

Anthropology 143

27669

Culture and Adaptation

Tuesday/Thursday 1:30-2:15
WSQ 004

Final Exam May 25, 12:15-3:30

Dr. Marco Meniketti
Office Hours: T/Th 3:00-5:30
or by appointment.
Department of Anthropology
404N Clark Hall
marco.meniketti@sjsu.edu
924-5787

Introduction: This upper division course combines the analytical approaches of anthropology, archaeology, and geography to explore critical issues of human ecology, environmental change, resource exploitation and socio/political power. While tracing the origins of human interaction with the environment, we will also examine the complex interactions that emerged among various human societies, and the historical development of adaptive strategies for survival among modern traditional societies. We will investigate resource competition, especially for water, and its impact on social dynamics. The processes and stresses that shaped the past as evidenced archaeologically will be shown to be active in the present influencing the trajectory and stresses of modern globalization. The objective of this course is to give students a broad understanding of social and cultural processes affecting human development, and a detailed understanding of the interdependency of human behavior and environmental change, especially highlighted by archaeological findings. Readings, case studies, small-group in-class projects, and discussion are aimed at enhancing critical thinking skills and fostering classroom debate. We will examine aspects of the archaeological record that provide insights to past behavior and socio-cultural interaction with environment. Are there answers for today's complex problems to be found in the past? Can we detect critical trends for the future?.

Required Texts:

- ***Human Adaptive Strategies (2005) 3rd edition. Daniel Bates. McGraw Hill.***

Select articles on related topics (provided as handouts or downloadable pdf documents from my faculty webpage for this course). These will be relevant to case studies. Case studies may also be downloadable.

Highly recommended:

- **Elements of Style: A Manual for Writers. Kate Turabian, any edition will do but the Seventh has the latest on website references. Elements may also be found on-line.**

Objectives

- Broad understanding of research in human cultural evolution, critical issues in environmental change, and the evidence from archaeological research.
- In depth understanding of the major theories concerning human adaptations and the link between human behavior and environment.
- Understanding of the scientific basis for theories of climate change and global warming.
- Broad understanding of the role of archaeological sciences in environmental issues past and present.
- Recognition of the important role environment plays in modern nationalism, social identity, and political ideology.

Outcomes

- Students will develop critical thinking skills in assessing behavioral/environmental evidence.
- Students will become acquainted with professional resource materials relevant to specific topics covered by the course through independent research projects.
- Students will have opportunities to develop and enhance writing skills through feedback and editing. Students will be able to relate their own local, regional, and national behaviors to the issues addressed during the course.
- Students will significantly enhance personal geographic knowledge.
- Students will come to clarify and articulate their own position (supported by data) on critical issues of culture and environment.

<u>Major Themes</u>	<u>Readings</u>	<u>Activity/Assessments</u>
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Unit One: Human Ecology: Anthropological Perspective

Week One Jan 26, 28

Setting the stage:
Globalization and environment

Pdf Articles 2, 3

Week Two Feb 2,4

The study of human behavior
Cultural relativism
Evolution and adaptation
Ecological systems

Bates chapter 1

Exercise 1
Concept mapping

Week Three Feb 9, 11

Ecology and Politics
Power and resources
Strategies for survival
Ecosystems; human intervention

Bates chapter 2
Pdf article 5

Concept mapping
(continued)
Qz1

Week Four Feb 16,18

Cultural evolution
Procurement systems
Settlement systems
The cultural ecology model

Bates chapter 2 (continued)

Unit 2: Human Adaptive Systems

Week Five Feb 23, 25

Agricultural development
Subsistence strategies
Ecosystems
Foraging and foragers

Bates chapter 3

Case study 1
TBA

Week Six March 2, 4

Geographic knowledge
Geo-economics
Foraging and foragers

Bates Chapter 3 (continued)
Pdf article 7

Week Seven March 9, 11

Origins of agriculture
Changing economies
Social organization

Bates chapter 4

Case study 2
TBA

Week Eight March 16, [25*]
Global environmentalism and
Conflict with indigenous societies
Nomadism
Pastoralism

Bates chapter 5
Video: Gabra

Qz2

Week Nine March 23, 25
Intensive agriculture
Agro-industrialism
Modern fears and *franken-foods*
Genetic engineering

Bates chapter 6

Synthesis 1 due

Week Ten March 29-April2 Spring Break Spring Break *****

Unit Three: Water Resources

Week Eleven April [6*], 8
Global warming, climate change
and future demographics
Water developments
Economic “zonation”
Resources and power

Pdf articles 8, 9, 24

Case study 3
TBA
Qz3

Week Twelve April 13, 15
The industrial world
Resources and power
Demographics
Water futures & Water wars?

Pdf articles 18, 24 19, 20, 22

Exercise 2
Water rights

Week Thirteen April 20, 22
Ancient water projects
Development & repercussions

Unit Four: Social complexities of Adaptive Behaviors

Week Fourteen April 27, 29
Interdependency
Global adaptive challenges

Bates chapter 7

Case study 4
TBA

Week Fifteen May 4, [6*]
Geographic knowledge

Bates chapter 8

Qz4
Synthesis 2 due

Week Sixteen May 11, 13
Traditional societies impacted by change
Inequality and Social differentiation
Archaeology of inequality

Final exams week

Final Exam: May 25, 12:15-3:30

*** indicates Furlough day or other potential cancellation of class.**

Policies:

- Students are encouraged to ask questions before, during, and after class and to take full advantage of scheduled office hours or to 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.
- 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.
- **Assignments will not be accepted by email or after the last scheduled class.**
- **Late assignments will be given a one-day grace period with a 20% deduction.**
- Participation is a vital element in a social science environment and attendance is foundational to academic success. Students are expected to attend class. Although no formal role will be taken, informal attendance records will be monitored. Students should expect to actively participate individually and through group work, discussions, as well in Q&A sessions. Discussions of controversial topics can occasionally become emotional. Such discussions demand respect and intellectual honesty toward fellow students, instructor, and from instructor toward students. The goal is to foster an atmosphere safe for the free exchange of ideas.
- Missed exams may be made-up if a student provides appropriate documentation for legitimate cause for missing scheduled exam dates (funeral, medical emergency, family crisis; *per university policy*). *Make-up exams will be by scheduled appointment in my office and will include oral discussion section.* Late research papers will be deducted 25pts/week. Late assignments will be reduced by 10%.
- You may not leave the room during an examination. This will be interpreted by the instructor that the student has finished and the exam will be collected without further opportunity to continue.
- Exam dates will not be altered. *If you have a conflict with a scheduled exam date please make arrangements at least four weeks in advance.*
- The instructor reserves the right to adjust the syllabus content as deemed necessary to facilitate the highest achievement and performance of the class, but will consult with the class first.
- To receive a grade for this course you must complete and submit all assignments.*
- *Extra credit assignments will not be provided if a student is missing any regular assignments. There is enough to do already.*
- Academic integrity and ethics will be upheld at all times. Plagiarism is intellectually dishonest and a form of theft. It will not be tolerated.
- Students are expected to attend class. Participation is a vital element in a social science environment and attendance is foundational to academic success.
- 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.
- **Please turn off your cell phones as a courtesy and in respect for fellow students and the instructor.**

Assessments:

There will be two major papers, four quizzes and a final exam. These are weighted to stress the importance of the written work.. There will *not* be a mid-term. The final exam is comprehensive, covering all course material, with emphasis on key issues. A series of Atlas assignments has been designed to enhance students' proficiency with the global geography associated with the topics under discussion. For the two major papers you will complete two Synthesis papers (5-6 pages) related to the major themes covered during this course. These are expected to be fully referenced compliant with AA citation standards. You are encouraged to meet with me often in the progress of your papers. You will also engage with four, in-class, case studies during the semester that concisely address critical issues of adaptation and environment. These will be conducted seminar style and are discussion oriented. There will also be in-class reaction papers. These varied and integrated assessments are intended to provide you several avenues for demonstrating mastery of course content and competence with relevant issues based on your personal strengths and interests. The objective is to help you and your classmates articulate clear position-papers on important issues while increasing your awareness of current problems of environment and social response.

Final exam 50 points
2 Synthesis papers 25 points (50 pts)
5 Reaction papers/quick writes 10 pts each (50 pts)
2 exercises 15 points (30 pts)
4 quizzes 5 points (20 pts)

Total: 200 points

Grades will be based on score percentages. 94-100% 4.0; 88-93% 3.5; 82-87% 3.0; 76-81% 2.5; 70-75% 2.0; 64-69% 1.5; 57-63% 1.0; <56% 0.0

Below are basic guidelines for grading. Additional criteria may apply depending on assignments.

To earn an A: All assignments must be completed, on time, and demonstrate mastery of conceptual as well as critical content. Assignments will exhibit thoughtful and critical analysis, effort at 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 range of 90% and above. Projects complete, original, or innovative.

To earn 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 80% and above range. Projects completed and original or innovative.

To earn 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 thoughtful effort with few 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. Final project completed at average level of competence.

To earn a D: Failure to turn in assignments in a timely manner or to complete more than 70% of assignments. Only basic knowledge of conceptual material demonstrated. Critical analysis not exhibited, suggesting minimal effort by student.. Assignments lack careful or thoughtful effort and several errors in content. Failure to achieve seminar responsibilities or 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 score below 75% range. Projects completed below standards.

To earn an F: Failure to turn in assignments in a timely manner or to complete and submit more than 50% of assignments. Basic knowledge of conceptual material and critical analysis not demonstrated. No evidence of general skills or course content provided. Assignments will exhibit a lack of careful or thoughtful effort and errors will be evident in content. Papers will likely contain grammatical and typographical errors along with general writing problems, especially in word usage. Citation standards incorrect. Exams may score below the 60% range. Projects incomplete or late. Failure to take the final exam.

Grade I: Special circumstances. In keeping with university policy you may not receive a Incomplete to avoid an F grade. Failure to complete and submit specific assignments or missing the final owing to extraordinary circumstances (documented per university policy). Completion of less than 60% of assigned work will result in an F not an Incomplete. Removing the I for a letter grade will require an additional project at instructor's discretion and/or completion of missing work.

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 or 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 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 a 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 Judicial affairs for disciplinary action which could result in suspension or expulsion from San Jose State University.

Cheating

At SJSU, cheating is an 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 the course instructor 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. In written works this may include the over use of quoted materials to build a paper that is otherwise lacking in original content.

Add/Drop Policy

The university has specific procedures for dropping a class. **It is the student's responsibility to make sure classes are dropped. You are able to do this through My SJSU. Navigate to "Self Service>Student center>Drop a class"**

Check the schedule and be sure to drop prior to submitting fees to ensue your registration fees are properly assessed.

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. For students who wish to drop a course **it is the student's responsibility to make sure classes are dropped. For more information about "add" and "drop" deadlines go to:**

<http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-2.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 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 on 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 policy and the programs available as well as your rights at: <http://www.drc.sjsu.edu/>