

ANTH 164**Prehistory of North America  
Meets in WSQ04  
Tues/ Thurs 1:30-2:45****Dr. Marco Meniketti**

Office hours

404N Clark Hall

Tue/Thurs 3:00-4:30

Or by appointment

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924-5787

This course addresses archaeological research covering prehistoric North America and Caribbean cultures prior to European contact. The course is designed as a blend of lecture and seminar and will make use of archaeology, genetic science, and contact era ethnographic data to reconstruct the ancient environments and civilizations of North America

**Texts:**

*Ancient North America* 4<sup>th</sup> edition 2005. Brian Fagan (Thames and Hudson)

Selected readings as handouts from:

Schurr: "Mitochondrial DNA and the Peopling of the New World"

Wilson: *The Indigenous People of the Caribbean*

Jones: *Essays on the Prehistory of Maritime California*

Christian: *The Discovery of America and other Myths*

Keegan: *West Indian Archaeology*

*Field Notes: selected articles from American Archaeology*

*Additional readings from Journals to be added at instructor's discretion.*

In addition we will view two or three relevant videos.

**Highly Recommended:**

*Elements of Style* Turabian. Seventh edition

Assignments and various announcements will be available for download from My Faculty Webpage.

[http://www.sjsu.edu/faculty\\_and\\_staff/faculty\\_detail.jsp?id=1576](http://www.sjsu.edu/faculty_and_staff/faculty_detail.jsp?id=1576)

**Objectives**

- Broad understanding of research designs, critical issues in prehistoric archaeological theory, and problems surrounding the collection and interpretation of evidence.
- Broad exposure to the areas in which archaeology contributes to understanding of the past.
- Knowledge of specific methods and techniques of field archaeology.
- Critical understanding of the major theories relating material culture and associated behavior in prehistoric cultures of North America.
- Students will develop critical thinking skills in assessing behavioral/environmental evidence.
- Students will focus on the latest advances in genetics and DNA research used to examine ancient migrations of populations and the peopling of the American continent.
- Broad knowledge of ancient cultures in North America and their interactions as well as their impact on the landscape.

**Outcomes:**

- Students will produce a scholarly paper based on original library research related to the major contextual themes of the course. *References will be cited using American Antiquity or AAA Standards.* This paper will serve as a platform for a writing clinic, and will have two critiqued drafts before final completion. Length approximately 8 pages.
- Students will enhance their critical thinking skills through interactive exercises using artifact material.
- Students will be able to identify the culture history of several ancient native civilizations.
- Students will recognize the continuity between prehistoric and historic cultures.
- Students will be able cite broad environmental effects on culture groups throughout North America.
- Students will understand the reach and limits of DNA research as applied to prehistoric cultures.

<u>Theme</u>	<u>Readings</u>	<u>Assessments</u>
<b>Week One Aug 23</b> Culture History Early scientific interest First research	Fagan Chapter 2,3	Ex.1 Main idea evaluation The "puzzle effect"
<b>Week Two Aug 28, 30</b> Theories of settlement Migrations DNA studies Paleo-Indians	Fagan Chapter 4 Schurr: "Mitochondrial DNA and the Peopling of the New World" Christian: The Discovery of America and other Myths	
<b>Week Four Sept 11, 13</b> Writing standards Clovis Culture Controversy and claims Big game hunting	Field notes 1	
<b>Week Five Sept 18, 20</b> Pre-Clovis culture theory Post Clovis settlement	Fagan Chapter 5 Field notes 2	Ex. 2 Clovis debate. The Big Ideas
<b>Week Six Sept 25, 27</b> Archaic period on the Great Plains Bison hunters Settlement re-adaptation Farming the plains	Fagan Chapter 6 Field notes 3	First draft Research paper
<b>Week Seven Oct 2, 4</b> Peopling the Caribbean Carib, Arawak, Taino	Keegan: West Indian Archaeology Wilson: The Indigenous People of the Caribbean others	
<b>Week Eight Oct 9, 11</b> Arctic cultures	Fagan Chapters 8,9 & 1 Field notes 4	Ex. 3 Living in the cold
<b>Week Nine Oct 16, 18</b>	Fagan Chapter 10	<b>Mid-Term Exam</b>

America's west coast  
Settlement theory

**Week Ten Oct 23, 25**

West coast cultural diversity

Fagan Chapter 11

Jones: Essays on the Prehistory of Maritime California

**Week Eleven Oct 30, Nov 1**

The Great Basin and the interior

Fagan chapter 12, 13

Second Draft due

**Week Twelve Nov 6, 8**Archaic cultures  
Eastern woodlands  
Cities of theFagan Chapter 16-18  
field note 5**Week Thirteen Nov 13, 15**Hopewell  
MississippiansFagan Chapters 19,20  
Field note 6-8

Ex. 4 Art and Artifact

**Week Fourteen Nov 20,**

Cities and cultural interaction across the continent

**Thanksgiving No Class Thursday 22****Week Fifteen Nov 27, 29**European Contact  
Myths and racismFagan Chapter 2, 22  
field notes 9, 10

Final draft Research paper

**Week Sixteen Dec 4, 6**European exploration  
Desoto, Coronado, Cabeza de VacaExplorers accounts  
Field note 11, 12**Finals Week****Final Exam****Winter recess December 22-January 21****Policies:**

- Students are encouraged to ask questions before, during, and after class and to take full advantage of scheduled office hours or to 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 office hours, through email, and by appointment.
- Students should expect to actively participate individually, through group work, class discussions, and in Q&A sessions, and especially with regular attendance.
- **Assignments will not be accepted by email.**
- 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 reduced grades and not accepted after three weeks. No assignments will be accepted during finals week.
- Exam dates will not be altered. *If you have a conflict with a scheduled exam date please make arrangements in advance. 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.
- To receive a grade for this course you must complete and submit at least half of the assignments.

- *Extra credit assignments will not be provided I substitute for any missing regular assignments. There is enough to do already.* Extra credit will consist of individualized research.
- **Academic integrity and ethics will be upheld at all times.** Plagiarism is intellectually dishonest and a form of theft. It will not be tolerated. Plagiarism will result in a failing grade for the assignment.
- **All written assignments should conform to the citation standards of American Antiquity.** Examples will be provided for use during class and students will be guided in its use.
- Students are expected to attend class. 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, i-pods, or other distracting electronics as a courtesy and in respect for fellow students and the instructor.
- **No food or drinks are allowed in the lab.**

#### Assessments:

To receive a grade in this class you must complete a minimum 50% of assignments. Otherwise you will receive [ I ] for incomplete.

There will be several exercises. In many cases we will work with actual artifacts. There will be one exam during the term and a final exam. The final is comprehensive, covering all course material and is essay based. Additionally, you will complete a research project on a topic related to the major themes covered during this course. You will make use of multiple outside sources in this independent project. An outline and abstract of the topic should be submitted for approval by the fourth week of the term and you are encouraged to meet with me often in the progress of your research. You will also complete two summary papers during the semester that synthesize and explore critical issues of North American prehistory. These varied and integrated assessments are intended to provide several avenues for demonstrating mastery of course content and competence with relevant issues based on students' personal strengths and interests.

Midterm Exam 100 pts

Final Exam 100 pts

4 Exercises @ 10 pts each 40 pts

Research paper Draft 1 20 pts

Draft 2 15 pts

Final 100 pts

Participation 25pts

Total 400 pts

Grades will be based on score percentages. 94-100% 4.0; 88-93% 3.5; 82-87% 3.0; 76-81% 2.5; 70-75% 2.0; 64-69% 1.5; 57-63% 1.0; <56% 0.0

Below are basic guidelines for grading. Additional criteria may apply depending on assignments. Grading is criterion based and follows a set of rubrics so that assessment is consistent for all students. Final grade is all based on assessment trends rewarding consistent improvement.

To earn an A: 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.

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 85% and above range. Projects complete and original.

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 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.

To earn 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.

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. No evidence of general skills or course content provided. Assignments will exhibit a lack of careful or thoughtful effort and errors will be evident in content. Papers will likely contain 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 possibly incomplete or late. Any intentional plagiarism will automatically result in a failing grade.

Grade I: Special circumstances. Failure to complete and submit better than 50% of assignments. Participation below acceptable levels. In some instances an F grade will be assigned instead.

The **Research Paper** must be original in conception and carefully sourced. While internet sources are allowed, the student is expected to make use of a full range of reference materials, including journal articles, books, and book chapters from edited volumes. *All citations must follow American Antiquity or AAA standards and protocols.*

The first draft is probably the most critical as this represents the culmination of topic selection and synthesis of initial research. This version may be submitted by Turnitin or subject to other anti-plagiarism tools.



San José State University
<b>Fall 2006 Registration</b>
<b>Instructions, Policies and Procedures</b>
411 Revised: August 19, 2006
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# Registration > Dropping Classes

## Dropping a Class

Go to <https://mysjsu.edu>

- Enter your User ID and Password - you may now use your nine-digit SJSU ID to login to MySJSU. However, the user ID that begins with an uppercase W will still work.

If you drop a class, you must do so prior to the time you submit payment to ensure that your registration fees are properly assessed.

➤ **Navigate to "Self Service" > Student center > Drop a class"**

- Click on "Drop Classes"
- Locate the specific class you wish to drop.
- Select in the Action column (using the drop down in that row to select "Drop." The other functions do not have any functionality at this time.

➤ **Click the "submit" button.**

- If successful, the action will indicate "DROP" and the far right column will indicate "SUCCESS."
- If not successful, the selected action will remain in the drop down and the far right column will indicate "ERRORS FOUND." The class is not dropped.

**CAUTION!**  
Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and their intention to continue in the class. Some instructors will drop students who do not meet the stated course prerequisites. However, they are not required to do so. It is the student's responsibility to make sure classes are dropped.

## **ACADEMIC INTEGRITY:**

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams; nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers.

We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Judicial Affairs for disciplinary action which could result in suspension or expulsion from San José State University.

## **CHEATING:**

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

Copying in part or in whole, from another's test or other evaluation instrument; Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy. Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy. Altering or interfering with grading or grading instructions; Sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

## **PLAGIARISM:**

At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another's work, without giving appropriate credit, and representing the product as one's own work; and representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one's own.