

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

San Jose State University

Semester: Fall 2010

Meeting Times: MW 9 -10:15 a.m.

Room: WSQ 004

Instructor: Robert Simpkins

Office: Clark 404-G

Office hours: TTh 2-3:30 p.m.

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Faculty Page: <http://www.sjsu.edu/people/robert.simpkins/>

**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 (Fulfills Student Learning Objectives 1, 2 & 3):**

**Exams (SLO 1, 2 & 3):** There are **four exams** (Exam 1 - Unit 1(50 points); Exam 2 – Units 2-3 (100 points); Exam 3 - Units 4-5 (100 points); Exam 4 – Unit 6 (50 points). All exams are written and take-home in format. You will be required to discuss and analyze content from the textbooks, lecture, and films and relate them to major themes in archaeology as discussed in class. The precise topics for each exam will be provided via email and discussed in class when the exam is distributed. Students are encouraged to ask questions at any time prior to the due date.

**Paper (SLO 1 & 2):** All students are required to write a **research paper** in which they will describe and analyze a recent archaeological claim or discovery reported in a popular magazine from the past year. This assignment requires original library research. The paper must be at least 4 pages in length (plus bibliography), and contain at least four scholarly sources (not websites, encyclopedias or textbooks) beyond assigned course readings, *and* apply concepts from the course to your analysis. **More details will be given in a separate handout.** This assignment is worth **150 points**.

**Writing Review Policy:** Students wishing guidance on writing are welcome to present early drafts of their work for comments. This may be done through appointments during scheduled office hours or via email prior to the deadline; students submitting early drafts via email must format the document for MS Word for Mac or as a PDF file; please allow me sufficient time for review and comments, especially when a deadline is near, and note that some days I may simply not have time to review a submission. In most cases, you will get a reply within 24 hours, if not less. **Note: *final drafts* may NOT be submitted via email.**

**Discussion and Participation (SLO 1, 2 & 3):** This course requires students to engage in discussion and analysis with fellow students in class. These requirements will be assessed based upon three areas:

**1) General Participation** in class activities is expected throughout the session, and will count for **100 points**. Participation is generally defined as any action that contributes to the improvement of the class experience, including interaction with both the instructor and fellow students, as well as a clear demonstration of interest in the class.

**2) Exam Peer Reviews** will occur on the due date for each exam (see schedule). Students should bring **three copies** of their exam on this day. One will be turned in to the instructor, and the other two will be reviewed and graded by two fellow students. Students should look over the comments and feedback from the two student graders, and consider whether their exam would benefit from changes. If you decide to make changes, you **must** bring your revised exam **AND** the two student grade sheets and turn them all in stapled together (with the

grade sheets in the back) by the next class meeting. If you decide not to make changes, you **must** turn in the two grade sheets with your exam that day before leaving the classroom. Participation on these days will be worth **20 points per session** (10 for giving feedback, 10 for getting feedback).

**3) Research Paper Peer Reviews** will occur on the due date for the research paper. Similar to the discussions with exams, students will bring **three copies** of their research paper on this day. One will be turned in to the instructor, and the other two will be reviewed and graded by two fellow students. Students should look over the comments and feedback from the two student graders, and consider whether their exam would benefit from changes. If you decide to make changes, you **must** bring your revised paper **AND** the two student grade sheets and turn them all in stapled together (with the grade sheets in the back) and leave them in my office bin or the Anthropology department main office (Clark 469) by 3 p.m. on Monday, December 20<sup>th</sup> (Final Exam make up day) – any work turned in after this time will not be received and will not be counted toward your final grade. If you decide not to make changes, you **must** turn in the two grade sheets with your exam that day before leaving the classroom. This assignment (both reviewing and being reviewed) is worth **20 points**.

**LATE POLICY:** Exams and papers turned in after the deadline will be subject to a **25% late penalty** unless approved by me in advance. **Revisions** may **NOT** be turned in **beyond the next class meeting**, again unless approved by me in advance. Note that lateness also affects when they will be returned to you.

**CLASS FORMAT:** Class time is devoted to a mix of **lectures, documentaries, and discussion**. Lecture material introduces the topic for the meeting. 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; it is often my favorite part of the class.

### Course Grade Breakdown is as Follows:

ASSIGNMENT	POINTS	%
EXAM 1	50	7.7
EXAM 2	100	15.4
EXAM 3	100	15.4
EXAM 4	50	7.7
PAPER	150	23.1
PARTICIPATION	100	15.4
EXAM PEER REVIEWS (4)	80	12.3
PAPER PEER REVIEWS	20	3.1
<b>TOTAL</b>	<b>650</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 is expected for all students, and you are responsible for all material covered during class time.

Please arrive to class on time.

If you cannot arrive on time, it is nevertheless better to come late than not at all - please enter discretely and take your seat.

All students should turn **off** cell phones when entering the room.

If you 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 slides.**

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 regularly take attendance; this is largely to assist me in learning all of your names to assess participation, and to link people to the work they turn in.

**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 and Thursdays between 2 and 3:30 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:**

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. **Presidential Directive 97-03** requires that students with disabilities requesting accommodations must register with the **DRC (Disability Resource Center)** to establish a record of their disability.

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 Reconstructing Lost Civilizations

### Weekly Schedule – Fall 2010 Semester

WEEK	DATE	ACTIVITY
1	8/25	Introduction
2	8/30	Unit 1: Science and Pseudoscience in Archaeology <b>READING:</b> The Seventy Great Mysteries of the Ancient World: Chapters 2, 10, 13 Frauds, Myths and Mysteries: Chapters 1, 2, 11 (pages 303-334 only)
2	9/1	Continuation of Unit 1
3	9/6	<b>NO CLASS MEETING (LABOR DAY)</b>
3	9/8	Continuation of Unit 1
4	9/13	<b>ASSIGNMENT: Exam 1 DUE; in class Peer Reviews</b>
4	9/15	Unit 2: Egypt and Early Civilization <b>READING:</b> The Seventy Great Mysteries of the Ancient World: Chapters 31-35, 50 Frauds, Myths and Mysteries: Chapters 8 (231-232 only), 9 <b>ASSIGNMENT: Exam 1 Revisions DUE</b>
5	9/20	Continuation of Unit 2 <b>FILM:</b> Ramses' Egyptian Empire
5	9/22	Continuation of Unit 2
6	9/27	Continuation of Unit 2
6	9/29	Unit 3: Copan and the Maya <b>READING:</b> The Seventy Great Mysteries of the Ancient World: Chapters 14, 37, 44, 68 Frauds, Myths and Mysteries: Chapters 8 (pages 232-234 only), 12 (pages 346-352 only)
7	10/4	Continuation of Unit 3 <b>FILM:</b> Lost King of the Maya

WEEK	DATE	ACTIVITY
7	10/6	Continuation of Unit 3
8	10/11	Continuation of Unit 3
8	10/13	<b>ASSIGNMENT: Exam 2 DUE; in class Peer Reviews</b>
9	10/18	Unit 4: Stonehenge and Early Europe <b>READING:</b> The Seventy Great Mysteries of the Ancient World: Chapters 12, 26, 29, 30, 40 Frauds, Myths and Mysteries: Chapters 12 (pages 352-364 only) <b>ASSIGNMENT: Exam 2 Revisions DUE</b>
9	10/20	Continuation of Unit 4 <b>FILM: Stonehenge Decoded Pt. 1</b>
10	10/25	Continuation of Unit 4 <b>FILM: Stonehenge Decoded Pt. 2</b>
10	10/27	Continuation of Unit 4
11	11/1	Unit 5: The Moundbuilders <b>READING:</b> The Seventy Great Mysteries of the Ancient World: Chapter 22 Frauds, Myths and Mysteries: Chapters 5, 6
11	11/3	Continuation of Unit 5 <b>FILM: Secret Mounds of Prehistoric North America</b>
12	11/8	Continuation of Unit 5
12	11/10	Continuation of Unit 5
13	11/15	<b>ASSIGNMENT: Exam 3 DUE; in class Peer Reviews</b>
13	11/17	Unit 6: Easter Island and Polynesia <b>READING:</b> The Seventy Great Mysteries of the Ancient World: Chapters 48, 49, 64 Frauds, Myths and Mysteries: Chapters 8 (pages 239-241 only) <b>FILM: Mysteries of Easter Island</b> <b>ASSIGNMENT: Exam 3 Revisions DUE</b>

WEEK	DATE	ACTIVITY
14	11/22	Continuation of Unit 6
14	11/24	Continuation of Unit 6
15	11/29	RESEARCH PAPER DISCUSSION
15	12/1	<b>ASSIGNMENT: Exam 4 DUE; in class Peer Reviews</b>
16	12/6	RESEARCH PAPER DISCUSSION <b>ASSIGNMENT:</b> Exam 4 Revisions DUE
16	12/8	RESEARCH PAPER DISCUSSION
17	12/17	<b>FINAL EXAM 7:15-9:30 a.m. (Friday)</b> <b>ASSIGNMENT:</b> RESEARCH PAPERS DUE; in-class Peer Reviews
18	12/20	<b>ASSIGNMENT:</b> Research Paper Revisions Due by 3 p.m. to my office