

ANTH160
Reconstructing Lost Civilizations

Code 29237 Section2
227 Clark Hall
Tues/Thurs 10:30-11:45
Final exam May 21 9:45-12:00

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This course satisfies Area R of SJSU Studies, Earth and Environment. For students beginning continuous enrollment in Fall 2005 or later, completion of, or co-registration in, a 100W course is required for enrollment in all SJSU Studies courses. Courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments, or other distinct academic units.

Introduction:

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 the evolution of civilization in the early Neolithic (stone age). We will explore the gradual development of social groups and invention of agriculture, to 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.

This syllabus provides an overview of the major themes and lecture topics to be encountered during each week of the course. Lectures and readings are intended to be complimentary, although overlap is inevitable. The syllabus should be viewed as a map of unexplored terrain, with many interesting places to go, not as a road map to a single destination.

I strongly urge you to complete the readings prior to the lectures for any given week. This will better enable you to participate in class and to prepare you for discussions or Q&A sessions. The chapters and articles in the texts are not long but are packed with information and should be read thoughtfully. Bring your questions and commentary to class! The various assignments are designed to reinforce key concepts or to provide "hands-on" experiences and insights relevant to actual problems of modern archeology.

Student Learning Objectives

Within the particular scientific content of this course, a student should be able to:

1. demonstrate an understanding of the methods and limits of scientific investigation;
2. distinguish science from pseudoscience; and
3. apply a scientific approach to answer questions about the earth and environment.

Texts:

- *People of the Earth;: An Introduction to World Prehistory* 12th edition Brian Fagan 2007 Prentice Hall
- *Frauds, Myths and Mysteries*. Kenneth Feder, 2007 McGraw Hill. Sixth Edition (5th edition acceptable).
- Supplementary course readings and handouts. Pdf format.

Content Objectives and outcomes:**Interactions of science, technology and society.**

- Knowledge of the evolution of archaeological thought, and the role of key individuals in development of archaeology as a science.
- Broad understanding of human evolutionary history since the emergence of our species and the critical issues and problems of evidence.
- Understanding of the important role archaeology plays in modern nationalism, identity, and political ideology.

Differences between scientific, non-scientific, and pseudo-scientific approaches.

- Critical examination of pseudoscience, frauds, scientific racism, and extraordinary claims made concerning past civilizations and human evolution.
- A close look at genuine archaeological mysteries.
- Scientific methods and philosophy contrasted to non-scientific approaches to the past.

Interaction of humans and the physical world.

- Working knowledge regarding several ancient civilizations that historically have been the focus of archaeology and their interaction with environment.
- Investigations into the impact of human activity and culture on prehistoric and historic environments.
- Critical understanding of the major theories and intellectual frameworks concerning human adaptations, invention of agriculture, and the rise of complex states.

Methodologies of human inquiry.

- Knowledge of scientific methods as applied in archaeology and the techniques used in modern archaeological contexts to generate new knowledge.
- Students will learn of the interdisciplinary nature of modern archaeology and how they may make a contribution to the field.

Applications of science and technology.

- Students will develop critical thinking skills in assessing archaeological evidence.
- Students will become acquainted with professional resource materials relevant to specific topics in archaeology through independent and focused research projects.
- Students will learn research skills applicable across academic disciplines.

Values and limitations of science and scientific inquiry.

- Students will gain practice forming specific testable hypotheses, recognizing research questions, and evaluating cases of research.
- Examination of scientific reasoning and analytical procedures.

While every lecture addresses to some degree each of the principal learning objectives of this course, those which are specifically targeted are listed below.

The core theme for the semester is: Changing Paradigms and Shifting Frameworks of Knowledge.

Major topics	Readings	Assessment Activity	Learning Objective Addressed
<u>Unit One: Epistemology</u>			
Week One Jan 22, 24 What is archaeology? What is prehistory? Why study the past? Archaeological paradigms	Feder Chapter 1,2		1, 2
Week Two Jan 29, 31 Scientific methodologies Critical evidence Pseudoscience	Feder Chapter 3 Fagan Chapter 1, 2	<i>Begin TermProject</i>	1, 2
Week Three Feb 5, 7 Human development Human migration theories Ancient environment The impact of Pseudoscience	Feder Chapter 4, Fagan Chapter 3, 4 selected handouts	Ex 1	1, 2, 3
Week Four Feb 12, 14 Human adaptive strategies First Americans Social complexity	Fagan Chapter 5-7, 13 Feder Chapter 5-6 Video	SynthPaper 1	2, 3
<u>Unit two: Origins of Social complexity</u>			
Week Five Feb 19, 21 Aspects of archaeological data Sedentary farming Origins of Agriculture	Fagan Chapter 8-12		3
Week Six Feb 26, 28 Social complexity and the emergence of cities Old World Civilizations	Fagan Chapter 14	Exam 1	1, 3
Week Seven March 4, 6 The rise of complex states Anatolia & Mesopotamia	Fagan Chapter 15	TermProject first draft	1,3
Week Eight March 11, 13 Images of Archaeology Nazi Archaeology and Pseudoscience Ownership of the past Politics of the past	selected handouts	SynthPaper 2	2, 3
<u>Unit Three: The Ancient World</u>			
Week Nine March 18, 20 Egypt, Nubia	Feder Chapter 9 Fagan Chapter 16 Video	Ex 2	2, 3
Spring Break March 24-28 *****			

Week Eleven April 1, 3 SE Asia	Fagan Chapter 17		3
Week Twelve April 8, 10 Mediterranean world I Ancient environment	Fagan chapter 19-20	Exam 2	3
Week Thirteen April 15, 17 Mediterranean world II	Video	<u>TermProject</u>	1, 3
Week Fourteen April 22, 24 [open flex week]	Feder chapter 11		
Week Fifteen April 29, May 1 The Americas I Ancient environment	Fagan Chapter 21-22 selected handouts	SynthPaper 3	1, 3
Week Sixteen May 6, 8 The Americas II	Video	Ex 3	
Final exam week	Final exam May 21 9:45-12:00		1, 2, 3

Assessments:

There will be two intermediate exams and a final exam. Each of the short exams addresses only the material covered since the previous exam. The Final Exam is comprehensive and encompasses the entire course. *Exams are problem based and essay-short answer oriented. Objective questions are included.* Conceptual understanding and application of knowledge is the principal objective of the course and will be targeted by assessment. In addition there will be integrated library/web-based assignments and a term project.

Archaeology is interdisciplinary. The goal of these assessments is to provide students with the broadest range of opportunity to demonstrate mastery and competence based on their personal strengths and to reach as many different interests as feasible within the context and constraints of the course. "Surprise" quizzes are chiefly intended to serve as incentive for students to keep current on the readings.

Synthesis papers (called Special problems) are viewed as concise synopses of major topics or archaeological problems, and students will ideally incorporate lecture materials, readings, and their personal knowledge base into the paper. **All papers must be typed, dbl spaced 3-5 pages, with citations.** Synthesis papers will examine individual topics relevant to course material are meant to expose students to important research resources while exploring specific areas of interest in greater depth than possible in general classroom context. These target specific Learning Objectives. 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. To the degree that these are subjective categories, they are consistent with the standards of professional peer reviewed journals across disciplines. Obviously, you are not expected to write at the level of professionals, but you can be expected to adhere to professional practice and improve your academic skills repertoire. Papers will not be accepted after the deadline. **Term projects must be 7-8 pages and include a reference section. Intentional plagiarism will result in an automatic failing grade. Failure to take the final exam will result in an Incomplete regardless of other completed work.**

Exercises are problem oriented and will introduce students to issues in archaeological methodology from the "entry-level" perspective. These will mainly be small cooperative-group projects and as much as practical will be "hands-on" in scope. Assessment of participation will be based on attendance, discussion, group work, Q&A, and class interaction. My goal to involve all students as active learners and my educational philosophy is that all students can contribute fundamentally to the learning of others. Students should anticipate and schedule minimally 5 hours of each week for work outside class.

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

You can also get there by using the Quick Links box on the SJSU Home Page.

Scores:

Exams 2x 50pts (100)

Final Exam 100pts

Quizzes 5 x 5pts (25pts)

Lab exercises 3 x 25 pts each (75 pts)

Critical Synthesis papers 3 x 40 pts (120 pts)

Term project 100 pts (first draft 25 pts)

Participation 30 pts (based on group activities, discussion, in-class simulations.

Total 500 points

All assignments must be submitted to receive a grade.

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. Final project 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. Final project 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 may score below 75% range. Absenteeism evident. Final project completed.

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. Final project possibly incomplete or late.

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

Policies:

- 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.
- 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.**
- Students may not leave the room during an examination. This will be a signal to the instructor that the student has completed the exam and it will be collected without further opportunity to continue.
- 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.
- As a courtesy and in respect for fellow students and the instructor please turn off your cell phones.
- Discussions of controversial topics can become emotional. Such discussion demands respect and intellectual honesty toward and between fellow students, instructor, and from instructor toward students.
- Clear criteria for grading will be provided for each assignment format. Feedback to students will be immediate and as detailed as manageable.
- A missed exam may be made-up only if a student provides appropriate documentation for legitimate excuse 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.* Late research papers will be deducted 25pts/week. Late assignments will be reduced by 10%. Quizzes may not be made-up.
- The instructor will make every reasonable effort to provide timely and constructive feedback to students concerning performance throughout the semester, especially on written work.
- 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.
- To receive a grade for this course you must complete and submit at least half of the assignments and take the final exam.
- Students are encouraged to ask questions before, during, and after class and to take full advantage of scheduled office hours or to make appointments.
- Students who hand in research draft papers for pre-assessment will have the opportunity to make revisions and improvements before final grading.
- There will be no extra credit assignments for this course. There is already plenty to do.

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.