ANTH 197: The Archaeology and Ethics of Human Environmental Impact (FYS)
Fall 2015

Monday Wednesday Friday 1:40-2:40 PM
Asbury Hall 007

Dr. Lydia Wilson Marshall
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Office Hours: 2:00-3:30 PM Tuesday and 3:00-4:00 PM Friday or by appointment.

COURSE DESCRIPTION

The human population has more than doubled in the last half century. Weather patterns have become increasingly erratic and extreme. Air and water pollution continues unabated in much of the world. The extinction of animal and plant species has reached alarming rates. Although many people think of our current environmental crisis as a modern problem, the archaeological record is chock-full of cases of ancient environmental degradation. Humans have long shaped their environments in both positive and negative ways. This course uses archaeological, anthropological, and historical case studies from around the world to analyze humans’ impact on their environments over the past 50,000 years. We will explore how environmental degradation contributed to the collapse of past societies and how certain societies survived and flourished in spite of environmental change. Through a reimagining of U.S. environmental policy, students will consider what these ancient case studies can teach us about building a sustainable future. At the broadest level, this course considers how the environment shaped the human past and how our human past has shaped the environment we now face.

REQUIRED MATERIALS

Brown, Lester R.

Diamond, Jared
Graff, Gerald and Cathy Birkenstein  
2014 They Say I Say: The Moves that Matter in Academic Writing. 3rd edition. New 
York: W.W. Norton & Company.

Redman, Charles L.  

All other assigned readings will be posted as pdfs in Moodle or placed on reserve in the library.

SUMMARY OF ASSIGNMENT DUE DATES AND EXAMS

9/7: Paper 1 (Analyzing Attitudes toward the Environment) due via Moodle before class
9/9: Student Discussion Leadership
9/14: Revised Paper 1 (Analyzing Attitudes toward the Environment) due in hard copy in class
9/18: Student Discussion Leadership
9/25: Paper 2 (Was Agriculture a Mistake?) due via Moodle before class
9/28: Student Peer Review
10/2: Student Discussion Leadership
10/2: Revised Paper 2 (Was Agriculture a Mistake?) due in hard copy in class
10/7: Midterm Exam
10/14: Student Discussion Leadership
10/14: Paper 4 (Independent Research) Proposal due via Moodle before class
10/28: Student Discussion Leadership
11/4: Student Discussion Leadership
11/6: Paper 4 (Independent Research) Outline due via Moodle before class
11/11: Student Discussion Leadership
11/13: Paper 3 (Analyzing Social Collapse) due via Moodle before class
11/16: Student Peer Review
11/20: Revised Paper 3 (Analyzing Social Collapse) due in hard copy in class
11/23: Student Discussion Leadership
12/2: Paper 4 (Independent Research) due via Moodle before class
12/11: Revised Paper 4 (Independent Research) due in hard copy in class
12/15: Final Exam (8:30-11:30 AM)
CLASS SCHEDULE AND READINGS

Wednesday, 8/26: Human History and the Environment (*Reflecting on the Writing Process*)

Brown, Lester R.

Friday, 8/28: Our Current Environmental Crisis (*Free Writing*)

Monday, 8/31: Humans and Nature (*Reading as Writers*)

Ackerman, Diane

Redman, Charles L.

**Paper 1 (Analyzing Attitudes toward the Environment) handed out**

Wednesday 9/2 – *Deadline to drop (cancel) or add Fall Term 2015 classes*

Wednesday, 9/2: What is Archaeology? (*An Introduction to Academic Writing*)

Archaeological Institute of America

Graff, Gerald and Cathy Birkenstein

Sebastian, Lynne

Friday, 9/4: “Dining with the Deans” 11:30 AM – 12:20 PM; Class topic: An Archaeology of the Future? (*Plagiarism and Academic Honesty*)

Mitchell, Peter

Rick, Torben C.
THEME 1: HOW HUMAN HISTORY SHAPED THE ENVIRONMENT

Monday, 9/7: Early Humans and Megafauna Extinction (They Say)
Graff, Gerald and Cathy Birkenstein
Murray-Clay, Ruth
Redman, Charles L.
Ruddiman, William

Paper 1 (Analyzing Attitudes toward the Environment) due via Moodle before class

Meet with Professor Marshall about Paper #1 during office hours on 9/8 (Tuesday), class hours on 9/9 (Wednesday), office hours on 9/11 (Friday), or by appointment this week. A sign-up sheet will be available through Google Docs.

Wednesday, 9/9: NO CLASS (INDIVIDUAL WRITING CONFERENCES)

Friday, 9/11: Hunting, Fishing, and Animal Husbandry (Student Discussion Leadership)
Redman, Charles L.
Rick, Torben C., and Jon M. Erlandson

Monday, 9/14: Agriculture (Finding a Strong Thesis)
Redman, Charles L.

Revised Paper 1 (Analyzing Attitudes toward the Environment) due in hard copy in class
Wednesday, 9/16: Agriculture, continued (*Summarization*)
Graff, Gerald and Cathy Birkenstein
Redman, Charles L.

Friday, 9/18: Urbanism (*Student Discussion Leadership*)
Redman, Charles L.

Monday, 9/21: Industrialization and Population Growth (*Quoting Effectively*)
Behringer, Wolfgang
Graff, Gerald and Cathy Birkenstein

*Paper 2 (Was Agriculture a Mistake?) handed out*

**THEME 2: HOW THE ENVIRONMENT SHAPED HUMAN HISTORY**

Wednesday, 9/23: Human Evolution and the Environment (*I Say*)
deMenocal, Peter B.
Graff, Gerald and Cathy Birkenstein

Friday, 9/25: An Introduction to the Libraries with Ruth Szpunar
*No reading.*
*Paper 2 (Was Agriculture a Mistake?) due via Moodle before class*

Monday, 9/28: End of the Ice Age (*Student Peer Review*)
Spinney, Laura
Wednesday, 9/30: Egyptian Civilization and Climate (*I Say, continued*)
Fagan, Brian

Graff, Gerald and Cathy Birkenstein

Friday, 10/2: European Witch Hunts and Climate (*Student Discussion Leadership*)
Oster, Emily

*Revised Paper 2 (Was Agriculture a Mistake?) due in hard copy in class*

Monday, 10/5: Colonialism and the Environment (*Planting a Naysayer*)
Diamond, Jared M.

Graff, Gerald and Cathy Birkenstein

Wednesday, 10/7: Midterm Exam

THEME 2: THE ENVIRONMENT AND SOCIAL COLLAPSE

Friday, 10/9: FILM DAY (Professor Marshall will be at the Midwest Historical Archaeology Conference)
*In-Class Film: 2210: The Collapse? (2010)*

Monday, 10/12: Easter Island (*So What? Who Cares?*)
Diamond, Jared M.

Graff, Gerald and Cathy Birkenstein
Wednesday, 10/14: Pitcairn and Henderson Islands (*Student Discussion Leadership*)
Diamond, Jared M.

*Paper #4 (Independent Research) Proposal due via Moodle before class*

Friday, 10/16: Chaco Canyon (*Understanding Paper Structure*)
Diamond, Jared M.

Monday, 10/19-Friday, 10/23: NO CLASS (*Fall Break*)

Monday, 10/26: The Maya (*Writing Flow*)
Diamond, Jared M.
Graff, Gerald and Cathy Birkenstein

Wednesday, 10/28: The Norse in Greenland (*Student Discussion Leadership*)
Diamond, Jared M.

Friday, 10/30: The Rwandan Genocide (*Active Voice*)
Diamond, Jared M.

*Friday, 10/30: Last day to withdraw from a course with grade of W (strictly enforced), and change a course from grade to pass/fail or from pass/fail to grade.*

**THEME 3: BEYOND ENVIRONMENTAL DETERMINISM**

Monday, 11/2: Easter Island (*Metacommentary*)
Hunt, Terry L.
2006 Rethinking the Fall of Easter Island. American Scientist 94: 412-419.
Graff, Gerald and Cathy Birkenstein
2014  But Don’t Get Me Wrong: The Art of Metacommentary. In They Say I Say: The
Norton & Company.

Wednesday, 11/4: Chaco Canyon (Student Discussion Leadership)
Wilcox, Michael
2010  Marketing Conquest and the Vanishing Indian: An Indigenous Response to Jared
92-117.

Friday, 11/6: The Maya (Minimizing To-Be Verbs)
McNeil, Cameron L., David Burney, and Lida Pigott Burney
2010  Evidence Disputing Deforestation as the Cause for the Collapse of the Ancient
Maya Polity of Copan, Honduras. Proceedings of the National Academy of Sciences of
the United States of America 107(3):1017-1022.

Paper #3 (Analyzing Social Collapse) handed out
Paper #4 (Independent Research) Outline due via Moodle before class

Monday, 11/9: The Norse in Greenland (Words Often Confused)
Berglund, Joel
2010  Did the Medieval Norse Society in Greenland Really Fail? In Questioning
Patricia A. McAnany and Norman Yoffee, eds. Pp. 45-70. New York: Cambridge
University Press.

Wednesday, 11/11: Are We Collapsing? (Student Discussion Leadership)
Page, Scott E.
2005  Are We Collapsing? A Review of Jared Diamond’s Collapse: How Societies
Choose to Fail or Succeed. Journal of Economic Literature 43: 1049–1062.

THEME 4: MODERN PROBLEMS, ANCIENT INSIGHT

Friday, 11/13: Modern Problems, Ancient Insight (Practicing Editing)
vander Leeuw, Sander E.
2012  What is an “Environmental Crisis” to an Archaeologist? In The Archaeology of
Tucson: University of Arizona Press.

Paper #3 (Analyzing Social Collapse) due via Moodle before class
Monday, 11/16: Drought *(Student Peer Review)*
Brown, Lester R.

Fagan, Brian

Wednesday, 11/18: Erosion *(Synthesizing Data from Multiple Sources)*
Brown, Lester R.

Parfit, Michael

Friday, 11/20: Climate Change *(Writing Conventions for the Social Sciences)*
Brown, Lester R.

Graff, Gerald and Cathy Birkenstein

Prendergast, Kate

*Revised Paper #3 (Analyzing Social Collapse) due in hard copy in class*

Monday, 11/23: The Environment and Human Hunger *(Student Discussion Leadership)*
Brown, Lester R.

Lucero, Lisa J., Joel D. Gunn, and Vernon L. Scarborough

Wednesday, 11/25 – Friday, 11/27: NO CLASS *(Thanksgiving Break)*
Monday, 11/30: The Environment and Migration *(Varying Sentence Structure)*
Borck, Lewis, Barbara Mills, Matthew Peeples, and Jeffrey Clark
Brown, Lester R.

Wednesday, 12/2: The Environment and Failed States *(Common Punctuation Errors)*
Brown, Lester R.
Cline, Eric

*Paper #4 (Independent Research) due via Moodle before class*

*Meet with Professor Marshall about Paper #4 during class hours or office hours on 12/4 (Friday) or by appointment this week. A sign-up sheet will be available through Google Docs.*

Friday, 12/4: NO CLASS (INDIVIDUAL WRITING CONFERENCES)

Monday, 12/7: Defining Sustainability *(Considering Your Audience)*
Tainter, Joseph

Wednesday, 12/9: Rethinking U.S. Environmental Policy *(The “Value Added” Conclusion)*
Kraft, Michael E.

Friday, 12/11: Our Current Environmental Crisis *(Reflecting on the Writing Process)*
Brahic, Catherine

*Revised Paper #4 (Independent Research) due in hard copy in class*

Tuesday, December 15: Final Exam, 8:30-11:30 AM
COURSE GOALS

In this course, students will examine how archaeology can inform our response to current environmental challenges. We will review the methods archaeologists use to reconstruct the past, explore how the relationship between humans and the natural environment has changed through time, and analyze the historical foundation of the current environmental crisis. This course is designed to help you sharpen your critical reading skills, practice clear verbal communication of your ideas in class discussion, and develop your discussion leadership skills. A major learning goal this semester is to improve students’ writing. We will use more informal writing as a process to enhance critical analysis and reasoning. In the course’s more formal writing assignments, students will work to improve their ability to write for different kinds of audiences, summarize others’ research effectively, position their voice and argument in a field of existing research, and structure a thesis-driven essay coherently.

COURSE EXPECTATIONS

Class Participation
This course will be primarily discussion-based and class participation is essential. Class participation means attending all classes, arriving on time, volunteering to speak when you have a chance, demonstrating that you are well prepared for class by offering thoughtful comments/questions, and sometimes pushing yourself to make more rigorous, analytical, or imaginative points. I expect everyone to be respectful of other people’s ideas and opinions. While we can and should debate issues, we should not attack other people personally for the ideas they express in class. Class participation accounts for 15% of the final course grade.

NOTE ON PARTICIPATION: Participation and attendance are very important to your success in this course. Remember, you cannot participate if you are not there! If you are going to be absent, contact me before class. It is your responsibility to get all information you missed on any days you were absent. Acceptable reasons for an excused absence include family emergency, serious illness, religious holiday, and participation in college athletic competitions. Please note that excessive absences, even when excused, will negatively impact your participation grade and your final course grade at the professor’s discretion. Students with unexcused absences will receive no participation credit for the days they are absent. Typically, no more than three excused absences are permitted over the course of the semester. If you have more than six absences, you may not be eligible to continue in the course whether these absences are excused or unexcused.
Reading Comprehension Checks
This course includes a large discussion component. Close reading of assigned texts is essential for quality class discussion. To encourage active and careful reading, I will give unannounced short reading comprehension checks (“one minute papers”) at the beginning of class several times throughout the semester. These checks will be based on reading questions that I will provide to help direct student reading before class. These checks will be open note, but not open book. Students who take notes on the reading questions before class will be well prepared for all reading comprehension checks. I will drop each student’s lowest score at the end of the semester. Together, these one-minute papers account for 5% of the final course grade.

Student Discussion Leadership
Over the course of the semester, each student will lead discussion twice as part of a group. Each student group (3 or 4 students) should prepare a minimum of 4 questions about the day’s topic based on the assigned reading and expect to lead discussion for about 15-20 minutes. These questions should be emailed to me at least two hours (11:40 AM) ahead of class and printed on a handout for students that you pass out. Questions should reflect a close reading of the texts and be clear and understandable. They should be thought-provoking and challenging for other class participants. The questions should also encourage class participation—that is they should be open-ended yet not so vague that engaging with them is problematic. Discussion leadership responsibilities are worth 10% of the course grade.

Papers
Students will write four formal papers over the course of the semester. Each of these assignments is briefly summarized below.

Paper 1 (Analyzing Attitudes toward the Environment) should be approximately 3-5 pages long. This paper requires (i) a draft and (ii) a meeting with me to discuss and edit your draft prior to the submission of the final version. Although no points are awarded for these early parts of the assignment, you must do them on time or your paper grade will suffer a significant grade penalty at my discretion. Paper 1 is worth 7.5% of the course grade.

Paper 2 (Was Agriculture a Mistake?) should be approximately 4-6 pages long. The paper requires (i) a draft and (ii) a peer review session. If you do not complete a draft, prepare a peer review worksheet, or participate in peer review on time, your paper grade will suffer a significant grade penalty at my discretion. Paper 2 is worth 7.5% of the course grade.

Paper 3 (Analyzing Social Collapse) should be approximately 4-6 pages long. The paper requires (i) a draft and (ii) a peer review session. If you do not complete a draft, prepare a peer review worksheet, or participate in peer review on time, your paper grade will suffer a significant grade penalty at my discretion. Paper 3 is worth 10% of the course grade.
Paper 4 (Independent Research) is a 6-8 page paper on a topic of your choice relevant to the course. The project has multiple parts including (i) research appointment with librarian, (ii) paper title, proposal, and annotated bibliography, (iii) paper outline, (iv) draft, (v) meeting with me, and (vi) final research paper. Although no points are awarded for the first five parts of the assignment, failure to do them thoughtfully and on time will cause points to be deducted from your research paper grade. No library consultation: -3 points. No proposal/preliminary bibliography: -5 points. No paper outline: -5 points. No draft: -7 points. You cannot turn in your final paper before meeting with me to discuss an earlier draft. All of these assignments are designed to improve your research paper; therefore, it is to your advantage to do them. I reserve the right to reject an unauthorized research paper. Paper 4 is worth 15% of your course grade.

Exams
Two exams will be given over the semester. The midterm exam is worth 15% of the course grade. The final exam is worth 15% of the course grade.

GRADING SUMMARY:
Class participation: 15%; Reading comprehension checks: 5%; Student Discussion Leadership (5% x 2): 10%; Paper 1: 7.5%; Paper 2: 7.5%; Paper 3: 10%; Paper 4: 15%; Midterm Exam: 15%; Final Exam 15%

GRADING POLICIES
A 93+; A- 90-92.999; B+ 87-89.999; B 83-86.999; B- 80-82.999; C+ 77-79.999; C 73-76.999; C- 70-72.999; D+ 67-69.999; D 63-66.999; D- 60-62.999; F <60

At Depauw, A and A- grades reflect “achievement of exceptionally high merit.” B+, B, and B- grades indicate “achievement at a level superior to the basic level.” C+, C, and C- grades reflect “basic achievement.” and D+, D, D- grades reflect “minimum achievement that warrants credit.” Please realize that B grades in this course reflect very good work; a “B” is not a poor grade in this or any other course at DePauw. C grades also indicate basic mastery of the material.

COURSE POLICIES

Academic Misconduct
Please familiarize yourself with DePauw’s Academic Integrity Policy. I take academic dishonesty, including plagiarism, very seriously, and at DePauw such misconduct can have a variety of serious consequences. If you are at all unsure what constitutes plagiarism, please ask.
If you get behind or overwhelmed, please talk to me. Students in this course will include the following pledge on all assignments and exams: "On my honor, I pledge that I have neither given nor received unauthorized help on this assignment."

Late Assignments
All assignments are due in class on the due dates listed. After its due date, an assignment’s value drops 10 percentage points for each day it is late. For example, if an assignment were one day late, a perfect score would give you only 90%. If it were two days late, an otherwise perfect assignment would be given 80%. I will not accept assignments more than three days late. If you have an emergency, contact me before class.

Missed Exams and Quizzes
I will not provide make-up examinations for any exam unless a serious illness or family emergency prevents a student from taking the exam at the scheduled time. Otherwise, any missed exam will result in a grade of 0%. If a religious holiday or college athletic competition conflicts with either exam time, please let me know in the first two weeks of class so that we can plan for your accommodation. If you miss the exam unexpectedly because of serious illness or family emergency, let me know within 24 hours of the missed exam time.

Laptops and cell phones
Laptop and cell phone use is generally prohibited during class sessions. If you have a special situation that requires that you use a laptop to take notes, talk to me.

Learning and Other Disabilities
If you have a documented disability, please contact Mrs. Pamela Roberts, Coordinator of Student Disabilities Services, to arrange for any needed accommodations, such as extended test-taking time or the right to take tests in an environment with fewer distractions. Also, if you suspect that you have a disability but don’t yet have documentation, please contact Mrs. Roberts for help. She can be reached at 765-658-6267 or studentdisabilityservices@depauw.edu. Disabilities entitled to accommodation include mobility impairments, hearing or vision issues, speech impairments, learning disabilities, ADD, ADHD, psychological disabilities, neurological impairments, traumatic brain injury, and chronic medical conditions such as migraines, AIDS, cancer, and diabetes. I cannot accommodate any student without first receiving proper documentation from Student Disabilities Services, so plan ahead. It is student’s responsibility to share the letter of accommodation with me. Accommodations will not be implemented until I have received the official letter. Please note that accommodations are not retroactive. It is the responsibility of the student to discuss implementation of accommodations with me. Students with documented disabilities also have the right to choose not to use accommodations; in exercising that right, they accept the resulting outcomes. I will not retroactively address any issue arising from a student’s choice to forgo accommodations.