

# San José State University, Spring 2015

## Anth 160 (1): Reconstructing Lost Civilizations (222877)

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<b>Office Hours:</b>	M: 1:30-3 pm, and by appointment
<b>Class Days/Time:</b>	MW: 12-1:15 pm
<b>Classroom:</b>	Clark Hall 310
<b>Prerequisites:</b>	This course satisfies Area R of SJSU Studies: Earth and Environment. Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students. (See University Policy S14-5 at: <a href="http://sjsu.edu/senate/docs/S14-5.pdf">http://sjsu.edu/senate/docs/S14-5.pdf</a> ) Students are strongly encouraged to take courses to satisfy GE Areas R, S, & V from departments other than their major department.

**GE/SJSU Studies Category:** Area R: Earth and Environment

### Course Description

Reconstructing Lost Civilizations is offered as an SJSU Studies class in “Area R,” Earth and Environment. This class asks the question: “How do we know what we know about civilizations of the past?” To answer this question, we will explore archaeology as a way of connecting rigorous scientific inquiry with the achievements of past human societies. Archaeology is unique in its application of the scientific method to the entire 2+ million-year duration of the human cultural experience, from early hominin foraging through the development of modern civilizations. Ancient peoples lived out their lives in environments that no longer exist. People migrated across lands that now lie beneath the ocean. Civilizations evolved in changing environments and even contributed to those changes. Archaeological techniques are even being used to study contemporary behavior in the United

States: For example, taking deep core samples from municipal dumps allows us to study everything from recycling to nutrition and alcohol consumption.

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 the 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.

We will begin with a consideration of the scientific method, and evaluate its ability to answer questions about the natural world. As part of this endeavor, we will contrast the scientific theory of origins with some non-scientific explanations, as a means of exploring different epistemological approaches to the same question. We will then turn our attention to the methods and theories of archaeology, before considering the cultural ecology of plant and animal domestication, and the cultural evolution of subsistence economies and forms of socio-political organization of human societies. By the time you leave this course, you will understand why civilizations emerge where they do, and why they all collapse. This course thus draws from the physical sciences, the biological sciences and the social sciences to examine how archaeologists quantitatively and qualitatively analyze the data preserved in the archaeological record in prehistoric and historic contexts throughout the world. Our subject area intersects biology, geomorphology, paleoecology, geochronology, anthropological archaeology, physical anthropology and cultural anthropology — a dynamic interplay of perspectives from different academic disciplines. This course also shows how modern archaeology has unmasked pseudoscience, fraud, and stereotypes based on race and gender. Along the way, we will learn about the complexity of human adaptation and culture growth, consider why and where civilizations develop, why they collapse, and finally survey the oldest pristine states in the Old and New World.

### **Credit hours (Policy: S12-7)**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 3 hours per unit per week, with one of the hours used for instruction in class and two hours for reading, preparation, and studying. Other course structures will have equivalent workload expectations as described in the syllabus. This means that in order to do well and derive the maximum amount of learning from this class, there is the expectation that you will devote 9 hours/week - on average - for just this class. 15 units/semester = 45

hours/week just on class and studying, which makes holding down a full-time job as a full-time student impossible if you actually take 5 university-level classes. This class is taught as an upper-division, university-level class.

## GE/SJSU Studies Learning Objectives and Outcomes (GELO)

### SJSU STUDIES AREA R GE LEARNING OBJECTIVES: Earth and Environment

1. **GOALS:** Students will cultivate knowledge of the scientific study of the physical universe and its life forms. Students will understand and appreciate the interrelationship of science and human beings to each other.

2. **CONTENT:** Courses will focus on the scientific study of life forms or the physical universe.

### SJSU STUDIES AREA R OUTCOMES:

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.

In all Learning Objectives, the core GE requirements of Information Literacy, Qualitative and Quantitative Reasoning and Critical Thinking are addressed through particular assignments or parts of assignments.

Course Learning Outcome	Assessment Instrument	Basic Competency Measure
1-Demonstrate an understanding of the methods and limits of scientific investigation.	Writing exercises on particular topics focusing on underlying methods. Targeted exam questions.	Accurate identification of methods expressed in written assignments. 78% or higher reflects competence.
2-Distinguish science from pseudoscience.	Writing exercises and in-class discussions weighing validity of methods. Targeted exam questions.	Accurate identification of methods expressed in oral or written assignments. 78% or higher reflects competence.
3-Apply a scientific approach to answer questions about the earth and environment.	Writing exercises and in-class activities of cause-effect analysis. Targeted exam questions.	Correct application of developed concepts in written exercises and examinations. . 78% or higher reflects competence.

### 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.

### **COURSE LEARNING OBJECTIVES:**

1. **Interactions of science technology and society:** Students should understand the impact of technology on archaeologically-known cultures.
2. **Interaction of humans and the physical world:** Students should understand how cultures have adapted to past environments, as well as how cultures have modified their environment.
3. **Methodologies of human inquiry:** Students should understand how the scientific method is applied to archaeological research.
4. **Applications of science and technology:** Students should understand the application of appropriate technology to archaeological research.
5. **Differences between scientific, non-scientific, and pseudo-scientific approaches:** Students should be able to distinguish folk archaeology and pseudo-archaeology from scientific archaeology.
6. **Values and limitations of science and scientific inquiry:** Students should understand how [and with what controls] archaeologists go beyond the scientific method, and understand the values and constraints of doing archaeology in the real world.

### **Required Texts/Readings**

- Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology, (8th ed.) Kenneth L. Feder; McGraw-Hill/Mayfield (2014) (or the 7th edition (2011))
- A required course reader and handout packet will be sold in the 4th class on W 2/4, for \$30.00, tax included. This required reader includes additional readings, both “practice” midterms, information on all 3 geography quizzes, and all out-of-class paper assignments. If you don’t purchase it in class that day, you may purchase it after that date at Maple Press, 330 S. 10th Street, just south of San Carlos St.
- Any atlas, either hard copy or online. This will be useful for the 3 geography quizzes. Also see: < <http://www.lizardpoint.com/fun/geoquiz/index.html> > or [www.ilike2learn.com/](http://www.ilike2learn.com/) for a fun way to learn geography.

### **University Policies**

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 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, at: <http://www.sjsu.edu/web-dbggen/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**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at:

<<http://info.sjsu.edu/static/catalog/policies.html>>Add/drop deadlines can be found on the current academic calendar web page located at:

<[http://www.sjsu.edu/provost/services/academic\\_calendars/index.html](http://www.sjsu.edu/provost/services/academic_calendars/index.html)>The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for **adding (2/10/15)** and **dropping classes (2/3/15)**.

### **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. All students - and your instructor - will turn off cell phones or put them on vibrate mode as soon as they enter class, and will put them away. You may use your cell phone or iPad cameras at the end of class to take photos of diagrams. 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.
- 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.

### **IMPORTANT CAVEATS AND NOTES:**

**Classroom behavior:** Expectations about classroom behavior; see Academic Senate Policy S90-5 <http://www.sjsu.edu/studentconduct/policies/> on Student Rights and Responsibilities (click on the 1st and 4th PDF links on this webpage).

Finally, in the 38 years that I have been teaching at the university level, I have cancelled class a total of 2 times. Therefore, if you come to class and see a door sign indicating that class is cancelled, you should assume it is a hoax and wait outside the class for a minimum of 15 minutes before leaving. This 15-minute rule is a general rule for all classes, as professors - like students - can also sometimes run late.

### **Consent for Recording of Class and Public Sharing of Instructor Materials**

University Policy S12-7 at: <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course, and the following items to be included in the syllabus:

- 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.

•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.

**NOTE:** I permit all students to voice-record - but not video - my lectures. You are also strongly encouraged to use your camera phones to snap photos of any board work or slides, but you may not upload or otherwise distribute.

## **Academic Integrity**

### **CHEATING :**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at:

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to: Copying in part or in whole, from another's test or other evaluation instrument; submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy; submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy; altering or interfering with grading or grading instructions; sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

### **PLAGIARISM:**

At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to: The act of incorporating the ideas, words, sentences, paragraphs, or **parts thereof**, or the specific substances of another's work, without giving appropriate credit, and representing the product as one's own work; and representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one's own. (emphasis mine)

### **UNIVERSITY POLICY ON CHEATING AND PLAGIARISM**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy, located at: <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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 is available at: <http://www.sjsu.edu/studentconduct/>. Please familiarize yourself with the Policy on Academic Integrity included above and in the online course schedule.

### **YOUR INSTRUCTOR'S POLICY ON CHEATING AND PLAGIARISM**

In this class there are severe penalties for cheating (on exams) and for plagiarism (i.e., copying directly or close to directly someone else's words and representing them as your own). Plagiarism is

cheating. There will be a zero tolerance for cheating in any form, with an immediate “F” in the course and an academic dishonesty report made to the Dean of Undergraduate Studies. Receiving two such reports is grounds for suspension or expulsion from the university. Please refer to item 15 on page 11 of this syllabus (the writing guidelines). If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU's Academic Integrity policy S07-2 requires approval by 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 at: [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at: <http://www.sjsu.edu/aec> to establish a record of their disability.

#### **• Accommodation to Students' Religious Holidays**

San Jose State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at: <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **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. Please see: <http://www.sjsu.edu/asc/>

### **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 web site can be found at: <http://peerconnections.sjsu.edu/>

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring

services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at: <http://www.sjsu.edu/writingcenter> .

### **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. Find all of the Academic Success Services at: <http://www.sjsu.edu/asc/services/>

### **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. Please see: <<http://www.sjsu.edu/asc/>

### **SJSU COUNSELING SERVICES**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate, or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, please visit the Counseling Services website at: <http://www.sjsu.edu/counseling>.

### **Assignments and Grading Policy**

#### **COURSE REQUIREMENTS AND GRADING:**

A substantial portion of your grade will be based on your performance on the two midterms and one final exam. All exam questions will be multiple choice; you will need a **T&E 0200** form for each exam for a total of **three**. A one page writing assignment may also be included on the final exam.

Additionally, because we will be considering both New World and Old World cultures and civilizations in this course, there will also be three geography quizzes that will **not** require scantron forms. While not unusually difficult, the course does require careful attention to lectures, class discussions, and readings. You will be exposed to a fair amount of specialized vocabulary, and be expected to think about and understand abstract ideas that may be unfamiliar to you; both of these activities require time and effort. You are expected to be actively engaged in class, take notes, and to do the reading on time, so that you can follow the development of ideas and information, and so that you can ask questions and make comments in class discussions. You will also be able to bring questions to the instructor's office hours in a timely fashion (that is, **not** only at the last minute). Tape recording of class sessions is strongly **encouraged**, and you are welcome to place recorders on my desk.

**Participation in in-class activities, simulations, and discussions:** In addition to lectures, students will participate in a number of class-learning activities throughout the semester. These may include such things as: 1) small group discussion on lecture and reading topics; 2) small group discussions about data from class exercises; 3) interactive group activities and simulations; 4) brief written reflections on films or videos, and 5) small group discussions exploring students own attitudes, understandings and experiences. These will occur at various points throughout the semester, and some are indicated on the course outline. Some of these activities will also provide the basis for graded class writing activities on which you will receive instructor feedback. All SJSU Studies courses must contain a substantial writing component (minimum 3000 words or at least 12 pages of written work). Part of this will be based on participation in in-class activities (including small-group discussions and quantitative exercises) and on doing both in-class and at-home writing assignments. Some of these assignments will include practice in summarizing written work, oral presentations and small group discussions; evaluating, synthesizing and integrating information from varied sources; integrating alternative disciplinary conceptual frameworks and applying them to issues relating to earth and environment. These writing activities will also assess basic analytic skills and demonstrate student mastery of course content, themes, and perspectives. At least one of your out-of-class assignments will be a short (3-4 page) library-based research paper using primary source material. In these assignments, you will have a chance to explore your own responses to the ideas and information you encounter in the class, to acquire and hone both analytical and critical thinking skills, as well as to deepen your understanding through discussion, reflection, analysis, and research. **The writing assignments will be worth 10 points/page, and will be evaluated for their clarity, correctness, and conciseness, with the quantitative exercises also evaluated for accuracy. Feedback will be given on your initial writing assignments designed to help you improve on subsequent ones.** Detailed instructions will be given for each written assignment, although general instructions for out-of-class papers are included in a following section. **Note: There will be a penalty for late papers** (described below), **and all assigned written work must be completed in order to get an A in this class.**

To summarize, your final semester grade in this course will be based on the following:

• Geography quizzes: 2 X 25 pts. and 1 x 50 pts. =	100 (17.5%)
• Midterm exams: 2 X 100 pts. =	200 (35.1%)
• Writing assignments and exercises: 12 pgs. X 10 pts/pg. =	120 (21.1%)
• Final exam: 1 X 150 pts. =	150 (26.3%)
<b>TOTAL POINTS: 570</b> (100%)	

There are a total of **570 possible points**: the two midterms are worth 100 points each, the final exam is worth 150 points, and each page of the 12 pages of required written work is worth 10 points (120 total). Also, because of the cross-cultural perspective of this class, there will be three geography quizzes for a total of 101 points. **Grading** will be based on per cent mastery, with 88-100% = A, 78-87% = B, 65-77% = C, 50-64% = D, and lower than 50% = F. However, should the performance of the class fall below these arbitrary grade cutoffs, then students will be ranked according to the total points accrued and the course grade will be assigned according to a normal distribution (i.e., a curve), with the average performance given a middle "C" and the grade ranges determined by the standard deviation. Therefore, only A's and B's will be awarded if no class member receives less than 78% of the total points, and students will not be competing with each other. However, even if no one receives 88% of the total possible points, the highest ~8-15% will still

receive A's. Plus grades are given to those within 1% point of a major grade change, while minus grades are only given to students bumped up to a higher grade based on improvement on the final exam.

There will be optional review sessions before each exam, outside of class time. Students are strongly encouraged to form study groups to prepare for exams, and to discuss topics of interest in greater depth.

### **EXAMS:**

Exam #1 will cover session 1 through session 14, and is on **Monday, 3/16**.

Exam #2 will cover session 15 through session 24, and is on **Monday, 4/20**.

The final exam will be minimally cumulative, with an emphasis on the last 7 sessions and related reading, and will be held on **Thursday May 21 from 9:45 am - 12:00 pm**. All exams will consist of multiple choice questions, and will be administered using Scantron form **T & E 0200** and a #2 pencil, although the final may also include an essay. Please purchase **3** T&E 0200 forms at the beginning of the semester, and do not fold, spindle or mutilate them! **Note: there will be no electronic devices (i.e., cell phones or other handhelds) or dictionaries allowed during exams**; I will, however, be more than happy to answer questions during the exams, including basic English translations, especially (but not exclusively) for non-native speakers of English.

### **MAKE-UP POLICY:**

Make-up exams will not be given unless 1) a phone message is left at 924-5721 **and** either an email (to [jkarpf@calfac.org](mailto:jkarpf@calfac.org)) or a text (to my cell) is sent before the scheduled time of the exam, and 2) the reason for missing the exam is important, beyond your control and 3) is verifiable by a reliable source. In the case of illness, an official note from a physician or nurse-practitioner is required. There will only be one make-up exam given, and it may be different than the original exam. If you are going to hand written work in late, you must also notify the instructor before the due date of the written assignment in order to avoid the penalty. There will be a penalty for written work handed in late if the reason is not important, beyond your control and verifiable by a reliable source; see paper instructions below. All assigned written work must be completed in order to earn an A.

### **ATTENDANCE:**

After the first few weeks, roll will not be called. Dropping the course is **your** responsibility, and I will not do it for you should you vanish during the semester. Pay attention to the drop deadline in the online Schedule of Classes. You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at [<http://info.sjsu.edu/home/schedules.html>](http://info.sjsu.edu/home/schedules.html) "S'15 Policies & Procedures". Attendance is both necessary and expected, and it is exceedingly unlikely that you will get anything out of the class - including a passing grade - should you miss many lectures. Class will begin on time and tardiness should be avoided, although you are strongly encouraged to attend lecture even if quite late: if unavoidable, come in quietly and take a seat towards the rear; don't just blow off class if you're late. I also have no problem with you recording class sessions, but you'll probably want to sit up front for good auditory reception.

### **GUIDELINES FOR ALL OUT-OF-CLASS WRITING ASSIGNMENTS:**

1. Do not put any sort of cover or title page on your papers.

2. Staple the pages together in the upper left-hand corner. Note: a paper clip is **not** a staple.
3. In the upper right-hand corner of the first page only, please provide the following info:
  - Your name (**first** name first, last name last)
  - Anth 160 (1)
  - Paper #X (where X = a whole number between 2 and 5). Your first out-of-class paper will be paper #2, and so on.
  - The due date
4. This 4 line block of information should be single-spaced and as close to the upper **right** margin of the first page as possible. The rest of the paper should be double-spaced.
5. Nothing else should appear at the top of the paper; **no title**, not my name: **nothing**.
6. Skip one line only (i.e. a double space) and begin the body of your paper. The first sentence of the first paragraph should indicate the topic of the writing assignment.
7. Other than the Library paper, do not worry about formal paper construction, i.e., an introductory paragraph, a formal concluding paragraph or whatever; simply address the questions asked.
8. For papers longer than a single page, number your pages at the **bottom middle** of each page.
9. No margin should be larger than **1"**; that means all margins: left, right, bottom (and the top of all pages other than the first page).
10. If the assignment is for 3 pages, this means 3 complete pages; not 2 and 1/2, not 2 and 3/4, but 3 full pages. Points will be deducted for short assignments. It is probably to your advantage to go a few sentences over the minimum if you aren't certain about length.
11. Left justify only. Do not justify the right margin; leave it ragged.
12. Use "standard" fonts, and do not use any font larger than 12 point or smaller than 9 point.
13. Use 3 to 5-space indentations for new paragraphs; do not use line-breaks between paragraphs.
14. **DO NOT QUOTE!** All of the writing should be in your own words. If you need to summarize the content of another person's writing, identify your source and paraphrase. This is good practice; if you can paraphrase accurately, then you understand what the person is saying. **NO QUOTES!**
15. **DO NOT PLAGIARIZE!** There are SEVERE penalties for plagiarism (i.e., copying directly or close to directly someone else's words and representing them as your own). Plagiarism is cheating. Cheating at the university is grounds for: receiving an F for the assignment, receiving an F in the course, and/or suspension or expulsion from the university. So do not use direct quotes and do not plagiarize; instead, respond in your own words. If there is any hint of plagiarism (including two students turning in substantially similar papers) you will receive an F in the course and will be reported to the Office of Judicial Affairs.  
**NOTE:** I utilize 4 different plagiarism software programs, including 3 which search the net. Please familiarize yourself with the Policy on Academic Integrity (see above for the URL). Do not make me fail you...
16. We will be using Turnitin.com this semester. Begin by surfing to: <http://www.turnitin.com> and setting up a student account. You will need the class ID#, (9398216), as well as the password (ReconCivs). Please also take the plagiarism training which you can find at: <http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm>
17. Proof-read your paper. Points will be taken off for sloppy grammar, syntax and spelling. Especially if English is not your first language, it may be useful to have your paper proof read by a native English speaker who writes well, or at the SJSU Writing Center in Clark Hall.
18. Points will be taken off for not following instructions.
19. Points will be taken off for late papers that are unexcused; 1/2 of the points if turned in within 2 days of the due date. Any later will fail to earn points but will count towards the GE minimum.

## Anth 160(1): Reconstructing Lost Civilizations, S'15 Course Schedule

The schedule below is subject to change with fair notice; any changes will be announced at the beginning of class. If you are late to class, it is your responsibility to find out if you missed any important announcements. Please see or contact the instructor.

Key to Readings:

**F:** = Chapter or pages in **Feder textbook**

**R:** = pages in the **Course Reader**

**R#** = Reading #'s in the **Course Reader**

**LO#** = Area R Learning Objectives addressed by discussion and/or assignment

Week	Date	Topics, Readings, Assignments, Deadlines
1	M: 1/26  W: 1/28	1) Introduction and course logistics; <b>F: Ch. 1</b>  2) Introduction to Anthropology; <b>F: Ch. 2</b> <b>Writing assignment #1</b> (in class) LO #1 & 2
2	M: 2/2  W: 2/4	3) Introduction to Archaeology and a science of culture; <b>F: Ch.3; LO 4,6; DROP DEADLINE: Tuesday, 2/3!</b> Remember to bring \$30 on Wednesday for the course reader sale!  4) <b>Course reader sold IN CLASS: \$30.</b> The Scientific Method: the assumptions; <b>F: Ch. 12, LO: 1-2</b>
3	M: 2/9  W: 2/11	5) The Scientific Method: the process; <b>F: Ch. 8 ; R: pp. 1-15, R#29</b> <b>Begin Paper #2</b> (out-of-class ). Small-group, critical thinking exercise (IC). LO: 1-3 & 14 <b>ADD DEADLINE: Tuesday, 2/10!</b> 6) Science vs. pseudoscience; Why theories matter <b>F: Ch. 4; R: #2 &amp; 29, R: pp. 15-30 and pp. 189-195; LO 1-3 &amp; 5</b>
4	M: 2/16  W: 2/18	7) Archaeological terms; <b>F: Ch. 5, R#3; LO: 4, 11-12</b> <b>Internet-based Paper #3: begin.</b>  <b>R# 26 for Map Quiz #1 (Old World) at beginning of class next Monday, 2/23/15! LO: 1-3, 5, 7, 8.</b>  8) Artifact analysis and lifecycles; LO: 4, 8, 11, 12-14, <b>F: Ch. 6; R#4 - 8</b>
5	M: 2/23  W: 2/25	<b>Geography Quiz #1 (Old World) at start of class!</b> 9) Archaeological concepts, or: Context is everything; <b>F: Ch. 7; R: pp. 189-196. LO: 1-3, 4, 6-8, 11-13</b> <b>R# 27 for Map Quiz #2 (New World) at beginning of class next Monday, 3/2/15!.</b>  10) Archaeological methods <b>F: Ch. 9; R: pp. 60-69 &amp; R#16; LO: 1-3, 4, 6-8, 11-14.</b>
6	M: 3/2  W: 3/4	<b>Map Quiz #2 (New World) at start of class today!</b> Poll class on Review Session for Midterm #1: R:3/12 or F: 3/13? 11) Archaeological methods: Relative Dating; <b>F: Ch. 11; R: pp., 93-105. LO: 1-3, 4, 8, 11-14.</b>  12) Archaeological methods: Atomic Theory; <b>R: pp. 88-92; LO: 1-3, 4, 8, 11, 12. &amp; 14</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
7	M: 3/9  W: 3/11	13) Archaeological methods: Radiometric Decay; LO: 1-3, 11-14 <b>R: pp. 105-115.</b>  14) <b>Paper #2 DUE</b> Archaeological methods: Absolute Dating Methods; <b>R: pp. 69-87,</b> LO: 103, 4, 8, 11-14 <b>Review session for exam #1:</b> (Th. 3/12 or F. 3/13, Time TBA)
8	M: 3/16  W: 3/18	15) <b>MIDTERM EXAM #1</b> (Remember to have your T&E form filled out correctly!) LO # 1-3, 4, 7-8, 11-14.  16) Highlights of 5 million years of hominin evolution; <b>F: Ch. 13, R#s: 11, 12 &amp; 30.</b> LO: 1-3, 5, 6-8. <b>Internet research paper #3 DUE.</b> <b>Begin Quantitative Exercise Paper #4</b> <b>Read R# 28 for Map Quiz #3 (Africa) at beginning of class Wednesday, 4/1/15!</b>
--	M: 3/23  W: 3/25	<b>NO CLASSES THIS WEEK! SPRING BREAK!</b>
9	M: 3/30  W: 4/1	17) The Pleistocene/"Holocene" transition and basic ecological principles; <b>R#13 &amp; R#37, R: pp. 136-139.</b> LO: 1-3, 4-6,10-12, 14  18) <b>Africa Geography Quiz; 50 pts.!</b> Human subsistence strategies: terms and concepts; LO: 4-7, 10-12 <b>R#s: 18, #31, #20 &amp; #20A.</b>
10	4/6  4/8	19) <b>Quantitative exercise #4 DUE!</b> LO: 4, 6 & 7. Plant domestication; <b>R# 38-#39;</b> LO: 1, 3, 4-6, 8-14. (Poll class re: Midterm 2 Review: R. 4/16 or F. 4/17?)  20) Animal domestication; <b>R#s: 15 &amp; #33, pp. 145-151;</b> LO: 1, 3-8, 10-14; <b>Review session for exam #2:</b> Today or T: 4/23 or W: 4/24.
11	M: 4/13  W: 4/15	21) Human social organization: Band and tribal; <b>R: pp. 196-206 &amp; R#37;</b> LO: 1, 3, 4-8, 10-14.  22) Human social organization: Chiefdoms and states; <b>R: pp. 206-229;</b> LO: 1, 3, 4-8, 10-14 <b>Review Session for Exam #2: either R. 4/16 or F. 4/17, time TBA</b>
12	M: 4/20  W: 4/22	23). <b>MIDTERM #2</b> (Remember: T&E form filled out!) LO# 1-4  24) Theories on the evolution of cultural complexity <b>R#s: 19, #32, #34, #35 &amp; #36;</b> LO: 3-14.

Week	Date	Topics, Readings, Assignments, Deadlines
13	<b>M: 4/27</b>  <b>W: 4/29</b>	25) The archaeological evidence of states and civilizations; <b>R#40 - #47</b> ; LO: 3-14. <b>Begin Paper #5: Library assignment.</b>  26) Mesopotamia: Sumeria, Babylonia/Akkadia & Assyria. <b>R#s: 21, #22, #44-#50</b> LO: 3-14
14	<b>M: 5/4</b>  <b>W: 5/6</b>	27) The Indus Valley (Harappa & Mohenjo-daro) & Egypt <b>F: Ch. 10, R#s: 23, R#51-57</b> ; LO: 3-14  28) More on Egypt and China; <b>R#s: 58-61, #24, #62-65</b> ; LO: 3-14
15	<b>M: 5/11</b>  <b>W: 5/13</b>	29) The Olmeca, Teotihuacán, and the Maya; <b>R#s: 25, #66-71</b> LO: 3-14  30) <b>Paper #5 (Library-based) DUE!</b> The Zapotecs, Tarascans, & Mexica (Aztecs); <b>R#s: 25, #72-73</b> LO: 3-14.
***** <b>Rev.</b> *****  <b>Final Exam</b>	***** <b>R: 5/14</b> *****  <b>R: 5/21</b>	Civilizations you will learn primarily from the reading: Andean South America; <b>R#s: 74-76</b> ***** <b>Review Session for final exam</b> (Time TBA in Clark 204) *****  <b>Final Exam:</b> In our classroom from 9:45 to noon. Remember to come to class with your scantron from filled out correctly! <b>LO # 1-14</b>