

ANTHROPOLOGY 240
Introduction to Archaeology
Fall 2015

Professor Mark P. Leone
Class Hours: M W F 11:00-
11:50
Room: Woods Hall, Room 1114
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3:30 or by appointment
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For immediate concerns or emergencies, please contact Mr. Webster, who will contact Professor Leone.

Course Website: www.myelms.umd.edu Contains the Required Texts

Required Print Texts:

James Deetz, *In Small Things Forgotten* (ISBN: 0385483996)

Kenneth Feder, *A Village of Outcasts* (available on ELMS)

Textbooks are available through the University Book Store. <http://umcp.bncollege.com>

First Section:

Course Goals: At the completion of this portion of the course, students will be able to...

1) *...demonstrate understanding of the basis of human diversity: biological, cultural, historical, social, economic, or ideological.*

The origins of human culture and society are central to the course. The course examines the origin of our species, the culture of hunting and gathering people, the beginnings of agriculture and settled life, and the development of social complexity in the Old World and the Americas. Through understanding human origins and sociocultural development, students are equipped to conceptualize human diversity and its foundations from its beginnings through the modern world.

Where do humans come from? Where do we come from? How do we organize the fossil evidence so that we have an explanation for human origins that is scientific? What are the origins of culture? How do we know what culture looks like when it first appears? How do you tell the difference between evolution and creationism and Genesis?

What are hunter gatherers? How long were they around? How did they make a living? How did they make tools? Where did they live? Who were they? Are there any left?

Week 1: August 31-September 4
Introduction to Course and to the Concept of Culture

Assignment	Due
1. Film: <i>Becoming Human: First Steps</i>	Watch by: Wednesday, September 2
2. Reading: <i>The Laws of Archaeological Stratigraphy</i> by Edward Harris, 1979 pp 111-117	Read by: Wednesday, September 2
3. Assignment 1: Stratigraphy (6 points)	Complete and submit on ELMS by: Wednesday, September 2, in time for discussion on Friday, September 4

Week 2: September 7-September 11
Divisions of Anthropology and Archaeology

Assignment	Due
Labor Day Recess No Class Monday, September 7	
4. Film: <i>Becoming Human: Birth of Humanity</i>	Watch by: Wednesday, September 9
5. Reading: <i>The Growth of Culture and the Evolution of Mind</i> by Clifford Geertz 1962, pp 713-740	Read by: Wednesday, September 9
6. Worksheet 1: List three main ideas on the emergence of the human mind from the article	Complete during discussion on Friday, September 11

Week 3: September 14-September 18
Origins of Culture

Assignment	Due
7. Film: <i>Becoming Human: Last Human Standing</i>	Watch by Wednesday, September 16
8. Reading: <i>New York Times</i> articles: I. Jawbone Fossil Fills a Gap in Early Human Evolution by John Noble Wilford 3/4/15 II. The Human Family Tree Bristles With New Branches by Carl Zimmer 5/27/15 III. The Continuing Evolution of Genes by Carl Zimmer 4/28/14 IV. Baffling 400,000 Year Old Clue to Human Origins by Carl Zimmer 12/4/13 V. Monogamy and Human Evolution by Carl Zimmer 8/2/13	Read by Wednesday, September 16
9. Worksheet 2: List 6 ideas about human genetics acting on human evolution	Complete during discussion on Friday, September 18

Course Goals: At the completion of this portion of the course, students will be able to...

2) ...demonstrate understanding of fundamental concepts and methods that produce knowledge about plural societies.

Archaeological knowledge of past human culture and societies is the result of intensive research, excavation, contextualization, and analysis. Using archaeological texts which describe the methods and theoretical applications of the discipline, students can comprehend how archaeologists are able to interpret artifact assemblages to make scholarly interpretations.

Why were European caves painted? How do the images make sense? What is the program behind the painting? How do we know that they were painted between 40,000 and 10,000 years ago? How can one style last so long? What is the style? Why would Lascaux be called the “Sistine Chapel of cave art”

Week 4: September 21-September 25

Race and Racism; Mousterian Technology-Hunter Gatherer Ecology

Assignment	Due
10. Film: <i>Cave of Forgotten Dreams</i>	Watch by Wednesday, September 23
11. Reading: <i>Michelangelo’s Genesis: A Structuralist’s Interpretation of the Central Panels of the Sistine Chapel</i> by Edmund Leach 1985, pp 1-30	Read by Wednesday, September 23
12. Assignment 2: Phylogenetic Trees (6 Points)	Complete and submit on ELMS by: Wednesday, September 23, in time for discussion on Friday, September 25
13. <i>American Association of Physical Anthropologists Statement on Biological Aspects of Race</i> 1996, pp. 1/4 to 4/4	Read by Wednesday, September 23
14. <i>Does Race Exist?</i> By Michael J. Bamshead and Steve E. Olson, 2003, pp. 78-85	Read by Wednesday, September 23

Week 5: September 28-October 2

Mousterian Technology; Paleolithic Cave Art

Assignment	Due
15. Reading: <i>The Evolution of Paleolithic Cave Art</i> by Andre Leroi Gourhan 1958, pp 58-69	Read by Wednesday, September 30
16. Reading: <i>The Historical Archaeology of the Impact of Colonialism in 17th Century South Africa</i> by Carmel Schrire 1988, pp 214-225	Read by Wednesday, September 30
17. Worksheet 3: List the divisions of nature and culture used in a structural analysis	Complete during discussion on Friday, October 2
18. Worksheet 4: List the zone or habits used by native South Africans	Complete during discussion on Friday, October 2

First MID-TERM EXAM: Monday, October 5, 2015
 (Major Scheduled Grading Event: 20% of Course Grade)

Complete the Mid-Course Evaluation Online

What is working for you?

What is not working for you that could be changed or fixed?

Due Monday October 12, 2015

Second Section

Course Goals: At the completion of this portion of the course, students will be able to...

3) *...analyze forms and traditions of thought or expression in relation to cultural, historical, political, and social contexts, as, for example, dance, foodways, literature, music, and philosophical and religious traditions.*

Students are taught the progression and development of culture as it appears archaeologically in expressions such as food procurement, food production, spiritual practices, art, language, and composition of writing. Forms of culture are traced starting with their emergence with early hominids, to agricultural societies, to the first cities, and into European colonialism. Students learn to identify methods which distinguish particular expressions of material culture to certain groups of people living at specific times in prehistory and history.

Where does our food come from? When were plants and animals domesticated? How many places on Earth did domestication occur independently? How are wild plants and animals tied to domesticated plants and animals?

4) *...use a comparative, intersectional, or relational framework to examine the experiences, cultures, or histories of two or more social groups or constituencies within a single society or across societies, and within a single historical timeframe or across historical time.*

Archaeology is unique because it does not seek to explore the culture of one group in isolation. The course emphasizes anthropological theories which aim to comprehend social groups and material culture in ways which can be generalizable and comparable. Students are taught to see the complexity of human culture and its material culture manifestations, while also establishing methods for creating frameworks to analyze groups across space and time.

5) *...demonstrate knowledge of fundamental concepts and ideas in a specific topical area in history or the social sciences.*

This course is a survey of world prehistory from the origins of culture to European global expansion. The course features the archaeological evidence and models for the origins of humans, the spread of peoples around the earth, the origins of agriculture, and the first cities. The course will cover the importance of stone tools, Paleolithic cave art, the movement of humans into the New World, and the cross-cultural models that explain the beginnings of farming and the common characteristics of urbanism. The course also covers historical archaeology, particularly the impact of Europe's colonies in North America.

Where was civilization invented? Where were the first cities? The first writing? The first monumental buildings? How many places on Earth saw civilization/cities independently created?

Week 6: October 5-October 9
Occupation of the Western Hemisphere

Assignment	Due
EXAM Monday, October, 5	
19. Reading: <i>The First European Colonization of the North Atlantic</i> by George Hambrecht, 2015 pp 203-225	Read by Thursday, October 8
20. Worksheet 5: List the islands used to colonize the North Atlantic from AD 800 on. How many kinds of Gedids are there?	Complete during discussion on Friday, October 9

Week 7: October 12-October 16
Early Agriculture

Assignment	Due
21. Film: <i>Cracking the Stone Age Code</i>	Watch by Wednesday, October 14
22. Reading: <i>Post Pleistocene Adaptations</i> by Lewis Binford, 1975 pp 421-449	Read by Wednesday, October 14
23. Reading: <i>Archaeological Systems Theory and Early Mesoamerica</i> by Kent Flannery. 1972 pp 222-234	Read by Wednesday, October 14
24. Worksheet 6: Draw a true geometric egg by following the instructions given by Alexander Thom in the film.	Complete during discussion on Friday, October 16
25. Worksheet 7: Go to https://en.wikipedia.org/wiki/List_of_domesticated_animals and https://en.wikipedia.org/wiki/List_of_domesticated_plants and make a table of 15 foods that were domesticated and list them, where they were domesticated, and the date. List at least one archaeological site where the earliest remains of each food was found.	Complete during discussion on Friday, October 16

Week 8: October 19-October 23
Early Cities

Assignment	Due
26. <i>The Urban Revolution</i> by Gordon Childe, 1950 pp 3-17	Read by Wednesday, October 21
27. <i>Origin of Cities</i> by Robert Adams, 1960 pp153-172	Read by Wednesday, October 21
28. Assignment 3: National Geographic Reconstructions (9 points)	Complete and submit on ELMS by Wednesday October 21, in time for discussion on Friday, October 23
29. Worksheet 8: List the functioning parts of early cities.	Complete during discussion on Friday, October 23

Week 9: October 26-October 30
Mesopotamia and Egypt

Assignment	Due
30. Reading: <i>A Scientist Looks at the Pyramids</i> by Kurt Mendelssohn, 1971 pp 210-220	Read by Wednesday, October 28
31. Reading: <i>Early Hydraulic Civilization in Egypt</i> by Karl Butzer, 1976: Introduction (pp 1-4), Chapter 2 (pp 4-11), Chapter 3 (pp 12-38), Chapter 5 (pp 41-51), Chapter 6 (pp 76-80), Chapter 7 (only p. 85 fig.13) Chapter 8 (pp 99-105) Chapter 9 (pp 106-112)	Read by Wednesday, October 28
32. Worksheet 9: List the 7 steps from Mendelssohn in building a public works project.	Complete during discussion on Friday, October 30
33. Worksheet 10: List the 6 main parts of Butzer's argument about creating the Egyptian state.	Complete during discussion on Friday, October 30

Second MID-TERM EXAM: Friday, November 6, 2015
(Major Scheduled Grading Event: 20% of Course Grade)

Week 10: November 2-November 6
Crete and Central Asia

Assignment	Due
34. Reading: <i>State Settlements in Tawantinsuyu: A Strategy of Compulsory Urbanism</i> by Craig Morris, 1972 pp 393-401	Read by Wednesday, November 4
35. Worksheet 11: What is a <i>tampu</i> ? How long does a population live in a <i>tampu</i> ?	Complete and submit on ELMS by Wednesday, November 4
36. Reading: <i>The Vertical Control of a Maximum of Ecologic Tiers in the Economies of Andean Societies</i> by John Murra 1981. Read pages 1 to mid 14; then read sketch diagram called Case 2; then read pp. 15 to 17; read mid pp. 24 to mid pp. 25; finally read mid pp.40 to pp.44	Read by Wednesday, November 4
37. Worksheet 12: List 5 foods exchanged vertically.	Complete and submit on ELMS by Wednesday, November 4
EXAM Friday, November 6	

Third Section

Course Goals: At the completion of this portion of the course, students will be able to:

6) ...*demonstrate understanding of the methods that produce knowledge in a specific field in history or the social sciences.*

Students will be introduced to the methods used by archaeologists to gather data, particularly field work such as excavations, surveys, data analyses, and interpretations.

7) ...*demonstrate critical thinking in evaluating causal arguments in history or in the social sciences, analyzing major assertions, background assumptions, and explanatory evidence.*

Assigned readings and films viewed throughout the course provide the fundamental and theoretical background of prominent archaeological work, both for prehistoric and historic archaeology. These are assessed through class discussions and are also individually evaluated using critical essay questions that appear on the students' exams.

Europe now has conquered and controlled the whole planet. How did this happen? How is a colony made? How is slavery produced and sustained? What is the relationship between oppressor and oppressed? What is the role of archaeology in establishing a proper history for colonized peoples, as well as a record of those who were removed or destroyed?

**Week 11: November 9-November 13
European Renaissance in New England**

Assignment	Due
38. Reading: <i>In Small Things Forgotten</i> by James Deetz Chapter 1 to 6	Finish reading by Friday, November 20
39. Assignment 4: Annapolis Artifacts (6 points)	Complete and submit on ELMS Wednesday, November 11 in time for discussion on Friday, November 13

**Week 12: November 16-November 20
European Renaissance; Possessive Individualism**

Assignment	Due
40. Assignment 5: Modern Material Culture/Garbage (6 points)	Complete and submit on ELMS by Wednesday, November 18 for discussion on Friday, November 20
41. Worksheet 13: List how ceramics, house types, and gravestone designs change from 1620 to 1750.	Complete during discussion on Friday, November 20

**Week 13: November 23-November 27
Baroque Landscapes**

Assignment	Due
42. Reading: <i>Interpreting Ideology in Historical Archaeology at William Paca Garden</i> by Mark Leone. 1984 pp 25-35	Read by Monday, November 23
Thanksgiving break: No class Wednesday, Nov 25 and Friday, Nov 27	

**Week 14: November 30-December 4
Colonial and Early Federal Era Printing and Citizenship**

Assignment	Due
43. Reading: <i>Village of Outcasts</i> by Kenneth Feder, Chapters 1, 3, 4, 8, 9, 10	Read by Wednesday, December 2
44. Worksheet 15: List the ways the lighthouse community artifacts are different from those described by Deetz.	Complete during discussion on Friday, December 4
45. Reading: <i>Dyssimulation: Reflexivity, Narrative, and the Quest for Authenticity in "Living History"</i> by Handler and Saxon, 1988 Read only pp 242-258	Read by Wednesday, December 2
46. Worksheet 14: Why does the modern individual go to a living history museum?	Complete during discussion on Friday, December 4
47. <i>Ask a Slave</i> Videos: 1. <i>Ask a Slave</i> Ep4: New Leaf, Same Page - https://www.youtube.com/watch?v=ik-fXNjxw58 She makes a point that slavery still exists 2. <i>Ask a Slave</i> S2 Ep2: Caught in the Web - https://www.youtube.com/watch?v=CrNrOs3Lqkc Unravels all the comments people have about her videos and calls out the purpose of parody. 3. <i>Ask a Slave</i> S2 Ep3: What About the Indians? - https://www.youtube.com/watch?v=Xn9Tf4QU7Fk Native American co-host and stereotypes about Indians 4. <i>Ask a Slave</i> S2 Ep5: House & Field - https://www.youtube.com/watch?v=iGtomjv4FUo Calls out the differences between (and similarities) of house slaves and field slaves.	Watch by Wednesday, December 2
48. Assignment 6: Individualism (6 points)	Complete and submit on ELMs by Wednesday December 2 for discussion on Friday December 4

**Week 15 December 7- December 11
African America**

Assignment	Due
49. Film: <i>Digging for Slaves</i>	Watch by: Wednesday, December 9
50. Assignment 7: Annapolis Maps	Complete and submit on ELMS by Wednesday, December 9 for discussion on Friday, December 11

**FINAL EXAM: Wednesday, December 16, 2015: 8:00-10:00am
Woods Hall Room 1114
(Major Scheduled Grading Event: 30% of Course Grade)**

Homework

Readings are generally due mid-week so that students may read over the weekend and during the beginning of the week. The readings and lectures will inform each other. Students are encouraged to ask questions about the reading material to the professor during lecture days and the TA and UTAs during discussion. The professor and TA will also hold office hours each week if students would like to meet outside of class to discuss course material, assignments, or exams.

There are seven mandatory homework assignments for this course. They constitute major scheduled grading events. Each assignment is posted on the course website. Each assignment has a due date for submission to the course website. Each assignment is worth 6 points, for a total of 42. The homework assignments will be scored. The scores will be added and a curve created resulting in grades from A to F. The homework grade will constitute 20% of the grade in the course.

The homework assignments are done outside of class. Late homework submissions will result in a one-point penalty per day late. Each assignment should be answered in two double-spaced pages using 12-point Times New Roman. The homework assignments will be graded by the TA and the UTAs. You may use other sources than the texts to discuss your responses. Cite any source you use, including electronic information.

Discussion

Discussion will take place on Fridays during the scheduled class time in the same room as lectures. Discussion is led by the TA and UTAs. Discussion is meant to integrate all of the materials from the week. Students are encouraged to ask questions to the TA, and will explain concepts to other students in small groups.

During these sections, students will discuss course material and assignments in small groups. Students will work in small groups on worksheets based on the material from readings, films, and lectures. As such, students are encouraged to bring their readings and notes to discussion. These worksheets will be graded and are worth 10% of the final course grade. Students must be present in discussion to complete the worksheets. Worksheets cannot be made up outside of class time except in the case of illness or if the student has made prior arrangements with the TA.

FINAL EXAM: Wednesday, December 16, 2015: 8:00-10:00am **Woods Hall Room 1114** **(Major Scheduled Grading Event: 30% of Course Grade)**

Accessing Online Course Materials

To access online course materials, please use the following instructions: (**Note: You must use Adobe 5.0 or newer to view these articles online).

--Readings (Files)--

1. Go to <http://elms.umd.edu>
2. Log in with your Directory ID and password (the same as you would to access your campus email).
3. Click this course under "My Courses"
4. Click "Files" from the toolbar on the left once you are in the course site
5. Click on the folder corresponding to the listed course week on the syllabus.
6. Left-click on the link to open a file. If this doesn't work, right-click on the link and select "Save Link As..." and save it to your computer

-- Films (Modules)--

1. Go to <http://elms.umd.edu>
2. Log in with your Directory ID and password (the same as you would to access your campus email).
3. Click this course under "My Courses"
4. Click "Modules" from the toolbar on the left once you are in the course site
5. Click on "Online Media Reserves"
6. Select the film.

--Lecture Recordings (Panopto Recordings)

1. Go to <http://elms.umd.edu>
2. Log in with your Directory ID and password (the same as you would to access your campus email).
3. Click this course under "My Courses"
4. Click "Course Tools " from the toolbar on the left once you are in the course site
5. Click on the link called "Panopto Focus Content "
6. Class lectures will be uploaded under "Completed Recordings" at the end of each lecture. Click the lecture you wish to view and it will open in a new window.

Location for Films

Part of your assignments for this class will be watching films outside of regular scheduled class time. These films will be available for viewing through ELMS. See above for instructions on accessing these films through ELMS.

Religious Observances

It is the policy of the University of Maryland, College Park that students not be penalized in any way for participation in religious observances. However, it is the student's responsibility to inform Professor Leone or his TAs of any intended absences for religious observances in advance and make arrangements for make-up examinations.

Students with Learning, Emotional, Psychological and Physical Disabilities

Students must show documentation from the University's disability Support Services (DSS) Office acknowledging a disability that warrants some type of accommodation. Please contact Dr. Joann Hutchinson, Director of Disability Support Services at (301) 314-7681, if you have questions about the type of accommodation or to be registered.

Medical Excuses

Examinations are Major Scheduled Grading Events and, if missed, require written documentation before a makeup examination will be provided. See "Make-up Examinations" on page 11 of this syllabus for make-up dates. These dates are the ONLY times available for make-up exams.

The University shall excuse class absences that result from a student's own illness. As explained below, the procedures and the documentation a student is required to provide to the class instructor for the purpose of obtaining an excused absence differ depending on the frequency of the absence.

Procedures

A. Medically necessitated excused absence from a single lecture, recitation, or lab per semester.

1. No written excuses or documentation from the Health Center shall be provided for absences from single lecture, recitation, or lab.
2. For a medically necessitated absence from a single lecture, recitation, or lab, students may submit a self-signed note to their instructor. Such documentation shall be honored as an excused absence unless the absence coincides with a Major Scheduled Grading Event. The procedure for a medically necessitated excused absence for a Major Scheduled Grading event is set forth below.
3. Any student who wishes to be excused for an absence from a single lecture, recitation, or lab due to a medically necessitated absence shall:
 - a. Make a reasonable attempt to inform the instructor of his/her illness prior to the class; and
 - b. Upon returning to class, present their instructor with a self-signed note attesting to the date of their illness. Each note must also contain an acknowledgment by the student that the information provided is true and correct. Providing false information to University officials is prohibited under Part 9(h) of the *Code of Student Conduct* (V-1.00(B) UNIVERSITY OF MARYLAND CODE OF STUDENT CONDUCT) and may result in disciplinary action.

B. Non-consecutive medically necessitated absences from more than a single lecture, recitation, or lab.

1. At the beginning of each semester, the instructor shall establish a written policy for non-consecutive medically necessitated absences beyond a single lecture, recitation, or lab.

C. Prolonged Absence from Classes and/or Absence from a Major Scheduled Grading Event

1. A prolonged absence is defined as multiple consecutive absences from a course during a semester due to the same illness.

2. "Major Scheduled Grading Events" shall be identified by the instructor in writing at the beginning of each semester.

3. Students who experience a prolonged absence(s), as defined above or an illness during a Major Scheduled Grading Event as identified in writing by the class instructor shall be required to provide written documentation of the illness from the Health Center or from an outside health care provider. In cases where written verification is provided, the Health Center or outside health care provider shall verify dates of treatment and indicate the time frame that the student was unable to meet academic responsibilities. No diagnostic information shall be given.

D. Resolution of Problems

A student who wishes to contest a decision not to grant a medically necessitated excused absence should first try to resolve the issue with the class instructor. If the issue is not resolved with the instructor, the student should seek the advice of the instructor's Department Chair; the Dean's Office of the Department's College; the Health Center Director; or the Department of Disability Support Services (DSS) Director, if the student is registered with the DSS, in order to identify the proper procedure for resolution.

Make-Up Examinations

Examinations are Major Scheduled Grading Events.

Make-up examinations for the First and Second Mid-Term Examinations will be given **only** on Tuesday, December 3, 2013 and Wednesday, December 4, 2013 in Room 1124 Woods Hall between 9:00 a.m. and 4:00 p.m. A written excuse following University procedures is required before a make-up Mid-Term Examination will be administered.

Accommodations for Students with Documented Disabilities

The University of Maryland, College Park provides accommodations for students with documented disabilities. If you are a student who has special needs, please consult with the Disability Support Service and inform Professor Leone or the TAs at the beginning of the semester of your requirements.

Required Honor Pledge

As a student at the University of Maryland, College Park, each of you has signed a student-administered Honor Code and an Honor Pledge. The Code prohibits students from cheating on examinations, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. Academic dishonesty will not be tolerated and reported directly to the Honor Council. The Honor Pledge will be used in the exams in ANTH 240. The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studenthonorcouncil.umd.edu/whatis.html>.

No Term Paper

There is no term paper in this course.

Grading

The grade in ANTH 240 is based on performance on the exams and completion of homework assignments and worksheets. All of the examinations will use essays. Each mid-term is 20% of the grade. The final exam is 30% of the grade. Exams will be based on lectures, readings, and films, in that order of importance. The grade for each student on any examination is based on a curve determined by performance of all students for the specific examination. **Homework assignments and worksheets will be graded.**

Grading Breakdown:

Homework Assignments: 20%

Discussion Worksheets: 10%

Exam 1: 20%

Exam 2: 20%

Final Exam: 30%

ELMS/Blackboard

Blackboard will be used to facilitate discussions, provide supplemental material including E-reserves, and is the recommended way to email Dr. Leone, Andrew Webster, Delia Dreher, Kristen Lowe, and Taylor Vaughn. You can log on to Blackboard by going to <http://www.elms.umd.edu>; you will be asked to logon. You should be able to use your university Directory ID and password to logon. Once you log on, you will see a list of all courses that you are registered for that use Blackboard. Click on the ANTH240 class and you will be taken to the class home page. Class material will be posted to the Blackboard from time to time. Please check regularly. If you have any problems connecting to Blackboard please contact or the help number that is listed on the main logon page for Blackboard.

On-Line Course Evaluation

The on-line course evaluations, administered through Course EvalUM, for the Fall 2015 semester must be completed by **Sunday, December 13, 2015.**