

**San José State University**  
**Department of Anthropology**  
**ANTH 160, Reconstructing Lost Civilizations, 26354,**  
**Spring 2010**

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<b>Office Hours:</b>	Monday and Wednesday 1:30-2:30, or by appointment
<b>Class Days/Time:</b>	Monday and Wednesday 15:00-16:15
<b>Classroom:</b>	Clark Hall 204

**Faculty Web Page and MYSJSU Messaging**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page: <http://www.sjsu.edu/people/marin.pilloud/>. You are responsible for regularly checking with the messaging system through MySJSU or at the e-mail that you have on file with the University for course announcements or additional information.

**Course Description**

**Introduction:**

The field of archaeology and the study of prehistory are as rich and diverse as they are compelling. This upper division course will explore the panorama of human development beginning with Neanderthal interactions with pre-modern humans, through the evolution of civilization in the early Neolithic. We will explore the gradual development of social groups and invention of agriculture, to the emergence of complex states. The archaeology of ancient civilizations, some familiar, others obscure, will be examined. Many of the latest discoveries, theories, and controversies surrounding human origins, the peopling of the world, and the development of various civilizations will be discussed.

This course is as much about the practice of archaeology, its practitioners, and the political ramifications of research as it is about findings in the field. Archaeology is a lively scientific pursuit and current developments within the field will be highlighted. Although current theoretical frameworks and methodologies are integrated into the course, the chief focus is trained on establishing a broad understanding of human social and cultural development and the context for archaeological interpretation. The course is interdisciplinary in scope and will investigate how archaeologists use

various scientific techniques to learn about the past and content will be complemented by critical analysis.

This syllabus provides an overview of the major themes and lecture topics to be encountered during each week of the course. Lectures and readings are intended to be complementary, although overlap is inevitable. The syllabus should be viewed as a map of unexplored terrain, with many interesting places to go, not as a road map to a single destination.

You are expected to complete the readings **BEFORE** the lectures for any given week. This will better enable you to participate in class and to prepare you for discussions or Q&A sessions. The chapters and articles in the texts are not long but are packed with information and should be read thoughtfully. Bring your questions and commentary to class! The various assignments are designed to reinforce key concepts or to provide “hands-on” experiences and insights relevant to actual problems of modern archeology.

## **Course Goals and Student Learning Objectives**

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

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

### **Content Objectives and outcomes:**

#### **Interactions of science, technology and society.**

- Knowledge of the evolution of archaeological thought, and the role of key individuals in development of archaeology as a science.
- Broad understanding of human evolutionary history since the emergence of our species and the critical issues and problems of evidence.
- Understanding of the important role archaeology plays in modern nationalism, identity, and political ideology.

#### **Differences between scientific, non-scientific, and pseudo-scientific approaches.**

- Critical examination of pseudoscience, frauds, scientific racism, and extraordinary claims made concerning past civilizations and human evolution.
- A close look at genuine archaeological mysteries.
- Scientific methods and philosophy contrasted to non-scientific approaches to the past.

#### **Interaction of humans and the physical world.**

- Working knowledge regarding several ancient civilizations that historically have been the focus of archaeology and their interaction with environment.
- Investigations into the impact of human activity and culture on prehistoric and historic environments.
- Critical understanding of the major theories and intellectual frameworks concerning human adaptations, invention of agriculture, and the rise of complex states.

#### **Methodologies of human inquiry.**

- Knowledge of scientific methods as applied in archaeology and the techniques used in modern archaeological contexts to generate new knowledge.

- Students will learn of the interdisciplinary nature of modern archaeology and how they may make a contribution to the field.

#### **Applications of science and technology.**

- Students will develop critical thinking skills in assessing archaeological evidence.
- Students will become acquainted with professional resource materials relevant to specific topics in archaeology through independent and focused research projects.
- Students will learn research skills applicable across academic disciplines.

#### **Values and limitations of science and scientific inquiry.**

- Students will gain practice forming specific testable hypotheses, recognizing research questions, and evaluating cases of research.
- Examination of scientific reasoning and analytical procedures.

### **Required Texts/Readings**

#### **Required Texts:**

1. *Images of the Past*. T Douglas Price and Gary Feinman, 2008. McGraw Hill, Boston. Fifth Edition. ISBN: 978-0-07-340520-9.
2. *Frauds, Myths and Mysteries*. Kenneth Feder, 2007. McGraw Hill. Sixth Edition. ISBN:978-0-07-340529-2.
3. Supplementary course readings in PDF format to be posted online or distributed in class.

### **Library Liaison (Optional)**

Visit the Library Reference Service Desk (408-808-2100) with questions you may have as you research the topics for your assignments.

- Library Liaison For Anthropology: Bernice Redfern; Librarian; (408) 808-2038;  
[Bernice.Redfern@sjsu.edu](mailto:Bernice.Redfern@sjsu.edu)

### **Classroom Protocol**

- Arriving to class late or leaving early is not acceptable, UNLESS discussed with the instructor ahead of time. Such behavior is disruptive and disrespectful to the instructor and the other students in the class.
- Attending class also means being present in class. Sleeping, listening to headphones, reading, and chit-chatting in class is unacceptable behavior.
- No electronics (which include Ipods, Mp3 Players, Sidekicks, Cell phones, Laptops, etc.) will be allowed in class. Before class begins, you should turn off all electronics and put them out of sight. **If I see any electronics being used, I will ask the offending student for his or her name the student will be asked to leave the class.**
  - Rare exceptions may be made if the student has signed up with the Disability Resource Center (DRC), comes to see me regarding the issue, and has specific recommendation from the DRC for laptop use rather than a note-taker or other accommodation.
  - Any discussion regarding student accommodations must be done in my office during office hours or at a scheduled appointment time.

- If you are asked to leave the classroom for any behavioral reason, you cannot make up the assignments missed during that class.
- Any behavior that is deemed disruptive to the instructor or other students may result in the disrupting student to be referred to the Judicial Affairs Officer of the University.
- If you don't want to be in class, don't come. Please help to maintain a pleasant learning environment for all involved.

## Attendance

I do not take attendance and you will not be graded on attendance; however, you will be graded on class participation and various in-class assignments that can **NOT** be made up outside of class. Also, some lecture material will not be in the text. Therefore, regular attendance is important to succeed in this class. Should you miss class, or plan on missing a class, get the notes from a classmate. I will **NOT** give out copies of lectures or powerpoints to students. However, I will be happy to go over any course material with you should you have any questions, either in person during office hours or via e-mail.

No early exams or quizzes will be given. Make-up exams will be at the instructor's discretion. **If you miss an exam you have 24 hours to contact the instructor via e-mail or the department.** Official documentation is required (doctor's excuse, accident report, etc.) for make-ups. All make-up exams and quizzes will be essay and must be taken within 1 week after the exam. Otherwise, the student will receive a "0" for that exam. Refer to the course outline for the chapters and dates of the exams. If you have any conflicts with the exam dates, see the instructor immediately. Likewise you will not be able to make-up in class assignments.

All assignments due, are due **IN CLASS**. No late assignments or e-mailed assignments will be accepted, there are no exceptions to this rule.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

## Assignments and Grading Policy

### Course Requirements:

**Exams:** There will be one mid-term and one comprehensive final. Details of exam format will be provided in advance.

**"Surprise" Quizzes:** There will be 4 quizzes throughout the semester, there will be two before the mid-term and two after the mid-term. There will be minimal notice of these quizzes and they can not be made up. These quizzes will be based on course readings as listed in this syllabus.

**In-class assignments:** There will be several in-class assignments. These are hands on activities that will be completed in class to assess your understanding of course material. There will be several of these throughout the semester depending on our progression. These assignments can not be made up.

**Writing Assignment:** Term projects must be minimally 3000 words and include a reference section. Intentional plagiarism will result in an automatic failure. Students are expected to use library resources in completing this project. References must conform to American Anthropological Association style. Guidelines will be provided.

**Failure to take the final exam or submit a term project will result in a failing grade regardless of other completed work.**

**Grading:**

Final grades are based on the following point scale (in percentages of total points):

(+/- system) A = 100-90%, B = 80-89%, C = 70-79%, D = 60-69%, F = <60%

The total points for the class are as follows:

**Points:**

Mid-term	100
Comprehensive Final	150
Quizzes	4 @ 25 points = 100 total
In-class assignments	50
Term Project	100
<b>TOTAL</b>	<b>500</b>

All the information you need to keep track of your own grade is provided in this syllabus. There are no surprises and you should at all times have a clear idea of where you stand in this class. **I WILL NOT** give out student grades via e-mail. Do not ask me. E-mail is not considered a secure enough source, therefore information regarding your grade sent via e-mail is a violation of FERPA.

**Note:** In order to receive general education credit for ANTH 100W, you must earn a grade of C or higher.

**All assignments due, are due IN CLASS. No late assignments or e-mailed assignments will be accepted, there are no exceptions to this rule.**

**Philosophy of Grading:** I do not give grades; students earn their grades. Your final grade is your responsibility. The only legitimate reason to change a grade is if there was a mistake in grading. Any questions about grading must be discussed with the instructor within the first week following the return of any graded material.

If you are having problems in the class or would like to do better, please, please, please talk to me. I want you all to succeed and it is important to me that you are grasping the material and enjoying the class. I am available during office hours, or via appointment, and you can e-mail me at any time.

## **University Policies**

### **Academic integrity**

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

### **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.

## **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

## **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

## **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

## **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. [Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/](http://www.sjsu.edu/muse/peermentor/).

## **ANTH 160, Reconstructing Lost Civilizations: Spring 2010 Class Schedule**

*This is a rough outline of what we will cover this quarter. Any changes to this schedule will be announced in class and e-mailed to students.*

### **Week 1 (1/27)**

Introduction to course and anthropology

### **Week 2 (2/1-2/3)**

Archaeological Methods

Readings:

Price & Feinman Chapter 1

PDF readings

### **Week 3 (2/8-2/10)**

Epistemology and The Scientific Method

Readings:

Feder Chapters 1 and 2

PDF Readings

### **Week 4 (2/15-2/17)**

**2/15 – NO CLASS – University furlough**

Science, Pseudoscience, Controversies and Mysteries

Readings:

Feder Chapters 3, 4, and 12

### **Week 5 (2/22-2/24)**

The rise of Homo, Old World Migration, The Neanderthal Debate

Readings:

Price and Feinman Chapters 3 and 4 (105-146)

PDF readings

### **Week 6 (3/1-3/3)**

The First Americans

Reading:

Feder Chapter 5

Price and Feinman Chapter 4 (147-157)

### **Week 7 (3/8-3/10)**

Old World Civilizations, Origins of Agriculture

Reading:

Price and Feinman Chapter 6

PDF readings

### **Week 8 (3/15-3/17)**

Ancient Anatolia, Mortuary Analysis, Çatalhöyük Case study

Reading:

PDF readings

**Paper Idea Due: Monday 3/15**



**Week 9 (3/22-3/24)**

Review

**MIDTERM – Wednesday March 24**

**Week 10 (3/29-3/31)**

**Spring Break – NO CLASS**

**Week 11 (4/5-4/7)**

The rise of Complex States: Mesopotamia, Indus Valley, Egypt, China

Reading:

Feder Chapter 9

Price and Feinman Chapter 10

**Week 12 (4/12-4/14)**

4/14 – NO CLASS – Pilloud furlough

Americas I: Olmec, Maya, Aztec

Reading:

Price and Feinman Chapter 8

PDF readings

**Week 13 (4/19-4/21)**

Americas II: Chavín, Moche, Inca

Reading:

Price and Feinman Chapter 9

**Paper outline due Monday 4/19**

**Week 14 (4/26-4/28)**

Lost Worlds, Outer Space

Reading:

Feder chapters 7 and 8

**Week 15 (5/3-5/5)**

Americas III: Mississippian, Hopewell, Chaco

Reading:

Feder Chapter 6

Price and Feinman Chapter 7

**Week 16 (5/10-5/12)**

Who owns the past? Multivocality, The politics of archaeology

Reading:

Price and Feinman Chapter 12

PDF reading

**Final paper due Monday 5/10**

**Week 17 (5/17)**

Conclusion/Review

**FINAL EXAM: Wednesday May 19 at 12:15-14:30 Clark Hall 204**