

Upper Division GE, Area "R," Earth & Environment
ANTHRO 160 [Sec. #04]
Reconstructing Lost Civilizations
Spring 2008

Meeting Time: Wednesdays 3:00-5:45
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If you need course adaptations or accommodations because of a disability, or if you have emergency medical information to share with me, or if you need special arrangements should the building must be evacuated, please inform me as soon as possible.

COURSE DESCRIPTION

Reconstructing Lost Civilizations is offered as an Advanced General Education class in "Area R," *Earth and Environment*. This class asks the question: "How do we know what we know about civilizations of the past?" To answer the question, we explore archaeology as a way of connecting rigorous scientific inquiry with the achievements of past human societies.

Archaeology is unique in its application of the *scientific method* to the entire 3+ million-year duration of the *human cultural experience*, from early hominid foraging through the development of modern civilizations. Ancient peoples lived out their lives in environments that no longer exist. People migrated across lands that now lie beneath the ocean. Civilizations evolved in changing environments and even contributed to those changes. Archaeological techniques are even being used to study contemporary behavior in the United States: For example, taking deep core samples from municipal dumps allows us to study everything from recycling to nutrition and alcohol consumption.

This course thus draws from the physical sciences, the biological sciences and the social sciences to examine how archaeologists quantitatively and qualitatively analyze the data preserved in the archaeological record in prehistoric and historic contexts throughout the world. Our subject area intersects geomorphology, paleoecology, geochronology, and anthropological archaeology — a dynamic interplay of perspectives from different academic disciplines. This course also shows how modern archaeology has unmasked pseudoscience, fraud, and stereotypes based on race and gender. Along the way, we will learn about the complexity of human adaptation and culture growth.

This course satisfies Area R of SJSU Studies, Earth and Environment. Courses used to satisfy Area R,S and V must be taken in separate SJSU departments, or other distinct 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

1) Interactions of science, technology and society:

Students should understand the impacts of technology and innovation on archaeologically-known cultures.

2) Interaction of humans and the physical world:

Students should understand how archaeologically-known cultures have adapted to past environments.

3) Methodologies of human inquiry: [Debates in Archaeology]

Students should understand how the scientific method is applied to archaeological research. This objective is intended to encourage students to examine the evidence and reasoning underlying major debates in archaeology.

4) Applications of scientific methods:

Students should understand the application of appropriate technology to archaeological research [for example: dating techniques; analytic techniques; remote sensing; underwater research; forensic analysis, etc. etc.].

5) Differences between scientific, non-scientific, and pseudo-scientific approaches:

Students should be able to distinguish folk archaeology and pseudo-archaeology from scientific archaeology in the examination of some historical/archaeological claims.

6) 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. This topic might include the intentional — or unintentional — interpretation of the archaeological record for self-serving racist, ethnic, “gender-specific” or political purposes.

7) Apply a scientific approach to answer questions about the earth and environment.

REQUIRED TEXTS

F *Frauds, Myths and Mysteries: Science and Pseudoscience in Archaeology*, Mayfield Pub. Co., 2002. [Kenneth L. Feder].

B *Exploring the Past: Readings in Archaeology*, Carolina Academic Press, 2000. [James Bayman & Miriam Stark].

K *Life in the Pueblo*. Waveland, 1998. [Kathryn Kamp].

COURSE REQUIREMENTS

Midterm #1: 100 points

Midterm #2: 100

Final Exam: 100

Paper 100[4 pages of text. 5th page for references]

Other 125 includes the refrigerator project(20 pts.) proposal for paper (10), editing of three student papers (20), analysis of one movie (10), four hands-on exercises (10 each), one field trip (25)

Participation: Participation is extremely important, especially as there will be NO make-ups for missed in-class assignments.

Papers:

Papers will focus on topics directly related to the **six** Course Learning Objectives listed above. If, for example, you are interested in Objective #1, the effects of technology or innovation on a particular ancient culture, topics might include, the effect of stirrup and bridle on horse-use in central Asia; the effects of Aztec “chinampas” agriculture; the plough in Europe, or canal irrigation in Mesopotamia. Objective #3 (methodologies of human enquiry) is your opportunity to examine Great Debates in archaeology. These might

include: the function of cannibalism in the prehistoric Southwest; the evidence for occupation of the New World prior to 13,000 years ago; or the unmasking of an archaeological fraud or hoax.

Academic Integrity:

Your own commitment to learning, as evidenced by your enrollment at SJSU and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found on the SJSU home page.

Week	Date	ANTH 160 COURSE ASSIGNMENTS Spring 2008
1	Jan. 23	<i>Introduction to the class</i> B: 1-1, Yes, Wonderful Things (Rathje)
2	Jan. 30	<i>Intro to anthropology/intro to archaeology</i> B: Underwater Archaeology K; Ch. 1
3	Feb. 6	<i>The scientific method</i> Turn in list of refrigerator contents F; Ch. 1, Science and Pseudoscience F; Ch. 2, How Do You Know What You Know? F; Ch. 3, The Goliath of New York
4	Feb. 13	<i>Science and pseudo-science</i> F; Ch. 4, Dawson's Dawn Man: The Hoax at Piltdown F; Ch. 9, Prehistoric E.T.: the Fantasy of Ancient Astronauts F; Ch. 11: Old Time Religion
5	Feb. 20	Paper proposal due (LO2) <i>Methods in archaeological research</i> F; Ch. 10, Good Vibrations: Psychics, Dowzers, and Photo-Fields B: 4-1, Surveying Ancient Cities (Snodgrass and Bintliff) B: 4-3, Thailand's Good Mound (Higham and Thosarat) K: Chapters 2,3
6	Feb. 27	Midterm # 1 <i>Dating techniques- seriation and stratigraphy exercises (LO1)</i> B: 5-1, The Dating Game (Shreeve) K: Ch. 4
7	March 5	<i>Science and the reconstruction of symbolic systems</i> B: 10-1, Reading the Minds of Rock Artists (Whitley) B: 10-2, Neptune's Ice Age Gallery (Clottes and Courtin) B: 10-3, The Dawn of Adornment (White)
8	March 12	<i>Science and human rights</i> B: 1-3, Proving Ground of the Nuclear Age (Johnson and Beck) B: 1-4, The Archaeology of Contemporary Mass Graves (Connor) Film analysis "Butch and Sundance" (LO 1)
9	March 19	Midterm # 2 <i>Science, archaeology, and politics</i> F; Ch. 5, Who discovered America? B: 12- 3, Collaboration at <i>Inyan Ceyaka Atonwan</i> (Spector) B: 12-2, Bones and Bureaucrats (Harrington)
	March 26	Spring Break
10	April 2	Class Cancelled (because of field trip that meets LO3)

11	April 9	<i>Hunter-gatherers subsistence, technology and social organization</i> Refrigerator Project DUE (LO1) Exercise in site location (LO3) Paper to group for in class editing B: 7-2, Late Ice Age Hunting Technology (Knecht) B: 7-3, Bamboo and Human Evolution (Pope) B: 11-1, The Last Stone Ax Makers (Toth et al) K: 5,6
12	April 16	<i>Early farming societies: subsistence, technology, and social organization</i> Paper due to professor B: 8-2, Finding the First Farmers (Fellman) B: 8-3, Raised Field Agriculture in the Lake Titicaca Basin (Erickson) K: C. 7-8
13	April 23	<i>The Rise of Cities; subsistence, technology, and social organization</i> F: Ch. 7, The Myth of the Moundbuilders B: 9-4, Mighty Cahokia (Iseminger) K: Ch. 9, 10 <i>Exercise in Seasonality (LO3)</i>
14	April 30	<i>The Rise of Cities</i> K: Ch. 11
15	May 7	<i>The Future of Archaeology</i> B: 13-1, The Destruction of the Past (Cameron) B: 13-4, Lost City in the Jungle (Bordewich)

Final Examination - TBA

DEPARTMENT OF ANTHROPOLOGY OBJECTIVES

KNOWLEDGE

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.

SKILLS

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.

PROFESSIONAL VALUES

10. Knowledge of political and ethical implications of social research