

**Anthropology 164:
North America before 1492
Section 01 (47592) Fall 2022
San José State University
Department of Anthropology/ College of Social Sciences**

Instructor:	Viviana Bellifemine Sanchez-Chopitea
Office Location:	CLK 463
Email:	viviana.sanchezchopitea@sjsu.edu
Zoom Office Hours:	Thursdays 4:45-5:45 or by appointment
Class Days/Time:	Tuesday and Thursday 15:00-16:15 (in-person)
Classroom:	WSQ 04
Prerequisites:	Upper Division standing

Canvas and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, and grades can be found on the [Canvas Learning Management System course login website](#). You are responsible for regularly checking with the messaging system through [MySJSU](#) or [Canvas](#) to learn of any updates.

Course Description

Catalog: Archaeology and history of North American peoples before 1492. Pre-Columbian culture areas and relationships between them; development of state societies; relationships with and resistance to European colonizers.

This course treats the origins and development of the Native cultures of North America. It will deal with issues pertaining to the original migrations, rise of complexity, and post-contact interactions and their impact on the Native American populations, extending to current political conditions. The course explores the subsistence patterns and social and cultural interactions within and between groups. The course will bring in the nature of evidence that current archaeological views of the region's development rests upon, including bioarchaeological, genetic, linguistic, and ethnographic.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

- Apply archaeological and anthropological principles to the diversity of Native peoples across North America
- Understand the effects of environment and culture on social development
- Identify indigenous cultures based on location and environment
- Understand the effects of colonial interactions on indigenous cultures
- Understand the nature of archaeological evidence that shapes our understanding of the peopling of the Americas
- Appreciate the indigenous voice in the current social and political environment
- Discuss the evolution of archaeological thought, and the role of key individuals in development of archaeology as a science in North America.
- Discuss how archaeology gives voice to the under-represented

Required Texts/Readings

Textbook

Fagan, Brian 2019 Ancient North America. 5th edition. Thames and Hudson, UK.
ISBN: 9780500293607

Other Readings

Supplementary course readings or handouts in PDF format will be available on the course Canvas page.

Course Requirements

“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.” [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)

NOTE: “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.” [University Attendance and Participation Policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

Course Assignments and Grading Policy

Students will be graded on the following assignments:

- **Three Exams**: (each exam = 50pts)

Conceptual understanding and application of knowledge is one of the main objectives of the course and will be targeted by assessment. Short multiple-choice questions will be given at the conclusion of one or more of the five course modules. Objective questions

are included to assess core content. These exams will have a time limit, however, they will be available throughout the scheduled day.

Failure to take any exam will result in a failing grade regardless of other completed work

- **A Term Paper:** (a total of 140 points)

A research paper (about 8 pages double spaced of ORIGINAL work [**excluding quotes**]) and a separate reference section are required for this class. This paper should address a more nuanced aspect of specific cultural developments. The paper itself is worth 100 points. Additionally, a one page proposal (10 points), three preliminary citations (10 points), a first draft, and peer-review assessments (20 points), are components of this assignment.

Papers will not be accepted after the deadline (unless previously arranged with the instructor), or with a Turnitin score greater than 15%. “Turnitin” is a feature built in Canvas that highlights and calculates a similarity score based on fragments that have been copied from other sources (websites, books, articles, student papers, etc.). Check your “turnitin” score when you submit your assignment to Canvas, therefore, it is advisable not to wait until the last minute. Build in some extra time to be able to revise your work. Academic dishonesty, cheating or intentional plagiarism indicated by a high “turnitin” score will result in an automatic grade of F (<http://www.sjsu.edu/senate/docs/F15-7.pdf>, you are responsible for knowing the content of this document, no exceptions).

Failure to complete a term paper will result in a failing grade regardless of other completed work.

- **Exercises and Projects:** (100pts). A number written exercises, to be completed individually or in groups, will be assigned during the semester based on the course readings listed in Canvas or other additional introduced material. These are to further discuss current issues in the field.

- **Class participation/verbal discussion:** (60pts). Contribution to the class in the form of questions, comments, ideas, and the sharing of current events related to the field will be also evaluated and considered for the final grade in the class. Student participation is important to promote critical thinking and evaluate the understanding of class material. It provides an indication of your engagement in your own education.

- **Attendance:** (not graded). Attendance is strongly encouraged and expected. Your success in the class depends on your presence during lecture and class activities. If absent, you are responsible for obtaining class notes. Missing lectures may result in failing the class. **I do not drop students for non-attendance; you are responsible for your registration status.**

- Dates, topics and other details for all assignments will be provided in Canvas.
- **A grade of Incomplete will not be given to avoid an F in the class.**

Assignments and Grade Break-down

Exams (3 partial tests, 100 points each)	150	33%
Term paper (proposal, sources, peer-review)	140	31%
Exercises and Projects	100	22%
Class Participation	60	13%
Total	450	100%

Below are basic guidelines for grading. Additional criteria may apply depending on assignments. Letter grades will be assigned based on score percentages, as follows:

Grading is as follows:

A	B	C	D	F
97-100% = A plus	87-89% = B plus	77-79% = C plus	67-69% = D plus	Below 60% =
93-96% = A	83-86% = B	73-76% = C	63-66% = D	
90-92% = A minus	80-82% = B minus	70-72% = C minus	60-62% = D minus	

IMPORTANT: Read the syllabus, familiarize yourself with Canvas, and keep up with the reading. Your involvement and participation in class is very important. If you have any questions or issues do not hesitate to contact me during office hours. Do not wait too long to communicate if you are having problems in class or with the class material. Your success in the class depends on your understanding of the material and completing the assignments on time. I strongly encourage you to reach me through email or Zoom for any questions you may have that are not already addressed in the syllabus or Canvas. Participation is strongly encouraged and expected. Your success in the course depends on your involvement in class activities.

Classroom Protocol and policies

- **Regular attendance** is expected and recorded. This course is designed as in-person and not as online. Keep in mind that participation in the class (addressed above) is part of your grade.
- **Arriving late and leaving early is not acceptable** unless there is an exceptional circumstance or has been previously arranged with the instructor. Students will be asked to leave the classroom when this occurs on a regular basis since it is disruptive to the class.
- **All electronic devices not necessary for note taking, including laptops, tablets, and cell phones, must be turned off and out of sight during class.** Students should be aware that according to Title 5 of the California Code of Regulations, "Standards for Student Conduct," grounds for student discipline includes: "Participating in an activity that substantially and materially disrupts the normal operations of the University," {Section 41301(b)(4)} which could include

use of electronic devices in classroom settings for activities unrelated with the class.

- **Communication:** I will answer all emails during regular working hours (Monday through Fridays from 9am-6pm. About 24 hours for a response, I have a very long commute. I will not answer emails during the weekend or holidays, or after the official closing of the semester. Make use of office hours (or make an appointment) to chat about more complex (or any) issues. **For all concerns regarding your grade, please see me before the last day of class. Grades cannot be changed after grades are submitted (last official date of the semester).**
- **All assignments are due the date specified in the Canvas schedule** unless the date has been officially changed by the instructor or there is a compelling and verifiable reason. **All written assignments are to be submitted through Canvas or as indicated by the instructor. Unexcused late written assignments will not be accepted after two weeks and will be subject to heavy penalties. All assignments are due before the last day of class.**
- **In-class activities/assignments/exercises cannot be made up.**
- **Assignments described as mandatory (exams and term paper) are required to pass the course regardless of other accumulated points..**
- **Make-up exams** will be given only if 1) you know in advance that you are unable to complete it due to an important and verifiable reason and have arranged in advance with the instructor for an alternative date prior to its scheduled date, 2) if any reason arises beyond your control you need to notify the instructor before class by email and provide a verifiable reason (note from physician/nurse, etc.) for the absence. Only students with a valid documented justification will be able to take a make-up a test (or turn in a late assignment). Make-up exams will only be scheduled within one week from the original due date.
- **The Final Exam cannot be made-up. Students must take the Final Exam at the scheduled time or earlier with the approval of the instructor.**
[University policy S17-1 \(http://www.sjsu.edu/senate/docs/S17-1.pdf\)](http://www.sjsu.edu/senate/docs/S17-1.pdf)
- After the end of semester there will be no changing of grades or any further grade negotiation. Canvas keeps you updated on your current grade; it is up to each student to calculate what is needed for the desired goal.
- Students are encouraged to take full advantage of scheduled office hours or to make appointments.
- **All lectures and course materials, including exams, assignments, quizzes, handouts, and exercises, are copyrighted and may not be distributed without written permission from the instructor.**

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as 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 on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

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, meetings 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>

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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Fall 2022, Tentative Course Schedule

Schedule is subject to change with fair notice made available from the instructor by email, Canvas and class announcements.

Table 1 Tentative Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 23, 25	<p>Introduction to the course.</p> <p><u>Module 1: Early Archaeology in North America</u></p> <p>The discovery of North America and Myths about the Native and their origin. The myth of the Moundbuilders.</p> <p>Reading: Fagan: Part 1</p> <p>Assignment: Video</p>
2	Aug 30, 1	<p>The study of prehistory in the Americas. Archaeological theory: Perspectives and paradigms.</p> <p>Chronology: Geologic time. Prehistory, history.</p> <p>Reading: Fagan: Part 1. PDF's</p>
3	Sep 6, 8	<p><u>Module 2: The First Americans</u></p> <p>The evidence. Clovis complex. Pre-Clovis. Folsom complex. Analysis of specific archaeological sites and biological evidence. Kennewick. Environmental Changes and Megafauna extinction.</p> <p>Reading: Fagan: Part 2, PDF's</p> <p>Assignment: Video</p>
4	Sep 13, 15	<p><u>Module 3: Adaptation</u></p> <p>Regional developments and local adaptations, Archaic societies, early agriculture, maritime traditions, hunters and foragers. Far North, The Pacific.</p> <p>Reading: Fagan Part 3: Chapters 4, 5; PDF's</p> <p>Assignment:</p>
5	Sep 20, 22	<p>The Plains, Great Basin.</p> <p>Reading: Fagan Part 3: Chapters 6, 7</p> <p>Assignment: Test 1</p>
6	Sep 27, 29	<p>The Eastern Woodlands, The Southwest</p> <p>Reading: Fagan Part 3: Chapters 8, 9; PDF's</p> <p>Assignment: Research paper proposal and citations due</p>
7	Oct 4, 6	<p>The Southwest</p> <p>Reading: Fagan Part 3: Chapters 8, 9; PDF's</p>

8	Oct 11, 13	<u>Module 4: Complexity and European Contact</u> The Southwest, The East: Northeast: Woodland, Hopewell, Southeast: Woodland Reading: Fagan Part 4: Chapters 10, 11; PDF's
9	Oct 18, 20	The East: Southeast: Mississippian. Reading: Fagan Part 4: Chapters 12, PDF's Assignment: Test 2
10	Oct 25, 27	Algonquians and Iroquoians, European Contact Reading: Fagan Part 4: Chapters 13 Assignment: Research paper first draft due for peer-review
11	Nov 1, 3	<u>Module 5: Consequences of Contact</u> The Norse, Newfoundland, Epidemics Reading: Fagan Part 5: Chapters 14
12	Nov 8, 10	Colonists, Borderlands, and Missionaries. Reading: Fagan Part 5: Chapters 15
13	Nov 15, 17	Archaeology and the History of the Under-Represented Reading: Fagan: Part 5: Chapter 16 Assignment: Research paper due
14	Nov 22, 24	Archaeology and the History of the Under-Represented 24th THANKSGIVING: NO CLASS
15	Nov 29, Dec 1	The Past as Present and Future Reading: Fagan Part 5: Chapter 17 Final Statements
16	Dec 6	Presentations
Final Exam	Dec 9 (Friday)	Final Exam: Test 3 2:45-5:00