

Anthropology 143
Culture and Adaptation

Mon/Wed 12:00-1:15
Clark 225
Code 29236 Section 1
Final Exam May 16, 9:45-12:00

Dr. Marco Meniketti
Office Hours: Tues/Thurs 9:00-10:30
and 3:00-4:00, or by appointment.
Department of Anthropology
404N Clark Hall
marco.meniketti@sjsu.edu
924-5787

Introduction: This upper division course combines the analytical approaches of anthropology, archaeology, and geography to explore critical issues of human ecology, environmental change, resource exploitation and socio/political power. While tracing the origins of human interaction with the environment, we will also examine the complex interactions that emerged among various human societies, and the historical development of adaptive strategies for survival among modern traditional societies. We will investigate resource competition, especially for water, and its impact on social dynamics. The processes and stresses that shaped the past as evidenced archaeologically will be shown to be active in the present influencing the trajectory and stresses of modern globalization.

The objective of this course is to give students a broad understanding of social and cultural processes affecting human development, and a detailed understanding of the connection between human behavior and environmental change. Readings, case studies, small-group in-class projects, and discussion are aimed at enhancing critical thinking skills and fostering classroom debate. We will examine aspects of the archaeological record that provide insights to past behavior and socio-cultural interaction with environment. Are there answers for today's complex problems to be found in the past? Can we detect critical trends for the future? The syllabus should be viewed as map of interesting terrain to explore, not as a road map to a single destination.

Required Texts:

- *Human Adaptive Strategies (2005) 3rd edition. Daniel Bates. McGraw Hill.*
- *Annual Editions 06/07 Environment. McGraw Hill*

Select articles on related topics (provided as handouts or downloadable pdf documents from my faculty webpage). These will be relevant to case studies. Case studies may also be downloadable.

Highly recommended:

- *Elements of Style: A Manual for Writers. Kate Turabian, any edition will do but the Seventh has the latest on website references. Elements may also be found on-line.*

Objectives

- Broad understanding of research in human cultural evolution, critical issues in environmental change, and problems of evidence.
- Knowledge of the scientific method as applied in social science and the techniques used in modern contexts to generate new knowledge.
- In depth understanding of the major theories concerning human adaptations and the link between human behavior and environment.
- Understanding of the scientific basis for theories of climate change and global warming.
- Broad understanding of the role of archaeological sciences in environmental issues.
- Recognition of the important role environment plays in modern nationalism, social identity, and political ideology.

Outcomes

- Students will develop critical thinking skills in assessing behavioral/environmental evidence.
- Students will become acquainted with professional resource materials relevant to specific topics covered by the course through independent research projects.
- Students will have opportunities to develop and enhance writing skills through feedback and editing. Students will be able to relate their own local, regional, and national behaviors to the issues addressed during the course.
- Students will significantly enhance personal geographic knowledge.
- Students will come to clarify and articulate their own position (supported by data) on critical issues of culture and environment.

Major Themes**Readings****Assessments****Unit One: Human Adaptive Systems****Week One Jan 22, 24**

Setting the stage:
Globalism and environment
Conceptual mapping

Annual Editions articles 2, 3

Concept map 1
Ex 1

Week Two Jan 29, 31

The study of human behavior
Cultural relativism
Evolution and adaptation
Ecological systems
Systematics

Bates chapter 1

Week Three Feb 5, 7

Ecology and Politics
Power and resources
Strategies for survival
Ecosystems; human intervention

Bates chapter 2
Annual Editions article 5

case study 1
Concept mapping

Week Four Feb 12, 14

Cultural evolution
Procurement systems
Settlement systems
Foraging and foragers

Bates chapter 3

Week Five Feb 19, 21

Agricultural development
Subsistence strategies
Ecosystems
Origins of agriculture

Bates chapter 4
Annual editions article 7

case study 2

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| Week Six Feb 26, 28 Geographic knowledge Geo-economics | web work | Exam 1 |
| Week Seven March 4, 6 Changing economies Nomadism Pastoralism Social organization Resources and power | Bates chapter 5 | case study 3 |
| <u>Unit Two: Water Resources</u> | | |
| Week Eight March 11, 13 Water futures Intensive agriculture | Annual Editions articles 8, 9 Bates chapter 6 | Summary 1 |
| Week Nine March 18, 20 Water wars? Agro-industrialism Economic zonation | Annual editions articles 17, 18 | case study 4 Concept mapping |
| Week Ten March 24-28 Spring Break ***** | | |
| Week Eleven April 1, 3 Global warming, climate change and future demographics Water developments | Annual Editions article 24 | Exam 2 Ex 2 |
| Week Twelve April 8, 10 The industrial world Resources and power Demographics | Annual editions articles 19, 20, 22 | case study 5 |
| Unit Three: Social complexities of Adaptive Behaviors | | |
| Week Thirteen April 15, 17 Social construction of race Social differentiation Inequality and Social structure of poverty | | Summary 2 |
| Week Fourteen April 22, 24 Development & repercussions Poverty revisited Globalism Deindustrialization | Bates chapter 7-8 | |
| Week Fifteen April 29 May 1 Geographic knowledge | web work | |
| Week Sixteen May 6, 8 Traditional societies impacted by change | | |
| Final exam week | Final Exam May 16, 9:45-12:00 | |

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.
- 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.
- **Assignments will not be accepted by email or after the last scheduled class.**
- Participation is a vital element in a social science environment and attendance is foundational to academic success. Students are expected to attend class. Although no formal role will be taken, informal attendance records will be monitored. Students should expect to actively participate individually and through group work, discussions, as well in Q&A sessions. Discussions of controversial topics can occasionally become emotional. Such discussions demand respect and intellectual honesty toward fellow students, instructor, and from instructor toward students. The goal is to foster an atmosphere safe for the free exchange of ideas.
- Missed exams may be made-up if a student provides appropriate documentation for legitimate cause for missing scheduled exam dates (funeral, medical emergency, family crisis; *per university policy*). *Make-up exams will be by scheduled appointment in my office and will include oral discussion section.* Late research papers will be deducted 25pts/week. Late assignments will be reduced by 10%.
- You may not leave the room during an examination. This will be interpreted by the instructor that the student has finished and the exam will be collected without further opportunity to continue.
- Exam dates will not be altered. *If you have a conflict with a scheduled exam date please make arrangements at least four weeks in advance.*
- The instructor reserves the right to adjust the syllabus content as deemed necessary to facilitate the highest achievement and performance of the class, but will consult with the class first.
- To receive a grade for this course you must complete and submit all assignments.*
- *Extra credit assignments will not be provided if a student is missing any regular assignments. There is enough to do already.*
- Academic integrity and ethics will be upheld at all times. Plagiarism is intellectually dishonest and a form of theft. It will not be tolerated.
- Students are expected to attend class. Participation is a vital element in a social science environment and attendance is foundational to academic success.
- 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.
- **Please turn off your cell phones as a courtesy and in respect for fellow students and the instructor.**

Assessments:

To receive a grade in this class you must complete and submit 80% of assignments.

There will be two interim exams and a final exam. These are equally weighted. There will *not* be a mid-term. Each interim exam covers only the material presented since the previous exam. These will be in the form of short strategic essays. The final exam is comprehensive, covering all course material, but with emphasis on the latter part of the course. A series of Atlas assignments has been designed to enhance students' proficiency with the global geography associated with the topics under discussion. Additionally, you will complete two Summary research papers (5-6 pages) related to the major themes covered during this course. You are encouraged to meet with me often in the progress of your research. You will also complete five, in-class, case studies during the semester that concisely synthesize critical issues and illustrate your unique perspectives. These varied and integrated assessments are intended to provide you several avenues for demonstrating mastery of course content and competence with relevant issues based on your personal strengths and interests. The objective is to help you and your classmates articulate clear position-papers on important issues.

2 Interim Exams 100 points (50 pts each)
1 Final exam 50 points
2 Summary papers 50 points (25 pts each)
5 Reaction papers/Case studies. 50 points (10 pts each)
2 exercises 20 pts (10 pts each)
Participation 30 pts
Total 300 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.

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. Projects complete, 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 80% and above range. Projects completed and original or innovative.

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.

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 score below 75% range. Projects completed below standards.

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

Grade I: Special circumstances. Failure to complete and submit better than 50% of assignments. Attendance below acceptable levels. To make up this grade will require an additional project at instructor's discretion.

Students with Special Needs

The Disability Center (DRC) is a comprehensive center providing services and accommodations for SJSU students with documented disabilities, in compliance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The accommodations provided by the DRC include, but are not limited to the following:

- Enlarged or audio taped course materials, handouts, syllabi and exams
- Audio taping of a lecture
- Sign language interpreters of lecture
- Student note takers for a lecture
- Extended time for tests
- Relocation of a class to a more accessible site
- Adaptive computer equipment for tests
- Modified testing formats
- Assistive listening devices in class
- Readers or scribes
- Lab assistants

In order to take advantage of these services and accommodations you must have the appropriate documentation on file with the DRC and have met with a DRC Coordinator.

If you have a documented disability, it is your responsibility to coordinate with the DRC and notify me so that the appropriate accommodations and services can be arranged.

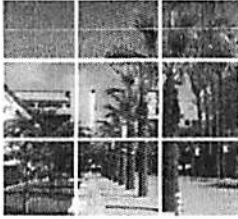
The Disability Resource Center is located in the Administration Building, room 110. The telephone number is (408) 924-6000 (main office), (408) 924-6542 (deaf and HoH). More detailed information about the DRC and its services can be found on-line at” <http://www.drc.sjsu.edu/>.

Other:**Office hours:**

Priority will be given for students who schedule office hour time. Drop in is of course welcome, but students who drop in must wait their turn if I am already meeting with someone. I have scheduled 5 hours weekly on different days and times to make the greatest accommodation. Please come by with questions or concerns. You may also make appointments. However, I have many responsibilities and commitments and may not always be available.

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Drop a Class



1. Click the **Log into MySJSU** button (in original window) and enter User ID and password.
Note: These instructions opened in a new window. We suggest you click the login button in your original window so you can still refer back to these instructions after you have logged in.
2. Navigate to the Drop Classes page: **Self Service - Student Center - Drop a Class.**
3. If necessary, select the term in which you wish to drop classes (for example, Fall 2006) from the drop-down menu and click **Change.**
4. Click the checkbox next to each class you wish to drop and then click **Drop Selected Classes.**
5. Review your selection and click **Finish Dropping.**

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Did you know

SJSU has one of the five largest enrollments in the California State University system.

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CMS Project Office
One Washington Square
San José, CA 95192-0042
Phone: 408-924-1530

CMS Help Desk
cmshelp@sjsu.edu

CMS Training
cmshelp@sjsu.edu

- > [Whom Do I Contact About...?](#)
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Important: Documents in PDF format require the [free Adobe Acrobat Reader](#) for viewing.

Security Notice: The security and integrity of our students' and our employees' personal data is our highest priority. Once you login, you will enter into a secure environment where your personal data will not be compromised, lost, misused or altered.

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San José State University - Home of the Spartans
One Washington Square - San José, California USA, 95192 - 408.924.1000



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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.