

Anthropology 164:
North America before 1492
Section 01 (27056) Spring 2021
San José State University
Department of Anthropology/ College of Social Sciences

Instructor:	Viviana Bellifemine Sanchez-Chopitea
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Zoom Office Hours:	Tuesday 10:00-11am, Wednesday 3-4pm or by appointment
Class Days/Time:	Online asynchronous [Canvas]
Prerequisites:	Upper Division standing

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

Catalog: Archaeology and history of North American peoples before 1492. Pre-Columbian culture areas and relationships between them; development of state societies; relationships with and resistance to European colonizers.

This course treats the origins and development of the Native cultures of North America. It will deal with issues pertaining to the original migrations, rise of complexity, and post-contact interactions and their impact on the Native American populations, extending to current political conditions. The course explores the subsistence patterns and social and cultural interactions within and between groups. The course will bring in the nature of

evidence that current archaeological views of the region's development rests upon, including bioarchaeological, genetic, linguistic, and ethnographic.

Course Learning Outcomes (CLO)

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

- Apply archaeological and anthropological principles to the diversity of Native peoples across North America
- Understand the effects of environment and culture on social development
- Identify indigenous cultures based on location and environment
- Understand the effects of colonial interactions on indigenous cultures
- Understand the nature of archaeological evidence that shapes our understanding of the peopling of the Americas
- Appreciate the indigenous voice in the current social and political environment
- Discuss the evolution of archaeological thought, and the role of key individuals in development of archaeology as a science in North America.
- Discuss how archaeology gives voice to the under-represented

Required Texts/Readings

Textbook

Fagan, Brian 2019 Ancient North America. 5th edition. Thames and Hudson ,UK.
ISBN: 9780500293607

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>)

Course Assignments and Grading Policy

Students will be graded on the following assignments:

- **Three Exams**: (each exam = 100pts)

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 one or more 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 specific cultural developments. Topic selection will depend on the approval of the instructor and it is expected to add new research to themes covered in the course 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.

Assignments and Grade Break-down

Exams (3 partial tests, 100 points each)	300	50%
Term paper (proposal, sources, peer-review)	150	25%
Exercises (participation)	150	25%
Total	600	100%

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>)
- 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>). 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>

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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	Date	Topics, Readings, Assignments, Deadlines
1	Jan 27	Introduction to the course.
2	Feb 1	<p>Module 1: Early Archaeology in North America</p> <p>Introduction. The discovery of North America Myths about Native Americans and their origin. The myth of the Moundbuilders.</p> <p>Reading: Fagan: Part 1</p> <p>Assignment: Video</p>
3	Feb 8	<p>The study of prehistory in the Americas. Archaeological theory: Perspectives and paradigms.</p> <p>Chronology: Geologic time. Prehistory, history.</p> <p>Reading: Fagan: Part 1. PDF's</p>
4	Feb 15	<p>Module 2: The First Americans</p> <p>The evidence. Clovis complex. Pre-Clovis. Folsom complex. Analysis of specific archaeological sites and biological evidence. Kennewick. Environmental Changes and Megafauna extinction.</p> <p>Reading: Fagan: Part 2, PDF's</p> <p>Assignment: Video</p>
5	Feb 22	<p>Module 3: Adaptation</p> <p>Regional developments and local adaptations, Archaic societies, early agriculture, maritime traditions, hunters and foragers. Far North, The Pacific.</p> <p>Reading: Fagan Part 3: Chapters 4, 5; PDF's</p> <p>Assignment:</p>
6	March 1	<p>The Plains, Great Basin.</p> <p>Reading: Fagan Part 3: Chapters 6, 7</p> <p>Assignment: Test 1</p>
7	March 8	<p>The Eastern Woodlands, The Southwest</p> <p>Reading: Fagan Part 3: Chapters 8, 9; PDF's</p> <p>Assignment: Research paper proposal and citations due</p>

8	March 15	The Southwest Reading: Fagan Part 3: Chapters 8, 9; PDF's Assignment: Test 3
9	March 22	Module 4: Complexity and European Contact The Southwest, The East: Northeast: Woodland, Hopewell, Southeast: Woodland Reading: Fagan Part 4: Chapters 10, 11; PDF's
10		Spring Recess (March 29-April 2)
11	April 5	The East: Southeast: Mississippian. Reading: Fagan Part 4: Chapters 12, PDF's Assignment: Test 2
12	April 12	Algonquians and Iroquoians, European Contact Reading: Fagan Part 4: Chapters 13 Assignment: Research paper first draft due for peer-review
13	April 19	Module 5: Consequences of Contact The Norse, Newfoundland, Epidemics Reading: Fagan Part 5: Chapters 14
14	April 26	Colonists, Borderlands, and Missionaries. Reading: Fagan Part 5: Chapters 15
15	May 3	Archaeology and the History of the Under-Represented Reading: Fagan: Part 5: Chapter 16 Assignment: Research paper due
16	May 10	The Past as Present and Future Reading: Fagan Part 5: Chapter 17
17	May 17	Final Statements
Final Exam		May 21: Test 3