

ANTH 164
THE ORIGINS OF COMPLEX SOCIETY
MW 9:30-10:45 am
HSSB 2001A

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Office Hours: Mon/Wed 11-12 or by appt.

I. Course Description:

For the majority of human (pre-)history, people lived as hunter-foragers in small, relatively mobile, egalitarian groups. It was not until relatively recently (5-10 kya) that people began settling down and aggregating into larger settlements. Not surprisingly, this monumental change in human organization corresponded with the shift to food production—that is, plant & animal domestication, paving the way for agriculture. This is where we will begin. We will trace the transition to agriculture in multiple regions worldwide and consider the different theories put forth to explain why people began raising their own plants and animals. We will consider how agriculture enabled certain individuals to shift the balance of power and resources, and thus lead to the emergence of social and political inequality.

When people talk about ancient “civilizations” or the rise of kingdoms and empires, it is often with a certain amount of awe and nostalgia—but it is important to remember that these developments arose at the cost of freedom and equality in exchange for war, slavery, and human sacrifice. I do not mean to discount the truly great technological, intellectual, and medical achievements that have come about as a result of the development of complex political institutions (for there are many great achievements to be heralded!). Rather, it is important that we maintain/develop enough of a balanced, analytical perspective to realize that there are *costs* and *benefits* to any situation. Indeed, while we enjoy a liberal education, good medical care, and high-speed internet connections, there are millions of people around the world (and even in America) that simply do not have access to these resources. Why? Well, this brings us back to the transition to agriculture and the shift in the balance of resources...

II. Online Access to Course Materials

You can access selected course materials online on Gaucho Space. (<https://gauchospace.ucsb.edu/courses/>)

III. Course Texts:

- *Patterns in Prehistory: Humankind’s First Three Million Years* (2007), Robert J. Wenke and Deborah I. Olszewski, Oxford University Press, ISBN: 9780195169287 (**only two chapters, posted as PDFs to Gaucho Space**)
- *How Chiefs Come to Power: The Political Economy in Prehistory* (1997), Timothy K. Earle, Stanford University Press, ISBN: 0804728569

IV. Tests and Grading:

Grading Scale

A+	=	97-100	C	=	73-76
A	=	93-96	C-	=	70-72
A-	=	90-92	D+	=	67-69
B+	=	87-89	D	=	63-66
B	=	83-86	D-	=	60-62
B-	=	80-82	F	=	59 and below
C+	=	77-79			

Your total grade will be figured from **class participation, reading annotations, a midterm**, an end-of-term **research paper**, and an **in-class presentation** on your research paper topic.

PARTICIPATION	=	15%
ANNOTATIONS	=	15%
MIDTERM	=	30%
RESEARCH PAPER	=	30%
PRESENTATION	=	10%

Participation requirements:

I will not be taking attendance in this class (except during presentations, when I WILL be taking attendance – see below section on presentations). You are all adults and are responsible for yourselves and your education; the decision to attend or not to attend is yours. However, I will be grading you based on your participation in the class – I make a note every time someone speaks. If you do not come to class regularly, your participation grade will suffer.

For the weeks that are seminar based (Weeks 5-8), I will be posting a schedule of discussion moderators (4-6 students per class). On your day(s) as discussion moderator, you are responsible for writing 2 discussion questions that draw on the readings for that day. These questions must be written to elicit discussion (that means no yes/no questions) and emailed to Prof. VanDerwarker by 8am the morning of class. Prof. VanDerwarker will compile the questions and distribute them in class. In addition to writing discussion questions, moderators are also expected to **significantly** contribute to discussion on the days they are assigned. Your participation grade hinges on your contributions on your assigned days.

Annotations:

Readings are required and students should be prepared to discuss them in class. Students are required to annotate each reading, providing a 100-200 word summary of pertinent information. These are due in class the day we discuss the reading. Annotations should be single spaced and handed in at the end of class. See course schedule for reading assignments.

The Midterm will consist of a combination of multiple choice, matching, and short answer questions. Except for special cases, **Make-up exams will ONLY** be given to students who have arranged with the instructor prior to the scheduled exam.

- 30 multiple choice questions (1 point each) = 30 points
- 20 matching word/definition (2 points each) = 40 points
- 10 short answer questions (3 points each) = 30 points
- TOTAL = 100 points

V. Term Paper:

For the **Term Paper**, you will choose one of the “civilizations” listed below (only one per student, which means no two students will have the same civilization). If you’d like to choose an archaeological civilization not listed below, you must talk to me and get my approval. Please also note that most (not all) of these societies are “prehistoric,” meaning before written records.

Style specifications:

Each paper must be 6-8 pages double-spaced in 11-12 point Time New Roman font, with 1-inch margins all the way around. You may not use footnotes, but endnotes are acceptable. These page requirements do not include title pages, endnotes, or bibliographies.

Citation/Bibliographic specifications:

A (alphabetical) bibliography must accompany the final paper – this bibliography must include ALL sources cited, and be at the back of the paper. A **minimum** of 10 bibliographic sources must be used; 7 of these must have been published within the past 15 years; 5 of these must come from scholarly archaeological journals (see list of journals below). **Unpublished web sources are not permitted; Articles from popular magazines (e.g., *Archaeology*, *National Geographic*, etc.) are not permitted.** If you have a question about the suitability of a specific source, feel free to ask me. You may cite any readings/books that we cover in class as additional sources, but these do not count towards your 10-source minimum.

Citation and Bibliographic style should follow *American Antiquity* specifications. Simply take a look at an article published in this journal for examples of format, or visit the following website for the official style guide: <http://www.saa.org/StyleGuideText/tabid/985/Default.aspx>

Citations should occur as **in-text citations** and should include page numbers. Citations should include any quotations AND unquoted statements in your own words of material/information that came from your research. Remember that if you did not know something prior to doing the research, then use of the new information **MUST** be cited or you will have committed plagiarism.

- EXAMPLE #1** → The home garden is created through the planting of seeds and the transplanting of seedlings (Peters 2000:207).
- EXAMPLE #2** → “The importance of plant foods, possible even domestic species or at least ones being selectively nurtured by Native Americans, is probably underestimated” (Stewart 1992:13).

Consequences of Late Papers:

Each day a paper is turned in late means it loses a letter grade.

Paper Description:

Upon choosing your civilization and reading your sources, you must choose which aspect to focus your paper on: Economic power, Military/Coercive power, or Ideological power. You should make a choice based on which aspect is most emphasized in your civilization of choice. Regardless of which theme you focus on, you must provide an introduction and conclusion to your paper, following the format below:

1. **Introduction to paper:** All papers need to have an introduction. This section should include: a description of the time periods in question (period names and dates); a brief overview of the timing of cultural/political development; a very brief history of archaeological research conducted on this civilization; a description of the geographic location; a description of the environmental context, important geological features, rainfall, wild resources, agricultural potential, water sources – any environmental aspect that may affect the organization of that society.
2. **Main Body of paper** – focus on **ONE** of the following themes:
 - a. **Economic Power:** If you choose to focus on this, you need to address **economy** and the extent of **economic power** that leaders wield. Relevant issues include the subsistence economy (e.g., how people get their food – farming, hunting, etc.), local and long-distance trade in a variety of resources, taxation, tribute, corvée labor (a form of taxation in which people are required to perform some sort of work for the leader/government). These issues and their archaeological signatures will become clearer as we read class materials.
 - b. **Military/Coercive Power:** If you choose to focus on this, you need to address **force** and the extent of **military/coercive power** that leaders wield. Relevant issues include the presence of a standing army or warrior class, evidence of warfare (special weapons, burned/sacked villages, skeletal evidence of trauma, etc.), information on the type of warfare (conquest vs. raiding for resources). Control over the production and trade of resources involved in weaponry would also be relevant. These issues and their archaeological signatures will become clearer as we read class materials.

- c. **Ideological Power:** If you choose to focus on this, you need to address **ideology** and the extent of **ideological power** that leaders wield. Relevant issues include imagery/art found on pots, murals, architecture, and other artifacts that demonstrate the leader's power (e.g., to inspire fear, wonder, etc.) or perhaps deification. Also relevant are differences in wealth and power shown through different mortuary treatment, the building of temples, ritual sacrifice. Is the leader's ideological power focused on the elite or the commoner classes, or both? These issues and their archaeological signatures will become clearer as we read class materials.
3. **Discussion/Conclusion:** All papers need a conclusion that ties everything together. Based on the source of power you chose to address, was this power strategy successful? Was this source of power constrained by the availability of natural resources, population pressure, etc.? How might the other sources of power have been useful to support the source of power you focused on?

List of Relevant Journals (there are more archaeological journals that are acceptable – this is simply a list of well-known ones):

- ❖ American Antiquity
- ❖ Journal of Archaeological Research
- ❖ American Journal of Archaeology
- ❖ Journal of Field Archaeology
- ❖ Journal of Archaeological Research
- ❖ Antiquity
- ❖ World Archaeology
- ❖ Southeastern Archaeology
- ❖ Ancient Mesoamerica
- ❖ Latin American Antiquity
- ❖ Journal of Archaeological Science
- ❖ Journal of Anthropological Archaeology

VI. List of Ancient Societies for Term Papers:

North America

- ❖ Cahokia (Illinois)
- ❖ Moundville (Alabama)
- ❖ Chaco Canyon
- ❖ Chumash (California)

Mesoamerica/Central America

- ❖ Aztec Empire (Central Valley of Mexico)
- ❖ Classic Maya (Yucatan)
- ❖ Teotihuacan (Central Valley of Mexico)
- ❖ Olmec Civilization (Veracruz/Tabasco)
- ❖ Zapotec Civilization (Oaxaca)

South America

- ❖ Inka Empire
- ❖ Tiwanaku Empire
- ❖ Wari Empire
- ❖ Moche Empire
- ❖ Chimu Empire

Asia/Polynesia

- ❖ Shang Dynasty (China)
- ❖ Zhou Dynasty (China)
- ❖ Qin Dynasty (China)
- ❖ Xia Dynasty (China)
- ❖ Hawaiian Islands
- ❖ Marquesas Islands
- ❖ Philippines
- ❖ Khmer Empire

Middle East/Indus Valley

- ❖ Uruk
- ❖ Sumeria
- ❖ Harrapa

Africa

- ❖ Kush Kingdom
- ❖ Great Zimbabwe
- ❖ Pre-Dynastic/Dynastic Egypt
- ❖ Aksum Kingdom

VII. Presentation Guidelines

Attendance is mandatory to all presentations as part of your participation grade (that means I will take attendance, and you are **required** to come to all days during which your peers are presenting their research).

Time allotted for your presentation: 8-10 minutes

10% of your grade, based on the following criteria:

- You must have a powerpoint presentation (see below section on presentation tips)
- You must demonstrate your knowledge of your topic:
 - Including archaeological & geographic background (maps please!)
 - Overview of relevant time periods
 - Extensive knowledge related to your source of power (e.g., economy, ideology, warfare)

- ❖ Distribution of points:
 - If you cover the information and have a powerpoint presentation (and attend all presentation days), you get the full 10%
 - If you present your information without a powerpoint, you only get 5% of your grade
 - I am not grading you on your composure, etc. – I realize some of you will be more nervous than others, and that is fine. I am grading you on fulfilling the powerpoint requirement, presenting accurate content, and attending all the presentations

Tips for giving a GOOD presentation:

- Limit the amount of text on your slides – no more than 20 words per slide.
 - You should not read from your slides – instead you should face the audience and refer to your slides when necessary.
 - Consider writing your notes on paper or note cards to assist you. If you are using notes, then you will not be tempted to put too much text on your slides, nor will you end up talking to the screen instead of the audience.
 - Practice in advance to ensure that your presentation falls within the 8-10 minute time limit.
 - There will be time for questions – I will ask questions, and your classmates may ask questions as well.
 - Come dressed appropriately for public speaking.
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VIII. Course Schedule:

Week 1 (Jan 6-10)

Monday → Introduction & Course Expectations

Wednesday (LEC) → Origins of Agriculture – concepts & terms

- ❖ Wenke, Chapter 6

Week 2 (Jan 13-17)

Monday (LEC) → Origins of Agriculture – theories

- ❖ Wenke, Chapter 6 cont'd

Wednesday (LEC) → History of Archaeological Theories & Paradigm Shifts

Week 3 (Jan 20-24)

Monday → **HOLIDAY – NO CLASS**

Wednesday (LEC) → Theories & Material Correlates of the Evolution of Complex Societies

- ❖ Wenke, Chapter 7; Earle, Chapter 1

Week 4 (Jan 27-31)

Monday → **Film**: *The First Towns and Villages*

Wednesday → **LIBRARY INSTRUCTION SESSION** with Gerardo "Gary" Colmenar // Meet in Davidson Library, Room 1575

Week 5 (Feb 3-7)

Monday (SEM) → How Chiefs Come to Power – case study overview

❖ Earle, Chapter 2

Wednesday → (SEM) → How Chiefs Come to Power – case study overview cont'd

❖ Earle, Chapter 2

Week 6 (Feb 10-14)

Monday (SEM) → Economic Power

❖ Earle, Chapter 3

Wednesday (SEM) → Military Power

❖ Earle, Chapters 4

Week 7 (Feb 17-21)

Monday → **HOLIDAY – NO CLASS**

Wednesday (SEM) → Ideological Power

❖ Earle, Chapter 5

Week 8 (Feb 24-28)

Monday (SEM) → Integrating Economic, Military, and Ideological Power – wrap-up

❖ Earle, Chapter 6

Wednesday → **MIDTERM**

Week 9 (March 3-7)

Monday → Student Presentations

Wednesday → Student Presentations

Week 10 (March 10-14)

Monday → Student Presentations

Wednesday → Student Presentations

FRIDAY March 14th → Research PAPER DUE by 4:30 pm