

ANTH160
23960

Reconstructing Lost Civilizations

Meets Clark 310
M/W 4:30-5:45

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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:

- *Images of the Past*. T Douglas Price and Gary Feinman, 2008. McGraw Hill, Boston.
- *Frauds, Myths and Mysteries*. Kenneth Feder, 2010. McGraw Hill. Seventh Edition (5th edition acceptable).
- Supplementary course readings or handouts. Pdf format. Available on course webpage.

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.

Assignments and various announcements will be available for download from My Faculty Webpage.
<http://www.sjsu.edu/people/marco.meniketti/courses/LostCiv>

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

Major topics	Readings	Assessment Activity	Learning Objective Addressed
<u>Unit One: Epistemology</u>			
Week One Jan 26			
What is archaeology?	Feder Chapter 1,2		1, 2
What is prehistory?	selected readings pdf		
Why study the past?	Price and Feinman Chapter 1		
Pseudoscience			
Epistemology			
Week Two Jan 31, Feb2			
Scientific methodologies	Feder Chapter 3		1, 2
Critical evidence	Price and Feinman Chapter 2,3		
Science vs pseudoscience			
Fraud			
Human origins			
Dating methods			
Human development			
Neanderthal question			
Week Three Feb 7, 9			
Rise of Modern humans	Price and Feinman Chapter 4		1, 2, 3
Human migration theories	selected readings pdf		
Ancient environment	Feder Chapter 4	Exercise 1	
Piltown hoax		Pseudoscience	
MtDNA			
First Americans			
Mega fauna extinction			
Environmental theories			
Week Four Feb 14,16			
Symbolic expression	Price and Feinman Chapter 5		1, 2, 3
Social complexity and			
Emergence of mind			
<u>Unit Two: The Ancient and Classical World</u>			
Week Five Feb 21, 23			
The rise of complex states	Price and Feinman Chapter 6		1, 3
Origins of Agriculture	Feder Chapter 7		
Anatolia	selected readings pdf		
Week Six Feb 28, Mar 2			
Mesopotamia			
Week Seven Mar 7, 9			
Price and Feinman chapter 10		Midterm Exam	1,3
SE Asia	Selected readings pdf		
Mesopotamian connection			
Indus valley			
Week Eight Mar 14, 16			
Flex week			

Week Nine Mar 21, 23

Mediterranean World
Troy, Mycenae, Crete
Ancient environments

Price and Feinman Chapter 11

1, 3

Mar 28-Apr 1 Spring Break*******Week Ten Apr 4, 6**

Egypt Old Kingdom

Feder Chapter 7

Video

Exercise 2

1, 2, 3

Burial excavations

Week Eleven Apr 11, 13

Egypt New Kingdom
Atlantis?

Feder Chapter 9

Unit Three: The Ancient "New" World**Week Twelve Apr 18, 20**

The Americas:
Mississippian, Hopewell, Chaco
Ancient environments

Price and Feinman 7

Feder Chapter 5-6

selected readings pdf

Video

1, 2, 3

Week Thirteen Apr 25, 27

The Americas:
Olmec, Maya, Aztec

Price and Feinman Chapter 8, 9

1, 3

Week Fourteen May 2, 4

Moche, Nazca, Inca

Video

Week Fifteen May 9, 11

True mysteries
Pyramidology
Interpretation of
archaeological contexts/data
Nazi Archaeology and
Politics of the past and present
Scientific racism

Feder chapters 11, 12

Price and Feinman Chapter 12

Term paper due May 9

1, 2

Week Sixteen May 16**Special topics****Final exam week May 19-25****Final exam****1, 2, 3****Assessments:**

There will be an intermediate exam and a final exam. Conceptual understanding and application of knowledge is the principal objective of the course and will be targeted by assessment. *Exams are problem and short answer oriented. Objective questions are included to assess core content.*

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 (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 8-10 pages, with citations following American Antiquity standards.**

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. In addition, there may be integrated library/web-based assignments. **Students are expected to use library resources in completing their project.**

Term projects must be minimally 3000 words and include a reference section. Intentional plagiarism will result in an automatic. Failure to take the final exam will result in a failing grade regardless of other completed work. References will follow American Antiquity style.

“Lab” Exercises are problem oriented and will introduce students to issues in archaeological methodology from the “entry-level” perspective. These will 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. These exercises can not be made up if missed. My goal is to involve all students as active learners and my educational philosophy is that all students can contribute fundamentally to the learning of others through positive interactions.

Students should anticipate and schedule minimally 5 hours of each week for work outside class.

Exercise 1: Interpretive procedures 25pts (Detecting Pseudoarchaeology).

Exercise 2: Mortuary analysis 25 pts (Interpreting burial data from a prehistoric cemetery).

Scores:

Midterm Exam 100 pts

Final Exam 100 pts

“Lab” Exercises 2 @ 2 x 25 pts (50 pts from participation)

Critical Synthesis papers for the labs: 2 x 25 pts (50 pts)

Term project 100 pts

Total 400 points

Grades will be based on score percentages. 92-100% 4.0; 88-91% 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. 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. Assignments exhibiting a lack of careful or thoughtful effort and major errors 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. Or, failure to take the final exam.

Grade I: Special circumstances. Failure to complete and submit better than 60% of assignments owing to extraordinary causes as defined by University policy. Must complete 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.
- Clear criteria for grading will be provided for each assignment format. Feedback to students will be immediate and as detailed as manageable. The instructor will make every reasonable effort to provide timely and constructive feedback to students concerning performance throughout the semester, especially on written work.
- 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.
- **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 instructor please turn off your cell phones and other electronics. Text messaging during class is disruptive and not only disrespectful, but insulting. It also prevents you from concentrating on the lecture. If you must, then please leave the room.
- 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. Personal attacks on individuals holding non-conventional/controversial ideas will not be tolerated.

- A missed exam may be made-up only if a student provides appropriate documentation for legitimate excused 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. A **grace period of one class for late research papers will be allowed, but 25 % or more may be deducted.** Late assignments will not be accepted without valid excuse.* No papers will be accepted after the last day of classes.*
- 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.
- 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.
- Incomplete (I) can not be given to avoid an F grade (University Policy).

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 or 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 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 a 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 Jose State University.

Cheating

At SJSU, cheating is an 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 the course instructor 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. In written works this may include the over use of quoted materials to build a paper that is otherwise lacking in original content.

Add/Drop Policy

The university has specific procedures for dropping a class. **It is the student's responsibility to make sure classes are dropped. You are able to do this through My SJSU. Navigate to "Self Service>Student center>Drop a class"**

Check the schedule and be sure to drop prior to submitting fees to ensue your registration fees are properly assessed.

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. For students who wish to drop a course **it is the student's responsibility to make sure classes are dropped. For more information about "add" and "drop" deadlines go to:**

<http://info.sjsu.edu?web-dbgen/narr/soc-fall/rec-2.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 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 on 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 policy and the programs available as well as your rights at: <http://www.drc.sjsu.edu/>