

Anthropology Department ANTH164

North America Prehistory

Spring 2018

Contact Information

Instructor:	Dr. Marco Meniketti
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Office Hours:	Tues/Thurs 3:00-4:30
Class Days/Time:	Tues/Thurs 10:30-11:45
Classroom:	WSQ 4 Integrative Anthropology lab

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas

Course Description

This course surveys the archaeology of North America, the Caribbean, and the ancient cultures of Native America. The focus is on regions and archaeological sites that reveal the development of ancient cultures and their environmental interactions. Students will individually investigate in-depth a specific archaeological problem and present findings in a referenced research paper.

Course Objectives: On completion of the semester students will

- articulate a comprehensive understanding of NAGPRA, CEQA, Federal 106 compliance and other laws and regulations affecting archaeological research with Native America.
- be able to identify the culture history of several ancient pre-contact native civilizations as known through archaeology.
- understand the principal controversies and context of conflicts between archaeological science and Native American societies.
- recognize the continuity between prehistoric and historic cultures.
- be able to cite broad environmental influences on culture groups throughout North America.
- understand the reach and limits of archaeology, DNA studies, and ethnoarchaeological research as applied to prehistoric cultures.

Course Learning Outcomes: Students will

- CLO 1 demonstrate understanding of NAGPRA and the historical context of the law.
- CLO 2 articulate the current theories concerning prehistoric human migration to and throughout the Americas
- CLO 3 develop working knowledge of archaeological approaches to reconstructing ancient cultural developments and adaptations.
- CLO 4 identify multiple cultural sequences in the North America.
- CLO 5 demonstrate working knowledge of Native American cultural complexity of the West Coast.

CLO	Assessment Instrument or Activity	Measure of Competency
CLO 1 demonstrate understanding of NAGPRA and the historical context of the law.	Readings on NGPRA, discussion of legal context, case studies.	Through the use of exam prompts be able to correctly identify when NAGPRA applies and articulate appropriate protocols.
CLO 2 articulate the current theories concerning prehistoric human migration to and throughout the Americas	Readings, discussion, films.	Through exam questions and maps be able to illustrate migration patterns and sequences.
CLO 3 develop working knowledge of archaeological approaches to reconstructing ancient cultural developments and adaptations.	Readings, maps, discussion.	Through exam questions and maps be able to illustrate contact patterns and interaction spheres.
CLO 4 identify multiple cultural sequences in the North America with emphasis on one.	Readings, maps, archaeological site analysis.	Term paper addressing specific cultural development
CLO 5 5 demonstrate working knowledge of Native American cultural complexity of the West Coast.	Readings, maps, archaeological site analysis. Supplemented by guest lecture and skeletal analysis.	Able to articulate orally and in written format the range and cultural complexity of West Coast cultures citing specific examples.

Required Texts/Readings**Textbook**

Fagan, Brian
2015 *Ancient North America*. 4th edition. Thames and Hudson ,UK.

Highly Recommended writing manual

Elements of Style, Turabian. Seventh edition or later.

Additional Readings

Assignments and various announcements will be available for download from Canvas.

Additional readings, updates and assignments and various announcements will be available for download from the webpages established for this course.

Library Liaison

Silke Higgins

King Library

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408-808-2118

Course Requirements and Assignments

This course is structured in a traditional format with lecture, films, and discussion. There are two mid-term exams and a final exam. The core element of the course is a topical term paper where students can explore specific issues or archaeological findings in depth.

Assessments

2 Mid-Term Exams 50 pts each [100 pts] (40%)

Research paper 100 pts (40%)

Final Exam 50 pts (20%)

Total: 250 pts

Grade percentages

A+ 97-100%	A 96-93%	A- 92-89%
B+ 88- 85%	B 84-81%	B- 80-77%
C+ 76-74%	C 73-70%	C- 69-60%
F Below 64%		

Grading Policy

Below are basic guidelines for grading. Additional criteria may apply depending on assignments. This grade range is generous. Please note that a grade of D is not given.

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 proofread for grammatical and typographical errors and exhibit exemplary writing appropriate to the discipline. 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 free of technical errors.

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.

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 70% and above range. Final project completed at average level of competence.

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 score below the 60% range. Final project possibly incomplete or late. Failure to take Final Exam or submit the required term paper will result in automatic failing grade for the semester regardless of other work.

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.

Classroom Protocol

All lectures and handout materials including exams and exercises are copyrighted and may not be distributed without written permission to do so.

- 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*.
- 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 with written work.
- Students are encouraged to ask questions before, during, and after class and to take full advantage of scheduled office hours or to make appointments.
- Students who hand in research draft papers for pre-assessment will have the opportunity to make revisions and improvements before final grading.
- **Assignments will not be accepted by email or after the last scheduled class.** Students having special circumstances either personal or medical that interfere with the ability to submit work on time should consult in advance with the instructor for special accommodations.
- **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.
- 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 will be monitored through hands-on activities.
- As a courtesy and in respect for fellow students and instructor please turn off your cell phones and other electronics. Text messaging during class is disruptive and not only disrespectful, but insulting. It also prevents you from concentrating on the lecture. If you must, 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.

- 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. A **grace period of one class for late research papers will be allowed, but 25 % or more may be deducted.** Late assignments **will not** be accepted without valid excuse.* No papers will be accepted after the last day of classes or during Finals week.*
- 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.
- Students are encouraged to ask questions before, during, and after class and to take full advantage of scheduled office hours or to make appointments.
- Students who hand in research draft papers for pre-assessment will have the opportunity to make revisions and improvements before final grading.
- There will be no extra credit assignments for this course. There is plenty to do.
- Incomplete (I) cannot be given to avoid an F grade (University Policy)

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Course Schedule

The schedule is subject to change with fair notice by announcements in class and on course webpage.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 25	Introduction: Early European myths about the Americas. NAGPRA Readings: pdf
2	Jan 30/ Feb 1	Archaeological science and the populating of the Americas. Areas of archaeological research, site types, concepts of data recovery. Caribbean evidence Readings Fagan Chapter 1-2.
3	Feb 6/8	Colonization of the Americas. Ending the Clovis debate. Approaches to North American Archaeology Readings: Fagan Chapter 3-4.
4	Feb 13/15	The Extinction debate. Mega fauna and paleo-cultures of America Readings: Fagan Chapter 5-6, pdf

Week	Date	Topics, Readings, Assignments, Deadlines
5	Feb 20/22	Arctic adaptations. Archaeological cultures. Readings: Fagan Chapters 8-9.
6	Feb 27/Mar 1	The West Coast Readings: Fagan Chapters 10. Exam 1 (1st)
7	Mar 6/8	West Coast adaptations Read Fagan Chapter 11, pdfs <i>Society for California Archaeology Conference (San Diego)</i> ^{8th} . No class.
8	Mar 13/15	Interaction spheres: the Great Basin Readings: Fagan Chapters 12-13.
9	Mar 20/22	The Chaco Phenomenon ; the Southwest Reading : Fagan Chapter 15.
10	Mar 27/29	Spring Break
11	Apr 3/5	Late Archaic Period. Adena Complex Readings: Fagan Chapter 17-18, pdfs. Exam 2 (5th)
12	Apr 10/12	Cultural complexity. Technological adaptations. Archaeological research.
13	Apr 17/19	Middle Woodland and Hopewell Readings: Fagan Chapter 19, pdfs. Term paper due 19th.
14	Apr 24/26	Guest Lectures: Human Remains. Special Problems. <i>UNESCO Meeting of the Scientific and Technical Advisory Body (Paris)</i>
15	May 1/3	Mississippian Complex Readings: Fagan Chapter 20, pdfs.
16	May 8/10	Contact and disruption. Resistance and survival. The Indian slave trade
Final Exam	May 22	Final Exam Comprehensive. Tuesday May 22, 9:45am

Departmental Goals

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

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

Credit Hours

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

University Policies

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

Dropping and Adding

Find the procedures and deadlines for adding and dropping classes.

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

Add/drop deadlines 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>

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>

Student Conduct and Ethical Development website <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>