

San José State University
College of Social Sciences Anthropology 160,
Reconstructing Lost Civilizations, Section 3, Fall 2015

Instructor:	Dr. Charlotte Sunseri
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Office Hours:	Tuesday 2-4PM, Thursday 2-4PM, or by appt.
Class Days/Time:	Tuesday, Thursday 12:00-1:15PM
Classroom:	Clark 310
Prerequisites:	Students must have completed 100W successfully
GE/SJSU Studies Category:	This course satisfies Area R of SJSU Studies, Earth and Environment. It is University policy that courses to meet Area R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units. This policy has been suspended beginning fall 2012 until further notice and students are permitted to take two or three R, S, or V courses from the same department. However, we encourage you to continue taking R, S, and V courses from different departments in order to broaden your education.

Course Description

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 civilization in the early Neolithic. We will explore the gradual development of social groups and invention of agriculture, as well as 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.

Course Goals and Student Learning Objectives

GE/SJSU Studies Learning Outcomes (LO), if applicable

Upon successful completion of this course, students will be able to:

LO1 Demonstrate an understanding of the methods and limits of scientific investigation;

LO2 Distinguish science from pseudoscience; and

LO3 Apply a scientific approach to answer questions about the earth and environment.

Course Content Learning Outcomes

LO4 Knowledge of the evolution of archaeological thought, and the role of key individuals in development of archaeology as a science.

LO5 Broad understanding of human evolutionary history since the emergence of our species and the critical issues and problems of evidence.

LO6 Understanding of the important role archaeology plays in modern nationalism, identity, and political ideology.

LO7 Critical examination of pseudoscience, frauds, scientific racism, and extraordinary claims made concerning past civilizations and human evolution.

LO8 Scientific methods and philosophy contrasted to non-scientific approaches to the past.

LO9 Working knowledge regarding several ancient civilizations that historically have been the focus of archaeology and their interaction with environment.

LO10 Critical understanding of the major theories and intellectual frameworks concerning human adaptations, invention of agriculture, and the rise of complex states.

LO11 Knowledge of scientific methods as applied in archaeology and the techniques used in modern archaeological contexts to generate new knowledge.

LO12 Students will develop critical thinking skills in assessing archaeological evidence.

LO13 Students will learn research skills applicable across academic disciplines.

LO14 Students will gain practice forming specific testable hypotheses, recognizing research questions, and evaluating cases of research.

Required Texts/Readings

Textbook

People of the Earth: An Introduction to World Pre-History. Brian Fagan, 2009. Prentice Hall. Thirteenth Edition. ISBN: 0205735673

Frauds, Myths and Mysteries. Kenneth Feder, 2010. McGraw Hill. Seventh Edition (5th edition acceptable). ISBN: 007811697X

Rubbish: The Archaeology of Garbage. W. Rathje and C. Murphy. 2001. University of Arizona Press. ISBN: 0816521433

Other Readings

Supplementary course readings or handouts in PDF format. Available on Desire2Learn website.

Classroom Protocol

- 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 are encouraged to ask questions before, during, and after class and to take full advantage of scheduled office hours or to make appointments.
- As a courtesy and in respect for fellow students and instructor please turn off your cell phones and other electronics. Computers may be used only for note taking—please refrain from emailing, chatting, or looking at websites while in class. Text messaging during class is disruptive and not only disrespectful, but insulting. It also prevents you from concentrating on the lecture. If you must attend to a phone message or call, then please leave the room.
- **Students may not leave the room during an examination.** This will be a signal to the instructor that the student has completed the exam and it will be collected without further opportunity to continue.
- Discussions of controversial topics can become emotional. Such discussion demands respect and intellectual honesty toward and between fellow students, instructor, and from instructor toward students. Personal attacks on individuals holding non-conventional/controversial ideas will not be tolerated.

Assignments and Grading Policy

Students will be evaluated on the basis of:

- One midterm exam and one final exam: Conceptual understanding and application of knowledge is the principal objective of the course and will be targeted by assessment. Exams are problem and short answer oriented. Objective questions are included to assess core content. *Failure to take the midterm or final exam will result in a failing grade regardless of other completed work.* (Midterm=100pts, Final=120pts)

- Two short papers (up to 4 pages each, double spaced, with reference list) will be required during the course and based on assigned problems or activities. At least one paper will be based on small cooperative-group projects to encourage discussion and positive interactions, yet each student will be expected to submit an original short essay for the paper grade. (2 x 40pts=80pts)
- A longer, term paper (8 pages, double spaced, with reference list) will be due required during the course. A description of possible topics will be provided, yet students may complete a project on a topic of their choosing with my permission. This paper will ideally incorporate course materials with additional sources (journal articles, books, other library resources) to address/discuss major topics or archaeological problems. The term project will allow students to examine individual topics relevant to course material and is meant to expose students to important research resources while exploring specific areas of interest in greater depth than possible in general classroom context. I encourage you to meet regularly with me in the preparation of the paper and drafts may be required. In addition to mechanical aspects (spelling, grammar, proper citations, etc) synthesis papers and term projects are assessed based on original thinking, conceptual clarity, and accuracy. References will follow *American Antiquity* style. Intentional plagiarism will result in an automatic grade of F. (100pts)
- Total pts for the course: 400.

Below are basic guidelines for grading. Additional criteria may apply depending on assignments. Letter grades will be assigned based on score percentages, as follows.

A+ >99, A 94-99, A- 90-93 %

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. Final project complete, original, or innovative.

B+ 88-89, B 84-87, B- 80-83%

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. Final project completed and original or innovative.

C+ 78-79, C 74-77, C- 70-73%

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.

D+ 68-69, D 64-67, D- 60-63

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 may score below 75% range. Final project completed.

F <60%

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. Assignments exhibiting a lack of careful or thoughtful effort and major errors 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. Final project possibly incomplete or late. Or, failure to take the final exam.

Grade I: Special circumstances. Failure to complete and submit better than 60% of assignments owing to extraordinary causes as defined by University policy. Must complete Final Exam. To make up this grade will require an additional project at instructor's discretion.

Policies:

- ***A grace period of one week (to the day) for late term papers (but not short papers) will be allowed, but 4 points will be deducted for each weekday the paper is late.*** If you turn in an assignment late (and outside of class time or office hours) you must turn it in to the instructor's mailbox with an official time stamp by the Anthropology department office personnel. Assignments will not be accepted by email unless the assignment specifies this submission method.
- Students will be held to the highest standards of academic integrity and intellectual ethics. The chief product in the social sciences is new knowledge and original thinking. Plagiarism is intellectually dishonest and a form of theft. It will not be tolerated and will be dealt with in accordance with university Academic Integrity Policy.
- A missed exam may be made-up only if a student provides appropriate documentation for legitimate excused from scheduled exam dates (funeral, medical emergency,

family crisis). *Make-up exams will be by scheduled appointment at the convenience of the instructor. Absolutely no makes-up exams for reasons not governed by university policy. If a student has multiple exams scheduled for the same day consideration will only be given if sufficient advance notice has been given.*

- The instructor reserves the right to adjust the syllabus, exam dates, or course content as deemed necessary to facilitate the highest achievement and performance of the class, or to explore timely topics.
- Incomplete (I) can not be given to avoid an F grade (University Policy).
- Clear criteria for grading will be provided for each assignment format. Feedback to students will be immediate and as detailed as manageable. The instructor will make every reasonable effort to provide timely and constructive feedback to students concerning performance throughout the semester, especially on written work.

Departmental Goals

Learn about the goals of the anthropology department and how it can benefit your education.

Goals <http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html>

Credit Hours

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

University Policies

Here are some of the basic university policies that students must follow.

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Find the procedures and deadlines for adding and dropping classes.

Catalog Policies <http://info.sjsu.edu/static/catalog/policies.html>.

Add/drop deadlines http://www.sjsu.edu/provost/services/academic_calendars/

[Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) <http://www.sjsu.edu/aars/policies/latedrops/policy/>

Consent for Recording of Class and Public Sharing of Instructor Material

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf) <http://www.sjsu.edu/senate/docs/S12-7.pdf>

Academic integrity

Learn about the importance of academic honesty and the consequences if it is violated.

[University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) <http://www.sjsu.edu/senate/docs/S07-2.pdf>

[Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) <http://www.sjsu.edu/studentconduct/>

Campus Policy in Compliance with the American Disabilities Act

Here are guidelines to request any course adaptations or accommodations you might need.

[Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf

[Accessible Education Center](http://www.sjsu.edu/aec) <http://www.sjsu.edu/aec>

Resources

The university provides resources that can help you succeed academically. Just look here.

[Academic Success Center](http://www.sjsu.edu/at/asc/) <http://www.sjsu.edu/at/asc/>

[Peer Connections website](http://peerconnections.sjsu.edu) <http://peerconnections.sjsu.edu>

[Writing Center website](http://www.sjsu.edu/writingcenter) <http://www.sjsu.edu/writingcenter>

[Counseling Services website](http://www.sjsu.edu/counseling) <http://www.sjsu.edu/counseling>

ANTH 160 / Reconstructing Lost Civilizations, Fall 2015, Course Schedule

Schedule (including assignment due dates, exam dates, date of final exam) is subject to change with fair notice – notice may be made available by email from instructor and/or classroom announcements.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 20	PART 1: Introduction; Prehistory, history, and archaeology; Why study the past? SLO: 1, 2
2	Aug 25, 27	Science vs pseudoscience; human origins & development; Short Paper 1 assigned Read: Feder Ch 1 & 2; skim Fagan Ch 3-4 SLO: 1, 2, 3
3	Sept 1, 3	Analyze pseudoscience in Piltdown Hoax [film] Read: Feder Ch 3-4 SLO: 1, 2, 3
4	Sept 8, 10	PART 2: First farmers, first cities [film]; Short Paper 2 assigned Read: Fagan Ch 8, 11, and various selections* *13 th edition: p.217-220, 223, 255-259, 274-279. *12 th edition: 236-240, 244-246, 278-282, 301-305. *11 th edition: 238-242, 244-247, 278-282, 300-307. *10 th edition: 252-260, 264-267, 304-310, 328-336. SLO: 1, 3 Short Paper 1 due
5	Sept 15, 17	Mesopotamia: Anatolia, Sumeria Read: Fagan Ch 15 SLO: 1, 3
6	Sept 22, 24	South/SE Asia; Harappa; Khmer, introduce term paper topics Read: Science Magazine article (pdf provided); Fagan Ch 17 SLO: 1, 3 Short Paper 2 due
7	Sept 29, Oct 1	Midterm review Midterm (covers lecture/readings through Week 6)
8	Oct 6, 8	Mediterranean world; Minoans, Mycenae, Troy Read: Feder Ch 8, Fagan Ch 19 (sections: The Minoans, The Mycenaeans, Greek City-states After Mycenae) SLO: 1, 3 Term paper abstract and sources: due
9	Oct 13, 15	Africa: Egypt; Old/New Kingdom; Pyramids [film] Read: Feder Ch 9, Fagan Ch 16 (all sections up to: North Africa) SLO: 1, 2, 3 Term paper thesis and intro: due (for activity in class)
10	Oct 20, 22	Jenne-jeno & Timbuktu (West Africa); Mapungubwe & Great Zimbabwe (Southern Africa) Read: Fagan Ch 16 (sections: North Africa to end of chapter) SLO: 1, 3

11	Oct 27, 29	Africa: Mapungubwe & Great Zimbabwe (Southern Africa) [film] Read: Fagan Ch 16 (sections: North Africa to end of chapter) Mesoamerica: Aztec & Maya Read: Fagan Ch 21; Feder Ch 12 SLO: 1, 3 <i>Term paper peer review due</i>
12	Nov 3, 5	Mesoamerica: Aztec & Maya Read: Fagan Ch 21; Feder Ch 12 SLO: 1, 3
13	Nov 10, 12	North America: Chaco, Moundbuilders at Cahokia Read: Feder Ch 5&6, Fagan Ch. 13 SLO: 1, 2, 3 <i>Term paper due</i>
14	Nov 17, 19	South America: Tiwanaku, Wari, Inca [film] Read: Fagan Ch 22 SLO: 1, 3
15	Nov 24 (no class Nov 26)	Part 3: Impact of archaeology on society; scientific racism; ethics; archaeology of the contemporary past (our society) Read: Rathje and Murphy Ch 2, 6-8 SLO: 1, 3
16	Dec 1, 3	Impact of archaeology on society; Review for final Read: Rathje and Murphy Ch 2, 6-8 SLO: 1, 3
17	Dec 8	Part I of exam (scantron required)

Part II of final exam: Essay due Friday, Dec 11 by 12:00 Noon (submitted by email)