

Anthropology 160-06 - Reconstructing Lost Civilizations

San Jose State University; Spring 2008 – T 6-8:45 p.m., Room: WSQ 004

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Faculty Page: http://www.sjsu.edu/faculty_and_staff/faculty_detail.jsp?id=2330

COURSE SYNOPSIS: This course satisfies Area R of SJSU Studies, Earth and Environment. The class explores how archaeologists reconstruct human history through the remains of past cultures, teaches critical thinking about modern claims for ancient societies, including the distinction between science and pseudoscience, and shows how cultures around the world have responded to the challenges of different environments and environmental change throughout human history.

SJSU Studies courses (formerly Advanced GE) help students become integrated thinkers who can see connections between and among a variety of concepts and ideas. An educated person will be able to apply concepts and foundations learned in one area to other areas as part of a lifelong learning process. These courses will help students to live and work intelligently, responsibly, and cooperatively in a multicultural society and to develop abilities to address complex issues and problems using disciplined analytic skills and creative techniques.

NOTE ON SJSU STUDIES REQUIREMENTS: 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.

STUDENT LEARNING STATEMENT

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

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

COURSE LEARNING OBJECTIVES:

- **Interactions of science, technology, and society:** students should understand the impact of technology on archaeologically known cultures
- **Interactions of humans and the physical world:** students should understand how cultures have adapted to past environments
- **Methodologies of human inquiry:** students should understand how the scientific method is applied to archaeological research; this objective is intended to encourage students to examine major debates in archaeology

- **Applications of science and technology:** students should understand the application of appropriate technology to archaeological research
- **Differences between scientific, non-scientific, and pseudo-scientific approaches:** students should be able to distinguish folk archaeology and pseudo-archaeology from scientific archaeology
- **Values and limitations of science and scientific inquiry:** students should understand how (and with what controls) archaeologists go beyond the scientific method, and understand the values and constraints of doing archaeology in the real world

DEPARTMENT OF ANTHROPOLOGY OBJECTIVES:

The Department of Anthropology seeks to enhance student knowledge and skills in the following areas:

1. Understanding culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution.
2. Awareness of human diversity and the ways humans have categorized diversity.
3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline.
4. Knowledge of the history of anthropological thought and its place in modern intellectual history
5. Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society.
6. Ability to access various forms of anthropological data and literature.
7. Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.
8. Knowledge of the research methods of the sub-disciplines of anthropology, and the ability to apply appropriate research methods in at least one sub-discipline.
9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.
10. Knowledge of political and ethical implications of social research

REQUIRED READING:

Fagan, Brian M., editor. 2001. *The Seventy Great Mysteries of the Ancient World*. Thames & Hudson, Ltd.

Feder, Kenneth L. 2008. *Frauds, Myths & Mysteries: Science and Pseudoscience in Archaeology*, 6th Edition. Mayfield Publishing Company.

COURSE REQUIREMENTS: In addition to the **required reading**, all students will take **2 exams**, and write **2 short papers**.

MIDTERMS: The two midterms will contain approximately **70 multiple choice questions (2 points each)** worth **140 points total**. Questions will come from any of the course content, including reading,

lecture, and documentaries. Midterm 1 (March 11th) will cover all material prior to that date. Midterm 2 (May 6th) will cover all material prior to that date and *after* the first midterm. All questions will be derived from the list of study questions provided for you. Both midterms require you to bring a T&E 200 scantron form (available in your bookstore) and a few reliable pencils. **Midterms are open-note but closed-book.**

MIDTERM DISCUSSION: Midterms will be returned to students the class meeting after they are taken, and all questions will be discussed. Test questions that students believe contain errors or are otherwise confusing will be addressed in this meeting, as well as questions missed by the majority of students. These questions, or very similar ones, may appear on a single extra credit exam administered on the day of your scheduled Final Exam (Tuesday, May 20th). Students who attended class on those days, prepared notes from the discussion, or otherwise remembered this information, will thus have a great advantage in raising their grades at the end of the semester.

FINAL EXAM: The final exam is scheduled for Tuesday, May 20th from 7:45 to 10 p.m. (note that this is different than the normal meeting time). This exam will consist of 30 questions derived from the two midterms that were among the most difficult or commonly missed by students. Students who attended the discussion of the questions and prepared notes will have the opportunity to receive a maximum of 30 extra credit points from this test (1 point per question) - enough to raise your grade by as much as a half a full letter grade (such as from a B to an A-). This 30-question test will last precisely 30 minutes and will require a T&E 200 scantron form similar to the midterms.

OPEN-NOTE EXAMS: Archaeology courses (and science courses in general) contain a fair amount of information, and you will benefit from having detailed notes from both the class meeting material and the reading. To assist you, I will be providing study questions to you for each unit of the course; test questions will be based on these questions. You are permitted to use your notes during the exams. You may **not** share notes with your neighbor, and if you take notes on a laptop, you *must* print them out. Some exam questions will be fairly specific (including many names and dates), and assume that you have notes available to you, so it is to your benefit to prepare them. Having too many notes can be a disadvantage, however, so keep them concise and well organized. Exams are timed, and assume an average of 1 minute per question (70 questions will therefore be given 70 minutes).

PAPERS: All students are required to write **two papers** with a minimum length of **4 pages each**. Each paper assignment will consist of a topic in which students will critically examine and discuss material from the course. No outside reading or research is required for these papers, although I may assign some additional reading at my discretion. Detailed instructions will be provided on the dates indicated on the schedule. In addition, you will be asked to discuss your thoughts with a small group during scheduled class time, and 1) turn in a worksheet with the product of your group brainstorming, and 2) include your

thoughts on this brainstorming session in your analysis. The **group worksheet** must be turned in the day of discussion and is worth **20 points**. Each paper will be worth **100 points**.

CLASS FORMAT: Class time is devoted to a mix of **lectures, documentaries, and discussion**. Lecture material introduces the topic for the meeting; handouts may be provided to supplement the lecture and assigned reading. The documentaries chosen not only show archaeological sites and data, but often also feature key figures in the research on the topic. The documentaries are not simply for entertainment, however, but also act as texts we can critically analyze. They are the way in which many people learn about archaeology and the study of the past, and often contain distorted or misleading claims, even from seemingly qualified sources. During discussion, we will analyze these claims, the evidence for them, and the possibility of alternative explanations. Students are encouraged to prepare for these discussions by doing the assigned reading and contributing their insights to the topic. Students are also welcome to ask questions at any time during the lecture. Discussion is not just an exercise - it is helpful to me as well, and anything interesting that comes from it is potential material for the exams; it should also be fun - it is my favorite part of the class.

Course Grade Breakdown is as Follows:

ASSIGNMENT	POINTS	%
Midterm 1	140	26.9
Midterm 2	140	26.9
Paper 1 Group sheet	20	3.8
Paper 1	100	19.2
Paper 2 Group sheet	20	3.8
Paper 2	100	19.2
TOTAL	520	100

GRADING: Grades are given based upon a standard grading scale as follows:

	A	B	C	D	F
+	97-100	87-89	77-79	67-69	
	93-96	83-86	73-76	63-66	0-59
-	90-92	80-82	70-72	60-62	

Your percentage is your total points divided by the total points possible on the assignments. Each assignment will contain its grading criteria within the instructions. Please note that all scores below 60% will receive failing grades. Completion of all assignments does not guarantee a passing grade in the course.

POLICIES:

ATTENDANCE: Attendance is mandatory for all students, and you are responsible for all material covered each day. It is a basic courtesy to arrive in class on time and not cause disruptions to myself and your fellow students. All students should turn off cell phones when entering the room. If you cannot arrive on time, it is nevertheless better to come late than not at all - please enter discretely and take your seat. If you do miss class,

you are advised to obtain lecture notes from other students. I will answer questions, and encourage students to attend office hours to discuss missed material, but I cannot repeat the content of entire lectures for students who have missed class, nor will I supply my own lecture notes. Students should notify me (preferably via e-mail) if they will be or were unable to attend class with a *reasonable excuse* (illness, family emergency, work conflict, etc.). This is especially important if there are any handouts or changes in the schedule, such as the postponement of an exam. **NOTE:** I may regularly take attendance at the beginning of the semester; this is largely to assist me in learning all of your names, but it also gives me an idea of who comes to class.

LATE POLICY: LATE papers will be penalized by 25% of their value if received after the *start of class on the due date*, and by 50% if received after the end of class the following week - and no paper may be turned in beyond the day of the Final Exam. Papers must be turned in as a printed document – email is **NOT** acceptable. Please plan ahead to avoid last-minute computer and printer errors. **All students MUST complete both papers in order to pass this course.**

MAKE-UP POLICY: Exams can only be made up if the following conditions are met: 1) You have a known and unavoidable emergency and have arranged with me *in advance* to take the test at an alternate time; 2) you are unable to attend class due to an unforeseeable emergency, **AND** you have contacted me within 24 hours of the class date to inform me of your situation. On test days, I will be sure to check voice mail and email, and will reply as quickly as possible. *If you do not get a reply from me, you cannot assume I have received your message.* You must make a reasonable effort to inform me of your situation. Only students with a genuine, verifiable emergency and a *mutually* agreed-upon plan to make up the exam will be allowed to do so, and all make up tests must be completed before the next class meeting unless I have given permission otherwise.

The Group worksheet for the two papers can only be completed by attending class on the scheduled days, and therefore **cannot be made up**, although you can still consult with other students on your own in writing your actual paper.

OFFICE HOURS: Students are encouraged to ask questions in class, but for those wishing to speak to me individually, please come to my office in Clark Hall 404G on **Thursdays 1:30-3:30 p.m., and Fridays from 12-1 p.m.** Additionally, **special arrangements can sometimes be made** to meet with students at other times, my schedule permitting. Note that I am **NOT** on campus on Mondays and Wednesdays. Students are also encouraged to **contact me via phone or (especially) e-mail with questions or problems;** whenever possible, a response will be given that day.

ACADEMIC INTEGRITY:

It is assumed that all students are familiar with the expectation of honest work, and the consequences for dishonest work in your classes. Please consult the university catalog for detailed information. The details below are excerpted from the **official campus policy on 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.

Students caught engaging in the above actions will receive an **automatic F in the course** and a **report to the Office of Student Conduct and Ethical Development** for further disciplinary action. Students with prior incidents on report may find themselves **suspended or expelled** from the University. **Claiming ignorance of what constitutes cheating or plagiarism is no excuse.** If you are in doubt, ask me for clarification. If you are genuinely having difficulties completing assignments, you are better off being honest (to you and me) then you are trying to cheat and hoping to get away with it.

More information can be found on the campus website section for Office of Student Conduct and Ethical Development: http://sa.sjsu.edu/judicial_affairs/index.html

STUDENTS WITH DISABILITIES:

Any student with a condition or situation that requires special accommodations must make arrangements through the **Disability Resource Center**. This includes learning and physical disabilities that prevent you from fulfilling course requirements under expected conditions. If you feel that you have a disability, you **must** go to the DRC and follow their guidelines in order to receive assistance. I will work with the DRC to assist you based upon their recommendations. I am not authorized to make assessments of personal situations regarding disabilities, and request that you prepare well in advance for any special needs you may have, particularly for taking exams. You can find more information on SJSU's policies and the programs available, as well as your rights at:

<http://www.drc.sjsu.edu/>

ANTH 160 - 06 SCHEDULE - SPRING 2008									
WEEK	DATE	DAY	TOPIC(S)	READING		VIDEO	ASSIGNMENT		
				<i>70 Great Mysteries</i>	<i>Frauds, Myths, and Mysteries</i>				
1	1/29	T	Introduction: Science and Pseudoscience in Archaeology	Ch. 2, 10, 12, 13	Ch. 1, 2, 11 (p. 303-334)				
2	2/5	T	Unit 1: Egypt & Early Civilization	Ch. 31-35, 50	Ch. 8 (231-232); Ch. 9	<i>Ramses' Egyptian Empire</i>			
3	2/12	T	Unit 1, continued; Unit 2: Atlantis & The Trojan War	Ch. 5, 6, 7, 65	Ch. 7				
4	2/19	T	Unit 2, continued			<i>Aegean: Legacy of Atlantis</i>			
5	2/26	T	Unit 3: Stonehenge and Early Europe	Ch. 12, 26, 29, 30, 40	Ch. 12 (p. 352-364)	<i>Stonehenge and the Ancient Britons</i>			
6	3/4	T	Unit 3, continued/Paper 1 Group Discussion				Paper 1 Group Sheet Due		
7	3/11	T	MIDTERM 1						
8	3/18	T	Midterm Discussion; Unit 4: Easter Island	Ch. 48, 49, 64	Ch. 8 (p. 239-241)	<i>Mysteries of Easter Island</i>	Paper 1 Due		
9	3/25	T	NO CLASS MEETING - SPRING BREAK						
10	4/1	T	Unit 4, continued						
11	4/8	T	Unit 5: The Maya	Ch. 44, 68	Ch. 8 (232-234), Ch. 12 (p. 346-352)	<i>Lost King of the Maya</i>			
12	4/15	T	Unit 5, continued; Unit 6: The Moundbuilders	22, 23	Ch. 5, 6	<i>Secret Mounds of Prehistoric America</i>			
13	4/22	T	Unit 6, continued						
14	4/29	T	Paper 2 Group Discussion				Paper 2 Group Sheet Due		
15	5/6	T	MIDTERM 2						
17	5/13	T	Midterm Discussion				Paper 2 Due		
18	5/20	T	FINAL EXAM: 7:45-10 P.M.						