

San José State University
College of Social Science
Department of Anthropology
ANTH143

Culture and Adaptation

Sec. 1 Fall 2018

Course and Contact Information

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| Instructor: | Marco Meniketti |
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| Office Hours: | Tues 12:00-3:00 |
| Class Days/Time: | M/W 12:00-1:15 |
| Classroom: | WSQ 4 Integrative Anthropology Laboratory |

Course Format

This course is designed to integrate with 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, 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. 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.

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 and the link to modern political and social issues.
- 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 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.

Course Learning Outcomes (CLO)

- 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 will 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 will 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.

| 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 | Identification of relevant problem, application of appropriate data, evaluation and articulation of potential long-term solutions to identified problem. | Completion of two Topical Papers of cultural-environmental issues using professional peer-reviewed research sources. Comprehensive references. Writing proficiency assessed. |

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| society and political interaction related to modern environmental problems. | Presentation to class of story-board. Critical review. | |
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Upon successful completion of this course, students will be able to:

- Identify and describe at least ten traditional societies in the modern world and discuss the adaptive strategies employed by these societies for cultural survival.
- Identify and enumerate the social, cultural, and environmental challenges faced by traditional societies.
- Define and describe the role water plays in social, political, and environmental conflict.
- Articulate possible scenarios for cultural, political, and technological change that may be brought about from prolonged drought.
- Enumerate, describe, and critically assess adaptive strategies for coping with environmental stress in modern societies.

Required Textbooks

Moran, Emilio

2008 Human Adaptability. Westview Press, Boulder, Co.

Ingram, B. Lynn and Frances Malamud-Roam

2011 The West Without Water. University of California Press, Berkeley.

Other Readings

Additional topic specific readings will be available on Canvas in pdf format.

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

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 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.”

Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C - not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co - registration in, 100W is strongly recommended. While this course is not GE, writing proficiency plays a significant role in successful course completion.

Final Examination.

This course culminates with a comprehensive Final Examination with multiple choice and written components. The Final Exam is comprehensive and problem based. Specific scenarios based on course content will be presented for analysis. All readings are subject to assessment.

[University policy S17-1](http://www.sjsu.edu/senate/docs/S17-1.pdf) (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) which states that “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

Course Requirements and Assignments

Grades are based on multiple forms of assessment. Quizzes, analytical papers, group participation assignments and a final exam all provide several ways in which students can demonstrate mastery of course content and ability to assess important problems.

Students will complete six (6) online quizzes that focus on fundamental vocabulary, concepts, and problems associated with course content, including a syllabus quiz. These quizzes are multiple choice and students will have a three day window to complete the quizzes.

Students will write two (2) analytical or synthesis papers during the semester that closely investigate one of the many topics covered in class and texts. Writing proficiency counts for 30% of the grades.

Think tank assignments are in-class activities (cannot be made-up if missed) that require groups to address specific problems leading to position group generated paper. A brief oral presentation is required.

Grading Information

Quizzes (6 x 10 pts) 60 pts 20%
Papers (2 x 60 pts) 120 pts 40%
Group think tank projects (2x 30 pts) 60 pts 20%
Participation (discussions) 10 4%
Final Exam 50 pts 16%
Total: 300 pts

A word about late assignments: NO.

No assignments will be accepted by email without permission.

Late assignments will have scores deducted 20% for the first day and not accepted beyond that grace period

No assignment will be accepted later than two class periods for credit.

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

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 specified assignment.

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.

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.**
- 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 consideration for 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.*
- ***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. Your first graded quiz will test knowledge of the syllabus.*
- *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.*

University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

If applicable, include links to department and college-level policies, requirements and services.

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>

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) 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

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>

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 | | |
| 1 | Aug 22 | Introduction Environmental Concepts and Anthropology <i>Longue Duree, Techno-fix, environmental hubris, denial, traditional behavior and other factors affecting human adaptive strategies</i> Read: Moran Chp 1&2 Quiz 1 Friday online [syllabus] |
| 2 | Aug 27 | Part I Concepts Read Moran: Chp 3 |
| 2 | Aug 29 | Read: Moran Chp 4 Technology as medium for adaptation. Archaeology and the study of adaptation. Quiz 2 Friday online |
| 3 | Sept 3 | <u>Labor Day No Class</u> |
| 3 | Sept 5 | Part II Conditions and Case Studies Arctic Adaptations: Foragers and Hunters Read: Moran Chp 5, pdf |
| 4 | Sept 10 | Actualistic studies. Anthropological archaeology. Inuit, Netslik, ancient arctic cultures |
| 4 | Sept 12 | Read: Moran Chp 6 High Altitude |
| 5 | Sept 17 | Himalayan and Andean peoples |
| 5 | Sept 19 | Bicultural adaptation Read: pdf Quiz 3 Friday online |
| 6 | Sept 24 | Arid lands, Foragers, Pastoralists Read: Moran Chp 7, pdf |
| 6 | Sept 26 | Pueblo, !Kung, Massai, |
| 7 | Oct 1 | Gabra, Arrial |
| 7 | Oct 3 | Grasslands, Nomadism Read: Moran Chp 8 |
| 8 | Oct 8 | Intensive agriculture Fellahin |
| 8 | Oct 10 | Pastoralism revisited PAPER 1 Due |
| 9 | Oct 15 | Tropical Adaptations, Horticulturalists Read: Moran Chp 9 |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|-------------------|-------------|--|
| 9 | Oct 17 | Yanomamo Quiz 4 Friday online |
| 10 | Oct 22 | Part III Urban Adaptation, Water Scarcity The City in Historical Perspective Read: Moran Chp 10 |
| 10 | Oct 24 | Archaeology of Ancient Cities Read pdf |
| 11 | Oct 29 | Ancient cities |
| 11 | Oct 31 | Ancient water management. Lessons from the past. Read: pdf Quiz 5 Friday online |
| 12 | Nov 5 | Drought: The New Normal Read: Ingram Chp 1-4 |
| 12 | Nov 7 | Natural cycles and accelerated systems |
| 13 | Nov 12 | <u>Veterans Day No Class</u> |
| 13 | Nov 14 | Drought in Prehistoric and Historic Context Read : Ingram Chp 5-6 |
| 14 | Nov 19 | Impacts of global warming; adaptations, tech/social solutions Read: pdf |
| 14 | Nov 21 | <u>Travel Day No Class</u> <u>Begin Thanksgiving Break</u> |
| 15 | Nov 26 | Cycles, Climate, Adaptation Read: Ingram Chp 7-11 |
| 15 | Nov 28 | Reading the data. Future of California Society Quiz 6 Friday online |
| 16 | Dec 3 | Global water problems and security Read: Ingram Chp 12-14, pdf |
| 16 | Dec 5 | Global population problems and security Read: pdf PAPER 2 Due |
| 17 | Dec 10 | Review and Finals Prep |
| Final Exam | Dec 13 | WSQ4 9:45-12:00 |