

**Anthropology 160:  
Reconstructing Lost Civilizations  
Section 1 (20769) Spring 2023  
San José State University  
Department of Anthropology/ College of Social Sciences**

<b>Instructor:</b>	Viviana Bellifemine Sanchez-Chopitea
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<b>Zoom Office Hours:</b>	Tuesdays 4:30-5:30 or by appointment
<b>Class Days/Time:</b>	TR 12-1:30 pm at CLK 204 (in-person)
<b>Prerequisites:</b>	Successful completion of or currently attending a 100W course
<b>GE/SJSU Studies Category:</b>	Area R.

**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 an Area R course, students should be able to:

- 1. apply scientific principles and the scientific method to answer questions about earth, the environment, and sustainability while recognizing the limits of both the method and principles;
- 2. apply mathematical or quantitative reasoning concepts to the analysis and generation of solutions to issues of earth, the environment, and sustainability;
- 3. communicate a scientific finding, assertion, or theory to a general audience with the integrity and rigor of the underlying science; and
- 4. explain ethical, social, and civic dimensions of scientific inquiry.

### **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). I don't require Connect feature.
- Or some older edition of this book. (6<sup>th</sup> or 7<sup>th</sup> edition ok)

*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>)

**NOTE:** “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.” [University Attendance and Participation Policy F15-12](#) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

**Course Assignments and Grading Policy**

Students will be graded on the following assignments:

- **Five Partial Exams:** (a total of 100 points, each exam = 20 points)

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. Dates and other details will be provided in Canvas.

***Mandatory: 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 6-8 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, or the effects of pseudoscience in an archaeological context.

The paper itself is worth 100 points. Additionally, a one page proposal (10 points), three preliminary citations correctly formatted (10 points), a first draft, and peer-review assessments (50 points) are components of this assignment. The development of the paper will be checked throughout the semester.

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

- **Exercises and Projects:** (100pts). A number written and interactive 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. In some cases you will be asked to answer to a specific given prompt or video These are to further discuss current issues in the field.

- **Class participation/verbal discussion:** (50pts). 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.

- **Attendance:** (not graded). Attendance is strongly encouraged and expected. Your success in the class depends on your presence during lecture and class activities. If absent, you are responsible for obtaining class notes. Missing lectures may result in failing the class. **I do not drop students for non-attendance; you are responsible for your registration status.**

- Dates, topics and other details will be provided in Canvas.
- **A grade of Incomplete will not be given to avoid an F in the class.**

#### Assignments and Grade Break-down

Exams (5 partial tests, 20 points each)	100	25%
Term paper (proposal, sources, peer-reviews)	150	37.5%
Exercises and Projects	100	25%
Participation	50	12.5
<b>Total</b>	<b>400</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**

- **Regular attendance** is expected and recorded. This course is designed as in-person and not as online. Keep in mind that participation in the class (addressed above) is part of your grade.
- **Arriving late and leaving early is not acceptable** unless there is an exceptional circumstance or has been previously arranged with the instructor. Students will be asked to leave the classroom when this occurs on a regular basis since it is disruptive to the class.
- **All electronic devices not necessary for note taking, including laptops, tablets, and cell phones, must be turned off and out of sight during class.** Students should be aware that according to Title 5 of the California Code of Regulations, "Standards for Student Conduct," grounds for student discipline includes: "Participating in an activity that substantially and materially disrupts the normal operations of the University," {Section 41301(b)(4)} which could include use of electronic devices in classroom settings for activities unrelated with the class.
- **Communication:** I will answer all emails during regular working hours (Monday through Fridays from 9am-6pm. Aloud 24 hours for a response, I have a very long commute. I will not answer emails during the weekend or holidays, or after the official closing of the semester. Make use of office hours (or make an appointment) to chat about more complex (or any) issues.

- **All assignments are due the date specified in the Canvas schedule** unless the date has been officially changed by the instructor or there is a compelling and verifiable reason. **All written assignments are to be submitted through Canvas or as indicated by the instructor. Unexcused late written assignments will not be accepted after two weeks and will be subject to heavy penalties** (see <https://www.sjsu.edu/senate/docs/S22-2.pdf>). **All assignments are due before the last day of class.**
- **In-class activities/assignments/exercises cannot be made up.**
- **Assignments described as mandatory (exams and term paper) are required to pass the course regardless of other accumulated points..**
- **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.
- **For all concerns regarding your grade, please see me before the last day of 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**

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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**

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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: Reconstructing Lost Civilizations

## Spring 2023, 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 26-31	<p>Introduction to the course.</p> <p><b><u>Module 1:</u></b>            Introduction: What is Archaeology? Why do we study the past? Basic archaeological tools. Methods. Epistemology.            Reading: P&amp;F 1. Feder 2.</p>
2	Feb 7-9	<p>Chronology: Geologic time. Prehistory, history.            Science and pseudoscience: Frauds and hoaxes.  <b>Reading:</b> P&amp;F 1. Feder 1, 3, 4, 11.</p>
3	Feb 14-16	<p><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&amp;F 2-3, PDF's</p>
4	Feb 21-23	<p><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.  <b>Reading:</b> P&amp;F 4; PDF's  <b>Assignment: Test 1</b></p>
5	Feb 28 March 2	<p>Megaliths and Social identity: pastoralism in Europe Iceman and his revelations.  <b>Reading:</b> P&amp;F 4, 9 (partial). Feder 13 (Stonehenge). PDF's</p>
6	March 7-9	<p><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&amp;F 8.  <b>Assignment: Test 2</b></p>
7	March 14-16	<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.  <b>Reading:</b> P&amp;F 8. Feder 10.</p>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
8	March 21-23	Technological advances and the intensification of commerce: The Mediterranean world: Troy, Minoan. Lost Atlantis hypothesis. <b>Reading:</b> P&F 9; Feder 8, 9; PDF's <b>Assignment: Test 3</b>
9	March 28-30	<b>Spring recess</b> <b>No class</b>
10	April 4-6	<b>Module 5:</b> First Americans: main hypotheses of migration routes and time of arrival. Biological and archaeological evidence. <b>Reading:</b> Feder 5
11	April 11-13	The world of the Gods and the Stars: Complex societies in Mesoamerica. Olmec, Maya Teotihuacan, Aztec. <b>Reading:</b> P&F 21. Feder 13 (Maya).
12	April 18-20	Andean societies: Incas and their ancestors: Chavin, Paracas, Nasca. Mysteries and unique accomplishments. <b>Reading:</b> P&F 7 <b>Assignment: Test 4</b>
13	April 25-27	Complex societies in South America. Incas. Ancestral and royal mummies. <b>Reading:</b> P&F 5, 7; Feder 7
14	May 2-4	Complex societies in North America: The Southwest: Chaco Canyon, Mesa Verde. Myth of the Moundbuilders: Temple Mound societies, Cahokia <b>Reading:</b> P&F 5; Feder 7
15	May 9-11	<b>Project Presentations</b> <b>Assignment: Research paper due</b>
<b>Final Exam</b>	<b>May 18 (Thursday)</b>	<b>Test 5 (Final)</b> <b>All day</b>