

## Basic Course Information

Semester:	Fall 2021	Instructor Name:	Manfred Knaak
Course Title & #:	Introduction to Archaeology	Email:	<a href="mailto:manfred.knaak@imperial.edu">manfred.knaak@imperial.edu</a>
CRN #:	10467	Webpage (optional):	none
Classroom:	2735	Office #:	Room 2735
Class Dates:	16 August to 11 December 2021	Office Hours:	By Appointment Monday to Thursday Noon to 1PM.
Class Days:	All days	Office Phone #:	760-355-6282
Class Times:	Online-Asynchronous	Emergency Contact:	Department Secretary 760-355-6144
Units:	Three		

## Course Description

This is a general introductory course to the methods, goals, and data, theories, and models of anthropological archaeology that contributes to our knowledge of the human past. The course includes a discussion of the methods of scientific inquiry, the history and importance of interdisciplinary studies in archaeological research; dating techniques, methods of survey, types of excavation techniques, analysis and interpretation; cultural resource management; professional ethics; and selected topics of cultural sequences of prehistoric societies. (CSU, UC)

## Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Identify the main goals, theories and the scientific methods in anthropological archaeology. (ILO2)
2. Demonstrate an understanding of cultural resource management and archaeological ethics. (ILO2,)
3. Describe the relevancy of anthropological archaeology in the modern world. (ILO2, ILO5)
4. Demonstrate an understanding of cultural sequences through archaeological data (ILO 2, ILO 5)

## Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Identify the various archaeological theories, methods, and techniques used to investigate the human past.

2. Demonstrate an understanding of the nature of scientific inquiry and its application in archaeological research.
3. Articulate the goals, and the legal, operational, and ethnical framework of cultural resource management and heritage preservation and curation of artifacts.
4. Illustrate the use of archaeological methods with reference to cultural sequences and building a chronology.
5. Bio-archaeological approach to the past
6. Discuss the relationship between anthropology and archaeology.

## Textbooks & Other Resources or Links

Kenneth L. Feder. (2020). *The Past in Perspective: An Introduction to Human Prehistory* (8th /e). Oxford University Press. ISBN: 9780190059934.

## Course Requirements and Instructional Methods

Students will be tested on assigned reading material from our textbook as well as from scientific journals on some of the latest research in Archaeology, that may require some additional research and writing. Publicly available video content, if available on Youtube, may be assigned for viewing in out of class and can be part of the regular assignment. In general, every two weeks there will be one assignment and in general, one quiz every three weeks. Assignments and quizzes are timed and will have an open and a closing date. Quizzes can be of true/false, multiple choice, fill-ins, and may consist of three chapters. It is your responsibility to monitor your assignment and quiz score throughout the semester.

Reading and Writing: Reading the textbook. Research using various sources, including the Internet, newspapers, and library resources.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably **What if I need to borrow technology or access to WIFI?**

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>
2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

### Guidelines for using parking WIFI:

- Park in every other space (empty space BETWEEN vehicles)
- Must have facemask available
- For best reception park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants **MUST** remain in vehicles
- Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot

- Student code of conduct and all other parking guidelines are in effect
- Please do not leave any trash behind
- No parking permit required**

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

### Course Grading Based on Course Objectives

Students Final Grades will be based on the accumulation of points. **No percentages will be used.**

Assignments: 6 Assignments worth 15 points each for a total of — 90 points

Quizzes: 4 Quizzes worth 20 points each for a total of —80 points

One Final Exam/Quiz: 30 points

Total points that can be earned are 200 points, which are figured in the following manner:

200 – 180 points	A
179 – 160 points	B
159 – 140 points	C
139 – 120 points	D
119 – 0 points	F

**I shall not accept late assignments or quizzes.**

### Attendance

#### **What does it mean to “attend” an online class?**

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- .Student submission of an academic assignment
- .Student submission of an exam
- .Student participation in an instructor/led Zoom conference
- .Documented student interaction with class postings such as an interactive tutorial or computer -assisted instruction via modules.
- .A posting by the student showing the student’s participation in an assignment created by the instructor
- .A posting by the student in a discussion forum showing the student’s participation in an online discussion about academic matter
- .An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject in the course.
- .Logging onto Canvas along is NOT adequate to demonstrate academic attendance by the student.

A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.

- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.
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### Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.
- **How do I act differently if I have an on-ground class during COVID.**

**1. DO NOT COME ON CAMPUS OR ATTEND AN OFF-CAMPUS CLASS IF YOU FEEL SICK, HAVE A FEVER, OR HAVE A COUGH.**

a. Even if your symptoms are mild, stay home

b. email your instructor to explain why you are missing class.

**2. If you are sick with COVID -19, or you think might have COVID -19, CDC provides guidance.**

a. If you tested positive for COVID-19, you must self-quarantine for 14 days and then be without symptoms for at least 72 hours. Clearance is required prior to returning to any face-to-face interaction. It is recommended that you undergo a final COVID-19 test to confirm that you are no longer infected.

b. If you are exposed through direct contact with a person known to be COVID-19 positive, then you must submit negative COVID-19 test results prior to returning face-to-face interaction.

**3. ARRIVE AT CAMOUS EARLY [at least 15 minutes early is advised].**

a. All people entering the IVC Campus will need to pass a screening process, which will occur at the gates as you drive onto campus. You will need to take a short questionnaire and get your temperature taken [the screening is completely touch less and will take place while you remain in your car].

**4. BRING A MASK TO CLASS [and always wear it].**

a. Be sure that your mask cover both nose and mouth. If your mask is cloth, then wash it each day. If your mask is disposable, then use a new one each day.

**5. GO DIRECTLY TO YOUR CLASS ROOM.**

a. The IVC Campus is mostly closed so you should not visit other areas or seek any face-to-face services. Services are available to students online and can be accessed through [www.imperial.edu](http://www.imperial.edu)

**6. WASH YOUR HANDS FREQUENTLY [and use the provided sanitation supplies].**

a. Your classroom is equipped with cleaning supplies. Use them as needed.

**7. BE SURE TO SOCIAL DISTANCE [stay at least 6 feet from other].**

a. The number of students in a classroom at any time is very limited so you have plenty of space to spread and ensure that you stay safe at least 6 feet from others.

**8. BRING YOUR OWN FOOD AND DRINKS.**

a. There is no food service currently offered on campus.

## Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].

### **How am I expected to act in an online "classroom" [especially Zoom]?**

Attending a virtual meeting can be a challenge when there are many students on one conference call.

Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow tips below for best results:

1. Be Respectful. Your written, verbal, and non-verbal communication should be respectful and focused on the learning topics of the class.
2. Find a quiet Location & Silence your Phone [if zooming]. People walking around and pets barking can be distraction.
3. Eat at Different Times. Crunching food or chugging drinks is distracting for others. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

4. Adjust Your Light so others can see you. It is hard to see you in dim lighting, so find a location with light. If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes [glare] but you look like a silhouette.
5. Position the Camera so that your Face and Eyes are showing. If you are using the camera, show your face; it helps others see your non-verbal cues. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc., before meeting time to show self-respect and respect for others.
6. Be ready to Learn and Pay Attention. Catch up on other emails or other work later. If you are zooming, silence your phone and put it away. If you are in a room with TV—turn it off.
7. Use your Mute button when in Loud Places or for Distractions. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It’s best if you conference in a private space, but if you can’t find a quiet place, when noises arise MUTE your laptop.
8. Remember to UNMUTE when speaking. Follow your instructor’s directions using the “RAISE HAND” icon or chat function to be recognized and to speak, but make sure you have unmuted your device. Do not speak when someone else is speaking.
9. Remain focused and participate in the meeting. Especially when the camera is on YOU, we all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked. Do not Zoom meeting to meet with your peers or put on a “show” for them.
10. Pause your Video if moving or doing something distracting. Emergencies happen. If you need to leave the room or get up and move about, stop your video

### **Academic Honesty**

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another’s work and recognize the importance of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one’s own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to “cite a source” correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

## **HOW DO I SHOW ACADEMIC HONESTY AND INTEGRITY IN AN ONLINE ‘CLASSROOM’**

### **.Keep your Password confidential.**

.You have unique password to access online software like Canvas. Never allow someone else to ;log-in to your account.

### **. Complete your own coursework.**

.When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exam, and will do so without the assistance of others [unless directed by the instructor].

### **Examples of Academic Dishonesty that can occur in an online environment.**

- .copying from others on a quiz, test, examination, or assignment
- .allowing someone else to copy your answers on a quiz, test, exam, or assignment
- .having someone take an exam or quiz for you.
- .conferring with others during a test or quiz [if the instructor didn’t explicitly say it was a group project, then he/she expects you to do the work without conferring with others].
- .buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own.
- .excessive revising or editing by others that substantially alters your final work
- .sharing information that allows other students an advantage on an exam [such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class].
- .taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

## **Additional Student Services**

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

## HOW DO I ACCESS SERVICES NOW THAT WE ARE MOSTLY ONLINE?

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one ZOOM link [IVC online Tutoring] . When campus open again, there are several learning labs on campus to assist students .
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources. Whether you need support using computers, you need a tutor, please consult your Campus Map for the Math Lab; Reading, Writing & Language Labs; and the Study Skills Center.
- **Library Services.** Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us we can help you with instructional and research development skills [for those conducting research and writing academic papers]. When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- **Career Services Center.** The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview preparation. Internship Opportunities and Job Placement.
- **Child Development Center.** The Preschool and Infant/Toddler Centers are on-Campus demonstration lab programs that meet the educational, research, and services needs of the institution and community at large. The Preschool program [children three to five years of age] and the Infant/Toddler program [newborn to three years of age] is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday - Friday 7:15 -5:30. Breakfast, lunch, snacks are provided throughout the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone [760] 355-6528 or [760] 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>

### Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

## Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128, or when campus re-opens visit Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 for appointments, or when campus reopens visit Room 1536 for more information

## Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

## Extended Opportunity Program and Services (EOPS)

### ***The Extended Opportunity Program and Services (EOPS)***

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, and academic and /or career-related issues through empathy, cultural -competence, and a commitment to equity and social justice. Also under the umbrella of EOPS in the CARE [Cooperative Agency Resources for Education] Program, designed to serve single parents and assist with addressing issues that are particular to this population. Students that are single parents receiving TANF?Cash Aid assistance may qualify for our CARE program. For additional information about the EOPS or CARE Programs please contact our Program Office 760-355-6407, and /or visit our Program website [www.imperial.edu/students/eops](http://www.imperial.edu/students/eops) for eligibility criteria and application procedures. We look forward to serving you! -EOPS?CARE Staff.

## Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact

on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strived to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access.

- . We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, and the ability to transfer to university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.
- **WHAT IF I CANNOT AFFORD FOOD, BOOKS, OR NEED OTHER HELP?**
- We have many resources that are available to you. Please tell us what you need by submitting your request[s] here: <https://imperial.edu/students/student-equity-and-acheivement>.

## Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

## Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

**Anticipated Class Schedule/Calendar - Introduction to Archaeology – Fall 2021 – Section 10467**

Week and Date	Activity, Assignment, and/or Topic	Pages, Due Dates, Tests, and Reading Assignments
Week 1: August 16 to August 21	<b><u>Module Unit #1</u></b> <b><u>Chapter 1, Encountering the Past</u></b> ; an anthropological perspective; four subfields of anthropology; an ancient world; theories of the age of the Earth; Charles Darwin and the Antiquity of Life.	Read Chapter 1, pp. 2 - 25. In Module check Unit #1, Chapter 1 and check Study Guide on Chapter 1.
Week 2: August 23 to August 28	<b><u>Module Unit #1</u></b> <b><u>Chapter 2, Probing the Past</u></b> ; the “Science” in the study of the Past [hypothesis]; paleoanthropological and archaeological sites; how sites are preserved; how sites are found; how information is recovered; data collection; ecofacts; palynology; determining the age of a site specimen; dating techniques; in ethic in archaeology; pseudoscience in archaeology.	Read Chapter 2, pp. 26 - 69. In Module check Unit #1, Chapter 2 and Study guide Chapter #2.
Week 3: August 30 to September 4	<b><u>Chapter 2, Probing the Past – Continued</u></b> : The archeological record; dating the past; ethics of archaeological research	Continue Reading Chapter 2. pp. 26 - 69. In Modules continue to check Unit #1 and Study Guide. Complete. <b><u>Our First Assignment. Due date September 4.</u></b>
Week 4: September 7 to September 11  Sept 6 is a Holiday.	<b><u>Module Unit #1</u></b> <b><u>Chapter 3, African Roots</u></b> ; Miocene epoch; the first hominins; pre-australopithecines and the genus Australopithecus geography; anatomical considerations, bipedalism, Oldowan stone tools; archaeology sites and record.	Read Chapter 3, pp. 70 - 99. In Module Unit #, Chapter 3 and Study Guide on Chapter #3. <b><u>Quiz #1. Module Unit #1. Quiz #1 on Chapters 1,2,3. Due date for Quiz #1, September 11.</u></b>
Week 5: September 13 to September 18	Module Unit #1. Chapter 4. The Human Lineage. Homo erectus; migration out of Africa to Asia and Europe; the Age of Ice; Homo erectus the toolmaker; when did Homo erectus become extinct; archaeology sites and record.	Read Chapter 4, pp. 110 - 131. In Module Unit #1, Chapter 4 and Study Chapter #4.

Week and Date	Activity, Assignment, and/or Topic	Pages, Due Dates, Tests, and Reading Assignments
<p>Week 6: September 20 to September 25</p>	<p><b><u>Module Unit #1</u></b> <b><u>Chapter 5, The First Humans:</u></b> Pre-modern Homo sapiens; Neandertals; premodern humans and cultural evidence; geography; DNA and replacement models; why are they Neandertals extinct/; climate, subsistence, stone tool technology; archaeology sites and data.</p>	<p>Read Chapter 5, pp. 132 - 171. In Module Unit #1, Chapter 5 and Study Guide Chapter #5. <b><u>Complete Assignment #2. Due date for Assignment #2, September 25.</u></b></p>
<p>Week 7: September 27 to October 2</p>	<p><b><u>Module Unit #2</u></b> <b><u>Chapter 6, Expanding Intellectual Horizon:</u></b> Art, religion, diversification of tools; cognitive-processual archaeology; the archaeological record; a revolution of intellect: the meaning of Upper Paleolithic Art; archaeology sites and data.</p>	<p>Read Chapter 6. pp. 172 - 205. In Module Unit #2, Chapter 6 and check Study Guide Chapter 6. <b><u>Quiz #2. Module Unit #2. Quiz #2 on Chapters 4,5,6. Due date for Quiz #2, October 2.</u></b></p>
<p>Week 8: October 4 to October 9.</p>	<p><b><u>Module Unit #2</u></b> <b><u>Chapter 7, Expanding the Geographic Horizon:</u></b> Settlements of Australia/Pacific Islands; migration into the Americas; extinction of Pleistocene megafauna; the archaeological sites and record</p>	<p>Read Chapter 7. pp 212 - 257. In Module Unit #2, Chapter 7 and check Study Guide Chapter 7. <b><u>Complete Assignment #3. Due date for Assignment #3, October 9.</u></b></p>
<p>Week 9: October 11 to October 16</p>	<p><b><u>Module Unit #2</u></b> <b><u>Chapter 8. After the Ice: The food-production revolution:</u></b> The shift from food collection to food production; Mesolithic subsistence pattern; diversity and regionalization; Asia, Africa, Australia, North America, South America theoretical models; archaeological sites and record.</p>	<p>Read Chapter 12, pp. 252-315. In Module Unit #2, Chapter 8 and Study Guide Chapter 8. Quiz #3. Module Unit #2. <b><u>Quiz #3 on Chapter 8 Only. Due date for Quiz #3, October 16.</u></b></p>
<p>Week 10: October 18 to October 23</p>	<p><b><u>Module Unit #2</u></b> <b><u>Chapter 9, Roots of Complexity: The Origin of Civilization;</u></b> Southwest Asia, Meso-America, South America; and Europe; Stonehenge, England; Gobekli Tepe, Turkey; Rank Societies to Chiefdom; The Olmecs, Mexico; Caral, Peru; archaeological sites and record.</p>	<p>Read Chapter 9, pp. 316-357. In Module Unit #2, Chapter 9, Study Guide Chapter 9.</p>

Week and Date	Activity, Assignment, and/or Topic	Pages, Due Dates, Tests, and Reading Assignments
Week 11: October 25 to October 30	<b><u>Module Unit #2</u></b> <u>Chapter 10, An Explosion of Complexity: Mesopotamia, Africa, Europe;</u> evolution of state societies; the character of civilization; food surplus, labor specialization; monumental works; the role of irrigation; power invested in the Temple; Mesopotamia’s first cities: the Uruk Period; Egypt of the Pharaohs; Minoan Crete; why did societies develop? archaeology sites and record.	Read Chapter 10, pp. 358-401. In Module Unit #2, Chapter 10 and Study Guide Chapter 10. <b><u>Complete Assignment #4. Due date for Assignment #4, October 30.</u></b>
Week 12: November 1 to November 6	<b><u>Module Unit#3</u></b> <u>Chapter 12, An Explosion of Complexity: Meso-America</u> Maya, Aztecs; Teotihuacan, Monte Alban, Tenochtitlan; why did the Maya collapse?; the archaeology sites and record.	Read Chapter 12, pp. 428-463. In Module Unit #3, Chapter 12, Study Guide for Chapter 12. <b><u>Quiz #4. Module Unit #3. Quiz on Chapters 10 and 12. Quiz #4 Due Date is, November 6.</u></b>
Week 13: November 8 to November 13	<b><u>Module Unit #3</u></b> <u>Chapter 13. An Explosion of Complexity: South America.</u> Moche civilization; Nazca and geoglyphs; Tiwanaku, Wari, Chimu Empires; Inka Empire; Inka agriculture, Inka military, Khipu writing, why do civilizations collapse?; archaeology sites and record.	Read Chapter 13 pp. 464 -495. In Module Unit #3, Chapter 13 and Study Guide for Chapter 13. <b><u>Complete Assignment #5. Due Date for Assignment #5, November 13.</u></b>
Week 14: November 15 to November 20	<b><u>Module Unit #3</u></b> <u>Chapter 14. An Explosion of Complexity: North America.</u> Woodland Culture; the Mississippian civilization, Cahokia, Illinois; the American Southwest; Hohokam, Mogollon, Ancestral Puebloan; Chaco Canyon; Mesa Verde; Northwest Coast of North America; archaeology sites and record.	Read Chapter 14, pp. 496-532. In Module Unit #3, Chapter 14 and Study Guide for Chapter 14.
Week 15: November 22 to November 27	<b><u>Thanksgiving Recess – No Classes</u></b>	
Week 16: November 29 to December 4	<b><u>Module Unit #3</u></b> <u>Chapter 11, An Explosion of Complexity: Indus Valley and China.</u> The Indus Valley Civilization; the Civilization of Ancient China; why were the Elites of State Societies so conspicuous in their Consumption.	Read Chapter 11, pp. 402 -427. In Module Unit #3, Chapter 11, Study Guide for Chapter 11. <b><u>Complete Assignment #6. Due Date for Assignment #6, December 4.</u></b>

<b>Week and Date</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages, Due Dates, Tests, and Reading Assignments</b>
Week 17: December 6 to December 11.	<b>Final Exam Week</b>	Final Quiz / Exam. Chapters 11,12,13,14, Evolutionary Epilogue.

**\*\*\*This schedule is subject to change without prior notice\*\*\***