

ANTH 162

Aztec, Maya, Inka

Section 1

Contact Information

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| Instructor: | Dr. Marco Meniketti |
| Office Location: | 465 Clark Hall |
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| Email: | marco.meniketti@sjsu.edu |
| Office Hours: | Tuesday 10:30-1:30 |
| Class Days/Time: | M/W 10:30-11:45 |
| Classroom: | 204 Clark Hall |

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. 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 Inka 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*. Thames and Hudson, London.

Morris, Craig and von Hagen, Adriana
2001 *The Incas*. Thames and Hudson, London.

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

Selected articles on related topics (provided as downloadable pdf documents (from the course Canvas webpage). You will be expected to read these items to supplement the texts.

Library liaison for Anthropology: Silke.Higgins@sjsu.edu

Course Objectives

- Broad understanding of research in human cultural evolution, critical issues in environmental change, and the evidence from archaeological research.
- In depth understanding of the major civilizations of the Americas before European contact.
- Critical understanding of the role archaeological sciences serve in reconstructing past civilizations.
- Explicit understanding of multiple cultural, political, literary, and technological achievements of the Maya, Aztec and Inka.
- Knowledge of the contributions of New World civilizations to the modern world. Students will understand Native American perspectives on contact and the aftermath of conquest.

Course Learning Outcomes

- Students will develop and demonstrate critical thinking skills in assessing behavioral/environmental practices from archaeological evidence.
- Students will become acquainted with professional resource materials relevant to topics covered during the course through completion of independent research projects.
- Students will demonstrate mastery of geographic knowledge of New World civilizations.
- Students will recognize and identify the major monuments and cultural components of the Maya, Aztec, and Inka.
- Students will be able to describe the social and cultural development sequences that preceded the Maya, Aztec, and Inka.

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 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 and a final exam. Each interim exam covers the material presented since the previous exam. The final exam emphasizes synthesis of the course. The exams may include a visual component assessing archaeological site knowledge. In addition, each student will complete a topical paper (5-6 pages) exploring specific aspects of pre-European American civilizations. In-class activities will also be assessed for participation credit and may not be made-up if missed

- 1 Topical paper 50 pts each
- 3 Unit Exams 50 pts (150 pts)
- 2 In class activities 25 pts (50 pts)
- Final exam 50 points

Total: 300 pts

Grades will be based on score percentages. 92-100% 4.0; 87-13% 3.5; 80-86% 3.0; 75-79% 2.5; 70-74% 2.0; 64-69% 1.5; 57-63% 1.0; <56% 0.

- *No assignments will be accepted by email.*
- *Late assignments will be have scores deducted 20% for the first day and 10% for a second day. No assignment will be accepted later than two days for credit.*
- *No assignments will be accepted after the last day of classes.*

| 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. | Exam essay questions, topical papers. |
| 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. Topical papers. | Topical papers in appropriate style using peer reviewed materials, Annotated bibliography. Various topics. |
| 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. | Exam and map questions. 90% correct map placement represents basic competency. |
| Students will recognize and identify the major monuments and cultural components of the Maya, Aztec, and Inka. | Slides of architecture and artistic motifs, readings, lecture, discussion. | Exam questions. Visual recognition questions. 75% represents basic competence. |
| Students will be able to describe the social and cultural development sequences that preceded the Maya, Aztec, and Inka. | Lecture and readings. Slide presentations provide graphic view. | Exam questions. Topical papers on related subjects. |

Earning an A: All assignments must be completed, on time, and demonstrate thorough mastery of conceptual as well as critical content. Assignments will exhibit thoughtful and critical analysis, conceptual synthesis, and originality. Papers will be carefully proofed for grammatical and typographical errors and exhibit exemplary writing appropriate to the discipline. Seminar responsibilities achieved. Assignments must be of consistently high quality in terms of content and execution. Examinations will score in the 90% and above range. Projects complete and original or innovative.

Earning a B: All assignments must be completed, on time, and demonstrate general comprehension of conceptual as well as critical content. Assignments will exhibit thoughtful analysis and effort should be

made at conceptual synthesis. Seminar responsibilities achieved. Papers will be carefully proofed for grammatical and typographical errors and exhibit very few writing problems. Assignments must be of good quality in terms of content and conform to standards appropriate to the discipline. Exams may score in the 85% and above range. Projects complete and original.

Earning a C: At least 80% of assignments must be completed, on time, and demonstrate general understanding of critical content. Knowledge of basic conceptual material should be demonstrated. Seminar responsibilities achieved. Assignments will exhibit careful effort with minimal errors in content. Papers will likely contain grammatical and typographical errors and exhibit general writing problems. Citation standards incorrect. Exams may score in the 75% and above range. Projects complete but of average quality as measured by content and scope.

Earning a D: Failure to turn in assignments in a timely manner or to complete no more than 60% of assignments. Only basic knowledge of conceptual material. Critical analysis not demonstrated. Assignments exhibiting a lack of careful or thoughtful effort and several errors in content. Failure to achieve seminar responsibilities or at barely acceptable effort. Minimal engagement in class projects. Papers will likely contain grammatical and typographical errors and exhibit general writing problems. Citation standards ignored. Exams may score below 75% range. Project partial completed a basic level.

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

- *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.*
- *Missed exams may be made-up only if a student provides appropriate documentation for legitimate cause for missing scheduled exam dates (funeral, medical emergency, family crisis; per university policy). Absolutely no make-up will be given for reasons*

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

- **Exam dates will not be altered. If you have a conflict with a scheduled exam date please make arrangements in advance (at least two weeks). The sooner the better.**
- **You may not leave the room during an exam.** The instructor will interpret this as a completed exam and it will be collected without further opportunity to continue.
- The instructor reserves the right to adjust the syllabus content as deemed necessary to facilitate the highest achievement and performance of the class or to introduce new elements that may arise. Archaeology is an active science. New information becomes available weekly that may impact our course material.
- To receive a passing grade for this course you must complete and submit at least 2/3 of the assignments with sufficient scores and complete the Final Exam.
- Extra credit assignments will not be provided as substitutes for missing regular assignments.
- **Academic integrity and ethics will be upheld at all times.** Plagiarism is intellectually dishonest and a form of theft. It will not be tolerated.
- **All lectures are copyrighted.** The use of recording equipment of any kind; tape, film, or digital, is forbidden without written consent from the instructor. This is not usually a problem. Students must agree not to use lectures in unauthorized formats or non-educational purposes.
- **All written projects should conform to the citation and reference standards of American Antiquity (SAA). Examples are provided for use on my faculty webpage.**
- Students are expected to attend class. Participation is a vital element in a social science environment and attendance is foundational to academic success. Attendance does not count toward your grade, but will impact your learning. Attendance will be monitored informally.
- Please turn off your cell phones as a courtesy and in respect for fellow students and the instructor.
- **Please: Food or drinks are not allowed in the lab.**
- **It will be assumed that you have read and understand all policies and course criteria.**
- Texting in class is unacceptable behavior. You will be asked to leave the room as this is a disturbance for the instructor and your classmates.

Departmental Goals

Learn about the goals of the anthropology department and how it can benefit your education.

Goals <http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html>

Credit Hours

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

University Policies

Here are some of the basic university policies that students must follow.

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. 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) <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

[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>

Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|--------------|--|
| 1 | Feb 1/3 | Orientation, Peopling of the Americas, Migration theories, genetics evidence, The Columbian Exchange. Coastal Hypothesis, Maritime hypothesis, New findings. Pdf readings TBA |
| 2 | Feb 8/10 | Unit One: Early Formative Mexico. Early complex societies in Mexico. The Olmec. Proto-urbanism, Olmec/Maya connections. Early Mayan origins. Pre-classic period, Urban life. Read Coe, Chapters 1-3. |
| 3 | Feb 15/17 | Classic Mayan Civilization. Pre-classic Maya, cosmology, architecture, artistic styles. Daily life, Mayan cities. Read Coe chapters 4 Read Pdf readings TBA. |
| 4 | Feb 22/24 | Classic Maya, engineering and astronomy. Mayan script. Read Coe chapter 5 Read pdf readings TBA. |
| 5 | Feb 29 Mar 2 | Activity 1: Mayan mathematics: Group activity Special Topics: Mythology Agriculture, and Chocolate |
| 6 | Mar 7/9 | “Collapse” of the Classic Maya controversy, post-classic and Terminal Maya, environmental controversies, lowland development. Read Coe chapters 6-8. Pdf readings TBA. Maya video |
| 7 | Mar 14/16 | Unit 1 Exam (14th) Unit Two: Aztec origins, mythology and warrior elite. Read Townsend chapters 1-4. |
| 8 | Mar 21/23 | Aztec perspectives and interactions. Cosmology, politics, and religion. Read Townsend chapter 5-6 Read pdf readings TBA |
| 9 | Mar 28-Apr 1 | Spring Break***** |
| 10 | Apr 4/6 | Aztec life before conquest Read Townsend chapters 7-9 |
| 11 | Apr 11/13 | Unit three: Peruvian development. Peru and Andean geography, Pre-Inka cultures; Moche, Tiwanaku, and Nazca influences on Andean society Read Morris and von Hagen chapters 2-3 |
| 12 | Apr 18/20 | Unit 2 Exam (11th) Inka conquests, Kingdom of the Sun. Read Morris and von Hagen chapters 4-6 |
| 13 | Apr 25/27 | Activity 2: Inka Quipu. Special topics Read Morris and von Hagen chapters 7-8 |
| 14 | May 2/4 | Empire on the eve of conquest, Reassertion of identity in the modern world. |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|-------------|----------|--|
| | | Read Morris and von Hagen chapters 9-10. Inka video |
| 15 | May 9/11 | Unit 3 Exam (9 th) Special topics: Archaeological progress |
| 16 | May 16 | Special Topics Topical papers due |
| Finals week | May 24 | Final Exam – Tuesday May 24 9:45am-12:00 noon |