

San José State University
College of Social Science/ Anthropology

ANTH160 Reconstructing Lost Civilizations Sec 5. Spring 2021

Course and Contact Information

Instructor(s):	Marco Meniketti
Office Location:	465 Clark Hall (online)
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Email:	Marco.meniketti@sjsu.edu
Office Hours:	Thurs 2:00-5:00
Class Days/Time:	Twice weekly hypothetically M/W. <u>Asynchronous</u> (no in-person or Zoom class. Optional once per week open lecture/question forum) TBA
Classroom:	Canvas website format
Prerequisites:	Upper division standing. Passage of the Writing Skills Test (WST) or ENGL 100A / LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended.

Course Description

Catalogue Description. Explores scientific archaeology and the reconstruction of civilizations. Topics include framing hypotheses, site selection, excavation, analysis of artifacts and ecofacts, and reconstructing social systems. *Satisfies SJSU Studies R: Earth & Environment*

Course Format

This course has been modified to be delivered in an asynchronous online format. Lectures and assignments are available on Canvas and should be completed sequentially. An open (optional) online Zoom forum will take place each week to address complex issues and to address questions. The course is structured around modules, each with a specific focus to be mastered sequentially.

Course Goals

This course explores the panorama of human development beginning with pre-modern humans and their interactions with their environment, through the evolution of civilization in the early Neolithic. An important theme throughout the semester will be water management and ancient responses to drought. 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. 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. Although current theoretical frameworks and methodologies are integrated into the course, the chief purpose is on establishing a broad understanding of human social and cultural development in the context for archaeological interpretation and scientifically based inquiry.

The most important goal of the course is for student to understand how scientific inquiry is conducted in the reconstruction of our past and for students to develop a “healthy skepticism” of non-scientific and unsupported explanations of archaeological and historical phenomenon.

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

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, characteristics, and fallacies of pseudoscience; 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. Written term project.	Correct and critical application of methods demonstrated on problem set and short essays in examinations and in term paper. 85% or higher reflects basic competence.

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.

GE Course Learning Objectives

- 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.**

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.

Textbooks (Required)

Price T. Douglas and Feinman, Gary

2019 *Images of the Past* 8th edition. e-book or hard copy. Online support and reading quizzes integrated with Canvas.

Feder, Kenneth

2014 *Frauds, Myths and Mysteries* 9th edition. McGraw Hill, New York.

(Any used edition past 6th is acceptable)

Selected articles on related topics (provided as pdf documents (from the course Canvas webpage). You will be expected to read these items to supplement the texts and held accountable for the readings on examinations.

Readings will include excerpts and articles from several sources (not limited to this list):

Voodoo Science by Robert Park

Not A Scientist by Dave Lievitan.

The War on Science by Shawn Otto.

Scientific American, various authors.

Explorers Journal, various authors.

Archaeology, various authors.

Library Liaison

The Anthropology Department Library Liaison is Silke Higgins. Ms Higgins can be contacted to consult on resources available at the MLK Library. Silkie. Higgins@sjsu.edu.

Course Requirements and Assignments

Readings, lecture content (as powerpoints in Canvas), assigned videos, and assignments are integrated to emphasize specific critical concepts and issues. Pdf readings are provided to fill in gaps in the textbooks and videos are used to illustrate specific issues

[University Policy S16-9](#)

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

The Final Exam will consist of an online reflection essay. Students will have a three-day window to complete the examination and upload their response. The Final Exam is worth 15% of the total grade.

Grading Information

Grades are determined through multiple forms of assessment

The Office of GE at San Jose State requires students complete 3000 words of writing in this course. The requirement will be fulfilled through written assignments including a term paper of 2000 words.

Readings quizzes 50 pts (automatic on completion) 10%

Unit Exams 60 pts each (3) 180 pts 35%

Topical Inquiry Paper or Activity Assignment 25 pts each (2) 50 pts 10%

Term Paper 150 pts 30%

Final Exam 70 pts 15%

Total 500 pts

Assignments.

Reading Quizzes. The text is linked to Connect through Canvas. Through the semester there will be several reading quizzes linked to the text. These are intended to ensure that students complete the readings. Points are given on completion of the quizzes, not based on quiz scores. Multiple attempts are allowed until all responses are correct. Scoring will be on a sliding scale of completion.

Inquiry Papers. These are short, in depth inquiries into particular topics. Students are expected to locate credible resource material and summarize and assess the research that has been conducted related to the topic. These papers will total 1000 words (at least 500 words each).

[Activity. Usually, a hands-on activity is conducted in small groups to illustrate archaeological reasoning. However, the current situation may make this untenable for the semester. If a solution is worked out that will allow the activity to be meaningfully carried out, it will be substituted for the Inquiry Papers, with a similar written product.]

Unit Exams are designed to assess mastery of the information from a specific unit. These are exams are comprehensive but not cumulative. Only material from a given unit is queried.

Topical Research Paper. Students are expected to complete an independent research paper that examines the literature and research related to a specific subject addressed during the semester. The paper must meet 2000 word minimum and use a minimum of eight quality references from vetted sources.

Final Exam. The Final Exam will be a reflection essay concerning the semester content.

Exams are conducted through Canvas.

Inquiry papers are submitted through Canvas as document uploads.

Discussions are conducted through the Discussion platform.

Term Papers will be submitted as a document upload.

Rubrics for each assignment will be posted on Canvas.

Extra Credit assignments will not be given as substitute credit for missing assignments.

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>485-500</i>	<i>97 to 100%</i>
<i>A</i>	<i>460-484</i>	<i>92 to 96%</i>
<i>A minus</i>	<i>450-483</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>435-449</i>	<i>87 to 90 %</i>
<i>B</i>	<i>410-434</i>	<i>82 to 87%</i>
<i>B minus</i>	<i>400-409</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>385-399</i>	<i>77 to 80%</i>
<i>C</i>	<i>360-384</i>	<i>72 to 77%</i>
<i>C minus</i>	<i>325-359</i>	<i>65 to 73%</i>
<i>D</i>	<i>250-324</i>	<i>50 to 65%</i>
<i>F</i>	<i>Less than 250</i>	<i>Less than 50%</i>

Classroom Protocol (Note: some classroom policies will be irrelevant in the on-line format).

- Students are encouraged to ask questions before, during, and after class and to take full advantage of scheduled office hours or 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.
- The instructor will be available through regular online office hours, through email, and by appointment.
- Students should expect to actively participate individually through, class discussions, and in Q&A sessions.
- Students are expected to keep track of assignments, grades and readings. Reading assignments will be posted in a scheduled format on Canvas.
- Missed exams may be made-up only if a student provides appropriate documentation for legitimate cause for missing scheduled exam dates (funeral, medical emergency, family crisis; per university policy). Absolutely no make-up will be given for reasons of course overloads, or personal time. Make-up exams will be by scheduled appointment in my office and will include oral discussion section. Late research projects will not be accepted. Late assignments will be given a grace period of one class cycle (the next class) and a reduced score. Late assignments will not be accepted beyond the grace period. Assignments will not be accepted during finals week.
- Exam dates will not be altered. Exams are offered over several days to accommodate various schedules. **If you have a conflict with a scheduled exam date please make arrangements in advance (no less than two weeks). The sooner the better.**
- The instructor reserves the right to adjust the syllabus content as deemed necessary to facilitate the highest achievement and performance of the class or to introduce new elements that may arise. Archaeology is an active science. New information becomes available weekly that may impact our course material.
- To receive consideration for passing grade for this course you must complete and submit at least 2/3 of the assignments with sufficient scores and complete the Term Paper.
- Extra credit assignments will not be provided as substitutes for missing regular assignments.
- **Academic integrity and ethics will be upheld at all times.** Plagiarism is intellectually dishonest and a form of theft. It will not be tolerated.
- **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.
- **All written projects should conform to the citation and reference standards of Chicago Manual or American Antiquity (SAA). Examples are provided for use on my faculty webpage.**

Students are expected to attend class. Participation is a vital element in a social science environment and attendance is foundational to academic success. Attendance will be monitored informally. Participation and attendance are measured by presence in Discussion forums, activity access to Canvas, and through assignment completion.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed. Make sure to visit this page to review and be aware of these university policies and resources.

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>

University Policies_____

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/

[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

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

Resources_____

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>

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Course Schedule

The schedule is subject to change with fair notice. Announcements will be made through Canvas for any changes. This syllabus is structured around a twice weekly plan for structure only. Students will have access to all current Unit material at all times. These dates are the suggested sequence for learning.

Course Schedule

Week (Optional)	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add any extra column(s) to meet your needs.)
1	Jan 25	Semester begins
1	Jan 27	Unit One Epistemology. What is pseudoscience? What is the scientific method? Archaeology as science. Critical thinking for our times. A brief overview of archaeological science: methods and techniques. Readings: Feder Chapter 1; Price & Feinman Chp 1
2	Feb 1	Spurious correlations. Detecting pseudoscience. Rhetorical tools. Childbed Fever case study. Additional case studies: Piltdown, Cardiff, Fujimura Readings: Feder Chapter 2; pdfs on Canvas
2	Feb 3	Basic research. How to produce a research paper. Reference protocols. Vetting sources.
3	Feb 8	Unit Two. Early Humans. The journey to humanity. Readings: Price & Feinman Chp 2; pdfs
3	Feb 10	Modern humans and emergence of mind. Uncertainty leads to wild speculation. Readings: Price & Feinman Chp 3 The Neanderthal Question. Newest findings. Excerpts from Voodoo Science; Not a Scientist; SciAm articles.
4	Feb 15	Hoaxes and Scientific Frauds Readings: Feder Chapter 3 and 4
4	Feb 17	Mesolithic culture. After the Ice 11,500 years ago. More about research papers. Topic selection. Assembling references
5	Feb 22	SW Asia: Golbeliki Tepe, Catal Hoyuk, Natufian culture Origins of agriculture Read: Price & Feinman Chp 4
5	Feb 24	Unit 1/2 Exam 24th -26th Special Topics. Latest discoveries.
6	Mar 1	Unit Three. <u>The Bull and Power</u>. The first Cities. The first Kings. Mesopotamian achievements Readings: pdf articles
6	Mar 3	Rise of Urban complexity. Why do we live in cities? Is beer the foundation of civilization?
7	Mar 8	Mysteries of Egypt. Who built the Pyramids? How old are the pyramids? Readings: Price & Feinman Chp 8 pages 452-464; Feder Chapter 10 pages 209-221, 240-246

Week (Optional)	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add any extra column(s) to meet your needs.)
7	Mar 10	The Mediterranean World Read: pdf articles Do mummy's cause curses?
8	Mar 15	Special Topics Beware the Ides of March!
8	Mar 17	Age of Heroes. The Aegean and Mediterranean realms. The Trojan War ? Readings: pdf articles
9	Mar 22	Ancient Connected World Ancient seafaring and trade. Maritime archaeology. Impact of global climatic changes on ancient civilizations. Readings. Pdf articles.
9	Mar 24	Lost Atlantis? Minoan culture hypothesis Read: Feder Chapter 8; Price & Feinman Chp 9 pdf excerpts from Not a Scientist; SciAm; from Meet me in Atlantis.
10	Mar 29	Spring Break
10	Mar 31	Spring Break
11	Apr 5	Unit 3 Exam 7th -9th Ancient Europe. Megaliths and monuments. Read Feder Chapter 10 pages 224-234. Review Price & Feinman Chp 9
11	Apr 7	The antiquity of Stonehenge Recent archaeological inquiry
12	Apr 12	Unit Four. The Americas When, Who, How? Feder Chapter 5; Price & Feinman Chp 5
12	Apr 14	North American diversity. Myth of the Moundbuilder culture. Cahokia
13	Apr 19	Topical Research Paper Due (upload) Olmec and Mayan civilization.
13	Apr 21	Misinterpreting Olmec art. Readings: Price and Feinman Chp 6
14	Apr 26	Mayan achievements Decoding the glyphs. The prophesy that never was. Research Paper Due
14	Apr 28	Classic Maya. Mayan math and astronomy. Symbolism. Ancient astronauts?
15	May 3	Mayan architecture. Mayan cities. Readings: Feder Chapter 7.
15	May 5	Incan mysteries. Aliens or indigenous intelligence? Real archaeological mysteries Part II. Nazca lines Read: Price 7 Feinman Chp 7; pdf articles
16	May 10	Easter Island. Solving riddles.
16	May 12	Epistemology revisited
Last Day	May 17	Nazi archaeology Read; pdf articles.
Final Exam		Unit Four Exam / Final Exam May 19th -21st

