

ANTH 143

Culture and Adaptation

Section 1

Contact Information

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Office Hours:	T/Th 3:00-4:00, Wed 11:00-12:00 or by appointment
Class Days/Time:	T/Th 10:30-11:45
Classroom:	Integrative Anthropology Laboratory WSQ4

Course Web pages: [Http://www.sjsu.edu/people/marco.meniketti/courses/Adapt](http://www.sjsu.edu/people/marco.meniketti/courses/Adapt)
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/firstname.lastname>. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn any updates.

Course Description

This course is designed under the Anthropology Department's thematic umbrellas; Human Adaptability and Material Culture, and Knowledge in Action.

This is a core course for the Values, Technology, and Society Minor degree.

Introduction: This upper division course combines the analytical approaches of anthropology, archaeology, and geography with environmental science, exploring critical issues of human ecology, resource exploitation, and cultural adaptations to environmental change. While tracing the origins of human interaction with the environment, we will also examine the complex interactions that evolved among various human societies, and the historical trajectories of adaptive strategies for survival practiced among past and modern societies. This course will also focus on resource competition, especially for water.

The processes and stresses that shaped the past as evidenced by archaeology will be shown to be active in the present and likely to be impacted dramatically in the near future, especially in times of drought. Stresses of modern globalization will be contextualized within environmental dynamics and the impact on indigenous peoples. Archaeological and climate data from various scientific sources will be presented as evidence for interpreting present environmental issues.

The objective of this course is to foster a broad understanding of key social and cultural processes affecting human cultural development, with a detailed understanding of the connection between behavior and environmental change. Readings, case studies, small-group in-class projects, and discussion are aimed at stimulating critical thinking skills and classroom debate. We will seek to identify critical problems facing the modern world and the adaptive challenges before us.

Required Texts:

- ***Human Adaptive Strategies (2005) 3rd edition. Daniel Bates. McGraw Hill.***
- ***The West Without Water (2013) Lynn Ingram and Frances Malamud-Roam. University of California Press.***

Highly recommended:

- ***Elements of Style: A Manual for Writers. Kate Turabian, any edition will do but the Seventh has the latest on website references. Elements may also be found on-line.***

Library liaison for Anthropology: Silke.Higgins@sjsu.edu

Course Objectives

- Comprehensive understanding of research methods in human cultural evolution, critical issues in environmental change resulting from human interaction, and the evidence from archaeological and climate research.
- In-depth understanding of the archaeological theories and evidence concerning human adaptations and the links between human behavior and environmental response.
- Articulation of the scientific basis for theories of climate change and global warming.
- Critical analysis of the role of archaeological sciences in reconstructing environmental issues both past and present as related to current cultural issues.
- Critical reflection on the role the environment plays in modern nationalism, social identity, and political ideology.
- Identification of the role water plays in California as a controlled and diminishing resource.

- Ability to reflect on and articulate the political, environmental, and social impact of severe drought in California and ways in which social and cultural adaptations may evolve as a response.

Course Learning Outcomes

- Students will develop critical thinking skills in assessing behavioral/environmental interactions and impact of human actions on environment.
- Students will access and evaluate professional resource materials relevant to specific topics covered by the course through independent research projects.
- Students develop and enhance critical writing skills. Students will be able to recognize and relate local, national, and global behaviors to the issues addressed during the course.
- Students will demonstrate geographic knowledge relevant to course topics.
- Students clarify and articulate their own position (supported by data) on critical issues of culture, human adaptive strategies, and the impact of modern society and political interaction related to modern environmental problems.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

Lectures are an important aspect of instruction. Material not covered in the readings or text, videos, and supplementary information are provided during lectures which cannot adequately be made up. It is therefore essential that students make every effort to attend class for a more comprehensive learning experience. Attendance is not graded; however, we conduct hands-on group activities in the lab which cannot be made up that count in the student's overall participation grade. Students should plan to spend six hours each week on assignments and readings outside of class.

Assessments:

To receive a passing grade in this class you must complete and submit at least 75% of assignments and complete the final exam. An Incomplete can not be given to avoid a failing grade.

There will be several objective quizzes and a final exam. The quizzes cover key concepts and terminology. The final exam is comprehensive with an emphasis on conceptual and critical thinking. The three Synthesis papers (3-5 pages) concentrate on major themes or problems identified during this course.

Several in-class case studies throughout the semester will concisely focus on critical issues of cultural adaptation and will be examined in small discussion groups.

The Course Group Project is an opportunity to address one of the critical problems facing modern societies currently and to develop real-world solutions.

These varied and integrated assessments are intended to provide you several avenues for demonstrating mastery of course content and your competence with relevant issues based on your personal strengths and interests. The objective is to help you articulate clear positions of relevance to the modern changing world and to creatively seek solutions.

4 Quizzes 20 pts (80pts) 23%
 3 Case Study Synthesis papers 20 pts (60pts) 18%
 Term Group Project and Presentation (150 pts) 44%
 Final Exam 50 pts 15%
 Total: 350 pts

Grades will be based on score percentages as follows: 92-100% 4.0; 87-91% 3.5; 80-86% 3.0; 73-79% 2.5; 68-72% 2.0; 60-67% 1.5; 55-59% 1.0; <55% 0.0

- ***No assignments will be accepted by email.***
- ***Late assignments will be have scores deducted 20% for the first day and 10% for a second day. No assignment will be accepted later than two days for credit.***

- ***No assignments will be accepted after the last day of classes.***

CLO	Competency	Assessment
Students will develop critical thinking skills in assessing behavioral and environmental interactions and impact of human actions on environment.	Correct application of terminology and conceptual assessment for current or past issues of human adaptive strategies.	Objective quizzes. Correct use of terminology. Correct identification of culture groups. Identification of key concepts. Evaluation of statistics.
Students will access and evaluate professional resource materials relevant to specific topics covered by the course through independent research projects.	Completion of semester long research project addressing a single current cultural-environmental issue using professional peer-reviewed research sources.	Use of peer-reviewed research, compiling a relevant bibliography, evaluation of materials, identification of appropriate statistical data.
Students develop and enhance critical writing skills. Students will be able to recognize and relate local, national, and global behaviors to the issues addressed during the course.	Identification of relevant problem, use of course material to discuss problem, application of appropriate data, evaluation and articulation of potential long-term solutions to identified problem.	Articulated position papers related to current or past issues of human adaptive strategies. Clear thesis statement and application of appropriate data to support conclusions.
Students will demonstrate geographic knowledge relevant to course topics.	Map competence demonstrating relationships between regions with the cultures described in the course.	Correct assignment of cultures with geographic regions, Correct identification of regions on maps.
Students clarify and articulate their own position (supported by data) on critical issues of culture, human adaptive strategies, and the impact of modern society and political interaction related to modern environmental problems.	Identification of relevant problem, application of appropriate data, evaluation and articulation of potential long-term solutions to identified problem. Presentation to class of story-board. Critical review.	Completion of semester long research project addressing a single current cultural-environmental issue using professional peer-reviewed research sources. Comprehensive references.

Earning an A: All assignments must be completed, on time, and demonstrate thorough mastery of conceptual as well as critical content. Assignments will exhibit thoughtful and critical analysis, conceptual synthesis, and originality. Papers will be carefully proofed for grammatical and typographical errors and exhibit exemplary writing appropriate to the discipline. Seminar responsibilities achieved. Assignments must be of consistently high quality in terms of content and execution. Examinations will score in the 90% and above range. Projects complete and original or innovative.

Earning a B: All assignments must be completed, on time, and demonstrate general comprehension of conceptual as well as critical content. Assignments will exhibit thoughtful analysis and effort should be made at conceptual synthesis. Seminar responsibilities achieved. Papers will be carefully proofed for grammatical and typographical errors and exhibit very few writing problems. Assignments must be of good quality in terms of content and conform to standards appropriate to the discipline. Exams may score in the 85% and above range. Projects complete and original.

Earning a C: At least 80% of assignments must be completed, on time, and demonstrate general understanding of critical content. Knowledge of basic conceptual material should be demonstrated. Seminar responsibilities achieved. Assignments will exhibit careful effort with minimal errors in content. Papers will likely contain grammatical and typographical errors and exhibit general writing problems. Citation standards incorrect. Exams may score in the 75% and above range. Projects complete but of average quality as measured by content and scope.

Earning a D: Failure to turn in assignments in a timely manner or to complete no more than 60% of assignments. Only basic knowledge of conceptual material. Critical analysis not demonstrated. Assignments exhibiting a lack of careful or thoughtful effort and several errors in content. Failure to achieve seminar responsibilities or at barely acceptable effort. Minimal engagement in class projects. Papers will likely contain grammatical and typographical errors and exhibit general writing problems. Citation standards ignored. Exams may score below 75% range. Project partial completed a basic level.

Earning an F: Failure to turn in assignments in a timely manner or to complete and submit more than 60% of assignments. Basic knowledge of conceptual material and critical analysis not demonstrated. No evidence of general skills or course content acquired. Assignments exhibiting a lack of careful or thoughtful effort and significant errors evident in content. Papers will likely contain serious grammatical

and typographical errors along with general writing problems, especially in word usage. Citation standards wrong. Exams may score below the 60% range. Final project possibly incomplete, late, or absent. Any intentional plagiarism will automatically result in a failing grade. Missing final exam will result in an F.

Grade I: Special circumstances (personal circumstances preventing student from academic completion of the course). Attendance below acceptable levels to have earned an I will in some instances be assigned an F grade per University policy. An Incomplete cannot be given to avoid a F grade.

Classroom Protocol

All lectures and handouts are copyrighted, including exams, and may not be distributed without written consent by the instructor.

- Students are encouraged to ask questions before, during, and after class and to take full advantage of scheduled office hours or make appointments to discuss topics of interest.
- The instructor will make every reasonable effort to provide timely and constructive feedback to students concerning performance throughout the semester.
- The instructor will be available through regular office hours, through email, and by appointment.
- Students should expect to actively participate individually, through group work, class discussions, and in Q&A sessions.
- Students are expected to keep track of assignments, grades and readings.
- Missed exams may be made-up only if a student provides appropriate documentation for legitimate cause for missing scheduled exam dates (funeral, medical emergency, family crisis; per university policy). Absolutely no make-up will be given for reasons of course overloads, or personal time. Make-up exams will be by scheduled appointment in my office and will include oral discussion section. Late research projects will not be accepted. Late assignments will be given a grace period of one class cycle (the next class) and a reduced score. Late assignments will not be accepted beyond the grace period. Assignments will not be accepted during finals week.
- Exam dates will not be altered. **If you have a conflict with a scheduled exam date please make arrangements in advance (at least two weeks). The sooner the better.**
- **You may not leave the room during an exam.** The instructor will interpret this as a completed exam and it will be collected without further opportunity to continue.
- The instructor reserves the right to adjust the syllabus content as deemed necessary to facilitate the highest achievement and performance of the class or to introduce new elements that may arise. Archaeology is an active science. New information becomes available weekly that may impact our course material.
- To receive a passing grade for this course you must complete and submit at least 2/3 of the assignments with sufficient scores and complete the Final Exam.
- Extra credit assignments will not be provided as substitutes for missing regular assignments.
- **Academic integrity and ethics will be upheld at all times.** Plagiarism is intellectually dishonest and a form of theft. It will not be tolerated.
- **All lectures are copyrighted.** The use of recording equipment of any kind; tape, film, or digital, is forbidden without written consent from the instructor. This is not usually a problem. Students must agree not to use lectures in unauthorized formats or non-educational purposes.
- **All written projects should conform to the citation and reference standards of American Antiquity (SAA). Examples are provided for use on my faculty webpage.**
- Students are expected to attend class. Participation is a vital element in a social science environment and attendance is foundational to academic success. Attendance does not count toward your grade, but will impact your learning. Attendance will be monitored informally.

- *Please turn off your cell phones as a courtesy and in respect for fellow students and the instructor.*
- *Please: Food or drinks are not allowed in the lab.*
- *It will be assumed that you have read and understand all policies and course criteria.*
- *Texting in class is unacceptable behavior. You will be asked to leave the room as this is a disturbance for the instructor and your classmates.*

Departmental Goals

Learn about the goals of the anthropology department and how it can benefit your education.

Goals <http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html>

Credit Hours

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

University Policies

Here are some of the basic university policies that students must follow.

Dropping and Adding

Find the procedures and deadlines for adding and dropping classes.

[Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) <http://info.sjsu.edu/static/catalog/policies.html>.

Add/drop deadlines http://www.sjsu.edu/provost/services/academic_calendars/

[Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) <http://www.sjsu.edu/aars/policies/latedrops/policy/>

Consent for Recording of Class and Public Sharing of Instructor Material

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf) <http://www.sjsu.edu/senate/docs/S12-7.pdf>

Academic integrity

Learn about the importance of academic honesty and the consequences if it is violated.

[University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) <http://www.sjsu.edu/senate/docs/S07-2.pdf>

[Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/)

<http://www.sjsu.edu/studentconduct/>

Campus Policy in Compliance with the American Disabilities Act

Here are guidelines to request any course adaptations or accommodations you might need.

[Presidential Directive 97-03](#)

http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf

[Accessible Education Center](#) <http://www.sjsu.edu/aec>

Resources

The university provides resources that can help you succeed academically. Just look here.

[Academic Success Center](#) <http://www.sjsu.edu/at/asc/>

[Peer Connections website](#) <http://peerconnections.sjsu.edu>

[Writing Center website](#) <http://www.sjsu.edu/writingcenter>

[Counseling Services website](#) <http://www.sjsu.edu/counseling>

Course Number / Title, Semester, Course Schedule

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 26, 28	Unit One: Human Adaptations and Adaptive Systems Setting the stage: Conceptual mapping; <i>Longue duree</i> , Culture is learned behavior Read: Bates chapter 1
2	Sept 2, 4	Ecosystems; human intervention, Evolution and adaptation, Ecological systems, procurement systems, ecology and politics. Read Bates chapter 2, pdf readings, Group Term project to be assigned. Quiz 1
3	Sept 9, 11	Cultural strategies for survival, Human behavior, Foraging and Foragers, Research methods. Read Bates chapter 3, pdf readings. Video Part 1: Stone Age Atlantis
4	Sept 16, 18	Cultural evolution, procurement /subsistence strategies, Settlement systems, Agricultural development. Read bates chapter 4, Video Part 2: Stone Age Atlantis
5	Sept 23, 25	Ecosystems, pastoralism, transhumance, social organization. Read Bates chapter 5. Possible video: Gabra. Synthesis 1 due.
6	Sept 30, Oct 2	Unit Two: Food production and Repercussions of the Green Revolution. Resources and Power, Intensive agriculture. Read bates chapter 6. Quiz 2.
7	Oct 7, 9	Power and resources, The changing landscape, intensive agriculture, Economic “zonation”. Read bates chapter 7. Pdf readings
8	Oct 14, 16	The industrial world, Demographic futures, traditional societies and change. Read Bates chapter 8. Begin Ingram and Malamud-Roam chapters 1,2. Quiz 3.
9	Oct 21, 23	Unit Three: Social Complexities for Adaptive Behavior in a Changing Environment. Global warming, water cycles, Water scarcity and behavior change. Read Ingram and Malamud-Roam chapter 3-5. Synthesis 2 due. Pdf readings TBA.
10	Oct 28, 30	Politics of environmental change. Water in politics, stakeholders and special interests. Read Ingram and Malamud-Roam chapters 6,7. Possible video: Water Wars.
11	Nov 4, 6	Ancient cycles, Are behavioral changes possible? . Read Ingram and Malamud-Roam chapters 8-10. Pdf readings TBA
12	Nov 13	Nov 11 Veterans day—no class. Development & long range repercussions, water rights. Read Ingram and Malamud-Roam chapter 11. Pdf readings TBA
13	Nov 18, 20	Water depletion, social values and water sharing, Read Ingram and Malamud-Roam chapter 12. Synthesis 3 due.
14	Nov 25	Water history, Water wars near and far. Read Ingram and Malamud-Roam chapters 13, 14. Pdf readings TBA. Nov 26-28 Thanksgiving Break.
15	Dec 2, 4	Future conditions, Understanding trends. Pdf readings TBA.

Week	Date	Topics, Readings, Assignments, Deadlines
16	Dec 9	Future adaptations. Presentations summit
Final Exam	Dec 12-18 Finals week	Final Exam DEC 16, 9:45 am. Exam in WSQ 4.