

**Anthropology 160:  
Reconstructing Lost Civilizations  
Section 03 (22727) Spring 2021  
San José State University  
Department of Anthropology/ College of Social Sciences**

<b>Instructor:</b>	Viviana Bellifemine Sanchez-Chopitea
<b>Office Location:</b>	CLK 402H
<b>Email:</b>	viviana.sanchezchopitea@sjsu.edu
<b>Zoom Office Hours:</b>	Tuesday 10:00-11am, Wednesday 3-4pm or by appointment
<b>Class Days/Time:</b>	Online asynchronous [Canvas]
<b>Prerequisites:</b>	Successful completion of or currently attending a 100W course
<b>GE/SJSU Studies Category:</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.”

“This course must be passed with a C or better as an SJSU graduation requirement.”

### **Course Format**

This is an online asynchronous course which requires the use of a computer with a functioning camera and microphone. Required software: Internet access, Zoom, word processing, access to a browser (to access Canvas, YouTube, etc.).

### **Canvas and MYSJSU Messaging**

Copies of the course materials such as the syllabus, major assignment handouts, and grades can be found on the [Canvas Learning Management System course login website](#). You are responsible for regularly checking with the messaging system through [MySJSU](#) or [Canvas](#) to learn of 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 at the onset of bipedalism followed 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.

## 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, Quantitative Reasoning and Critical Thinking are addressed through particular assignment or partial assignments. The Upper Division GE writing requirement is satisfied in this course through satisfactory completion of the 2500 word Term Paper and additional written exercises.

## Course Learning Outcomes (CLO)

### 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**

*Images of the Past*. T. Douglas Price and Gary M. Feinman, 2020. McGraw Hill. Eight Edition (ISBN-9781264177820 (loose-leaf edition with Connect feature which you will need in this class)

Also ISBN 9781264178995, a more economical version which students can purchase directly from Connect within Canvas.

*Frauds, Myths and Mysteries*. Kenneth Feder, 2017. McGraw Hill. Ninth Edition (earlier editions acceptable). ISBN: 9780190629656

**Other Readings**

Supplementary course readings or handouts in PDF format will be available on the course Canvas page.

**Course Requirements**

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per

unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.” [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)

## Course Assignments and Grading Policy

Students will be graded on the following assignments:

- **Five Exams**: (each exam = 20pts)

Conceptual understanding and application of knowledge is one of the main objectives of the course and will be targeted by assessment. Short multiple-choice questions will be given at the conclusion of each of the five course modules. Objective questions are included to assess core content. These exams will have a time limit, however, they will be available throughout the scheduled day.

***Failure to take any exam will result in a failing grade regardless of other completed work***

- **A Term Paper**: (a total of 150 points)

A research paper (about 8 pages double spaced of ORIGINAL work [**excluding quotes**]) and a separate reference section are required for this class. This paper should address a more nuanced aspect of the main themes for the course, interaction of past societies and the environment, scientific tools for understanding past civilizations, and the effects of pseudoscience in an archaeological context. Topic selection will depend on the approval of the instructor and it is expected to cover course material with the additional use of library sources (journal articles, books, or other library material). Details on the required guidelines for format and topics will be provided during the semester.

The paper itself is worth 100 points. Additionally, a one page proposal with your research question, five preliminary citations correctly formatted to the standards of the American Antiquity style (compiled by the SAA), a first draft, and peer-review assessments are required components of this assignment. The development of the paper will be checked throughout the semester.

***Failure to complete a term paper will result in a failing grade regardless of other completed work.***

- **Course exercises (participation)**: (150pts)

A number written exercises, to be completed individually or in groups, will be assigned during the semester based on the course readings listed in Canvas or other additional introduced material. These are to further discuss current issues in the field. Dates, topics and other details will be provided in Canvas.

- **Class discussions (participation)**: (125pts)

There will be a number of class interactive discussions in individual and group format 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. It provides an indication of your engagement in your own education.

- **Chapter Reading questions (Connect);** (75pts)

Questions given at the end of each chapter through Connect must be completed in preparation before the topic is introduced during lecture according to the class schedule. This activity constitutes 12.5 % of your grade. Thus, although not mandatory, it is advisable. Make sure you are aware of the due dates for this activity since they cannot be changed. Once Grades are set by the Connect program (McGraw Hill), they cannot be changed by the instructor.

#### Assignments and Grade Break-down

Exams (5 partial tests, 20 points each)	100	17%
Term paper (proposal, sources, peer-reviews)	150	25%
Chapter reading questions	75	12.5%
Exercises	150	25%
Discussions	125	21%
<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 plus	87-89% = B plus	77-79% = C plus	67-69% = D plus	Below 60%
93-96% = A	83-86% = B	73-76% = C	63-66% = D	
90-92% = A minus	80-82% = B minus	70-72% = C minus	60-62% = D minus	

**IMPORTANT:** Read the syllabus, familiarize yourself with Canvas, and keep up with the reading. Your involvement and participation in class is very important. If you have any questions or issues do not hesitate to contact 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 Zoom for any questions you may have that are not already addressed in the syllabus or Canvas. Participation is strongly encouraged and expected. Your success in the course depends on your involvement in class activities.

## Classroom Protocol and policies

- **I do not drop** students for non-attendance; you are responsible for your registration status.
- A grade of **Incomplete** will not be given to avoid an F in the class.
- For the synchronous courses, keep in mind that Zoom in Canvas records your arrival and leaving times during “meeting days”. Being there is an important aspect of your participation.
- **Communication: you can contact me through email or Canvas. I will answer all emails during regular working hours** (Monday through Fridays from 9am-5pm) and within 24 hours during the week. I do not answer emails during the weekend or holidays, or after the official closing of the semester. If you have complex questions regarding course material or many questions regarding missing classes, please make an appointment or utilize office hours, I will not write long or complicated emails. **For all issues regarding your grade, please contact me before the official last day of class**. I am extremely invested in your learning, so please always feel free to let me know, with time, how you are doing. In this new era of Zoom meetings I will establish some specific considerations in Canvas (**Zoometiquette**) to keep in mind when we use this medium.
- **All written assignments are to be submitted through Canvas** or as indicated by the instructor.
- **All assignments and exams are due the date marked in the class schedule** unless the date has been officially changed by the instructor or due to extraordinary circumstances (medical, death in the family) for which you have to submit documentation.
- **Unexcused late written assignments** will carry a heavy penalty of 10% for each late day and will not be accepted after five days.
- **All assignments are due before the last day of class.**
- **Assignments described as mandatory and all exams are required to pass the class.**
- **Research papers or other written work with a Turnitin score greater than 15%, will not be accepted or carry a heavy penalty.** Check your “turnitin” score when you submit your assignment to Canvas, therefore, it is advisable not to wait until the last minute. Build in some extra time to be able to revise your work. Academic dishonesty, cheating or intentional plagiarism indicated by a high “turnitin” score will result in an automatic grade of F (<http://www.sjsu.edu/senate/docs/F15-7.pdf>, you are responsible for knowing the content of this document, no exceptions).
- **Make-up exams** will be given only if 1) you know in advance that you are unable to complete it due to an important and verifiable reason and have

arranged in advance with the instructor for an alternative date prior to its scheduled date, 2) if any reason arises beyond your control you need to notify the instructor before class by email and provide a verifiable reason (note from physician/nurse, etc.) for the absence. Only students with a valid documented justification will be able to take a make-up a test (or turn in a late assignment). Make-up exams will only be scheduled within one week from the original due date.

- **The Final Exam cannot be made-up. Students must take the Final Exam at the scheduled time or earlier with the approval of the instructor.**  
[University policy S17-1 \(http://www.sjsu.edu/senate/docs/S17-1.pdf\)](http://www.sjsu.edu/senate/docs/S17-1.pdf)
- There will be **no Extra Credit** assignments in this class.
- After the end of semester there will be no changing of grades or any further grade negotiation. Canvas keeps you updated on your current grade; it is up to each student to calculate what is needed for the desired goal.
- Students are encouraged to take full advantage of scheduled office hours or to make appointments.
- **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.**

## **University Policies**

---

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

### 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, meetings 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>

## **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>

# Anth 160: Reconstructing Lost Civilizations

## Spring 2021, Tentative Course Schedule

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

**Table 1 Tentative Course Schedule**

Week	Topics, Readings, Assignments, Deadlines
1	Introduction to the course. <b>First Assignment</b> (5pts)
2	<b><u>Module 1:</u></b> Introduction. What is Archaeology? Why do we study the past? Basic archaeological tools. Methods. Epistemology. <b>Reading:</b> P&F 1. Feder 2.
3	Chronology: Geologic time. Prehistory, history. Science and pseudoscience: Frauds and hoaxes. <b>Reading:</b> P&F 1. Feder 1, 3, 4, 11.
4	<b><u>Module 2:</u></b> The Dawn of Humanity: Human origins and Early migrations. Beginning of cultural diversity: Neandertals, Environmental change, the spread of <i>Homo sapiens</i> , <b>Reading:</b> P&F 2-3, PDF's <b>Assignment: Test 1</b>
5	<b><u>Module 3:</u></b> Environmental Changes and the beginning of food production: Megafauna extinction. Global plant and animal domestication: First farmers, Early farming cities. Early religious practices and beliefs. Dog domestication evidence. <b>Reading:</b> P&F 4; PDF's <b>Assignment: Topic proposal, research question, citation sample due</b>
6	Megaliths and Social identity: pastoralism in Europe The Iceman and his revelations. <b>Reading:</b> P&F 4, 9 (partial). Feder 13 (Stonehenge). PDF's <b>Assignment: Test 2</b>
7	<b><u>Module 4:</u></b> Monumental architecture and the Rise of complex states and Empires: Urbanism and writing systems in SW Asia: Mesopotamia, Anatolia, Sumerian Civilization. <b>Reading:</b> P&F 8.

8	<p>Monumental architecture and the Rise of complex states and Empires: Urbanism and writing systems in SE Asia: Indus Valley: Harappa. Africa: Egypt: Nile Valley.</p> <p><b>Reading:</b> P&amp;F 8. Feder 10.</p> <p><b>Assignment: Test 3</b></p> <p><b>Assignment: Research paper first draft due for peer-review</b></p>
9	<p>Technological advances and the intensification of commerce: The Mediterranean world: Troy, Minoan. Lost Atlantis hypothesis.</p> <p><b>Reading:</b> P&amp;F 9; Feder 8, 9; PDF's</p>
10	<b><u>Spring Recess (March 29-April 2)</u></b>
11	<p><b><u>Module 5:</u></b></p> <p>First Americans: main hypotheses of migration routes and time of arrival. Biological and archaeological evidence.</p> <p><b>Reading:</b> Feder 5.</p>
12	<p>The world of the Gods and the Stars: Complex societies in Mesoamerica. Olmec, Maya Teotihuacan, Aztec.</p> <p><b>Reading:</b> P&amp;F 21. Feder 13 (Maya).</p> <p><b>Assignment: Test 4</b></p>
13	<p>Andean societies: Incas and their ancestors: Chavin, Paracas, Nasca. Mysteries and unique accomplishments.</p> <p><b>Reading:</b> P&amp;F 7</p> <p><b>Research paper due</b></p>
14	<p>Complex societies in South America. Incas. Ancestral and royal mummies.</p> <p><b>Reading:</b> P&amp;F 7</p>
15	<p>Complex societies in North America: The Southwest: Chaco Canyon, Mesa Verde. Myths of the Moundbuilders.</p> <p><b>Reading:</b> P&amp;F 5; Feder 7</p>
16	<p>Moundbuilders: Temple Mound societies, Cahokia</p> <p><b>Reading: P&amp;F 5; Feder 7</b></p>
17	<p>The Past as Present and Future</p> <p><b>Reading:</b> P&amp;F 10, PDF's</p>
<b>Final Exam</b>	<b>May 21: Test 5</b>