#### **Center for Disability Services**

801-581-5020

[disability.utah.edu](http://disability.utah.edu)

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

### **Changes to the Syllabus**

**This syllabus is not a legal contract.** It is meant to serve as an outline and guide for your course. Please note that your instructor may modify it to accommodate the needs of your class.

**You will be notified of any changes to the Syllabus.**

### **Flipped Course Expectations**

#### **Flipped Course Student Expectations**

A flipped course format means that students work through passive learning tools on their own time (such as lectures) and come to class prepared to engage in activities (such as discussions and site visits). The following is expected of all students in this class:

- Students must be **self-motivated, organized, and willing to stay on top of their schedule.** Students should take control of their learning while in this course.
- Students must watch lectures and do the readings **before the class session** for the week.
- Students will **log in** to the course a minimum of **3 times per week.**

- Students are **expected to interact with their classmates in person**. Students **may be expected to work with classmates via in person and online communication** options like Canvas Discussions, video conferencing, or another communication technologies of choice (Groupme, FaceTime, Google Hangouts, etc).
- Students will **regularly check for course updates** and will **update their Canvas notification settings** to ensure they receive timely notifications from the course.
- Students will **contact their instructor or teaching assistant** in a timely manner if they have any **questions**, are **struggling** with course materials, or **need further assistance** from their instructor.
  - If you do not hear back within 3 days after sending a message, please contact your instructor again.
- Students will **follow all official University of Utah policies** regarding interpersonal conduct, academic dishonesty, and other rights and responsibilities of students outlined in the [University of Utah Student Handbook Links to an external site.](#) and [Code of Student Rights and Responsibilities Links to an external site.](#).
- If you have any questions about this, please contact the [Dean of Students Links to an external site.](#)

## Flipped Instructor Expectations

Your course instructor is an expert in the topics you will learn about this semester. Your instructor is your mentor and facilitator of the classroom experience, aided by teaching assistants. Instructors are committed to:

- The instructor will design the course to **include lectures, learning materials, and assignments that are accessible** and provide students with **opportunities to learn** and practice course content.
- The instructor and teaching assistants will ensure that the **course remains a safe space** where students can engage with difficult content thoughtfully and respectfully.
- The instructor and teaching assistants will **interact with the class regularly** via announcements, office hours, emails/the Canvas Inbox, feedback on assignments, and comments on Discussions, among other methods.
- The instructor and teaching assistants will **respond to students in a timely manner**: within 48 hours, not including weekends and holidays.
- The instructor and teaching assistants will be **available for individual consultation** via virtual office hours (one-on-one video conferencing), email, or phone and **will not require students to meet in person**.
- The instructor and teaching assistants will **provide relevant feedback in a timely manner**.
- The instructor and teaching assistants will **follow all official University of Utah policies** regarding interpersonal conduct, accommodations, and other important duties.

## University Policies

### Americans with Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities.

All written information in this course can be made available in an alternative format with prior notification to the [Center for Disability & Access](#) (CDA). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the [Instruction & Evaluation regulations](#).

In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should never be made publicly available. In addition, recordings must be destroyed at the conclusion of the course.

If you will need accommodations in this class, or for more information about what support they provide, contact:

### **Center for Disability & Access**

801-581-5020

[disability.utah.edu](http://disability.utah.edu)[Links to an external site.](#)

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

### **Safety at the U**

The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message. For more safety information and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).

To report suspicious activity or to request a courtesy escort, contact:

### **Campus Police & Department of Public Safety**

801-585-COPS (801-585-2677)

[dps.utah.edu](http://dps.utah.edu)

1735 E. S. Campus Dr.

Salt Lake City, UT 84112

### **Addressing Sexual Misconduct**

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected

categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information.

If you or someone you know has been harassed or assaulted, you are encouraged to report it to university officials:

### **Title IX Coordinator & Office of Equal Opportunity and Affirmative Action**

801-581-8365  
[oeo.utah.edu](http://oeo.utah.edu)  
135 Park Building  
201 Presidents' Cir.  
Salt Lake City, UT 84112

### **Office of the Dean of Students**

801-581-7066  
[deanofstudents.utah.edu](http://deanofstudents.utah.edu)  
270 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112

To file a police report, contact:

### **Campus Police & Department of Public Safety**

801-585-COPS (801-585-2677)  
[dps.utah.edu](http://dps.utah.edu)  
1735 E. S. Campus Dr.  
Salt Lake City, UT 84112

If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide free, confidential, and trauma-informed support services to students, faculty, and staff who have experienced interpersonal violence.

To privately explore options and resources available to you with an advocate, contact:

### **Center for Student Wellness**

801-581-7776  
[wellness.utah.edu](http://wellness.utah.edu)  
328 Student Services Building  
201 S. 1460 E.  
Salt Lake City, UT 84112

### **Academic Misconduct**



It is expected that students comply with University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: [Policy 6-410: Student Academic Performance, Academic Conduct, and Professional and Ethical Conduct](#).

Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code:

*"...Includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."*

For details on plagiarism and other important course conduct issues, see the U's [Code of Student Rights and Responsibilities](#).

## Supports for Students

Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you. Please refer to the [Student Support Services page for the U](#) for updated information.

## Basic Needs Student Support Statement

Success at The University of Utah includes learning about and using available resources. The [Basic Needs Collective](#) (BNC) is a coordinated resource referral hub. They educate about and connect students to campus and community resources to help them meet their basic needs. As a central location for resource referrals related to food, housing, health insurance, managing finances, legal services, mental health, etc., any student experiencing difficulty with basic needs is encouraged to contact them. Drop into their office located in the Union basement or schedule with them online for an in-person or virtual visit through their webpage: <https://basicneeds.utah.edu/>.