

San José State University
College of Social Sciences

Anthropology 160, Reconstructing Lost Civilizations, Section 80, Spring 2023

Instructor:	Dr. Charlotte Sunseri
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Office Hours:	On Zoom, Wednesday 9-11AM, or by appt. https://sjsu.zoom.us/j/84719219949
Class Days/Time:	Online, asynchronous
Classroom:	Online
Prerequisites:	Students must have completed 100W successfully
GE/SJSU Studies Category:	This course satisfies Area R of SJSU Studies, Earth and Environment. It is University policy that courses to meet Area R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units. This policy has been suspended beginning fall 2012 until further notice and students are permitted to take two or three R, S, or V courses from the same department. However, we encourage you to continue taking R, S, and V courses from different departments in order to broaden your education.

Course Mode, Hybrid Synchronous and Asynchronous Online

The course is in person with some online components using Canvas (including assignment submission and discussion boards) and Zoom (office hours and group conversations).

Course Description

Explores scientific archaeology and the reconstruction of civilizations. Topics include framing hypotheses, site selection, excavation, analysis of artifacts and ecofacts, and reconstructing social systems.

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 with Neanderthal interactions with pre-modern humans, through civilization in the early Neolithic. We will explore the gradual development of social groups and 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.

Course Goals

GE/SJSU Studies Learning Outcomes (LO), if applicable

Upon successful completion of this GE course, students will 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 Content Learning Outcomes

LO4 Knowledge of the evolution of archaeological thought, and the role of key individuals in development of archaeology as a science.

LO5 Broad understanding of human evolutionary history since the emergence of our species and the critical issues and problems of evidence.

LO6 Understanding of the important role archaeology plays in modern nationalism, identity, and political ideology.

LO7 Critical examination of pseudoscience, frauds, scientific racism, and extraordinary claims made concerning past civilizations and human evolution.

LO8 Scientific methods and philosophy contrasted to non-scientific approaches to the past.

LO9 Working knowledge regarding several ancient civilizations that historically have been the focus of archaeology and their interaction with environment.

LO10 Critical understanding of the major theories and intellectual frameworks concerning human adaptations, invention of agriculture, and the rise of complex states.

LO11 Knowledge of scientific methods as applied in archaeology and the techniques used in modern archaeological contexts to generate new knowledge.

LO12 Students will develop critical thinking skills in assessing archaeological evidence.

LO13 Students will learn research skills applicable across academic disciplines.

LO14 Students will gain practice forming specific testable hypotheses, recognizing research questions, and evaluating cases of research.

Required Texts/Readings

Textbook

Images of the Past. Price, T. Douglas and G. Feinman, 2020. McGraw Hill. 8th Edition. ISBN: 1259920461

To access Connect, including the e-book, click on the link provided in Canvas announcements.

Frauds, Myths and Mysteries. Kenneth Feder, 2013. McGraw Hill. Tenth Edition (5th-9th editions acceptable). ISBN: 007811697X

Rubbish: The Archaeology of Garbage. W. Rathje and C. Murphy. 2001. University of Arizona Press. ISBN: 0816521433

Other Readings

Supplementary course readings or handouts in PDF format. Available on Canvas website.

Course Requirements and Assignments

Students will be evaluated on the basis of:

- One midterm exam and one final exam: Conceptual understanding and application of knowledge is the principal objective of the course and will be targeted by assessment. Exams are multiple choice and delivered on Canvas. Objective questions are included to assess core content. (Midterm=100pts, Final=100pts)
- Two short papers (up to 4 pages each, double spaced, with reference list) will be required during the course and based on assigned problems or activities. At least one paper will be based on small cooperative-group projects to encourage discussion and positive interactions, yet each student will be expected to submit an original short essay for the paper grade. (2 x 40pts=80pts)
- A longer, term paper (8 pages, double spaced, with reference list) will be due required during the course. A description of possible topics will be provided, yet students may complete a project on a topic of their choosing with my permission. This paper will ideally incorporate course materials with additional sources (journal articles, books, other library resources) to address/discuss major topics or archaeological problems. The term project will allow students to examine individual topics relevant to course material and is meant to expose students to important research resources while exploring specific areas of interest in greater depth than possible in general classroom context. I encourage you to meet regularly with me in the preparation of the paper and drafts may be required. In addition to mechanical aspects (spelling, grammar, proper citations, etc) synthesis papers and term projects are assessed based on original thinking, conceptual clarity, and accuracy. References will follow *American Antiquity* style. Intentional plagiarism will result in an automatic grade of F. (100pts)
- Total pts for the course: 380.

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.

Final Examination or Evaluation

The final exam is problem and short answer oriented, and will have an essay component. Objective questions are included to assess core content. [University policy S17-1](http://www.sjsu.edu/senate/docs/S17-1.pdf) (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) which

states that “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

Grading Information

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.

A plus >99, A 94-99, A minus 90-93 %

To earn an A: All assignments must be completed, on time, and demonstrate mastery of conceptual as well as critical content. Assignments will exhibit thoughtful and critical analysis, effort at 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 range of 90% and above. Final project complete, original, or innovative.

B plus 88-89, B 84-87, B minus 80-83%

To earn 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 80% and above range. Final project completed and original or innovative.

C plus 78-79, C 74-77, C minus 70-73%

To earn 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 thoughtful effort with few 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. Final project completed at average level of competence.

D plus 68-69, D 64-67, D minus 60-63

To earn a D: Failure to turn in assignments in a timely manner or to complete more than 70% of assignments. Only basic knowledge of conceptual material demonstrated. Critical analysis not exhibited, suggesting minimal effort by student. Assignments lack careful or thoughtful effort and several errors in content. Failure to achieve seminar responsibilities or 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. Final project completed.

F <60%

To earn an F: Failure to turn in assignments in a timely manner or to complete and submit more than 50% of assignments. Basic knowledge of conceptual material and critical analysis not demonstrated. Assignments exhibiting a lack of careful or thoughtful effort and major errors evident in content. Papers will likely contain grammatical and typographical errors along with general writing problems, especially in word usage. Citation

standards incorrect. Exams may score below the 60% range. Final project possibly incomplete or late. Or, failure to take the final exam.

Grade I: Special circumstances. Failure to complete and submit better than 60% of assignments owing to extraordinary causes as defined by University policy. Must complete Final Exam. To make up this grade will require an additional project at instructor's discretion.

Grading Policies:

- ***A grace period of one week (to the day) for late term papers (but not short papers) will be allowed, but 4 points will be deducted for each weekday the paper is late.***
- Students will be held to the highest standards of academic integrity and intellectual ethics. The chief product in the social sciences is new knowledge and original thinking. Plagiarism is intellectually dishonest and a form of theft. It will not be tolerated and will be dealt with in accordance with university Academic Integrity Policy.
- A missed exam may be made-up only if a student provides appropriate documentation for legitimate excused from scheduled exam dates (funeral, medical emergency, family crisis). *Make-up exams will be by scheduled appointment at the convenience of the instructor. Absolutely no makes-up exams for reasons not governed by university policy. If a student has multiple exams scheduled for the same day consideration will only be given if sufficient advance notice has been given.*
- The instructor reserves the right to adjust the syllabus, exam dates, or course content as deemed necessary to facilitate the highest achievement and performance of the class, or to explore timely topics.
- Incomplete (I) can not be given to avoid an F grade (University Policy).
- Clear criteria for grading will be provided for each assignment format. Feedback to students will be immediate and as detailed as manageable. The instructor will make every reasonable effort to provide timely and constructive feedback to students concerning performance throughout the semester, especially on written work.

University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs.

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

[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 160 / Reconstructing Lost Civilizations, Spring 2023, Course Schedule

Schedule (including assignment due dates, exam dates) is subject to change with fair notice – notice may be made available by email from instructor and/or classroom announcements.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 26-27	Module 1: Archaeology as science Lectures: Introduction & Why study the past?; Science vs pseudoscience Read: Get access to textbook (ebook!)
2	Jan 30-Feb 3	Module 1: Archaeology as science Lectures: Human origins & development Film: “The Boldest Hoax” Read: Feder Ch 1 & 4, Price and Feinman Ch 1 Short Paper 1 due on Canvas
3	Feb 6-10	Module 2: Some Human “Firsts” Lectures: First farmers, first cities Film: “Ancient Inventions: Cities” Read: Price and Feinman Ch 4; Rathje and Murphy Ch. 1
4	Feb 13-17	Module 3: Ancient Traders of the Silk Road Lectures: Mesopotamia (Anatolia, Sumeria) Harappa, Khmer Read: Price and Feinman Ch 8 “Intro” thru “Early writing” (p.427-443) Rathje and Murphy Ch. 3 & 9 Short Paper 2 due in Canvas
5	Feb 20-24	Module 3: Ancient Traders of the Silk Road Lectures: South/SE Asia (Harappa; Khmer) Read: Science Magazine article (pdf provided) & Price and Feinman Ch 8 “Harappa and Mohenjo-daro” thru “Economic specialization” (p.444-451)
6	Feb 27-Mar 3	Assessment: Midterm on Canvas, see study guide (Modules 1-3)
7	Mar 6-10	Module 4: Mediterraneans and Egyptians Lectures: Minoans, Mycenaens, and Greeks; Egypt Film: “Unlocking The Great Pyramid” Read: Mediterranean: Feder Ch 8-9, Price and Feinman Ch 9 “The Aagean Bronze” thru “Mycenae” (p.526-535) Assessment: Term paper topic, sources, thesis
8	Mar 13-17	Finish Module 4
9	Mar 20-24	Module 5: Western and Southern African Kingdoms Lectures: West Africa, Southern Africae Read: Price and Feinman Ch 8 “Jenne-Jeno” (p.452-464) and “Great Zimbabwe” (p.482-485), Ch 8 selection (p.486-490)
10	Mar 27-31	Spring Break!

11	Apr 3-7	<p>Module 6: Mesoamericans, North Americans, South Americans</p> <p>Lectures: Aztec</p> <p>Film: Engineering an Empire: Aztecs</p> <p>Read: Price and Feinman Ch 6 “Teotihuacan” thru “Tika’s Monument” (p.337-350)</p>
12	Apr 10-14	<p>Module 6: Mesoamericans, North Americans, South Americans</p> <p>Lectures: Maya, Chaco</p> <p>Read: Sources for term paper!</p>
13	Apr 17-21	<p>Module 6: Mesoamericans, North Americans, South Americans</p> <p>Film: Mysteries of Chaco (clips)</p> <p>Lectures: Cahokia</p> <p>Read: Price and Feinman Ch 5 “Cahokia” thru “Moundville” (p.271-280), Feder Ch. 7</p> <p><i>Term paper draft due (peer review assignments due on Canvas 11AM Thur)</i></p>
14	Apr 24-28	<p>Module 6: Mesoamericans, North Americans, South Americans</p> <p>Lectures: Inca (and Tiwanku, Wari)</p> <p>Film: Secrets of Lost Empires: Inca (clips)</p> <p>Read: Price and Feinman Ch 7 “Tiwanaku and Wari” (p.403-406), “Cuzco and Machu Picchu” (p. 411-415), Feder Ch 5&6</p> <p><i>Term paper due</i></p>
15	May 1-5	<p>Module 7: Archaeology of Our Society</p>
16	May 8-12	<p>Lectures: Archaeology the Contemporary Past</p> <p><i>Assessment: Final exam (by deadline below!)</i></p>
Final Exam	Wed, May 17	<p><i>Final exam</i> due on Canvas by 5pm (exam takes 60 min, start by 4pm!)</p>