

ANTH 161

Old World Civilizations

Section 1

Contact Information

Instructor:	Dr. Marco Meniketti
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Office Hours:	Tuesday 11:30-1:00 Wednesday 3:00-4:30 or by appointment
Class Days/Time:	M/W 9:00-10:15
Classroom:	Clark Hall 204

Course Web pages:

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas web pages created for this course. You are responsible for regularly checking with the messaging system through Canvas to learn any updates. Lecture materials can be found in the Modules section.

Course Description

This course is an introduction to the archaeology of ancient civilizations of Europe, Mesopotamia, Near Eastern and Mediterranean worlds. The course will examine in-depth the rise of complex states and kingdoms beginning with the late Neolithic through to the early Roman period.

Through topical research and archaeological reports students will explore the evidence for cultural contact, trade, and political interaction among ancient civilizations that set the foundations cultural traditions experienced to this day.

The course has been constructed around Content Units having specific emphases on particular cultures. Students should anticipate and schedule four to six hours weekly for readings and related assignments in support of the learning objectives. The course combines lecture and group discussion with research activities.

Course Objectives

- Comprehensive knowledge of the development and cultural achievements of several ancient civilizations in Europe, Asia, Mediterranean, and Mesopotamian regions.

- Knowledge of the chronological sequence and interactions of ancient civilizations.
- Understanding of the maritime links that connected ancient empires through trade.
- Recognition of technological, engineering, and artistic achievements in the ancient world.

Course Learning Outcomes:

- Students will demonstrate proficiency in the geography of the ancient old world and be able to articulate the relationship between environment, geography, and the rise of civilizations.
- Students will be recognize and critically assess the achievements, institutions, and long term (*Longue Duree*) impact of interactions in the past as they pertain to the modern world.
- Students will be proficient with topical research skills using library, internet, and archaeological sources.
- Students will recognize, identify and describe key cultural icons of ancient civilizations.
- Students will enumerate key criteria for State level social organization and critically assess these criteria as they pertain to specific ancient civilizations.

CLO Competency	Assessment	Competency measures
Students will demonstrate proficiency in identifying the geography of the ancient old world and be able to describe the relationship between environment, geography, and the rise of civilizations.	Examination of map skills. Inclusion of geographic information in Topical Paper. Examination questions related to the environmental issues. Correct data presented in Activity A.	Correct exam answers. Accurate information in Topical Paper. 80% or higher reflects competence.
Students will be recognize and critically assess the achievements and the long term impact of interactions in the past as they pertain to the modern world.	Examination objective questions and constructed answer short essays listing achievements. Identification of interactions and relating these to modern systems.	Correct exam answers. 80% or higher reflects competence.
Students will be proficient with topical research skills using a combination of library, internet, and archaeological sources.	Topical research paper using standard research methods. Application of methods to locate source material. Monitored through drafts and bibliographies.	Correct reference and citation standards applied. Quality of sources meet academic rigor. No more than three errors reflects basic mastery.
Students will recognize, identify and describe key cultural icons of ancient civilizations.	Visual exam and examination questions. Activity A and B relevancy. Inclusion of key icons in final products of Activity A and B.	Correct exam answers. 80% or higher reflects competence.
Students will enumerate the key criteria for State level social organization and critically assess these criteria from an anthropological perspective as they pertain to various ancient civilizations.	Examination objective questions. Short answer critical assessment essays supported through citation of appropriate archaeological evidence.	Correct exam answers. 80% or higher reflects competence.

Texts:

Historical Atlas of Ancient Civilizations. John Heywood 2005. Penguin Books, London.
Europe Between the Oceans. Barry Cunliffe 2008. Yale University Press, New Haven.

Additional readings will be made available on Canvas.

It is highly recommended that students acquire a writing manual or use on-line tutorials. The expectation is that students enrolled in this course have completed the 100W requirement.

Library Liaison for Anthropology

Silkie Higgins Martin Luther King Library
silkie.higgins @sjsu.edu

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing reading and written assignments, and in independent enrichment activities.

Lectures are an important aspect of instruction. Considerable material not covered in the readings or text, videos, and supplementary information are provided during lectures which cannot adequately be made up. It is therefore essential that students make every effort to attend class for a more comprehensive learning experience. Attendance is not graded; however, we conduct hands-on group activities which cannot be made up that count in the student's overall participation grade.

Assessments:

There will be a midterm and a final exam. Each exam addresses material from individual thematic units. Conceptual understanding and application of knowledge is the principal objective of the course and will be targeted by assessment. Exams are short answer oriented. Objective questions are included to assess core content knowledge.

Topical paper. This focused research paper is designed to elicit critical thinking relating to specific ancient civilizations. Topics are drawn from the readings and will address course themes. Students are expected to use library resources in completing their project. Expectation of a minimum 2000 words. Topical papers must be based on archaeological site reports and published peer reviewed articles related to specific civilizations. (Archaeological Research 25%, Referencing/citations 25%, Content 50%)

In-class activities. Two cooperative group activities will focus on specific archaeological or geographic concepts. Additional paired research teams or discussion will also be assessed.

Failure to take the final exam or submit the required Term Paper will result in a failing grade regardless of other completed work.

Assessments Rubric:

Midterm Exam 50 pts (17% of grade)
Activity B 25 pts [Ancient travel brochure: 8.5% of grade]
Activity A 25 pts [Ancient cemetery analysis: 8.5% of grade]
Participation and Discussion 25 pts. (8.5% of grade).
Topical papers 100 pts (33% of grade)
Final Exam 75 pts (25% of grade)
Total: 300 pts

Grades will be based on score percentages.

Grade range. 97-100% A+; 93-96% A; 91-92% A-; 86-90% B+; 83-86% B; 80-82% B-; 76-79% C+; 70-75% C; 65-69% C-; 59-64% D; 58% and below F.

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

Earning 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 85% and above range. Projects complete and original.

Earning 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 careful effort with minimal 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. Projects complete but of average quality as measured by content and scope.

Earning a D: Failure to turn in assignments in a timely manner or to complete no more than 60% of assignments. Only basic knowledge of conceptual material. Critical analysis not demonstrated. Assignments exhibiting a lack of careful or thoughtful effort and several errors in content. Failure to achieve seminar responsibilities or at 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. Project partial completed a basic level.

Earning an F: Failure to turn in assignments in a timely manner or to complete and submit more than 60% of assignments. Basic knowledge of conceptual material and critical analysis not demonstrated. No evidence of general skills or course content acquired. Assignments exhibiting a lack of careful or thoughtful effort and significant errors evident in content. Papers will likely contain serious grammatical and typographical errors along with general writing problems, especially in word usage. Citation standards wrong. Exams may score below the 60% range. Final project possibly incomplete, late, or absent. Intentional plagiarism will automatically result in a failing grade. Missing final exam will result in an F.

Grade I: Special circumstances (personal circumstances preventing student from academic completion of the course). Attendance below acceptable levels to have earned an I will in some instances be assigned an F grade per University policy. An Incomplete can not be given to avoid a F grade.

Classroom Protocol

All lectures and handouts are copyrighted, including exams, and may not be distributed without written consent by the instructor.

- *Students are encouraged to ask questions before, during, and after class and to take full advantage of scheduled office hours or 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.*
- *The instructor will be available through regular office hours, through email, and by appointment. Please do not expect instant replies to emails.*
- *Students should expect to actively participate individually, through group work, class discussions, and in Q&A sessions.*
- *Students are expected to keep track of assignments, grades and readings.*
- *Missed exams may be made-up only if a student provides appropriate documentation for legitimate cause for missing scheduled exam dates (funeral, medical emergency, family crisis; per university policy). Absolutely no make-up will be given for reasons of course overloads, or personal time. Make-*

up exams will be by scheduled appointment in my office and will include oral discussion section. Late research projects will not be accepted. Late assignments will be given a grace period of one class cycle (the next class) and a reduced score. Late assignments will not be accepted beyond the grace period. Assignments will not be accepted during finals week.

- Exam dates will not be altered. **If you have a conflict with a scheduled exam date please make arrangements in advance (at least two weeks). The sooner the better. University policy will be followed concerning legitimate documentation for absence.**
- **You may not leave the room during an exam.** The instructor will interpret this as a completed exam and it will be collected without further opportunity to continue.
- The instructor reserves the right to adjust the syllabus content as deemed necessary to facilitate the highest achievement and performance of the class or to introduce new elements that may arise. Archaeology is an active science. New information becomes available weekly that may impact our course material.
- To receive a passing grade for this course you must complete and submit at least 2/3 of the assignments with sufficient scores and complete the Final Exam.
- Extra credit assignments will not be provided as substitutes for missing regular assignments.
- **Academic integrity and ethics will be upheld at all times.** Plagiarism is intellectually dishonest and a form of theft. It will not be tolerated.
- **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.
- **All written projects should conform to the citation and reference standards of American Antiquity (SAA). Examples are provided for use on Canvas pages for the course.**
- Students are expected to attend class. Participation is a vital element in a social science environment and attendance is foundational to academic success. Attendance does not count toward your grade, but will impact your learning. Attendance will be monitored informally.
- Please turn off your cell phones as a courtesy and in respect for fellow students and the instructor.
- Do not disrespect yourself or the instructor by turning in assignments late.
- **It will be assumed that you have read and understand all policies and course criteria.**
- Texting in class is unacceptable behavior. You will be asked to leave the room as this is a disturbance for the instructor and your classmates.

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, and 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) <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 161 Sec. 1. Fall 2015 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 24/26	Unit 1: Ancient Environments. Introduction. Europe in the <i>Longue Duree</i> . Agriculture and rise of early civilizations Readings: Cunliffe chapters 1-3
2	Aug 31/ Sept 2	Agriculture, civilizations and rise of elites, theories of origins of agriculture Readings: Cunliffe chapters 4-5; Heywood 94-97
3	Sept 9	Europe transformed. Early Aegean and Mediterranean kingdoms. Readings: Cunliffe chapter 6-7; Heywood 98-105, 110-113.
4	Sept 14/16	Celtic Europe and Mediterranean interactions. Readings Cunliffe chapters 8-10; Begin Activity A Group assignments, preliminary analysis [16 th]
5	Sept 21/23	Activity A research [21 st] Unit 2: First States. Mesopotamia, Egypt Readings: Heywood 24-31, 58-67; pdfs
6	Sept 28/30	Mesopotamia, Egypt continued. Activity report Due (30 th)
7	Oct 5/6	The Aegean and Mediterranean interactions across environmental zones. Readings: Heywood 32-45; pdfs
8	Oct 12/14	Unit 3. Classical Cultures Expansion of the Persian Empire Readings: Heywood 46-53. Classical Greece: a shining moment. Readings: Heywood 102-105;
9	Oct 19/21	Begin Activity B. Midterm Exam (21 st)
10	Nov 2/4	Conquest. Rise of the Romans. Readings: Cunliffe chapter 11; pdfs Special Topics: Ancient Trade
11	Nov 9	Special Topics: Ancient Medicine. Readings:
12	Nov 16/18	Unit 4: SE Asia and China Mysteries of Ancient Indus Valley Readings: Heywood 76-81; pdfs Activity B due [18 th]
13	Nov 23/25	Flex dates
14	Nov 30 / Dec2	Early Dynastic China. Shang, Zhou. The first Emperor. Readings: Heywood 82-89; Term papers Due (2 nd)
15	Dec 7	China continued
16	Dec 10-16	University Finals week Final Exam Dec. 16, 7:45-9:30