

# Anthropology Department

## ANTH160 Reconstructing Lost Civilizations Spring 2014

### Contact Information

<b>Instructor:</b>	Dr. Marco Meniketti
<b>Office Location:</b>	404N Clark Hall
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<b>Office Hours:</b>	Mon/Wed 9:30-10:30 and Wed. 3:00-4:00
<b>Class Days/Time:</b>	Mon/Wed 1:30-2:45
<b>Classroom:</b>	310 Clark Hall
<b>Prerequisites:</b>	Completion of 100W
<b>GE/SJSU Studies Category:</b>	<b>This course satisfies Area R of SJSU Studies, Earth and Environment.</b>

### Faculty Web Page and MYSJSU Messaging (Optional)

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at

<http://www.sjsu.edu/people/marco.meniketti/courses/LostCiv>

Students are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn any updates.

### Course Description

This upper division course explores the panorama of human development beginning with Neanderthal interactions with pre-modern humans, through the evolution of civilization in the early Neolithic. We will investigate the evidence for social development, invention of agriculture, and the emergence of complex states. Many of the latest discoveries, theories, and controversies surrounding human origins, the peopling of the world, and 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 emphasized. 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. 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.

## Course Goals and Learning Objectives

### GE Learning Outcomes

**Upon successful completion of this program, within the particular scientific content of this course, students will 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.

In all CLO the core GE requirements of Information Literacy, Qualitative and Quantitative Reasoning, and Critical Thinking are addressed through particular assignments or parts of assignments.

Course Learning outcome	Assessment instruments	Basic Competency Measure
Demonstrate an understanding of the methods and limits of scientific investigation.	Synthesis writing assignment focused on course topics in context of methods. Targeted exam questions.	Accurate identification of and correctly stated methods; correct portrayal with critical examples included in assigned paper. 85% or higher reflects competence.
Distinguish science from pseudoscience.	Synthesis writing assignment focused on course topics in context of methods. Targeted exam questions.	Accurate identification of methods; correct portrayal with critical examples included in assigned paper. 85% or higher reflects competence.
Apply a scientific approach to answer questions about the earth and environment.	Targeted exam questions, short answer essays; in-class activity problem sets.	Correct and critical application demonstrated on problem set and short essays in examinations and in term paper. 85% or higher reflects competence.

**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.**

The Upper Division GE writing requirement is satisfied in this course through satisfactory completion of the 3000 word Term Paper.

### Course Objectives

**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.

## Required Texts/Readings

### Textbook

*The Human Past*. Chris Scarre, editor, 2013, Third Edition. Thames and Hudson.

*Frauds, Myths and Mysteries*. Kenneth Feder, 2010, Eighth Edition. McGraw Hill. (Sixth and seventh editions acceptable).

### Other Readings

Additional readings for the course will be available in Pdf format at the course webpage.

Silke Higgins

King Library

[silkie.higgins@sjsu.edu](mailto:silkie.higgins@sjsu.edu)

408-808-2118

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

### Assessments:

Students should anticipate and schedule a minimum of 4 hours of each week for work outside class.

**Exams.** There will be two intermediate exams and a final exam. Each exam addresses material from individual thematic units. 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 knowledge.*

**Synthesis papers** are designed to elicit critical thinking relating the rise of civilizations and human interaction with environments at a greater level of complexity than from short exam questions. Topics are drawn from the readings and address course themes.

**Term Paper.** Term papers must be minimally 3000 words and include an appropriately constructed academic reference section. References must follow American Antiquity style only. Obviously, you are not expected to write at the level of professionals, but you are expected to adhere to professional practice to improve your repertoire of academic skills. Papers will not be accepted after the scheduled grace period deadline. Students are expected to use library resources in completing their project. Failure to take the final exam or submit a Term Paper will result in a failing grade regardless of other completed work.

Assignments are designed to target information literacy, quantitative and qualitative analysis and critical thinking. 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. No extra credits assignments.

Scores:

Unit Exams 2 x 50 pts; total: 100 pts (33% of grade)

Final Exam 60 pts (20% of grade)

Synthesis papers 20 pts; total: 40 pts (14% of grade)

Term Paper 100 pts (33% of grade)

**Total 300 points**

Grade percentages

A+ 97-100%	A 96-93%	A- 92-89%
B+ 88- 85%	B 84-81%	B- 80-78%
C+ 77-74%	C 73-70%	C- 69-64%
F Below 64%		

**Grading Policy**

“A minimum aggregate GPA of 2.0 SJSU Studies (R, S, & V) shall be required of all students as a graduation requirement.” To see full text, review University Policy S11-3 at <http://www.sjsu.edu/senate/docs/S11-3.pdf>.

Below are basic guidelines for grading. Additional criteria may apply depending on assignments. Please note that a grade of D is not given.

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 proofread for grammatical and typographical errors and exhibit exemplary writing appropriate to the discipline. 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 free of technical errors.

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 70% and above range. Final project completed at average level of competence.

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 score below the 60% range. Final project possibly incomplete or late. Failure to take Final Exam or submit the required term paper will result in automatic failing grade for the semester regardless of other work.

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.

## **Classroom Protocol**

All lectures and handout materials including exams and exercises are copyrighted and may not be distributed without written permission to do so.

- 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.
- 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 with 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)

## ANTH160 Reconstructing Lost Civilizations

### Course Schedule

*The schedule is subject to change with fair notice by announcements in class and on course webpage.*

#### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 27/29	<b>Unit One: Emergence of Mind.</b> Epistemology. What is prehistory? Scientific methods. Sources Feder: Introduction Chp 1-2. Learning Outcomes Addressed (LOA)1,2
2	Feb 3/5	Science vs Pseudoscience. Frauds and Hoaxes. Theme: Meaning of Humanness Feder Chp 3-4, Scarre Chp 1. LOA 1,2
3	Feb 10/12	Neanderthal question; Rise of early modern humans. Scarre pages 55,59; 74-75. LOA1,3

Week	Date	Topics, Readings, Assignments, Deadlines
4	Feb 17/19	Symbolic expression after the Ice Age, social complexity. Video. <b>Synthesis 1 due (Feb 19).</b> <u>Epistemology</u> LOA 1,2,3
5	Feb 24/26	<b>Unit Two: Venus and the Bull.</b> Origins of Agriculture. SW Asia, Anatolia. Scarre Chp 5, pdf readings. <b>Exam 1 (Feb 26)</b> LOA 1,2,3
6	Mar 3/5	Mesopotamia, First Cities, Urban issues. Scarre Chp 6, pdf readings LOA 1,3
7	Mar 10/12	Mesopotamia, Origins of literacy, ancient paradigms. Scarre Chp 12, pdf readings LOA 1, 3
8	Mar 17/19	Aegean and Mediterranean World, Ancient Trade and Exchange Feder Chp 8; Scarre Chp13 to page 503, pdf readings LOA 1,2,3
9	Mar 24-31	Spring Break and Cesar Chavez Day
10	Apr 2	Lost Atlantis? Trojan War Pdf readings LOA 1,2
11	Apr 7/9	Ancient Egypt: Pyramid mysteries Feder Chp 10 Synthesis 2 due (April 9) <u>Environment</u> Video LOA 1, 3
12	Apr 14/16	Special Topics Exam 2 (April 16) LOA 1,3
13	Apr 21/23	<b>Unit 3 The Ancient Americas</b> The Americas; Olmec/ Maya Scarre Chp 16 LOA 1,2 LOA 1,2,3
14	Apr 28/30	Maya decline; North American decline; Aztec world Scarre Chp17-18; Feder Chp 6-7 <b>Term Paper Due (April 30).</b> No Exceptions.
15	May 5/7	Peru: Pre Inca, Inca; Nazca mysteries Video. Pdf readings LOA 1,3
16	May 12	Special Topics LOA 3
Final Exam	May 16	(Final) Exam 3 Friday May 16 12:15-2:30

## Departmental Goals \_\_\_\_\_

Learn about the goals of the anthropology department and how it can benefit your education.

Goals <http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html>

### Credit Hours

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week

with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## **University Policies**

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Here are some of the basic university policies that students must follow.

### **Dropping and Adding**

Find the procedures and deadlines for adding and dropping classes.

[Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html)      <http://info.sjsu.edu/static/catalog/policies.html>.

[Add/drop deadlines](http://www.sjsu.edu/provost/services/academic_calendars/)      [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/)

[Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/)      <http://www.sjsu.edu/aars/policies/latedrops/policy/>

### **Consent for Recording of Class and Public Sharing of Instructor Material**

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf)      <http://www.sjsu.edu/senate/docs/S12-7.pdf>

### **Academic integrity**

Learn about the importance of academic honesty and the consequences if it is violated.

[University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf)      <http://www.sjsu.edu/senate/docs/S07-2.pdf>

[Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/)      <http://www.sjsu.edu/studentconduct/>

### **Campus Policy in Compliance with the American Disabilities Act**

Here are guidelines to request any course adaptations or accommodations you might need.

[Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf)      [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf)

[Accessible Education Center](http://www.sjsu.edu/aec)      <http://www.sjsu.edu/aec>

## **Resources**

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The university provides resources that can help you succeed academically. Just look here.

[Academic Success Center](http://www.sjsu.edu/at/asc/)      <http://www.sjsu.edu/at/asc/>

[Peer Connections website](http://peerconnections.sjsu.edu)      <http://peerconnections.sjsu.edu>

[Writing Center website](http://www.sjsu.edu/writingcenter)      <http://www.sjsu.edu/writingcenter>

[Counseling Services website](http://www.sjsu.edu/counseling)      <http://www.sjsu.edu/counseling>