

## **ANTH 160**

### **Reconstructing Lost Civilizations**

#### Section 1

#### **Contact Information**

<b>Instructor:</b>	Dr. Marco Meniketti
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<b>Office Hours:</b>	Wed. 10:00-1:00 or by appointment
<b>Class Days/Time:</b>	T/Th 1:30-2:45
<b>Classroom:</b>	WSQ4 Integrative Anthropology Laboratory

#### **Course Web Pages: Canvas**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas pages set up for this course. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates.

**This course satisfies GE Area R of SJSU Studies, Earth and Environment. For students beginning continuous enrollment in Fall 2005 or later, completion of, or co-registration in, a 100W course is required for enrollment in all SJSU Studies courses. Courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments, or other distinct academic units.**

#### **Course Description**

This upper division GE course explores the panorama of human development beginning with pre-modern humans and their interactions with their environment, through the rise of civilizations in the early Neolithic. An important theme throughout the semester will be water management and ancient responses to changing environments. We will investigate the evidence for social development, invention of agriculture, and the emergence of complex states. Many of the latest discoveries, theories, and controversies surrounding human origins, the peopling of the world, and various civilizations will be discussed. The focus is on those civilizations that have been subject to the most pseudoscience and wild speculations.

This course is as much about the practice of archaeology, its practitioners, and the political ramifications of research as it is about findings in the field. Archaeology is a lively scientific pursuit and current developments within the field will be emphasized. The course is interdisciplinary in scope and will investigate how archaeologists use various scientific techniques to learn about the past and content will be complemented by critical analysis. Although current theoretical frameworks and methodologies are integrated into the course, the chief purpose is on establishing a broad understanding of human social and cultural development in the context for archaeological interpretation and scientifically based inquiry.

This syllabus provides an overview of the major themes and lecture topics to be encountered during each week of the course. Lectures and readings are intended to be complimentary. The syllabus should be viewed as a map of unexplored terrain, with many interesting places to go, not as a road map to a single destination. You are strongly urged to complete the readings prior to the lectures for any given week. This will better enable you to participate in class and to prepare you for discussions or Q&A sessions. The chapters and articles in the texts are not long but are packed with information and should be read thoughtfully.

### **Course Learning Outcomes**

Within the particular scientific content of this course, a student should be able to:

- 1. demonstrate an understanding of the methods and limits of scientific investigation;**
- 2. distinguish science from pseudoscience; and**
- 3. apply a scientific approach to answer questions about the earth and environment.**

Course Learning Outcome	Assessment Instruments	Basic Competency Measure
Demonstrate an understanding of the methods and limits of scientific investigation.	Synthesis writing assignment focused on course topics in context of methods. Targeted exam questions.	Accurate identification of and correctly stated methods; correct portrayal with critical examples included in assigned paper. 85% or higher reflects competence.
Distinguish science from pseudoscience.	Synthesis writing assignment focused on course topics in context of methods. Targeted exam questions.	Accurate identification of methods, characteristics, and fallacies of pseudoscience; correct portrayal with critical examples included in assigned paper. 85% or higher reflects competence.
Apply a scientific approach to answer questions about the earth and environment.	Targeted exam questions, short answer essays; in-class activity problem sets. Written term project.	Correct and critical application of methods demonstrated on problem set and short essays in examinations and in term paper. 85% or higher reflects basic competence.

In all CLO the core GE requirements of Information Literacy, Qualitative and Quantitative Reasoning, and Critical Thinking are addressed through particular assignments or parts of assignments.

### **Texts:**

- ***The Human Past*. Chris Scarre, 2013, Third Edition. Thames and Hudson.**
- ***Frauds, Myths and Mysteries*. Kenneth Feder, 2010, Eighth Edition. McGraw Hill.** (Sixth and seventh editions acceptable). Used copies are readily available.

**Other readings:** Several supplemental required readings will be available in pdf format from Canvas and others online resources via the King Library databases. These readings add texture to the material covered in the textbooks.

It is highly recommended that students acquire a writing manual or use on-line tutorials. The expectation is that students enrolled in this course have completed the 100W requirement. The Semester Research Paper counts for 30% of the grade and must be written with University level competency.

Library Liaison for Anthropology

Silkie Higgins

Martin Luther King Library

silkie.Higgins @sjsu.edu

## Course Learning Objectives

### **Interactions of science, technology and society.**

- Knowledge of the evolution of archaeological thought, and the role of key individuals in development of archaeology as a science.
- Broad understanding of human evolutionary history since the emergence of our species and the critical issues and problems of evidence.
- Understanding of the important role archaeology plays in modern nationalism, identity, and political ideology.

### **Differences between scientific, non-scientific, and pseudo-scientific approaches.**

- Critical examination of pseudoscience, frauds, scientific racism, and extraordinary claims made concerning past civilizations and human evolution.
- A close look at genuine archaeological mysteries.
- Scientific methods and philosophy contrasted to non-scientific approaches to the past.

### **Interaction of humans and the physical world.**

- Working knowledge regarding several ancient civilizations that historically have been the focus of archaeology and their interaction with environment.
- Investigations into the impact of human activity and culture on prehistoric and historic environments.
- Critical understanding of the major theories and intellectual frameworks concerning human adaptations, invention of agriculture, and the rise of complex states.

### **Methodologies of human inquiry.**

- Knowledge of scientific methods as applied in archaeology and the techniques used in modern archaeological contexts to generate new knowledge.
- Students will learn of the interdisciplinary nature of modern archaeology and how they may make a contribution to the field.

### **Applications of science and technology.**

- Students will develop critical thinking skills in assessing archaeological evidence.
- Students will become acquainted with professional resource materials relevant to specific topics in archaeology through independent and focused research projects.
- Students will learn research skills applicable across academic disciplines.

### **Values and limitations of science and scientific inquiry.**

- Students will gain practice forming specific testable hypotheses, recognizing research questions, and evaluating cases of research.
- Examination of scientific reasoning and analytical procedures.

## 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 reading and written assignments, and in independent enrichment activities. This course assumes you have completed 100W or are taking it concurrently.

Lectures are a critical component of instruction. Considerable material is covered that will not be 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 that count in the student's overall participation grade which cannot be made up if missed. Students should plan to spend six hours each week on assignments and readings outside of class.

**Assessments:**

**Readings,** There are weekly topical readings which support the lecture materials. Students should be certain to complete the assigned readings prior to the lectures so that comprehension can be assessed during class discussions.

**Exams.** There will be two comprehensive exams and a Final exam. The exams address material explicitly from each individual thematic unit but follow a common pattern. Conceptual understanding and application of knowledge is the principal objective of the course and will be targeted by assessment. *Exams are problem oriented. Objective questions are included to assess fundamental core content knowledge.* Each exam stands alone and is not cumulative.

**Synthesis Papers** are designed to elicit critical thinking relating the rise of civilizations, human interaction with environments, or pseudoscience at a greater level of complexity than short exam questions. Writing is assessed in this course and it is assumed students have completed 100W. The office for Undergraduate Education GE requires 5000 words of writing. We will achieve this in two separate assignments. Papers have a 6 page minimum and must include an appropriately constructed academic reference section (not counted in page minimum). **References must follow American Antiquity style only.**

**Discussion and Group Activities.** These assignments focuses on quantitative analytics and qualitative critical reasoning. Small cooperative groups will work with data from a simulated archaeological sites to interpret demographic and cultural patterns of a lost culture. Basic statistical representation and analysis required. There will be a group presentation. Students will be assessed individually for their contribution.

Assignments are designed to target information literacy, quantitative and qualitative analysis and critical thinking. The goal of these assessments is to provide students with the broadest range of opportunity to demonstrate mastery and competence based on their personal strengths and to reach as many different interests as feasible within the context and constraints of the course. No extra credit assignments.

**Scores:**

Unit Exams 2 x 75 pts total: 150pts (37.5% of grade)

Final Exam 75 pts (19% of grade)

Synthesis papers 2 x 50 pts; total: 100 pts (25% of grade)

In class activity/discussion 50 pts (12.5% of grade)

Discussion and participation 25 pts (6%)

Total points: 400

**Failure to take the final exam or to complete the required written assignments will result in a failing grade regardless of other completed work.**

Grades will be based on score percentages.

Grade range. 97-100% A+; 93-96% A; 90-92% A-; 87-89% B+; 82-86% B- ; 78-81 C+; 70-77% C; 65-69% C-; below 68% F.

*Earning an A: Excellence. 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 completed with original content or innovative in scope.*

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. 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 will in some instances be assigned an F grade per University policy. An Incomplete can not 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. University policy will be followed concerning legitimate documentation for absence.***
- ***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.*
- *Do not disrespect yourself or the instructor by turning in assignments late.*
- ***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 for cell phone use 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>

## 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

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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>

## ANTH 160 Sec. 1. Fall 2017 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 24	<b>Unit One: Emergence of Mind</b> Introduction, Epistemology, Critical Thinking. What is archaeology? What is prehistory? <u>Scientific methods of inquiry</u> . Science vs pseudoscience. Critical questions. Readings: Feder, Introduction and Chapters 1-2. Readings: Scarre, Chapter 1 Introduction.
2	Aug 29/31	Pre-humans, Neanderthals, and modern humans. Changing paradigms and for reconstructing a prehuman past. Out of Africa Theories. Methods of inquiry. Readings: pdfs; Scarre, Chapter 4.
3	Sept 5/7	Frauds and Hoaxes, Piltdown Man and other cases. Scientific fraud and the prevalence of pseudoscience. Readings: Feder, Chapter 3-4.
4	Sept 12/14	Reconstructing the past through scientific methods. Neolithic origins of agriculture
5	Sept 19/21	<b>Unit Two:</b> Environmental Change, Ancient Mesopotamia, the first cities, water control. Theories. Environmental interaction. Readings: 18-39; Scarre, Chapter 5.
6	Sept 26/28	Archaeology of Thirst and Drought in the ancient old world. Engineering. Resources, Power, and Trade. Readings: pdf
7	Oct 3/5	Ancient Egypt. Pyramid Mysteries Readings: Feder Chapter 10; 54-62; Scarre, Chapter 10 (370-380). <b>Topical Paper 1, Due 3rd</b>
8	Oct 10/12	<b>Unit Three:</b> Venus and the Bull the Aegean, Egypt, the Trojan War, Readings: pdfs.
9	Oct 17/19	Ancient seafaring and a connected world. Reconstructing the past through global maritime archaeology. Begin Group Activity: Reconstructing the Past.
10	Oct 24/26	Continue Group Activity: Reconstructing the Past. <b>Midterm Exam 26th</b>
11	Oct 31/Nov 2	Continue Group Activity: Reconstructing the Past. Presentations and Discussion
12	Nov 7/9	Interactions across the Mediterranean world, Minoan civilization, Lost Atlantis? Readings: Feder Chapters 8; Heywood 90-101; Scarre, Chapter 13 (473-493).
13	Nov 14/16	<b>Unit Four:</b> Reconstructing Ancient America: Mound-builders, Olmec, Maya, Teotihuacan. Readings: Feder; Chapters 5-7; Scarre, Chapter 16, 18 (679-692). <b>Topical Paper 2, Due 14th</b>
14	Nov 21 Thanksgiving	Water management strategies. Did drought cause the decline of the Maya? Pre-Inca civilizations of Peru. Readings: pdfs; Scarre, Chapter 17 (645-667).
15	Nov 28/30	Nazca mystery. Easter Island mystery. Inca achievements. Readings: Feder, Chapter 9 (218-224); pdf
16	Dec 5/7	Conclusion: Witch Hunts, modern myths, and Nazi archaeology. The dangers of political control and denial of science.
17	Dec 19	University Final Exams week <b>Final Exam Dec 19, 12:15-2:30</b>



