

# ANTH 143

## Culture and Adaptation

### Section 1

#### Contact Information

<b>Instructor:</b>	Dr. Marco Meniketti
<b>Office Location:</b>	465 Clark Hall
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<b>Office Hours:</b>	Wed. 10:00-1:00 or by appointment
<b>Class Days/Time:</b>	T/Th 9:00-10:15
<b>Classroom:</b>	Integrative Anthropology Laboratory WSQ4

#### Course Web pages:

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas pages. Students are responsible for regularly checking with the messaging system.

#### 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 to explore critical issues of human ecology, resource exploitation, as interpreted through 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. 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 debate. We will seek to identify critical problems facing the modern world and the adaptive challenges before us.

#### **Required Texts and Readings:**

- ***Human Adaptive Strategies*** (2005) 3<sup>rd</sup> edition. Daniel Bates. McGraw Hill (Pearson). [This book may be out of print by the start of the semester. A newer edition is in process. Used copies of the 3<sup>rd</sup> edition can be obtained affordably and easily on Amazon.com].
- *Posted pdf readings for case studies to be available on Canvas*

Highly recommended for writing

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

#### **Library liaison for Anthropology:**

**King Library**

**Silke.Higgins@sjsu.edu**

#### **Course Objectives**

- Comprehensive understanding of research methods in human cultural evolution, critical issues in environmental change resulting from human interaction.
- 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 grade in this class you must complete and submit at least 75% of assignments and complete the final exam. An Incomplete cannot be given to avoid a failing grade.

There will be five objective quizzes and a final exam. The quizzes cover key concepts and terminology. All quizzes will be conducted on Canvas with a brief window of time for completion. These are basically concept and content comprehension assessments. The final exam is comprehensive with an emphasis on conceptual and critical thinking. 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 and direct individual questions from readings.

You will write three Synthesis Papers concerning major issues raised during the semester. Each paper will be 4 pages plus references. These papers are assessed on content, writing proficiency, and referencing. These varied and integrated assessments are intended to provide you several avenues for demonstrating mastery of course content and your competence with relevant issues. The objective is to help you articulate clear positions of relevance to the modern changing world and to creatively seek solutions.

Your grade in this course will be based on  
 5 Quizzes 20 pts each. (100 pts) 33.5%  
 3 Topical Papers 25 pts each. (75 pts) 25%  
 Discussion (25 pts) 8%  
 Final Exam (100 pts) 33.5%  
 Total: 300 pts

Grades will be based on score percentages as follows: 93-100% 4.0; 86-92% 3.5; 75-85% 3.0; 70-74% 2.5; 63-69% 2.0; 58-62% 1.5; 50-57% 1.0; <50% 0.0

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 paper addressing a 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 statements 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 two Topical Papers of cultural-environmental issues using professional peer-reviewed research sources. Comprehensive references. Writing proficiency assessed.

- **No assignments will be accepted by email without permission.**
- **Late assignments will have scores deducted 20% for the first day and 10% for a second day. No assignment will be accepted later than two class periods for credit.**
- **No assignments will be accepted after the last scheduled day of classes.**

*Earning an A: All assignments must be completed, on time, and demonstrate excellence with 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. Assignments must be of consistently high quality in terms of content and execution. Examinations will score in the 90% and above range. Papers complete and original or innovative. Strong showing on discussion questions.*

*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. 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. Papers complete and original. Discussion question responses adequate.*

*Earning a C: At least 75% 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. Papers complete but of average quality as measured by content and scope. Weak to basic discussion question responses.*

*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 Discussion responses at barely acceptable effort. Minimal engagement in class. Papers will likely contain grammatical and typographical errors and exhibit general writing problems. Citation standards ignored. Exams may score below 75% range. Papers partial or 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. Weak to no discussion responses. 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 score below the 60% range. Papers possibly incomplete, late, or absent.*

*Intentional plagiarism will automatically result in a failing grade. Missing final exam will result in an F. Unintentional plagiarism will result in reduced grade on papers.*

*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 an 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.*

- *Students will actively engage with the readings and be prepared each class to respond to questions in a thoughtful or critical manner when called on. This is an integral portion of student assessment.*
- *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. Reading assignments will be posted in a scheduled format on Canvas.*
- *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 (no less than 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. Individual question responses will be assessed in person in class. 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 beyond the peninsula.***
- ***It will be assumed that you have read and understand all policies and course criteria.***
- *Texting in class is unacceptable behavior. You will be directly asked to leave the room if you have your cell phone out as this is a disturbance for the instructor and your classmates.*

## **Departmental Goals**

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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>

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 p

### **Credit Hours**

Success in this course is based on the expectation that students will spend, for each reparation/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**

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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/](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) [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf)

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

### **Resources**

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

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

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

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

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

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**Course Schedule**

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	Aug 24	<b>Unit One:</b> Human Adaptations and Adaptive Systems Setting the stage. Introduction: Culture is learned behavior. Adaptive strategies Read: Bates, chapter 1
2	Aug 29/31	Ecosystems; human intervention, Evolution, adaptation, and genetics; ecological systems, procurement systems, ecology and politics. Archaeological evidence. Review chapter 1 concepts Read: Bates chapter 2, & pdf readings,
3	Sept 5/7	Cultural strategies for survival, human adaptive behavior. Foraging and Foragers in the modern world. Read Bates, chapter 3, & pdf readings. Video Part 1: Stone Age Atlantis <b>Quiz 1</b>
4	Sept 12/14	Cultural evolution, procurement /subsistence strategies, settlement systems, Agricultural development. Archaeological evidence. Read: Bates, chapter 4 Video Part 2: Stone Age Atlantis
5	Sept 19/21	Ecosystems, pastoralism, transhumance, social organization. Case studies. Read: Bates chapter 5. <b>Paper 1 Due 19th</b>
6	Sept 26/28	<b>Unit Two:</b> Food production and Repercussions of the Green Revolution. Resources and Power, Intensive agriculture. Read: Bates, chapter 6. <b>Quiz 2</b>
7	Oct 3/5	Power and resources, The changing landscape, intensive agriculture; Economic “zonation.” Case studies. The politics of starvation. Read: Bates, chapter 7. Pdf readings
8	Oct 10/12	The industrial world, demographic futures, traditional societies and change. The challenge of globalism. Case studies. Read: Bates, chapter 8. <b>Paper 2 Due 10<sup>th</sup></b>
9	Oct 17/19	<b>Unit Three:</b> Social Complexities for Adaptive Behavior in a Changing Environment. Global warming, water cycles. Water scarcity and behavioral change. <b>Quiz 3</b>
10	Oct 24/26	Politics of environmental change. Water in politics, stakeholders and special interests. Global warming and adaptation.
11	Oct 31, Nov 2	Ancient cycles. Archaeology of climate change and adaptation. Are behavioral changes possible? [Extra credit for being in costume for Halloween.]

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
12	Nov 7/9	Development & long range repercussions, water rights. <b>Quiz 4</b>
13	Nov 14/16	Water depletion, social values and water sharing. Read: pdfs TBA Case studies.
14	Nov 21 Thanksgiving	Water history, water wars near and far. <b>Nov 23 Thanksgiving Break.</b> <b>Paper 3 Due 21<sup>st</sup></b>
15	Nov 28/30	Future conditions. Understanding trends. Pdf readings TBA. <b>Quiz 5</b>
16	Dec 5/7	Future adaptations.
Final Exams	Dec 13-21 Finals week	<b>Final Exam in WSQ 4. Dec 19 Tuesday 7:15 am – 9:30 am</b>