

# **ANTH 160**

Department of Anthropology  
**Reconstructing Lost Civilizations**

**Spring 2020**

**Section 1**

## **Contact Information**

<b>Instructor:</b>	Dr. Marco Meniketti
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<b>Office Hours:</b>	M/W 9:00-10:20
<b>Class Days/Time:</b>	M/W 10:30-11:45
<b>Classroom:</b>	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. We will also use an online reading inquiry format supported by the publisher of the principal text.

## **Course Description**

The focus of this course is on those civilizations and their achievements that have been subject to significant pseudoscience, hoaxes, and wild unscientific speculations. These include Mesopotamia, Egypt, the Aegean and Mediterranean world, Ancient America, Stonehenge and megalithic Europe.

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. We begin each class with a discussion of the key elements of the readings. Students will be required to answer questions specific to each chapter from the text. These question exercises are ungraded but completion accounts for 20% of the grade.

This upper division course explores the panorama of human development beginning with pre-modern humans and their interactions with their environment, through the evolution of civilization in the early Neolithic. An important theme throughout the semester will be water management and ancient responses to drought. We will investigate the evidence for social development, invention of agriculture, and the emergence of complex states. Many of the latest discoveries, theories, and controversies surrounding human origins, the peopling of the world, and 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 emphasized. 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. Although current theoretical frameworks and methodologies are integrated into the course, the chief purpose is on establishing a broad understanding of human social and cultural development in the context for archaeological interpretation and scientifically based inquiry.

This syllabus provides an overview of the major themes and lecture topics to be encountered during each week of the course. Lectures and readings are intended to be complimentary. The syllabus should be viewed as a map of unexplored terrain, with many interesting places to go, not as a road map to a single destination. You are strongly urged to complete the readings prior to the lectures for any given week. This will better enable you to participate in class and to prepare you for discussions or Q&A sessions. The chapters and articles in the texts are not long but are packed with information and should be read thoughtfully.

### **Required Texts:**

**Price T. Douglas and Feinman, Gary**

**2019 *Images of the Past* 8<sup>th</sup> edition. e-book or hard copy. Online support.**

**Feder, Kenneth**

**2014 *Frauds, Myths and Mysteries* 9<sup>th</sup> edition. McGraw Hill, New York.**

(Any used edition past 6<sup>th</sup> is acceptable)

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 and held accountable for the readings on examinations.

### **Readings will include excerpts and articles from:**

Voodoo Science by Robert Park

Not A Scientist by Dave Lievitan.

The War on Science by Shawn Otto.

Scientific American, various authors.

Explorers Journal, various authors.

Archaeology, various authors.

### **Other Readings**

Multiple short articles on selected topics will be available in pdf format.

A general course bibliography will be available on Canvas.

### **Library liaison for Anthropology:**

**King Library**

**Silke.Higgins@sjsu.edu**

## Course Learning Outcomes

Within the particular scientific content of this course, a student should be able to:

1. demonstrate an understanding of the methods and limits of scientific investigation;
2. distinguish science from pseudoscience; and
3. apply a scientific approach to answer questions about the earth and environment.

Course Learning Outcome	Assessment Instruments	Basic Competency Measure
Demonstrate an understanding of the methods and limits of scientific investigation.	Synthesis writing assignment focused on course topics in context of methods. Targeted exam questions.	Accurate identification of and correctly stated methods; correct portrayal with critical examples included in assigned paper. 85% or higher reflects competence.
Distinguish science from pseudoscience.	Synthesis writing assignment focused on course topics in context of methods. Targeted exam questions.	Accurate identification of methods, characteristics, and fallacies of pseudoscience; correct portrayal with critical examples included in assigned paper. 85% or higher reflects competence.
Apply a scientific approach to answer questions about the earth and environment.	Targeted exam questions, short answer essays; in-class activity problem sets. Written term project.	Correct and critical application of methods demonstrated on problem set and short essays in examinations and in term paper. 85% or higher reflects basic competence.

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 Objectives

### Interactions of science, technology and society.

- Knowledge of the evolution of archaeological thought, and the role of key individuals in development of archaeology as a science.
- Broad understanding of human evolutionary history since the emergence of our species and the critical issues and problems of evidence.
- Understanding of the important role archaeology plays in modern nationalism, identity, and political ideology.

### Differences between scientific, non-scientific, and pseudo-scientific approaches.

- Critical examination of pseudoscience, frauds, scientific racism, and extraordinary claims made concerning past civilizations and human evolution.
- A close look at genuine archaeological mysteries.
- Scientific methods and philosophy contrasted to non-scientific approaches to the past.

### Interaction of humans and the physical world.

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

**Methodologies of human inquiry.**

- Knowledge of scientific methods as applied in archaeology and the techniques used in modern archaeological contexts to generate new knowledge.
- Students will learn of the interdisciplinary nature of modern archaeology and how they may make a contribution to the field.

**Applications of science and technology.**

- Students will develop critical thinking skills in assessing archaeological evidence.
- Students will become acquainted with professional resource materials relevant to specific topics in archaeology through independent and focused research projects.
- Students will learn research skills applicable across academic disciplines.

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

- Students will gain practice forming specific testable hypotheses, recognizing research questions, and evaluating cases of research.
- Examination of scientific reasoning and analytical procedures.

**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 reading and written assignments, and in independent enrichment activities.

Lectures are a critical component of instruction. Considerable material is covered that will not be 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 that count in the student's overall participation grade which cannot be made up if missed. Students should plan to spend six hours each week on assignments and readings outside of class.

**Assessments:**

**Readings.** Chapter questions on-line must be completed before advancing to the next chapter. Completion of the assigned questions will account for 12% of the total grade.

**Exams.** There will be two intermediate exams and a final exam. The exam addresses material from each individual thematic unit. Conceptual understanding and application of knowledge is the principal objective of the course and will be targeted by assessment. *Exams are problem oriented. Objective questions are included to assess fundamental core content knowledge.*

**Term Paper.** The main themes of the course are ancient civilization, pseudoscience, and environmental interaction. The term paper will allow students to explore these critical concepts in the context of scientific archaeological knowledge about the past. Papers will follow a specified format and use relevant research source material. The minimum is 3000 words. Writing is an important aspect of this course. It is assumed that students have completed 100W or equivalent writing competencies and are assessed accordingly on written work. The term paper will be constructed over the course of the semester.

**Discussion and Group Activities.** These assignments focuses on quantitative analytics and qualitative reasoning. Small cooperative groups will work with data from a simulated archaeological sites to interpret cultural patterns of a lost culture. Basic statistical representation and analysis required. Group presentation. Assignments are designed to target information literacy, quantitative and qualitative analysis and critical thinking. The goal of these assessments is to provide students with the broadest range of opportunity to demonstrate mastery and competence based on their personal strengths and to reach as many different interests as feasible within the context and constraints of the course. No extra credit assignments.

## Course Requirements and Assignments

Assigned readings 50 pts

2 Thematic Unit Exams 75 pts each (150 pts)

Final Unit Exam 75 pts

Term Paper 150 pts

Group activity and discussion participation 50pts

400 pts total

*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 and hold in-class discussions 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.*

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	485-500	97 to 100%
<i>A</i>	465-484	93 to 96%
<i>A minus</i>	450-464	90 to 92%
<i>B plus</i>	430-449	86 to 89 %
<i>B</i>	410-429	82 to 85%
<i>B minus</i>	395-409	79 to 81%
<i>C plus</i>	370-394	74 to 78%
<i>C</i>	355-369	71 to 74%
<i>C minus</i>	345-354	69 to 70%
<i>D plus</i>	320-344	64 to 68%
<i>D</i>	300-319	60 to 63%
<i>F</i>	0-299	Below 60%

- ***No assignments will be accepted by email without prior approval.***
- ***Late assignments will have scores deducted 20% for the first late day. 20% more will be deducted from papers two class periods late. No assignment will be graded later than two class days for credit.***
- ***No assignments will be accepted after the last day of classes.***

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 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 cannot 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 and come to class prepared for discussions.
- 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. **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** after the last day of classes.
- 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 without permission.** 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 potential 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. No other format will be accepted.**
- 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. If you use a phone for purposes unrelated to class you will be asked to leave the classroom and will be subject to loss of participation points.**
- 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. Such actions will detract from participation points.

### **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>

### **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) <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/) <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 Sec. 1. Spring 2020

**Course Schedule**

<b>Week (Optional)</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines (If appropriate, add any extra column(s) to meet your needs.)</b>
	Jan 23	University First Day of Instruction We begin Monday Jan 27.
1	Jan 27	Epistemology. What is pseudoscience? What is the scientific method? Archaeology as science. Critical thinking for our times. A brief overview of archaeological science: methods and techniques. Readings: Feder Chapter 1; Price & Feinman Chp 1
1	Jan 29	Spurious correlations. Detecting pseudoscience. Rhetorical tools. Childbed Fever case study. Additional case studies: Piltdown, Cardiff, Fujimura Readings: Feder Chapter 2; pdfs on Canvas
2	Feb 3	Basic research. How to produce a research paper. Reference protocols. Vetting sources.
2	Feb 5	<b>Unit One. Early Humans.</b> The journey to humanity. Readings: Price & Feinman Chp 2; pdfs
3	Feb 10	Modern humans and emergence of mind. Uncertainty leads to wild speculation. Readings: Price & Feinman Chp 3 The Neanderthal question. Excerpts from Voodoo Science; Not a Scientist; SciAm articles.
3	Feb 12	Hoaxes and Scientific Frauds Readings: Feder Chapter 3 and 4 <b>Term paper preparation</b>
4	Feb 17	Burial Activity Mesolithic culture. After the Ice 11,500 years ago.
4	Feb 19	More about research papers. <b>Topic selection.</b> Assembling references. Burial Activity
5	Feb 24	SW Asia: Golbeliki Tepe, Catal Hoyuk, Natufian culture Origins of agriculture Read: Price & Feinman Chp 4
5	Feb 26	<b>Unit Exam 1</b>
6	Mar 2	<b>Unit Two. The Bull and Power.</b> The first Cities. The first Kings. Mesopotamian achievements Readings: pdf articles
6	Mar 4	Rise of Urban complexity
7	Mar 9	Mysteries of Egypt. Who built the Pyramids? How old are the pyramids? Readings: Price & Feinman Chp 8 pages 452-464 ; Feder Chapter 10 pages 209-221, 240-246
7	Mar 11	Special Topics
8	Mar 16	The Mediterranean World Read: pdf articles Do mummy's cause curses?
8	Mar 18	Age of Heroes. The Aegean and Mediterranean realms. The Trojan War ? Readings: pdf articles
9	Mar 23	Lost Atlantis? Minoan culture hypothesis Read: Feder Chapter 8; Price & Feinman Chp 9 pdf excerpts from Not a Scientist; SciAm <b>Preliminary Research Paper Due</b>

<b>Week (Optional)</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines (If appropriate, add any extra column(s) to meet your needs.)</b>
9	Mar 25	Ancient seafaring and trade. Maritime archaeology. A connected world. Ancient water management and engineering. Impact of global climatic changes on ancient civilizations. Readings. Pdf articles.
10	Mar 30	<b>Spring Break No classes</b>
10	Apr 1	<b>Spring Break No Classes</b>
11	Apr 6	Ancient Europe. Megaliths and monuments .The antiquity of Stonehenge Read Feder Chapter 10 pages 224-234. Review Price & Feinman Chp 9
11	Apr 8	<b>Exam 2</b>
12	Apr 13	<b>Unit Three. The Americas</b> When, Who How? Feder Chapter 5; Price & Feinman Chp 5
12	Apr 15	North American diversity. Myth of the Moundbuilder culture. Cahokia
13	Apr 20	Olmec and Mayan civilization. Misinterpreting Olmec art. The prophesy that never was. Readings: Price and Feinman Chp 6
13	Apr 22	Mayan achievements Decoding the glyphs <b>Term Paper Reference check.</b>
14	Apr 27	Classic Maya. Mayan math and astronomy.
14	Apr 29	Maya architecture. Readings: Feder Chapter 7. <b>Research Paper Due</b>
15	May 4	Incan mysteries. Aliens or indigenous intelligence? Real archaeological mysteries Part II. Nazca lines Read: Price 7 Feinman Chp 7; pdf articles [Late Term papers -30%]
15	May 6	Easter Island.
16	May 11	Last day of Instruction Nazi archaeology Read; pdf articles.
Final Exam		<b>Final Exam Unit 3 Exam 3 May 15 9:45-12:00</b> <b><a href="http://info.sjsu.edu/static/catalog/final-exam-schedule-spring.html">http://info.sjsu.edu/static/catalog/final-exam-schedule-spring.html</a></b>