

# **Anthropology 160: Reconstructing Lost Civilizations**

**Section 1 (22211) Spring 2016  
San José State University  
Department of Anthropology/ College of Social Sciences**

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<b>Office Hours:</b>	Tuesdays 11:00-11:45 or by appointment
<b>Class Days/Time:</b>	Tuesdays and Thursdays 12:00-1:15
<b>Classroom:</b>	Clk 204
<b>Prerequisites:</b>	Successful completion or currently attending a 100W course
<b>GE/SJSU Studies Category:</b>	This course satisfies Area R of SJSU Studies Earth and Environment.

## **Faculty Web Page and MYSJSU Messaging**

Copies of the course materials such as the syllabus, major assignment handouts, and grades can be found on the Canvas course web page at <http://www.sjsu.edu/at/ec/canvas/>. The course Canvas will be published by the first day of class. My SJSU web page is available at <http://www.sjsu.edu/people/viviana.sanchezchopitea/>. You are responsible for regularly checking with the messaging system through MySJSU and through Canvas to be current with any updates.

## **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 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.

## Course Goals and Learning Objectives

### GE Learning Outcomes (GELO)

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

- GELO1 demonstrate an understanding of the methods and limits of scientific investigation;
- GELO2 distinguish science from pseudoscience; and
- GELO3 apply a scientific approach to answer questions about the earth and environment

In all CLO 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. 85% 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. 85% 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. . 85% or higher reflects competence.

The Upper Division GE writing requirement is satisfied in this course through satisfactory completion of the 3000 word Term Paper.

**For students beginning continuous enrollment in Fall 2005 or later, completion of, or co-registration in, a 100W course is required for enrollment in all SJSU Studies courses.** Courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments, or other distinct academic units.

### Course Learning Outcomes (CLO)

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

#### Interaction of science and technology:

- CLO1 Knowledge of the evolution of archaeological thought, and the role of key individuals in development of archaeology as a science.

- CLO2 Broad understanding of human evolutionary history since the emergence of our species and the critical issues and problems of evidence.
- CLO3 Understanding of the important role archaeology plays in modern nationalism, identity, and political ideology.

**Differences between scientific, non-scientific, and pseudoscientific approaches:**

- CLO4 Critical examination of pseudoscience, frauds, scientific racism, and extraordinary claims made concerning past civilizations and human evolution.
- CLO5 Scientific methods and philosophy contrasted to non-scientific approaches to the past.

**Interaction of humans and the physical world:**

- CLO6 Working knowledge regarding several ancient civilizations that have historically been the focus of archaeology and their interaction with the environment.
- CLO7 Investigation into the impact of human activity and culture on the prehistoric and historic environment.
- CLO8 Critical understanding of the major theories and intellectual frameworks concerning human adaptations, invention of agriculture, and the rise of complex states.

**Application of science and technology:**

- CLO9 Knowledge of scientific methods as applied in archaeology and the techniques used in modern archaeological contexts to generate new knowledge.
- CLO10 Students will develop critical thinking skills in assessing archaeological evidence.
- CLO11 Students will learn research skills applicable across academic disciplines.

**Values and limitations of science and scientific inquiry:**

- CLO12 Students will gain experience forming specifically testable hypotheses, recognizing research questions, and evaluating cases of research.
- CLO13 Students will learn of the interdisciplinary nature of modern archaeology.

**Required Texts/Readings**

**Textbook**

*People of the Earth: An Introduction to World Prehistory.* Brian Fagan, 2009. Prentice Hall. Fourteenth Edition (earlier editions acceptable). ISBN: 0205735673

*Frauds, Myths and Mysteries.* Kenneth Feder, 2010. McGraw Hill. Seventh Edition (earlier editions acceptable). ISBN: 007811697X

**Other Readings**

Supplementary course readings or handouts in PDF format. Available on the course Canvas page.

## 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. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

NOTE that University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

## Course Assignments and Grading Policy

Students will be graded on the following assignments:

- Two Exams:

Conceptual understanding and application of knowledge is the principal objective of the course and will be targeted by assessment. Exams are multiple choice and short answer oriented. Objective questions are included to assess core content. ***Failure to take the any exam will result in a failing grade regardless of other completed work*** (each exam = 100pts).

- A Term Paper:

A research paper (minimum of 3000 words, 10-12 pages double spaced of original work [**excluding quotes**]) including a reference section is required for this class. Topics must address one of the three main Learning Outcomes (GELO1-3) referenced above. Details on the required guidelines for format will be provided during the semester. The student is encouraged to select a topic of his/her own choosing with the instructor’s permission. The paper will be graded on original thinking, application of concepts developed in class, application of archaeological data, organization, use of proper citations and required citation format, and proper grammar and spelling. **References will follow *American Antiquity* style only.** Intentional plagiarism will result in an automatic grade of F. **Papers will not be accepted after the deadline or with a Turnitin score greater than 15%.**

The paper itself is worth 100 points. Additionally, a one page proposal (10 points), and citations draft, with at least 5 correctly formatted items, (10 points) are required components of this assignment, contributing to a total of 120 points.

- Group Project:

Contribution to a group project will be assessed as part of your general grade. This assignment will consist of using a combination of applications including data entry, the use of basic statistics, mapping (GIS or other) and critical analysis. The final product will be presented to the class at the end of the semester. Grading will take into account time, clarity, ingenuity, and effectiveness of the presentation (100pts). Details of this exercise will be given at the beginning of the semester.

- In-class exercises/quizzes:

A number exercises/quizzes will be given during class throughout the course based on the course readings listed in Canvas or other additional material presented in class. These are to promote class attendance and encourage currency in reading assignments. All written activities are due the same day during class and **cannot be made up** (100pts).

- Class participation/discussion:

There will be a number of class interactive discussions in individual or group form throughout the semester. Contribution to the class in the form of questions, comments, ideas, and the sharing of current events related to the field will be also evaluated and considered for the final grade in the class. Student participation is important to promote critical thinking and evaluate the understanding of class material (80pts).

- Attendance:

Roll will be taken sporadically. Attendance is strongly encouraged and expected. Your success in the class depends on your presence during lecture and class activities. Missing lectures can cause missing of information and may lead to failing the course.

- Forum days:

Additional reading material will be selected and provided in Canvas for analysis and discussion. A short survey based on the content of the articles will be provided on Canvas before the class meeting to prepare for the discussion. A short written assessment to be completed in class individually or in a group will be required at the end of the class. Guidelines for these exercises will be given in class. Participation in this activity is important since you will be able to apply the concepts acquired during lecture and have a glimpse of the current issues and controversies surrounding the discipline.

**Failure to take any exam and complete the term paper will result in a failing grade regardless of other completed work.**

#### Assignments and Grade Break-down

Exams (2 partial tests, 100 points each)	200	33.3%
Term paper (proposal, sources)	120	20%
Group project	100	16.6%
In-class exercises/quizzes	100	16.6%
Class participation	80	13.3%
<b>Total</b>	<b>600</b>	<b>100%</b>

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

Grading is as follows:

A	B	C	D	F
97-100% = A+	87-89% = B+	77-79% = C+	67-69% = D+	Below 60% = F
93-96% = A	83-86% = B	73-76% = C	63-66% = D	
90-92% = A-	80-82% = B-	70-72% = C-	60-62% = D-	

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. Class 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.

To earn a B: All assignments must be completed and demonstrate general comprehension of conceptual as well as critical content. Assignments will exhibit thoughtful analysis and effort should be made at conceptual synthesis. Class 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.

To earn a C: At least 80% of assignments must be completed, and demonstrate general understanding of critical content. Knowledge of basic conceptual material should be demonstrated. Class 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.

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 class 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.

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 ignored. Exams may score below the 60% range. Final project possibly incomplete or late, or failure to take the scheduled exams.

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.

**IMPORTANT:** Read the syllabus, familiarize yourself with Canvas, and keep up with the reading. Your presence in class is very important, if you miss a day you are responsible to get the notes from a classmate. If you have any questions or issues do not hesitate to contact me or see me during office hours. Do not wait too long to communicate if you are having problems in class or with the class material. Your success in the class depends on your understanding of the material and completing the assignments on time. I strongly encourage you to reach me through email or in person for any questions you may have that are not already addressed in the syllabus or Canvas.

“A minimum aggregate GPA of 2.0 SJSU Studies (R, S, & V) shall be required of all students as a graduation requirement.” To see full text, review [University Policy S11-3](http://www.sjsu.edu/senate/docs/S11-3.pdf) at <http://www.sjsu.edu/senate/docs/S11-3.pdf>.

### **Classroom Protocol**

- **Student participation and attendance is essential** for academic success. Students are expected to attend class. Students are encouraged to attend class regularly since material presented and discussed in the classroom may be additional to the information presented in the assigned textbook.
- **Arriving late and leaving early is not acceptable** unless there is an exceptional circumstance or has been previously arranged with the instructor.
- Laptops are only permitted for note taking and for specific in-class exercises, and only under the specific approval of the instructor. Any other electronic devices need to be off during class. Activities such as texting, surfing the web, chatting, or emailing during class are disruptive and constitute disrespectful behavior towards the instructor and other students. Please be courteous and respectful.

**All assignments are due the date marked in the class schedule** unless the date has been officially changed by the instructor. **All written assignments are to be submitted through “Turnitin” in Canvas or as indicated by the instructor.** **Make-up exams** will be given only if 1) you know in advance that you are unable to attend due to an important and verifiable reason and have arranged in advance with me an alternative date prior to its scheduled date, 2) if any reason arises beyond your control you need to notify me before class by email and provide a verifiable reason (note from physician/nurse, etc.) for the absence. Only students with a valid documented excuse will be able to take a make-up a test. **Unexcused late written assignments** will be subject to a 3% penalty per day and not accepted after one week from the original due date.

- **Students may not leave the room during an examination.** This will be an indication to the instructor that the student has completed the exam and it will be collected without further opportunity to continue.

- **All lectures and course materials, including exams, assignments, quizzes, handouts, and exercises, are copyrighted and may not be distributed without written permission from the instructor.**
- 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.
- Students are encouraged to ask questions before, during, and after class and to take full advantage of scheduled office hours or to make appointments.

## **Departmental Goals**

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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**

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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. To learn important campus information, view [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester's [Policies and Procedures](http://info.sjsu.edu/static/catalog/policies.html), at <http://info.sjsu.edu/static/catalog/policies.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 address the issue, it is recommended that the student contact the Department Chair as the next step.

### **Dropping and Adding**

Find the procedures and deadlines for adding and dropping classes.

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

**Add/drop deadlines** [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/)

**Late Drop 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](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**

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

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

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

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

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

# Anth 160: Reconstructing Lost Civilizations

## Spring 2016, Course Schedule

*Schedule is subject to change with fair notice made available from the instructor by email and class announcements.*

**Table 1 Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 28	<b>Module 1:</b> Introduction. What is Archaeology? Why we study the past? Prehistory, history. Epistemology. <b>Reading:</b> Fagan 1. Feder 2. LO 1, 2
2	Feb 2, 4	Science and pseudoscience. The scientific method. Frauds and hoaxes. Basic archaeological tools. <b>Reading:</b> Fagan 1. Feder 1, 3, 4, 11. LO 1, 2, 3
3	Feb 9, 11	<b>Module 2:</b> Human origins and migrations. Neandertals. Environmental change. Spread of <i>Homo sapiens</i> (Video) <b>Reading:</b> Fagan 2-5. <b>Assignment: Ex # 1 Neandertals</b> LO 1, 2, 3
4	Feb 16, 18	<b>Module 3:</b> Intensification and social complexity. Global plant and animal domestication: First farmers. (Video) <b>Reading:</b> Fagan 7-9, 13 [partial] <b>Assignment: Ex # 2 Beginning of agriculture</b> LO 1, 3
5	Feb 23, 25	Global plant and animal domestication: early cities. Megaliths. <b>Reading:</b> Fagan 10, 11, 13 [partial]. Feder 13 (Stonehenge). LO 1, 3
6	Feb 1, Mar 3	<b>Module 4:</b> Rise of complex states: SW Asia: Mesopotamia, Anatolia, Sumerian Civilization. <b>Reading:</b> Fagan 14, 15. LO 1, 3
7	Mar 8, 10	Midterm Review <b>Midterm (March 10)</b>
8	Mar 15, 17	Rise of complex states: SE Asia: Indus Valley: Harappa. <b>Reading:</b> Fagan 17 <b>Assignment: Ex # 3 Forum Day: Dog domestication</b> LO 1, 3

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
9	Mar 22, 24	Rise of complex states: Egypt: Nile Valley. <b>Reading:</b> Fagan 16. Feder 10. <b>Assignment: Term paper proposal/citations due</b> LO 1, 2, 3
<b>10</b>	<b>Mar 29, 31</b>	<b>Spring recess</b>
11	April 5, 7	Mediterranean world: Troy, Minoans, Mycenae. Lost Atlantis. (Video) <b>Reading:</b> Fagan 19, 20. Feder 8, 9. <b>Assignment: Ex # 4 Forum Day: Atlantis</b> LO 1, 2, 3
12	April 12, 14	<b>Module 5:</b> First Americans. Megafauna extinction. Complex societies in North America: The Southwest, Moundbuilders, California. <b>Reading:</b> Fagan 6, 13 [partial]. Feder 5-7. LO 1, 2, 3
13	April 19, 21	Complex societies in Mesoamerica. Olmec, Teotihuacan, Maya, Aztec. (Video) <b>Reading:</b> Fagan 21. Feder 13 (Maya). <b>Assignment: Ex # 5 The Maya</b> LO 1, 3
14	April 26, 28	Complex societies in South America. Incas and their ancestors: Paracas, Nasca. <b>Reading:</b> Fagan 22 LO 1, 3
15	May 3, 5	Complex societies in South America. Incas and their ancestors. Chavin, Moche, Incas <b>Reading:</b> Fagan 22 <b>Assignment: Term papers due (no exemptions)</b>
16	May 10, 12	<b>Assignment: Presentations. Group report due.</b> Review
<b>Final Exam</b>	<b>May 20 (Friday)</b>	<b>9:45-12:00</b>