

**San José State University**  
**College of Social Science/ Anthropology**

**ANTH143 Culture and Adaptation Sec 1. Spring 2021**

Instructor(s):	Marco Meniketti
Office Location:	465 Clark Hall (online)
Telephone:	408 924-5787 (Leave message)
Email:	Marco.meniketti@sjsu.edu
Office Hours:	Thurs 2:00-5:00
Class Days/Time:	Twice weekly. Hypothetically M/W. Asynchronous (no in-person or Zoom class. Optional once per week open lecture/question forum) TBA
Classroom:	Canvas website format
Prerequisites:	Upper division standing.

### **Course Description**

Catalogue Description. ANTH143 Explores the relationship between adaptive human behavior and the environment. Theories of interaction between biology, environment and culture are illustrated by examples of mobile foraging peoples, village sedentary farmers, complex chiefdoms and state-level societies.

Introduction: The core of this course is the premise that culture is the most significant adaptation humans have made toward the environment. We combine the analytical approaches of anthropology, archaeology, and geography with environmental science to explore critical issues of human ecology, resource exploitation, and ethnography to understand the dynamic. While tracing the origins of human interaction with the environment, we will also examine the complex interactions that evolved among and between various human societies, and the historical trajectories of adaptive strategies for survival practiced among past and modern societies. The course relies on weekly readings, and although not long, it is critical that you keep up as each addresses specific content and you can easily fall behind. The processes and stresses that shaped the past as evidenced by archaeology will be shown to be active in the present and likely to be dramatically influenced in the near future, especially in times of pandemic or drought. Archaeological and climate data from various scientific sources will be presented as evidence for interpreting present environmental issues.

## Course Format

This course has been modified to be delivered in an asynchronous online format. Lectures and assignments are available on Canvas and should be completed sequentially. An open (optional) online Zoom forum will take place each week to address complex issues and to address questions. The course is structured around modules, each with a specific focus to be mastered sequentially.

## Course Goals

### Course Objectives

- Comprehensive understanding of research methods into human cultural evolution and critical issues in environmental change resulting from human interaction.
- In-depth understanding of the archaeological theories and evidence concerning human adaptations and the links between human behavior and environmental response.
- Articulation of the scientific basis for theories of climate change and global warming.
- Critical analysis of the role of archaeological sciences in reconstructing contemporary issues both past and present as related to current cultural values and politics.
- Critical reflection on the role the environment plays in modern nationalism, social identity, and political ideology.
- Identification and reflection of the role water plays in California as a controlled and diminishing resource and the link to modern political and social issues including environmental justice, environmental racism, and cultural adaptations that may evolve as a response.

### Course Learning Outcomes (CLO)

- Students will critically assess historical behavioral/environmental interactions and the impact of human actions on environment.
- Students will evaluate professional resource materials relevant to specific topics covered by the course through independent research projects.
- Students will engage in topic analysis to enhance critical writing skills.
- Students will demonstrate geographic competence relevant to course topics.
- Students will clarify and articulate and systematically support their own position with accessible data on critical issues of culture, human adaptive strategies, and the impact of modern society and political interaction related to modern environmental problems.

CLO	Competency	Assessment
Students will develop critical thinking skills in assessing behavioral and environmental interactions and impact of human actions on environment.	Correct application of terminology and conceptual assessment for current or past issues of human adaptive strategies.	Objective quizzes. Correct use of terminology. Correct identification of culture groups. Identification of key concepts. Evaluation of statistics.
Students will access and evaluate professional resource materials relevant to specific topics covered by the course through independent research projects.	Completion of paper addressing a current cultural-environmental issue using professional peer-reviewed research sources.	Use of peer-reviewed research, compiling a relevant bibliography, evaluation of materials, identification of appropriate statistical data.
Students develop and enhance critical writing skills. Students will be able to recognize and relate local, national, and global behaviors to the issues addressed during the course.	Identification of relevant problem, use of course material to discuss problem, application of appropriate data, evaluation and articulation of potential long-term solutions to identified problem.	Articulated position papers related to current or past issues of human adaptive strategies. Clear thesis statements and application of appropriate data to support conclusions.
Students will demonstrate geographic knowledge relevant to course topics.	Map competence demonstrating relationships between regions with the cultures described in the course.	Correct assignment of cultures with geographic regions, Correct identification of regions on maps.
Students clarify and articulate their own position (supported by data) on critical issues of culture, human adaptive strategies, and the impact of modern	Identification of relevant problem, application of appropriate data, evaluation and articulation of potential long-term solutions to identified problem.	Completion of two Topical Papers of cultural-environmental issues using professional peer-reviewed research sources. Comprehensive references. Writing proficiency assessed.

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

- Identify and describe a minimum of ten traditional societies adapting to the modern world and discuss the strategies employed by these societies for cultural survival.
- Identify and enumerate the social, cultural, and environmental challenges faced by traditional societies.
- Define and describe the central role water has in social, political, and cultural conflict.
- Articulate scenarios for cultural, political, and technological change that may be brought about from prolonged drought, climate change, or environmental distress.
- Enumerate, describe, and critically assess adaptive strategies for coping with environmental stress in modern societies with examples from past societies using multiple data sets.

### **Textbooks (Required)**

**Ingram, Lynn and Frances Malamud-Roam.**

**2013. *The West Without Water*. University of California Press, Berkeley. ISBN 978-0-520-26855-5.**

**Moran, Emilio.**

**2008. *Human Adaptability*. Westview Press, Philadelphia, PA. ISBN 978-0-8133-4367-9.**

### **Other Readings**

We will also have several short readings available in pdf format (**not limited by this list**). The instructor reserves the right to substitute any of these readings with more recent publications as appropriate.

#### Excerpts from:

*Human Adaptive Strategies*. 2005. Daniel Bates.

*Habitat, Economy and Society*. 1949. Daryll Forde.

*Thirst. Water and Power in the Ancient World*. 2012. Steven Mithen.

*Circumpolar Peoples. An Anthropological Perspective*. 1973. Nelson Graburn and B. Stephen Strong.

*Not a Scientist*. 2017. Dave Levitran.

*The Wayfinders*. 2009. Wade Davis.

#### Various Pdf articles providing historic context.

Factory Farming. 2008. Danille Nierenberg.

Inuit Adaptations. 2008. Shari Gearheard.

Sharing the River. 2007. Sandra Postel.

Waterworld. 2008. Robert Kaplan.

Population and Consumption. 2000. Robert Kates.

### **Library Liaison (Delete if not applicable)**

The Anthropology department Library Liaison is Silke Higgins. Ms Higgins can be contacted to consult on resources available at the MLK Library. Silkie.Higgins@sjsu.edu

### **Course Requirements and Assignments**

Readings, lecture content (as powerpoints in Canvas), assigned videos, and assignments are integrated to emphasize specific critical concepts and issues. Pdf readings are provided to fill in gaps in the textbooks and

videos are used to illustrate specific issues. The written assignments are directly related to the readings and issues investigated in class. The Discussion format will allow questions and elaboration or extension of ideas. The key assignment for the course is a White Paper, also known as a position paper or policy statement. We will examine how this instrument is created and used to advance policy in the public sector. The White Paper is worth 56% of the semester grade.

### University Policy S16-9

“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**

“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.”

The Final Exam will consist of an online objective and essay examination. Students will have a three-day window to complete the examination. The Final Exam is worth 6.5% of the total grade.

### **Grading Information**

Grades are determined through multiple forms of assessment. Quizzes, analytical papers, group discussions and a final exam all provide several ways in which students can demonstrate mastery of course content and ability to assess important problems. However, the majority of the grade is based on production of a White Paper relevant to a specific topic from the semester. Rubrics are available on Canvas.

Students will complete five (5) online quizzes that objectively focus on fundamental terminology, concepts, and problems associated with cultural adaptation. These quizzes are multiple choice and students will have a three-day window to complete the quizzes. Quiz content is based on the readings and videos.

Students will write two (2) brief analytical or synthesis papers (precis) during the semester that closely investigate two of the many topics covered by the course. Writing proficiency counts for 30% of the grades on written assignments.

The student White Paper will intensively engage with one topic from the course and argue a specific policy approach and course of action.

All papers will be referenced in Chicago Manual format.

Quizzes (10 pts each x 5) 50pts 12.5%  
Precis (25 pts each x 2) 50 pts 12.5%  
Discussion board participation 50 pts 12.5%  
White Paper 225 pts 56%  
Final Exam 25 pts 6.5%  
Total 400 pts

Quizzes are conducted through Canvas.

Precis (synthesis papers) are submitted through Canvas as document uploads.

Discussions are conducted through the Discussion platform.

White Papers will be submitted as a document upload.  
 Final Exam will be online in Canvas.  
 Rubrics for each assignment will be posted on Canvas.

Students are expected to attend class. Participation is a vital element in a social science environment and attendance is foundational to academic success. Attendance does not count toward your grade, but will impact your learning. Individual question responses will be assessed in person in class. Attendance will be monitored informally. Participation and attendance are measured by presence in Discussion forums, active access to Canvas, and through assignment completion.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>388-400</i>	<i>97 to 100%</i>
<i>A</i>	<i>368-387</i>	<i>92 to 96%</i>
<i>A minus</i>	<i>360-367</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>352-359</i>	<i>88 to 90 %</i>
<i>B</i>	<i>332-351</i>	<i>83 to 88%</i>
<i>B minus</i>	<i>320-331</i>	<i>80 to 83%</i>
<i>C plus</i>	<i>308-319</i>	<i>77 to 80%</i>
<i>C</i>	<i>292-307</i>	<i>73 to 77%</i>
<i>C minus</i>	<i>276-291</i>	<i>69 to 73%</i>
<i>D</i>	<i>220-279</i>	<i>55 to 69%</i>
<i>F</i>	<i>less than 220</i>	<i>Less than 55%</i>

**Classroom Protocol** (Note: some classroom policies will be irrelevant in the on-line format).

*All lectures and handouts are copyrighted, including exams, and may not be distributed without written consent by the instructor.*

- 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.
- The instructor will be available through regular online office hours, through email, and by appointment.
- Students should expect to actively participate individually through, class discussions, and in Q&A sessions.
- Students are expected to keep track of assignments, grades and readings. Reading assignments will be posted in a scheduled format on Canvas.
- 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 in my office and will include oral discussion section. 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 during finals week.
- Exam dates will not be altered. Exams are offered over several days to accommodate various schedules. **If you have a conflict with a scheduled exam date please make arrangements in advance (no less than two weeks). The sooner the better.**

- 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 consideration for passing grade for this course you must complete and submit at least 2/3 of the assignments with sufficient scores and complete the White Paper.
- 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 Chicago Manual or American Antiquity (SAA). Examples are provided for use on my faculty webpage.**

## University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, 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. Make sure to visit this page to review and be aware of these university policies and resources.

### 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>

### 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) <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](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>

# ANTH143/ Culture and Adaptation / Spring 2021

## Course Schedule

Schedule subject to change with fair notice.

Week/Lesson /Module	Date	Topics and assignment due dates	
1		“Knowledge is not wisdom. Data is not understanding.”	
1	1/27	<b>Module 1</b> Human Ecosystem Concept Culture as Adaptation Read: Moran Chp 1 Read: Bates Chp 1 excerpt. Read: Davis excerpt	
2	2/1	Systems Models Feedback dynamics environmental and cultural Pandemic and Cultural Dynamics	
2	2/3	Human-Habitat Interaction Archaeology of cultural evolution. Political ecology. Read: Moran Chp 2 Read: Davis excerpt	
3	2/8	<b>Module 2</b> GeoAdaptations: Conquest of the Globe Foraging subsistence Read: Bates Chp 3 excerpts. Dobe Ju’/hoansi, Inuit, Batak Read: Forde	
3	2/10	Concepts and Methods of Research and Analysis Capacity, Stability, Adaptability Read: Moran Chp 3 and 4	
4	2/15	<b>Quiz 1 Concepts</b> Scales of analysis Strategies	
4	2/17	Arctic Adaptation	
5	2/22	Arctic Challenges Read: Moran Chp 5 (revisit Bates:Inuit) Read: Graburn and Strong excerpt. Read: Gearheard	
5	2/24	CircumPolar Peoples The new frontier Arctic geopolitics	
6	3/1	<b>Precis 1 Due</b> High Altitude Adaptation Read: Moran Chp 6 Read: Bates Chp 6 excerpt: Tamang	

<b>Week/Lesson /Module</b>	<b>Date</b>	<b>Topics and assignment due dates</b>	
6	3/3	<b>Quiz 2 Adaptations</b> Agricultural adaptations	
7	3/8	Adapting to Arid Lands Read: Moran Chp 7 Read Bates Chp 4 excerpt: Pueblo	
7	3/10	Grasslands and Plains Adaptations Pastoralism and Nomadism. Maasai	
8	3/15	Grasslands and Plains Adaptations Read: Moran Chp 8	
8	3/17	Pastoralism and Nomadism Read: Bates Chp 4 and 5 excerpts: Ariaal, Yoruk, Maasai	
9	3/22	<b>Precis 2 Due</b> Adaptability to the Tropics Read: Moran Chp 9 Read Bates Chp 4 excerpt: Yanomamo	
9	3/24	<b>Quiz 3 Adaptations</b>	
10	3/29	Spring Break Through April 2	
10	3/31	Cesar Chavez Day.	
11	4/5	<b>Module 3 Water Scarcity</b> Read: Ingram and Malamud-Roam <u>Part One</u> : Chp1-4	
11	4/7	Water in the Past. Archaeology of environmental interaction Read: Kaplan, Postel, others TBA	
12	4/12	Water Politics Dams and Water Wars Read: Ingram and Malamud-Roam <u>Part Two</u> : Chp 5-11	
12	4/14	<b>Quiz 4 Water Scarcity and Consumption</b>	
13	4/19	Adapting to Global Warming. Read: Levitran excerpt Read Davis excerpt	
13	4/21	<b>Module 4 The Changing Cultural Landscape</b> Read: Read: Ingram and Malamud-Roam <u>Part Three</u> : Chp 12-14	
14	4/26	Water and National Security Online sources	
14	4/28	<b>Quiz 5 Water Politics</b>	
15	5/3	<b>White Paper Due</b> The changing city-scape	
15	5/5	Discussion: Cultural adaptations to a changing climate. Future Cities	
16	5/10	Water and Economy Read: pdf TBA	

<b>Week/Lesson /Module</b>	<b>Date</b>	<b><i>Topics and assignment due dates</i></b>	
16	5/17	High Water	
Final Exam	5/21	Online Submission	