

ANTH 162

Department of Anthropology
Aztec, Maya, Inca Civilization

Section 1

Contact Information

Instructor:	Dr. Marco Meniketti
Office Location:	465 Clark Hall
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Email:	marco.meniketti@sjsu.edu
Office Hours:	Mon 10:00-11:00 zoom “Happy Hour” Tues 2:00-3:00 open zoom
Class Days/Time:	M/W TBA Asynchronous
Classroom:	On-line and occasionally on Zoom

Course Web pages:

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas pages for this course. You are responsible for regularly checking with the Announcements system through Canvas (or other communication system as indicated by the instructor) to learn any updates.

Course Description

Introduction: This course is a broad introduction to the ancient civilizations of Mexico, Central America and the coastal regions and Andes of South America and the Caribbean. The course traces the interaction of these cultures with their environments and examines the evolution of these complex societies. Several lesser known neighboring cultures and those that preceded the Maya or Inca will also be investigated to illustrate how they collectively contributed to the rise of the great civilizations in the Americas. The objective of this course is to give students a basic understanding of social and cultural processes affecting

civilizations of the Americas before the arrival of Europeans. Developments in architecture, mathematics, science, art, and religion will be highlighted.

It is highly recommended that students come to class prepared to discuss the weekly topics by completing assigned readings in advance of lecture. Individual lectures complement the readings and will include extensive use of slides in support of discussion.

Required Texts:

Coe, Michael and Houston, Stephen
2015 *The Maya*. 9th edition. Thames and Hudson, London.

Morris, Craig and von Hagen, Adriana
2011 *The Incas*. Thames and Hudson, London.

Townsend, Richard
2009 *The Aztecs*. 3rd edition. Thames and Hudson, London.

A comprehensive reading schedule will be provided in addition to the syllabus so students can manage their time. Selected articles on related topics (provided as downloadable pdf documents (from the course Canvas webpage). Students are expected to read these items to supplement the texts.

Readings will include pdf excerpts from:

The Conquest of New Spain. Bernal Diaz
A Short Account of the Destruction of the Indies. Bartolome De Las Casas
The Broken Spears. Miguel Leòn-Portilla
Popol Vuh: Sacred Book of the Ancient Maya-Quiché

Other Readings

Short articles on selected topics from Archaeology journals.
An optional bibliography is provided for topical paper preparation.

Library liaison for Anthropology:

King Library
Silke.Higgins@sjsu.edu

Course Objectives

- Broad understanding of cultural evolution, environmental interaction, and social history of the civilizations in the Americas before European contact as interpreted through archaeological sciences.
- Critical recognition of archaeological methodology in reconstructing civilizations.
- Explicit understanding of multiple cultural, political, literary, and technological achievements of the Maya, Aztec and Inca and the capability to distinguish these groups through specific attributes.
- Knowledge of the contributions of New World civilizations to the modern world. Students will learn and articulate Native American perspectives on contact and the aftermath of conquest.
- Geographic and historical knowledge competency of the regions where each of the civilizations developed.

Course Learning Outcomes

At the conclusion of this course students will be able to:

- demonstrate critical thinking skills in assessing behavioral/environmental practices based on archaeological evidence.
- use resource materials relevant to topics covered during the course through completion of independent research projects.
- demonstrate mastery of geographic knowledge of New World civilizations through map examinations.
- recognize, identify, and provide reasoned discourse about the major architectural monuments and artistic components of the Maya, Aztec, and Inca civilizations from examples.

- describe and compare the social and cultural development sequences and societies preceding and contemporary with the Maya, Aztec, and Inca through examination and discussion.

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 assignments, and so on.

Lectures are an important aspect of instruction. 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 in the lab which cannot be made up and hold in-class discussions that count in the student's overall participation grade. Students should plan to spend six hours each week on assignments and readings outside of class.

Assessments:

There will be three, Unit exams, one of which will be the Final Exam. Each interim exam covers the material presented since the previous exam. The final exam emphasizes synthesis of the course. The exams include a visual component assessing archaeological site knowledge and geographic competency section. In addition, each student will complete a topical paper (1) from a prescribed list exploring specific aspects of pre-European American civilizations. An annotated bibliography will be prepared by each student prior to writing the paper. Your written work is assessed on technical merit as well as topic accuracy, depth, and relevance. Writing proficiency and references account for 25% assigned papers. Quizzes and exams are conducted online through Canvas.

All assignments will be submitted through Canvas only.

Topical paper (125 pts) [includes graded annotated bibliography 30 pts] 25%
 3 Unit Exams (includes Final) 75 pts (225 pts) 56%
 5 Quizzes 10 pts each (50 pts) 12.5%
 2 Class activities 25 pts (50 pts) 12.5%
 Class participation 25 pts. 6%
 Random reading quizzes. Ungraded. 25 pts for completion beyond the minimum points (extra beyond base points)
 4 Core writing/reflection assignments based on lecture topics (25 pts) 6%
 Total: 500 pts

Grade	Points	Percentage
A plus	485-500	97 to 100%
A	465-484	93 to 96%
A minus	450-464	90 to 92%
B plus	430-449	86 to 89 %
B	410-429	82 to 85%
B minus	395-409	79 to 81%
C plus	370-394	74 to 78%
C	355-369	71 to 74%
C minus	345-354	69 to 70%
D plus	320-344	64 to 68%
D	300-319	60 to 63%
F	0-299	Below 60%

Grade	Points	Percentage

CLO	Core Competency	Assessment
Students will develop and demonstrate critical thinking skills in assessing behavioral/environmental practices from archaeological evidence.	Lecture and readings related to geography and environmental interaction. Maps will be examined	Exam essay questions, topical papers. Map skill assessment.
Students will become acquainted with professional resource materials relevant to topics covered during the course through completion of independent research projects.	AA citation style and reference guides. Readings. Use of general archaeological reports	Topical papers in appropriate style using peer reviewed materials, Annotated bibliography. Quizzes
Students will demonstrate mastery of geographic knowledge of New World civilizations.	Lecture and readings related to geography and environmental interaction, migration theories, and culture spread. Maps	Exam and map test. 90% correct map placement represents basic competency.
Students will recognize and identify the major monuments and cultural components of the Maya, Aztec, and Inca.	Slides of architecture and artistic motifs, readings, lecture, discussion.	Exam questions. Visual recognition questions of style and architecture. 75% represents basic competence.
Students will be able to describe the social and cultural development sequences that preceded the Maya, Aztec, and Inca.	Lecture and readings. Slide presentations provide graphic view. Readings. Discussion	Exam questions. Topical papers on related subjects. Quizzes. Discussion sections

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 incomplete, late, or absent. Any 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. • It will be assumed that you have read and understand all policies and course criteria.

- ***Late assignments will have scores deducted 25% for the first day. No assignment will be accepted later than two class days for credit. No assignments will be accepted after the last day of classes.***
- *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.*
- *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 and come to class prepared for discussions.*
- *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. 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 after the last day of classes.*
- ***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. Exams will be conducted online through Canvas.***
- *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 my faculty webpage. No other format will be accepted.*
- *Students are expected to attend class. This means check in and regular review of powerpoint and video selections. Participation is a vital element in a social science environment and attendance is foundational to academic success. Attendance will be monitored informally.*
- *Please turn off your cell phones as a courtesy and in respect for fellow students and the instructor. If you use a phone for purposes unrelated to class you will be asked to leave the classroom and will be subject to loss of participation points.*
- *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, 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.

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 162 Sec. 1. Spring 2019

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add any extra column(s) to meet your needs.)</i>
1	Aug 19	Orientation. Peopling of the Americas. Migration theories, genetic evidence. Coastal Hypothesis, new findings. Caribbean connections. Peopling the islands. Readings: Coe and Houston Chapter 1; Readings: pdf Taino
2	Aug 24	Unit One. Mexico 3000BCE-1200CE. Early Formative Mexico. Early complex societies in Mexico. The Olmec Proto-urbanism, Columbian cultures. Readings: Coe Chapter 2; Excerpts from Popol Vuh
2	Aug 26	Olmec/Maya connections. Ritual violence. Readings: Olmec pdf
3	Aug 31	Classic Maya astronomy. Mayan calendar. Mayan science. Hero Twins and symbolism in Mayan life. Readings: Coe chapter 3 Quiz 1
3	Sep 2	Pre-classic Maya, cosmology, architecture, artistic styles. Daily life; the Ritual Ball Game.
4	Sep 7 Labor day	Labor Day. No Class
4	Sep 9	Classic Mayan Civilization. Early Mayan origins. Tlaloc War. Urban life. Major cities of classic period. Lord Pacal and Palenque, Tikal, Copan, others. Readings: Coe Chapter 4 and 5
5	Sep 14	The late Classic, Mayan cities. Calakmul, Chichèn Itza, others. Architectural styles: Puuc Maya, Rio Bec. Were the Maya in North America? Readings: Mayan art. Quiz 2
5	Sep 16	Activity 1: Mayan mathematics: Group activity
6	Sep 21	“Collapse” of the Classic Maya controversy, post-classic and Terminal Maya, environmental controversies, lowland development. Yucatan development. Readings: Coe Chapter 6 and 7.
6	Sep 23	Special Topics: Mythology, Agriculture, and Chocolate. Readings: Coe chapter 8; excerpts from Popol Vuh
7	Sep 28	Special topics: Mayan script. Reading the glyphs. Why we know the history of the kings. Readings: Coe Chapter 9
7	Sep 30	Mayan Concepts of well-being and mental health 2 nd -8 th centuries CE Archaeological evidence.
8	Oct 5	Exam 1 Maya
8	Oct 7	Unit Two. Mexico 1200 CE to 1520 CE. Aztec origins, mythology. Warrior elite. Readings: Townsend Chapter 1, 2,3
9	Oct 12	Teotihuacan. First Superpower of the Americas The Aztec connection.
9	Oct 14	The Codex Mendoza. Archaeology.
10	Oct 19	Urban life. Parenting and education. Readings: Townsend Chapter 4,5; pdfs excerpts from Las Casas; Diaz. Broken Spears
10	Oct 21	Symbolism and Power in color and form. Architecture and Art. Readings: Chapter 6
11	Oct 26	The context and power of human sacrifice. Aztec life before conquest. Family life. Readings: Townsend Chapter 7,8
11	Oct 28	Special Topics. Readings: Townsend Chapter 9

Week	Date	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add any extra column(s) to meet your needs.)</i>
		Topical paper annotated bibliography due. Quiz 3
12	Nov 2	Spanish conquest of Mexico. Myth of La Malinche Readings: excerpts from Leon-Portilla. Townsend Chapter 10, 11
VOTE	Nov3	Election day VOTE VOTE VOTE
12	Nov 4	Unit Three. Peruvian development Before the Inca. Andean geography, Land of Four Quarters. Pre-Inca cultures; Paracans, Nazca, El Pariso. Maritime Hypothesis. Readings: Morris and von Hagen chapters 1-3; pdf articles.
13	Nov 9	El Chauvin, Chimu cultures. Exam 2 (10th)
13	Nov 11 Veterans Day	Veterans day No Class
14	Nov 16	Pre Inca: Moche, Tiwanaku, influences on Andean society. Readings: Morris, Chapter 4-5 Quiz 4
14	Nov 18	Unit Four: Inca to 1532 CE. Special Topics. Artistic and technological sophistication in the Americas. Morris Chapters 6,7
15	Nov 23	Inca record keeping. Weaving. Activity 2 Quipu. Topical Paper Due.
15	Nov 25	[Travel Day] No Class. Thanksgiving
16	Nov 30	Special topics: Archaeological progress. Empire on the eve of conquest. Readings: Morris Chapters 8, 9; pdf articles
16	Dec 2	Reassertion of identity in the modern world. Maya, Inca, Aztec today. Readings:pdf; Coe Chapter 11
17	Dec 7 Last day	Review. Map exam.
Final Exam	Exam	Exam 3 Inca and cultures of South America. Friday Dec 11, 17:15-19:30 (flexible)*