

## **Anthropology 160-01 - Reconstructing Lost Civilizations**

San Jose State University; Fall 2008 – MW 10:30-11:45 a.m., Room: Clark 204

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Faculty Page: [http://www.sjsu.edu/faculty\\_and\\_staff/faculty\\_detail.jsp?id=2330](http://www.sjsu.edu/faculty_and_staff/faculty_detail.jsp?id=2330)

**COURSE SYNOPSIS:** This course satisfies Area R of SJSU Studies, Earth and Environment. The class explores how archaeologists reconstruct human history through the remains of past cultures, teaches critical thinking about modern claims for ancient societies, including the distinction between science and pseudoscience, and shows how cultures around the world have responded to the challenges of different environments and environmental change throughout human history.

**SJSU Studies** courses (formerly Advanced GE) help students become integrated thinkers who can see connections between and among a variety of concepts and ideas. An educated person will be able to apply concepts and foundations learned in one area to other areas as part of a lifelong learning process. These courses will help students to live and work intelligently, responsibly, and cooperatively in a multicultural society and to develop abilities to address complex issues and problems using disciplined analytic skills and creative techniques.

**NOTE ON SJSU STUDIES REQUIREMENTS:** 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.

### **STUDENT LEARNING STATEMENT**

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

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

### **COURSE LEARNING OBJECTIVES:**

- **Interactions of science, technology, and society:** students should understand the impact of technology on archaeologically known cultures
- **Interactions of humans and the physical world:** students should understand how cultures have adapted to past environments
- **Methodologies of human inquiry:** students should understand how the scientific method is applied to archaeological research; this objective is intended to encourage students to examine major debates in archaeology

- **Applications of science and technology:** students should understand the application of appropriate technology to archaeological research
- **Differences between scientific, non-scientific, and pseudo-scientific approaches:** students should be able to distinguish folk archaeology and pseudo-archaeology from scientific archaeology
- **Values and limitations of science and scientific inquiry:** students should understand how (and with what controls) archaeologists go beyond the scientific method, and understand the values and constraints of doing archaeology in the real world

#### **DEPARTMENT OF ANTHROPOLOGY OBJECTIVES:**

**The Department of Anthropology seeks to enhance student knowledge and skills in the following areas:**

1. Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution.
2. Awareness of human diversity and the ways humans have categorized diversity.
3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline.
4. Knowledge of the history of anthropological thought and its place in modern intellectual history
5. Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society.
6. Ability to access various forms of anthropological data and literature.
7. Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.
8. Knowledge of the research methods of the sub-disciplines of anthropology, and the ability to apply appropriate research methods in at least one sub-discipline.
9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.
10. Knowledge of political and ethical implications of social research

#### **REQUIRED READING:**

Fagan, Brian M., editor. 2001. *The Seventy Great Mysteries of the Ancient World*. Thames & Hudson, Ltd.

Feder, Kenneth L. 2008. *Frauds, Myths & Mysteries: Science and Pseudoscience in Archaeology*, 6<sup>th</sup> Edition. Mayfield Publishing Company.

**COURSE REQUIREMENTS:** In addition to the **required reading**, all students will take **2 exams**, and write **2 short papers**.

**MIDTERMS:** The two midterms will contain approximately **70 multiple choice questions (2 points each)** worth **140 points total**. Questions will come from any of the course content, including reading,

lecture, and documentaries. Midterm 1 (October 15<sup>th</sup>) will cover all material prior to that date. Midterm 2 (December 3<sup>rd</sup>) will cover all material prior to that date and *after* the first midterm. All questions will be derived from the list of study questions provided for you. Both midterms require you to bring a T&E 200 scantron form (available in your bookstore) and a few reliable pencils. **Midterms are open-note but closed-book.**

**MIDTERM DISCUSSION:** Midterms will be returned to students the class meeting after they are taken, and all questions will be discussed. Test questions that students believe contain errors or are otherwise confusing will be addressed in this meeting, as well as questions missed by the majority of students.

**FINAL EXAM:** The **final exam** is scheduled for **Thursday, December 18<sup>th</sup>, from 9:45 a.m. to 12 p.m.** For the purposes of this class, your second paper is your final exam, and turning it in by 12 p.m. on the day of the Final Exam completes your requirements for this course. Students should turn it in to me by coming to my office during the scheduled time of the Final Exam. Early papers are also accepted, but no paper may be turned in after 12 p.m. on Dec. 18<sup>th</sup>, and all students *must* turn in a *printed* copy of their paper.

**OPEN-NOTE EXAMS:** Archaeology courses (and science courses in general) contain a fair amount of information, and you will benefit from having detailed notes from both the class meeting material and the reading. To assist you, I will be providing study questions to you for each unit of the course; test questions will be based on these questions. You **are** permitted to use your notes during the exams. You may **not** share notes with your neighbor, and if you take notes on a laptop, you *must* print them out. Some exam questions will be fairly specific (including many names and dates), and assume that you have notes available to you, so it is to your benefit to prepare them. Having too many notes can be a disadvantage, however, so keep them concise and well organized. Exams are timed, and assume an average of 1 minute per question (70 questions will therefore be given 70 minutes).

**PAPERS:** All students are required to write **two papers** with a **minimum length of 1500 words each**, or roughly **4 full pages each**, which combine for a total of 3000 written words for this course. The **first paper** assignment is a critical thinking paper about **science and archaeology** and requires no additional reading or research; this paper **fulfills learning objectives 1 and 2** (see first page of syllabus). The **second paper** is about **civilizations and the environment** and will require some additional research to complete, and fulfills **learning objective 3**. Detailed instructions will be provided on the dates indicated on the schedule. In addition, you will be asked to discuss your thoughts with a small group during scheduled class time, and 1) turn in a worksheet with the product of your group brainstorming, and 2) include your thoughts on this brainstorming session in your analysis. The **group worksheet** must be turned in the day of discussion and is worth **20 points**. Each paper will be worth **100 points**.

**Early Paper Reviews/Paper Revision Policy:** Students wishing guidance on paper writing are welcome to present early drafts of their work for comments. The ideal time for this is during office hours or by appointment, or during the class meeting times indicated on the schedule prior to the due date. Students submitting early drafts via email must format the document for MS Word; please allow me sufficient time for review and comments, especially near the end of the semester. Students dissatisfied with their grades on their first paper are welcome to submit a revised version with corrections by the end of the semester, but the final recorded grades will be based on the *average* of the two grades, and the re-submitted paper **MUST** also include the original paper with my original comments. **NOTE:** Papers that were originally turned in late will have the *same* late penalty applied to the revised paper, so that the only possible changes in score are due to improved content.

**CLASS FORMAT:** Class time is devoted to a mix of **lectures**, **documentaries**, and **discussion**. Lecture material introduces the topic for the meeting; handouts may be provided to supplement the lecture and assigned reading. The documentaries chosen not only show archaeological sites and data, but often also feature key figures in the research on the topic. The documentaries are not simply for entertainment, however, but also act as texts we can critically analyze. They are the way in which many people learn about archaeology and the study of the past, and often contain distorted or misleading claims, even from seemingly qualified sources. During discussion, we will analyze these claims, the evidence for them, and the possibility of alternative explanations. Students are encouraged to prepare for these discussions by doing the assigned reading and contributing their insights to the topic. Students are also welcome to ask questions at any time during the lecture. Discussion is not just an exercise - it is helpful to me as well, and anything interesting that comes from it is potential material for the exams; it should also be fun - it is my favorite part of the class.

**Course Grade Breakdown is as Follows:**

ASSIGNMENT	POINTS	%
Midterm 1	140	26.9
Midterm 2	140	26.9
Paper 1 Group sheet	20	3.8
Paper 1	100	19.2
Paper 2 Group sheet	20	3.8
Paper 2	100	19.2
<b>TOTAL</b>	<b>520</b>	<b>100</b>

**GRADING:** Grades are given based upon a standard grading scale as follows:

	A	B	C	D	F
+	97-100	87-89	77-79	67-69	
	93-96	83-86	73-76	63-66	0-59
-	90-92	80-82	70-72	60-62	

Your percentage is your total points divided by the total points possible on the assignments. Each assignment will contain its grading criteria within the instructions. Please note that all scores below 60% will receive failing grades. Completion of all assignments does not guarantee a passing grade in the course.

## **POLICIES:**

**ATTENDANCE: Attendance is expected for all students**, and you are responsible for all material covered each day. It is a basic courtesy to arrive in class on time and not cause disruptions to myself and your fellow students. All students should turn **off** cell phones when entering the room. If you cannot arrive on time, it is nevertheless better to come late than not at all - please enter discretely and take your seat. If you do miss class, you are advised to obtain lecture notes from other students. I will answer questions, and encourage students to attend office hours to discuss missed material, but I cannot repeat the content of entire lectures for students who have missed class, nor will I supply copies of my own lecture notes or PowerPoint slideshows. Students should notify me (preferably via e-mail) if they will be or were unable to attend class with a *reasonable excuse* (illness, family emergency, work conflict, etc.). This is especially important if there are any handouts or changes in the schedule, such as the postponement of an exam. **NOTE:** I may regularly take attendance at the beginning of the semester; this is largely to assist me in learning all of your names, but it also gives me an idea of who comes to class.

**LATE POLICY: LATE papers will be penalized by 25% of their value if received after the *start of class on the due date***, and by **50%** if received after the end of class the following week - and **no paper** may be turned in beyond the day of the Final Exam. Papers **must** be turned in as a printed document – email is **NOT** acceptable. Please plan ahead to avoid last-minute computer and printer errors. **All students MUST complete *both papers in order to pass this course***.

**MAKE-UP POLICY: Exams** can only be made up if the following conditions are met: 1) You have a known and unavoidable emergency and have arranged with me *in advance* to take the test at an alternate time; 2) you are unable to attend class due to an unforeseeable emergency, **AND** you have contacted me within **24 hours** of the class date to inform me of your situation. On test days, I will be sure to check voice mail and email, and will reply as quickly as possible. *If you do not get a reply from me, you cannot assume I have received your message.* You must make a reasonable effort to inform me of your situation. Only students with a genuine, verifiable emergency and a *mutually* agreed-upon plan to make up the exam will be allowed to do so, and **all** make up tests must be completed before the next class meeting unless I have given permission otherwise.

**The Group worksheet** for the two papers can only be completed by attending class on the scheduled days, and therefore **cannot be made up**, although you can still consult with other students on your own in writing your actual paper.

**OFFICE HOURS:** Students are encouraged to ask questions in class, but for those wishing to speak to me individually, please come to my office in **Clark Hall 404G** on **Tuesdays, Thursdays, and Fridays from 1:30-2:30 p.m.** Additionally, **special arrangements can sometimes be made** to meet with students at other times, my schedule permitting. Students are also encouraged to **contact me via phone or (especially) e-mail with questions or problems**; whenever possible, a response will be given that day.

#### **DROP PROCEDURE:**

Go to <http://my.sjsu.edu>

- Enter your SJSU ID and Password – you may now use your nine-digit SJSU ID to login to MySJSU. If you are a continuing student and have previously been given a User ID beginning with an uppercase W, you can continue to use this ID to log in.
- If you drop a class, you must do so prior to the time you submit payment to ensure that your registration fees are properly assessed.

#### **Navigate to “Self Service” > Student center > Drop a class**

- Click on “Drop Classes”
- Click the checkbox next to each class you wish to drop and click “Drop Selected Classes”
- Review your selection and click “Finish Dropping”

#### **Instructor Drops**

Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and their intention to continue in the class. Some instructors will drop students who do not meet the stated course prerequisites. However, they are not required to do so. **It is the student’s responsibility to make sure classes are dropped.**

#### **ACADEMIC INTEGRITY:**

It is assumed that all students are familiar with the expectation of honest work, and the consequences for dishonest work in your classes. Please consult the university catalog for detailed information. The details below are excerpted from the **official campus policy on Academic Integrity**:

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university’s reputation and the value of the degrees it offers.

We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct and Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University.

### **CHEATING:**

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

Copying in part or in whole, from another's test or other evaluation instrument;

Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy.

Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy.

Altering or interfering with grading or grading instructions;

Sitting for an examination by a surrogate, or as a surrogate;

any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

### **PLAGIARISM:**

At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another's work, without giving appropriate credit, and representing the product as one's own work; and representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one's own.

Students caught engaging in the above actions will receive an **automatic F in the course** and a **report to the Office of Student Conduct and Ethical Development** for further disciplinary action. Students with prior incidents on report may find themselves **suspended or expelled** from the University. **Claiming ignorance of what constitutes cheating or plagiarism is no excuse.** If you are in doubt, ask me for clarification. If you are genuinely having difficulties completing assignments, you are better off being honest (to you and me) then you are trying to cheat and hoping to get away with it.

More information can be found on the campus website section for Office of Student Conduct and Ethical Development: [http://sa.sjsu.edu/judicial\\_affairs/index.html](http://sa.sjsu.edu/judicial_affairs/index.html)

**STUDENTS WITH DISABILITIES:**

Any student with a condition or situation that requires special accommodations must make arrangements through the **Disability Resource Center**. This includes learning and physical disabilities that prevent you from fulfilling course requirements under expected conditions. If you feel that you have a disability, you **must** go to the DRC and follow their guidelines in order to receive assistance. I will work with the DRC to assist you based upon their recommendations. I am not authorized to make assessments of personal situations regarding disabilities, and request that you prepare well in advance for any special needs you may have, particularly for taking exams. You can find more information on SJSU's policies and the programs available, as well as your rights at:

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

ANTH 160 - 01 SCHEDULE - FALL 2008							
WEEK	DATE	DAY	TOPIC(S)	READING		DOCUMENTARY	ASSIGNMENT
				<i>70 Great Mysteries</i>	<i>Frauds, Myths, and Mysteries</i>		
1	8/25	M	Introduction				
2	8/27	W	Science and Pseudoscience in Archaeology				
2	9/1	M	<b>NO CLASS MEETING - LABOR DAY</b>				
3	9/3	W	Science and Pseudoscience in Archaeology	Ch. 2, 10, 13	Ch. 1, 2, 11 (p. 303-334 only)		
3	9/8	M	Unit 1: Egypt and Early Civilization	Ch. 31-35, 50	Ch. 8 (231-232); Ch. 9		
4	9/10	W	Unit 1, continued			<i>Ramses' Egyptian Empire</i>	
4	9/15	M	Unit 1, continued				
5	9/17	W	Unit 1, continued				
5	9/22	M	Unit 2: Atlantis & The Trojan War	Ch. 5, 6, 7, 65	Ch. 7		
6	9/24	W	Unit 2, continued			<i>Aegean: Legacy of Atlantis</i>	
6	9/29	M	Unit 2, continued				
7	10/1	W	Unit 3: Stonehenge and Early Europe	Ch. 12, 26, 29, 30, 40	Ch. 12 (p. 352-364)		
7	10/6	M	Unit 3, continued			<i>Stonehenge Decoded</i>	
8	10/8	W	Unit 3, continued				
8	10/13	M	Paper 1 Group Discussion				Paper 1 Group Sheet Due
9	10/15	W	<b>MIDTERM 1</b>				
9	10/20	M	Midterm Discussion				
10	10/22	W	Paper Reviews				
10	10/27	M	Unit 4: Easter Island and Polynesia	Ch. 48, 49, 64	Ch. 8 (p. 239-241)		Paper 1 Due
11	10/29	W	Unit 4, continued			<i>Mysteries of Easter Island</i>	
11	11/3	M	Unit 4, continued				
12	11/5	W	Unit 5: Copan and The Maya	Ch. 44, 68	Ch. 8 (232-234), Ch. 12 (p. 346-352)		
12	11/10	M	Unit 5, continued			<i>Lost King of the Maya</i>	
13	11/12	W	Unit 5, continued				
13	11/17	M	Unit 6: The Moundbuilders		Ch. 5, 6		
14	11/19	W	Unit 6, continued			<i>Secret Mounds of Prehistoric America</i>	
14	11/24	M	Unit 6, continued				
15	11/26	W	Paper 2 Group Discussion				Paper 2 Group Sheet Due
15	12/1	M	<b>MIDTERM 2</b>				
16	12/3	W	Midterm Discussion				
16	12/8	M	Paper Reviews				
17	12/10	W	Paper Reviews				
17	12/18	R	<b>FINAL EXAM: 9:45 A.M.-12 P.M.</b>				Paper 2 due