

ANTH 162

Department of Anthropology
Aztec, Maya, Inca Civilization

College of Social Science

Section 1

Contact Information

Instructor:	Dr. Marco Meniketti Ph.D., RPA
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Office Hours:	M/W 3:00-4:30
Class Days/Time:	M/W 12:00-1:15
Classroom:	WSQ 4 Integrative Anthropology Laboratory

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 and the Caribbean. This is an archaeology course and content is derived from the research of archaeologists. The course traces the interaction of these principal cultures with their environments and examines the evolution of these complex societies. Several lesser-known neighboring cultures and those that preceded the Maya or Inca 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*. 9th edition. Thames and Hudson, London.

Morris, Craig and von Hagen, Adriana
2011 *The Incas*. Thames and Hudson, London.

Townsend, Richard
2009 *The Aztecs*. 3rd edition. Thames and Hudson, London.

A comprehensive reading schedule will be provided in addition to the syllabus so students can manage their time. Selected articles on related topics (provided as downloadable pdf documents (from the course Canvas webpage). Students are expected to read these items to supplement the texts.

Readings will include pdf excerpts from:

The Conquest of New Spain. Bernal Diaz
A Short Account of the Destruction of the Indies. Bartolome De Las Casas
The Broken Spears. Miguel Leòn-Portilla
Popul Vuh: Sacred Book of the Ancient Maya-Quiché

Other Readings

Short articles on selected topics from major Archaeology journals.

Library liaison for Anthropology:

Silkie Higgins MA MSLS
408 808-2118
King Library
Silke.Higgins@sjsu.edu

Course Objectives

- Broad understanding of cultural evolution, environmental interaction, and social history of the civilizations in the Americas before European contact as interpreted through archaeological sciences.
- Critical recognition of archaeological methodology in reconstructing civilizations.
- Explicit understanding of multiple cultural, political, literary, and technological achievements of the Maya, Aztec and Inca and the capability to distinguish these groups through specific attributes.
- Knowledge of the contributions of American civilizations to the modern world. Students will learn and articulate Native American perspectives on contact and the aftermath of conquest.
- Geographic and historical knowledge competency of the regions where each of the civilizations developed.

Course Learning Outcomes

At the conclusion of this course students will be able to:

- demonstrate critical thinking skills in assessing behavioral/environmental practices based on archaeological evidence.

- use resource materials relevant to topics covered during the course through completion of independent research projects.
- demonstrate geographic knowledge of civilizations of the Americas through map examinations. ***This is a requirement for a grade of B or higher.***
- recognize, identify, and provide reasoned discourse about the major architectural monuments and artistic components of the Maya, Aztec, and Inca civilizations from examples.
- describe and compare the social and cultural development sequences and societies preceding and contemporary with the Maya, Aztec, and Inca through examination and discussion.
- Articulate the major theories of development and decline for at least three civilizations of the Americas.

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 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.

Assessments:

There will be three Unit exams, one of which stands for the Final Exam. Each interim exam covers the material presented since the previous exam and is based on Instructional Units. The exams include a visual component assessing archaeological site knowledge and geographic competency section. In addition, each student will complete a four (4) topical papers from a prescribed list exploring specific aspects of pre-European American civilizations. An annotated bibliography will be prepared by each student prior to writing the paper. Your written work is assessed on technical merit as well as topic accuracy, depth, and relevance. Writing proficiency and references account for 20% assigned papers. Quizzes and exams are conducted online through Canvas with a flexible schedule. Extra credit is at discretion of instructor and not offered in lieu of missing assignments.

3 Unit Exams (includes Final) 50 pts (150 pts)
 2 Class activities 25 pts (50 pts)
 4 Core writing/reflection assignments based on lecture topics 25 pts (100pts)
 Geography Exam (50 pts)
 Total: 350 pts.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>339-350</i>	<i>97 to 100%</i>
<i>A</i>	<i>325-338</i>	<i>93 to 96%</i>
<i>A minus</i>	<i>315-324</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>301-314</i>	<i>87 to 89 %</i>
<i>B</i>	<i>287-300</i>	<i>82 to 85%</i>
<i>B minus</i>	<i>276-286</i>	<i>79 to 81%</i>
<i>C plus</i>	<i>259-275</i>	<i>74 to 78%</i>
<i>C</i>	<i>248-258</i>	<i>71 to 74%</i>

<i>C minus</i>	238-247	68 to 70%
<i>D plus</i>	220-237	63 to 78%
<i>D</i>	206-219	59 to 62%
<i>F</i>	0-205	Below 59%

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. Maps will be examined	Exam essay questions, topical papers. Map skill assessment.
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. Use of general archaeological reports	Topical papers in appropriate style using peer reviewed materials, Annotated bibliography. Quizzes
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. Maps	Exam and map test. 90% correct map placement represents basic competency.
Students will recognize and identify the major monuments and cultural components of the Maya, Aztec, and Inca.	Slides of architecture and artistic motifs, readings, lecture, discussion.	Exam questions. Visual recognition questions of style and architecture. 75% represents basic competence.
Students will be able to describe the social and cultural development sequences that preceded the Maya, Aztec, and Inca.	Lecture and readings. Slide presentations provide graphic view. Readings. Discussion	Exam questions. Topical papers on related subjects. Quizzes. Discussion sections

***Earning an A:** Excellence. 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. Geographic proficiency demonstrated*

***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. Geographic proficiency demonstrated.*

***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 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. • It will be assumed that you have read and understand all policies and course criteria.

- **Late assignments will have scores deducted 20% for the first day. No assignment will be accepted later than two class days for credit. No assignments will be accepted after the last day of classes prior to Finals week.**
- 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. Reasonable accommodations will be made for all students during these difficult times.
- 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. Exams will be conducted online through Canvas and available for an extended period.**

- *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.*
- ***To receive a grade of B or higher a student must demonstrate correct geographical knowledge.***
- *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. This means check in and regular review of powerpoint and video selections. Participation is a vital element in a social science environment and attendance is foundational to academic success. 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.***
- *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.

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) <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

[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>

ANTH 162 Sec. 1. Spring 2022

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add any extra column(s) to meet your needs.)</i>
1	Jan 26	Lord Pacal. The great king! Orientation. Peopling of the Americas. Migration theories, genetic evidence. Coastal Hypothesis, new findings. Caribbean connections. Peopling the islands. Readings: Coe and Houston Chapter 1; Readings: pdf Taino
2	Jan 31	Unit One. Mexico 3000BCE-1200CE. Early Formative Mexico. Early complex societies in Mexico. The Olmec and Proto-urbanism, Columbian cultures. Readings: Coe Chapter 2;
2	Feb 2	Olmec/Maya connections. Ritual violence. The Ritual Ball Game and creation. Hero Twins and symbolism in Mayan life. Readings: Olmec pdf
3	Feb 7	Pre-classic Maya, cosmology, architecture, artistic styles. Daily life; urban/rural
3	Feb 9	Classic Mayan astronomy. Mayan calendar. Mayan science. Readings: Coe chapter 3; Excerpts from Popol Vuh
4	Feb 14	Teotihuacan. First Superpower of the Americas Readings: Coe Chapter 4
4	Feb 16	Activity 1: Time and Mayan Mathematics: Group activity
5	Feb 21	The late Classic, Mayan cities. Calakmul, Chichèn Itza, others. Architectural styles: Puuc Maya, Rio Bec. Were the Maya in North America? Readings: Coe Chapter 5. Paper 1 Due.
5	Feb 23	“Collapse” of the Classic Maya controversy, post-classic and Terminal Maya, environmental controversies, lowland development. Yucatan development. Mayan art and expressions of color. Readings: Coe Chapter 6 and 7.
6	Feb 28	Geography of the Americas
6	Mar 2	Special Topics: Mythology, Agriculture, and Chocolate. Readings: Coe chapter 8; excerpts from Popol Vuh
7	Mar 7	Special topics: Mayan script. Reading the glyphs. Why we know the history of the kings. Readings: Coe Chapter 9
7	Mar 9	Special topics: Mayan Concepts of well-being and mental health 2 nd -8 th centuries CE Archaeological evidence. Exam 1. Maya.
8	Mar 14	Unit Two. Mexico 1200 CE to 1520 CE. Aztec origins, mythology. Warrior elite. Readings: Townsend Chapter 1, 2,3
8	Mar 16	Aztec Imperialism Archaeology. Urban life.. Readings: Townsend Chapter 4,5 Paper 2 Due.
9	Mar 21	Symbolism and Power in color and form. Architecture and Art. World view and deities. Readings: Chapter 6; Leon-Portilla (Broken Spears). The context and power of human sacrifice.
9	Mar 23	Parenting and education. Aztec life before conquest. Family life Readings: Townsend Chapter 7; pdfs excerpts from Las Casas; Diaz.
10	Mar28	Spring Break
10	Mar 30	Spring Break

11	Apr 4	Aztec social classes. Readings: Townsend Chapter 8, 9
11	Apr 6	Spanish conquest of Mexico. Readings: excerpts from Leon-Portilla. Townsend Chapter 10, 11 Topical paper annotated bibliography due.
12	Apr 11	Special Topics: Myth of La Malinche Exam 2 (11th-15th)
12	Apr 13	Unit Three. Peruvian development Before the Inca. Andean geography, Land of Four Quarters. Pre-Inca cultures; El Paris, Paracans, Nazca, Maritime Hypothesis. Readings: Morris and von Hagen chapters 1-3; pdf articles. Paper 3 Due.
13	Apr 18	El Chauvin, Chimu, Moche cultures Lord of Sipan Erotic symbolism. The woven world.
13	Apr 20	Pre Inca: Tiwanaku, influences on Andean society. Readings: Morris, Chapter 4-5
14	Apr 25	Unit Four: Inca to 1532 CE. Origins. Kingship. Imperial Inca
14	Apr 27	Architectural achievements Readings: Morris Chapters 6,7;
15	May 2	Inca record keeping. Weaving. Activity 2 Quipu. Inca information technology
15	May 4	Special Topics: Artistic and technological sophistication in the Americas. Paper 4 Due.
16	May 9	Special topics: Empire on the eve of conquest. Readings: Morris Chapters 8, 9; pdf articles
16	May 11	Reassertion of identity in the modern world. Maya, Inca, Aztec today. Readings: pdf; Coe Chapter 11
17	May 16 Last day	Review. Map exam.
Final Exam	Exam	Final Exam. Exam 3. Inca and cultures of South America. May 18-20 (flexible)*