

**San José State University  
College of Social Sciences  
Anthropology 160, Reconstructing Lost Civilizations,  
Section 3, Spring 2013**

<b>Instructor:</b>	Dr. Charlotte Sunseri
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<b>Office Hours:</b>	T/Th 9-10:30AM, or by appt.
<b>Class Days/Time:</b>	Tuesday, Thursday 3:00PM - 4:15PM
<b>Classroom:</b>	Clark 204
<b>Prerequisites:</b>	Students must have completed 100W successfully
<b>GE/SJSU Studies Category:</b>	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.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

## 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 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.

## **University Policies**

### **Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires 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 [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) 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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 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 [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

### **Classroom Recording (S12-7)**

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

### **Credit Hours (S12-3)**

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.

# ANTH 160 / Reconstructing Lost Civilizations, Spring 2013, 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	Jan 24	<b>PART 1:</b> Introduction; Prehistory, history, and archaeology; Why study the past? SLO: 1, 2
2	Jan 29, 31	Science vs pseudoscience; human origins & development; Short Paper 1 assigned <b>Read:</b> Feder Ch 1 & 2; skim Fagan Ch 3-4 SLO: 1, 2, 3
3	Feb 5, 7	Analyze pseudoscience in Piltdown Hoax [film]; Scientific approach to the peopling of the Americas <b>Read:</b> Feder Ch 4 & 5, skim Fagan Ch 5 SLO: 1, 2, 3
4	Feb 12, 14	<b>PART 2:</b> First farmers, first cities [film]; Short Paper 2 assigned <b>Read:</b> Fagan Ch 8, 11, and various selections* *13 <sup>th</sup> edition: p.217-220, 223, 255-259, 274-279. *12 <sup>th</sup> edition: 236-240, 244-246, 278-282, 301-305. *11 <sup>th</sup> edition: 238-242, 244-247, 278-282, 300-307. *10 <sup>th</sup> edition: 252-260, 264-267, 304-310, 328-336. SLO: 1, 3 <i><b>Short Paper 1 due Feb 12</b></i>
5	Feb 19, 21	Mesopotamia: Anatolia, Sumeria <b>Read:</b> Fagan Ch 15 SLO: 1, 3
6	Feb 26, 28	South/SE Asia; Harappa; Khmer, introduce term paper topics <b>Read:</b> Science Magazine article (pdf provided); Fagan Ch 17 SLO: 1, 3 <i><b>Short Paper 2 due Feb 28</b></i>
7	Mar 5, 7	Midterm review <i><b>Midterm—Mar 7 (covers lecture/readings through Week 6)</b></i>
8	Mar 12, 14	Mediterranean world; Minoans, Mycenae, Troy <b>Read:</b> Feder Ch 8, Fagan Ch 19 (sections: The Minoans, The Mycenaeans, Greek City-states After Mycenae) SLO: 1, 3
9	Mar 19, 21	Africa: Egypt; Old/New Kingdom; Pyramids [film] <b>Read:</b> Feder Ch 9, Fagan Ch 16 (all sections up to: North Africa) SLO: 1, 2, 3 <i><b>Term paper abstract and sources: due Mar 19</b></i>
<b>Spring Break! Mar 25-29</b>		
10	Apr 2, 4	Africa: Great Zimbabwe [film]; No class Apr 4 due to conference (work on term papers during this time) <b>Read:</b> Fagan Ch 21; Feder Ch 12 SLO: 1, 2, 3



11	Apr 9, 11	Africa: Mapungubwe & Great Zimbabwe (South); Jenne-jeno & Timbuktu (West) <b>Read:</b> Feder Ch 12; Fagan Ch 16 (sections: North Africa to end of chapter) SLO: 1, 3s <i><b>Term paper thesis and intro: due Apr 9 (for activity in class)</b></i>
12	Apr 16, 18	Mesoamerica: Aztec & Maya <b>Read:</b> Fagan Ch 21; Feder Ch 12 SLO: 1, 3 <i><b>Term paper part 1: due Apr 16</b></i>
13	Apr 23, 25	North America: Chaco, Moundbuilders at Cahokia <b>Read:</b> Feder Ch 7, Fagan Ch. 13 SLO: 1, 2, 3 <i><b>Term paper part 2: due April 25</b></i>
14	Apr 30, May 2	South America: Tiwanaku, Wari, Inca [film] <b>Read:</b> Fagan Ch 22 SLO: 1, 3
15	May 7, 9	<b>Part 3:</b> Impact of archaeology on society; scientific racism; ethics; archaeology of the contemporary past (our society) <b>Read:</b> Rathje and Murphy Ch 2, 6-8 SLO: 1, 2 Part I of final exam due (essay to turn in during last class)

Part II of final exam: Scantron exam on Friday, May 17 at 2:45-5:00