

# COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

<b>1. General Information.</b>					
a.	Submitted by the College of: <u>Arts and Sciences</u>	Today's Date: <u>Feb 22, 2011</u>			
b.	Department/Division: <u>Anthropology</u>				
c.	Is there a change in "ownership" of the course?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, what college/department will offer the course instead? _____				
d.	What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor <sup>1</sup> (place cursor here for minor <span style="background-color: #e0e0ff;">change</span> [OSC1] definition)				
e.	Contact Person Name: <u>Chris Pool</u>	Email: <u>capool0@uky.edu</u>	Phone: <u>7-2793</u>		
f.	Requested Effective Date: <input type="checkbox"/> Semester Following Approval		OR	<input checked="" type="checkbox"/> Specific Term <sup>2</sup> : <u>Spring 2012</u>	
<b>2. Designation and Description of Proposed Course.</b>					
a.	Current Prefix and Number: <u>ANT 241</u>	Proposed Prefix & Number: <u>n.a.</u>			
b.	Full Title: <u>Origins of Old World Civilizations</u>	Proposed Title: <u>n.a.</u>			
c.	Current Transcript Title (if full title is more than 40 characters): _____				
c.	Proposed Transcript Title (if full title is more than 40 characters): _____				
d.	Current Cross-listing: <input type="checkbox"/> N/A		OR	Currently <sup>3</sup> Cross-listed with (Prefix & Number): _____	
	Proposed – <input type="checkbox"/> ADD <sup>3</sup> Cross-listing (Prefix & Number): _____				
	Proposed – <input type="checkbox"/> REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number): _____				
e.	<b>Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>5</sup> for each meeting pattern type.</b>				
Current:	_____ Lecture	_____ Laboratory <sup>5</sup>	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
Proposed:	_____ Lecture	_____ Laboratory	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f.	Current Grading System: <input type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail		
	Proposed Grading System: <input type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail		
g.	Current number of credit hours: <u>3</u>		Proposed number of credit hours: <u>3</u>		

<sup>1</sup> See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

<sup>2</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>3</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>4</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

<sup>5</sup> Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

## COURSE CHANGE FORM

<b>h. Currently, is this course repeatable for additional credit?</b>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>If YES: Maximum number of credit hours: _____</i>		
<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<b>i. Current Course Description for Bulletin:</b>	<u>A survey of cultural developments in the Old World from the earliest times to the beginning stages of civilization</u>	
<i>Proposed Course Description for Bulletin:</i>	<u><i>This course explores the rise of civilizations in the Old World through archaeology and history. The course examines theories of civilization and state formation and case studies that demonstrate how states arose. Concentrates on regions that produced some of the earliest and most complex societies on the planet: Mesopotamia, Egypt, the Indus Valley, China, and Europe. Comparing and contrasting these great societies will show how each was influenced by its unique social, cultural and environmental surroundings. The course also examines the origins of agriculture, writing, art, trade, mathematics, astronomy and religion in Africa, Asia, and Europe.</i></u>	
<b>j. Current Prerequisites, if any:</b>	_____	
<i>Proposed Prerequisites, if any:</i>	_____	
<b>k. Current Distance Learning (DL) Status:</b>	<input type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add <sup>6</sup> <input type="checkbox"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/> ) that the proposed changes do not affect DL delivery.		
<b>l. Current Supplementary Teaching Component, if any:</b>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
<b>3. Currently, is this course taught off campus?</b>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<b>4. Are significant changes in content/teaching objectives of the course being proposed?</b>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
If YES, explain and offer brief rationale:		
<u><i>The course satisfied a USP requirement and we are converting it so that it will satisfy the Global Dynamics General Education requirement. Therefore, course learning outcomes have been shifted to some degree in order to focus more closely on inter-regional interaction and relevance to the contemporary world.</i></u>		
<b>5. Course Relationship to Program(s).</b>		
<b>a. Are there other depts and/or pgms that could be affected by the proposed change?</b>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
If YES, identify the depts. and/or pgms: _____		
<b>b. Will modifying this course result in a new requirement<sup>7</sup> for ANY program?</b>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
If YES <sup>7</sup> , list the program(s) here: _____		
<b>6. Information to be Placed on Syllabus.</b>		

<sup>6</sup> You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup> In order to change a program, a program change form must also be submitted.

## COURSE CHANGE FORM

a.	<input type="checkbox"/>	Check box if <u>changed to</u> 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i> )
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## SIGNATURE ROUTING LOG

### General Information:

Proposal Type: Course  Program  Other




Proposal Name<sup>1</sup> (course prefix & number, pgm major & degree, etc.): ANT 241 Origins of Old World Civilizations  
(Gen-Ed c-gd; chg description)

Proposal Contact Person Name: Deborah L. Crooks Phone: 7-4654 Email: dlcrooks@uky.edu

### INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

### Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Anthropology Deborah L. Crooks, Chair, Curriculum Committee	2-28-11	Deborah L. Crooks / 257-4654 / dlcrooks@uky.edu	
Anthropology, Christopher A. Pool, Chair	2/28/11	Christopher A. Pool / 257-2793 / capool0@uky.edu / /	
		/ /	
A&S Ed. Policy Cmte.	3/22/11	Joanna Badagliacco, Soc. Sci. / 7-4335 / jmb@uky.edu	
A&S Dean	3/22/11	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

### External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision <sup>2</sup>
Undergraduate Council	3/20/2012	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>1</sup> Proposal name used here must match name entered on corresponding course or program form.

<sup>2</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

# General Education Course Approval Cover Sheet

Date of Submission 02/28/2011

## 1. Check which area(s) this course applies to

- |                                  |                          |  |                                     |
|----------------------------------|--------------------------|--|-------------------------------------|
| Inquiry – Arts & Creativity      | <input type="checkbox"/> | Composition & Communications - II      | <input type="checkbox"/>            |
| Inquiry – Humanities             | <input type="checkbox"/> | Quantitative Foundations               | <input type="checkbox"/>            |
| Inquiry – Nat/Math/Phys Sci      | <input type="checkbox"/> | Statistical Inferential Reasoning      | <input type="checkbox"/>            |
| Inquiry – Social Sciences        | <input type="checkbox"/> | U.S. Citizenship, Community, Diversity | <input type="checkbox"/>            |
| Composition & Communications - I | <input type="checkbox"/> | Global Dynamics                        | <input checked="" type="checkbox"/> |

## 2. Provide Course and Department Information.

Department: ANT

Course Prefix and Number: 241 Credit hours: 3

Course Title: Origins of Old World Civilizations

Expected # of Students per Calendar Yr: 60 Course Required for Majors in your Program (check one)? Yes  No

Prerequisite(s) for Course? None

This request is for (check one) A New Course  An Existing Course

### Departmental Contact Information

Name: Deborah L. Crooks Email: dlcrooks@uky.edu

Office Address: 214 Lafferty Hall Phone: 257-4654

## 3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15<sup>th</sup>, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

## 4. Signatures

Department Chair:  Date: 2/28/11  
Dean:  Date: 2/28/11

All proposals are to be submitted from the College Dean's Office  
Submission is by way of the General Education website <http://www.uky.edu/gened>

**Course Review Form  
Global Dynamics**

<b>Course Name:</b>
<b>College:</b>

<b>For Review Committee Use Only</b>
Accept <input type="checkbox"/> Revisions Needed <input type="checkbox"/>

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

- Course activities which enable students to demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in the world.

Date/location on syllabus of assignment:

Brief Description:

- Course activities which enable students to demonstrate an understanding of the civic and other complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

Date/location on syllabus of assignment:

Brief Description:

- Course activities which enable students to demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.

Date/location on syllabus of assignment:

Brief Description:

- Course activities which enable students to demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21<sup>st</sup> century context. This does not preclude a studied examination of the historical evolution of such issues, or an emphasis on one prominent time period.

Date/location on syllabus of assignment:

Brief Description:

- Course activities which enable students to demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that mutually shape one another.

Date/location on syllabus of assignment:

Brief Description:

- Evidence that this course's learning environment encourages students to actively learn about, and gain understanding of, at least two of the following:
- social, cultural, and institutional change;
  - civic engagement;
  - regional, national or cross-national comparisons;
  - power and resistance.

Date/location on syllabus of such evidence:

Brief description:

- An assignment, constituting a minimum of 15% of the course grade, which can be submitted as an artifact of the above set of six student learning outcomes.

Date/location on syllabus of such an assignment:

Brief description:

- The non-US focus constitutes at least 50% of the course.

Brief Description:

- Palpable evidence that students make effective use of library facilities or information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

Brief description:

Reviewer Comments:



## A. General Course Information

Origins of Old World Civilizations  
Department of Anthropology, College of Arts and Sciences  
ANT241-001  
Meets: MWF 10:00-10:50  
Room: TBA

Instructor: Chris Pool  
Office: 203B Lafferty Hall  
Office Hours: MW 9:00-10:00 pm Mondays  
or by appointment  
Contact: e-mail (preferred): [capool0@uky.edu](mailto:capool0@uky.edu)  
phone: 257-2793

## B. Course Description

This course explores the rise of civilizations in the Old World through archaeology and history. The course examines theories of civilization and state formation and case studies that demonstrate how states arose. Concentrates on regions that produced some of the earliest and most complex societies on the planet: Mesopotamia, Egypt, the Indus Valley, China, and Europe. Comparing and contrasting these great societies will show how each was influenced by its unique social, cultural and environmental surroundings. The course also examines the origins of agriculture, writing, art, trade, mathematics, astronomy and religion in Africa, Asia, and Europe.

### Student Learning Outcomes:

- Students will be able to **Apply** multidisciplinary methods (archaeology, history, physical sciences, art history) to make inferences about the distant past.
- Students will be able to **Analyze** the ways in which the decisions and actions of leaders lead to unintended consequences and conflicts that lead to the transformation of their societies.
- Students will be able to **Judge and critique** models for the origins of the agriculture, urbanism, and the state.
- Students will be able to **Explain** the origins of social inequality.
- Students will be able to **Develop** an understanding the different kinds of long distance interactions that evolve over time within and between culture areas.
- Students will be able to **Demonstrate** an understanding of the centralization of power and how people resist such centralization.

-- Students will be able to **Appreciate** the fact that historical processes witnessed over 1000 years ago are still relevant to regional and global issues in the 21st century.

**Course Goals:**

Beyond the learning outcomes listed above this course has four principal goals. The first is to survey current knowledge regarding the evolution of human culture in Africa, Asia and Europe from its beginnings to the emergence of early civilizations. The second is to develop an understanding of the ancient processes that contributed to the origins of cultural diversity and social inequality. The third is to provide the intellectual tools to permit a critical evaluation of reconstructions of ancient societies by examining the methods and theoretical perspectives used by archaeologists in the present. The fourth is to foster an appreciation for how contemporary groups and nations use antiquities and interpretations of ancient heritage to further modern social and political ends.

We will begin with an examination of basic concepts and methods, including the ways prehistorians date and interpret the archaeological record. We will then investigate the technological and social development of our hunting-gathering ancestors in the context of their biological and cultural evolution (Topics II-V). In topic VI we will discuss the development of food production (agriculture and animal husbandry), which provided a stable resource base for the emergence of early civilizations. Topics VII through XI will examine the origins of social inequality, urbanism, and the state in Mesopotamia, Africa, southern Asia, and China, as well as the spread of a Neolithic farming lifeway to Europe. We will conclude the course with an exploration of the uses of the past in the construction of contemporary ethnic and national identities as well as the ethics of the global trade in objects of cultural heritage.

**Format of Class:**

Classes will include a mixture of lectures and class discussion focusing on topics and regions relevant to the course. Lectures are held on Monday and Wednesday and break-out discussion sections are scheduled on different days and times. Lectures are designed to supplement and clarify information from course readings. Class discussions are designed to promote participation and engagement with our subject matter. Course readings are assigned to coordinate with each class meeting. I will also meet with students during my office hours or by appointment. If you are having trouble with my course please come and see me. If I don't know that you have a problem, illness, team event, etc., I can't help you. In addition to class meetings and course readings, students will be graded on essays, exams, reading responses and presentations. Blackboard will play an important role in this course.

**Grading**

**Grade components:**

Test 1 (Week 3)	50 points
Test 2 (Week 6)	50 points
Test 3 (Week 9)	100 points
Test 4 (Week 12)	80 points
Test 5 (Week 16)	100 points

Essays (Week 14)	120 points
Reading Responses/Class Participation	100 points
Group presentation	100 points

### **Final Grade Calculation**

A = 630 to 700 points

B = 560 to 629 points

C = 490 to 559 points

D = 420 to 489 points

E = 419 points or below

### **Tests (54% or 380 points):**

There will be a total of 5 exams: 1 for each of the topics/regions we cover. These will involve multiple choice questions and a variety of other exercises (compare and contrast, visual identifications, long answer, etc). Material for the tests will be drawn mostly from lectures, but will also include information from readings as well as class presentations.

### **Essays (17% or 120 points):**

Each student will write a three to five page paper, due April 27th. You will use materials from assigned readings and lectures to complete the paper. Assignment details will be handed out during the first few weeks of class.

### **Reading Responses and Class participation (14% or 100 points):**

On assigned weeks, students will write either short reading responses (no more than 1 page), 2-3 discussion questions or respond to a question posed in class. You should respond to all the readings in your discussion. **Discussion questions** should be thoughtful questions about a particular reading. They are not meant as a test of yours or other students' knowledge, but rather a way to think about the issues the author raises, controversial arguments or unclear points in the readings. You do not have to have an "answer" to your questions, but be prepared to explain your point of view. **Reading responses** are not meant to be polished essay style writing. Instead they are a way for you to gather your thoughts on a particular reading so that you have something to discuss in class. You might answer questions such as: what of the author's arguments did you agree with? What was most interesting about the reading? What did you disagree with? But do not limit yourself to these questions. These assignments will be posted to Blackboard to be read by the instructor and the other students before our class meeting. Students may respond to each other's posts both in class and online; though, be sure to bring your ideas to class so that we can discuss them. These assignments will be graded on a pass/fail basis: 10 pts if you do it thoughtfully, 0 pts if you don't.

### **Group Presentations (14% or 100 points):**

The class will be divided into 8 groups (five people per group). Each group will give one presentation. The presentations will be spread throughout the semester and will be scheduled to occur at appropriate points in the course. There will be two presentations for each major section of the course. Presentations will be based on research outside of the class and will focus on a topic chosen from a list given by the instructor. **Group membership and choice of topic will be organized within the first two weeks of class.** Each group will have 15 minutes to give their presentation, and may use PowerPoint, or any other media that will enhance the clarity of the content.

**Suggestions for finding legitimate outside sources:**

- 1) Ask a librarian. These librarians are super helpful and friendly. Just go to the library website (<http://www.uky.edu/Libraries/>) and click “ask a librarian”. Or walk over to the library and go to reference desk on the second floor.
- 2) <http://libguides.uky.edu/anthro>
- 3) Go to Anthropology Plus on the library website (<http://www.uky.edu/Libraries/>). To access this resource, you need to be on a university computer. Click on electronic resources, then type in anthropology plus. Select either of the two things that come up (they are both the same) then when you get to the search screen, do a keyword search on whatever topic you that interests you. This will turn up articles which you can then find in the library or download right then and there.
- 4) Google scholar. Search for peer-reviewed articles using keywords from your topic.
- 5) Infokat, the University of Kentucky online library catalog. For those students who have never looked for books in a library (I come to know more of you every year!), books are shelved according to call numbers. Infokat, which is available on the UK libraries website (<http://www.uky.edu/Libraries/>), is the resource for finding books possessed by the library and getting the call number for a book so that you can find it on the library shelves (shelves are sometimes called “stacks”). Once you find a book on the shelves, bring it to the main circulation desk and the clerk will check the book out to you (provided you bring your student ID/library card) so that you can take it home. Remember to find out when you must return the book to the library. You will risk getting charged a fee or losing your ability to check out books if you do not return the books on time.

**Mid-term grades.** Mid-term grades will be calculated based on students’ performance on the first two tests and the reading responses from weeks 1 to 6.

**Course Readings:**

The readings for the course are primarily from the required text but will also include articles and chapters from other sources. Readings from sources other than the required text will be posted on Blackboard in PDF format. Readings may be added or removed from the reading list at the instructor’s discretion. Readings are chosen to provide you with essential background knowledge as well as information for lecture and discussion. Students are responsible for this information whether or not we specifically discuss it in class. Additionally, these readings should form the basis for your essays, discussion questions and reading responses. **You cannot succeed in this course if you do not do the assigned readings.**

**Required Texts:**

Fagan, Brian M.

2006 *People of the Earth*, 13<sup>th</sup> edition. Prentice Hall.

Vitelli, Karen D. and Chip Colwell-Chanthaphonh

2006 *Archaeological Ethics*, 2<sup>nd</sup> Ed. Altamira Press.

**C. Dead Week**

No tests or unscheduled assignments will be due during dead week.

## D. Course Policy

### Attendance and Make up policy

There is no attendance policy in this course. You must come to class. It is your responsibility to come to every class meeting prepared and with any assignments for that day. Additionally, it is your responsibility to get any notes, handouts, etc., if you miss a class. Much of the course material will be posted on Blackboard with the exception of the instructor's personal notes. If you miss a lecture, you must get those notes from a fellow student. For all missed assignments, a written excuse is best; however, students may only make up exams, presentations, and essays with a documented university approved excuse. Late essays will be graded down one letter grade each day after the end of the class period in which they are due without a documented excuse. Some in-class activities cannot be made up. For other assignments, I will accept doctor's notes/serious illness, family emergencies/major life crises, UK events and other university approved excuses. I do reserve the right to evaluate missed assignments and make-up work on a case by case basis. **Please let me know in writing (email) at least two weeks in advance (or as soon as possible for illness or emergencies only) if you will miss an assignment, exam, etc. If you will miss class due to religious holiday please notify me in writing (email is fine) two weeks before the date to be missed. All make-up work must be completed within two weeks of the original due date.**

### Submission of Assignments and Due dates for readings

Assignments must be submitted to the professor in class on the day in which they are due. You should be prepared to discuss the readings on the day they are listed. Reading responses are due by 9 am, the day of the lecture.

### Academic Integrity: Plagiarism and Cheating

*Cheating and Plagiarism.* According to University Senate Rule 6.3.1 "All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. University Senate Rule 6.3.2 states that cheating is "the wrongful giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade." Both cheating and plagiarism are serious academic offenses. The *minimum* punishment for either offense is a grade of "E" on the assignment, and additional punishments may be applied for particularly egregious or repeat offenses. The Academic Ombud website <http://www.uky.edu/Ombud/> has excellent resources to help you understand what plagiarism is and how to avoid it. I encourage you to consult them and to come speak to me if you have any questions or concerns about plagiarism or cheating.

### Classroom atmosphere:

Anthropology and archaeology classes touch on sensitive subjects. Over the course of the semester, we may discuss topics that elicit strong opinions and reactions. During class, we will strive

for an environment of mutual respect, where all thoughts and opinions may be expressed. Students must be prepared to hear different viewpoints, and be prepared to have their own opinions questioned. This does not mean that we can belittle, gang up on or ignore unpopular positions. The classroom will be a comfortable space to discuss these topics so that we can better understand them.

**Student Needs:**

Students with documented disabilities should contact the instructor as soon as possible so that she can accommodate your needs. All students should feel free to meet with the instructor at any time during the semester about any aspect of the course. If you need help with assignments please come to my office BEFORE the assignment is due. Everyone needs a little help sometimes.

**Course Policy on Academic Accommodations due to disability:** If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@eamil.uky.edu](mailto:jkarnes@eamil.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Blackboard:**

All students are required to use Blackboard as it will be an important component of this course. On Blackboard students will be able to access readings, additional course information, and the syllabus; see grades; post assignments and other activities; and communicate with the instructor and other students. Instructions for logging on will be provided in class.

**Miscellaneous**

Out of respect for the other students and the instructor, cell phone use of any kind will not be permitted in the classroom. Visiting the instructor during office hours is much preferable to sending emails to the instructor. If you must send an email, do not expect a reply before 24 hours have passed. Email should be treated as a professional form of communication. In other words, if you send an email, write clearly and seriously.

**Note:** This syllabus represents a contract of the instructor's expectations for the course and the student's responsibilities. It may change over the course of the semester to better accommodate our progress.

ANTHROPOLOGY 241  
ORIGINS OF OLD WORLD CIVILIZATION  
Course Outline and Reading Assignments

Week   Topic and Readings

- 1      I. Introduction  
          A. Definitions and Paradigms
- 2           B. Time and Dating  
              Fagan, Chapter 1.  
          C. Archaeological Inference  
              "Palaeolithic Obsidian from Franchthi Cave: A Case Study" by Karen Vitelli, in  
              Vitelli, pp. 24-28. (R)
- 3      III. Early Homo sapiens and the Middle Paleolithic Period  
              Fagan, Chapter 3  
              "Life as a Hunter-Gatherer" by Richard Leakey (R)

FIRST TEST

- 4      IV. The Upper Paleolithic Period  
              Fagan, Chapter 4  
              "Rhinos and Lions and Bears (Oh My!)" by John Clottes (R)  
              "The Dawn of Adornment" by Randall White (R)
- V. Holocene Hunter-Gatherers  
              Fagan, Chapter 5

- 5      VI. The Origins of Food Production  
          A. Theories and Consequences  
              Fagan, Chapter 8  
              "The Worst Mistake in the History of the Human Race" by Jared Diamond (R)
- B. The Near East  
              Fagan, Chapter 9
- 6           C. Africa  
              Fagan, Chapter 11
- D. East Asia  
              Fagan, Chapter 12

SECOND TEST

- 7      VII. The Origins of Mesopotamian Civilization

A. Urbanism and the State

Fagan, Chapter 14, pp. 341-344

C. Sumerian Civilization

Fagan, Chapter 15, pp. 368-380

- 8 D. Theories on the Origin of the State and Urbanism  
Fagan, Chapter 14, pp. 344-360

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- 11 IX. Early States of India and Southeast Asia  
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- 12 X. The Origins of Chinese Civilization  
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- 13 XII. Ancient Europe  
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- 14 XIII. The Past in the Present.  
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