

**ANTH 13
Archaeology**

**Fall 2019, Section 3 (49082)
San José State University**

Department of Anthropology/ College of Social Sciences

Course and Contact Information

Instructor:	Gustavo Flores
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Office Hours:	Monday and Wednesday 1:20 to 1:50 pm
Class Days/Time:	Mondays and Wednesday 10:30-11:45AM
Classroom:	Boccardo Business Center (BBC) Room 320

GE/SJSU Studies Category: GE A3: Critical Thinking

Canvas and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at <http://sjsu.instructure.com>.

Course Description

How archaeologists invent their own version of the past, illustrated with compelling Old and New World discoveries from early prehistory to the present. How archaeological sites are discovered, excavated and analyzed; how facts are tested and fictions unmasked.

This course is going to introduce to the concepts, theories, data and models of anthropological archaeology that contribute to our knowledge of humans' past, especially when there is no writing history. We will explore what archaeology is and is not. We will explore how archaeology has developed and how it has changed. We will explore the involvement of many new communities and discuss some of the professional and ethical problems between the practice of archaeology today and the conservation, protection, and control of cultural resources. We will explore the interpretation of the material culture using theoretical frameworks that help archaeologists in their research design. We will learn what makes up the archaeological record, what it takes to do fieldwork, and how to collect your data, exploring the tool kit that archaeologists use in the field. Other topics we will discuss include Indigenous archaeology, archaeozoology, bioarchaeology, and ceramic analysis.

General Education Learning Outcomes

Students shall be able to:

1. locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation;
2. present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their position on complex issues in dialogue with other points of view;
3. effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas;
4. identify and critically evaluate the assumptions in and the context of an argument;
5. effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes (implications and consequences).

Required Textbooks

Principles of Archaeology, Second Edition
ISBN: 978-0-500-29336-2

Deetz, James. 1996. In *Small Things Forgotten: The Archaeology of Early American Life* 2nd Edition. Anchor Press, New York. ISBN: 0385483996

Other Readings

Supplementary course readings or handouts in PDF format. 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 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 completing assignments, labs, clinical practica, and so on. Other course structures will have equivalent workload expectations as described in the syllabus. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Course assignments and Grading Information

This course must be passed with a C- or better as an SJSU graduation requirement.

Library Liaison

Silke Higgins, MA, MSLS
Librarian for Anthropology Department
King Library
Phone: (408) 808-2118
Email: Silke.Higgins@sjsu.edu

Course Requirements and Assignments

Students will be evaluated on the basis of:

(1) **Interactive activities** will be completed both in and out of class and will require students to attend class to receive detailed instructions and to report on observations. Activities will correspond to most units of the course

and involve written submissions. This hands-on portion of the class includes five **short activities** (10 points each), as well as **three longer activities** (25 points each): Kennewick Man Debate, Cemetery Seriation Project, and Global Exchange Project. Longer activities will include critical essays on topics informed by library research and original data collection. Through essay drafts and instructor feedback, students will get repeated practice in prewriting, organizing, writing, revising, and editing. The first draft of each project will contain at least 1000 words and the final draft at least 1500 words (12-pt font, double-spaced with 1-inch margins). Please include the word count at the end. **[125 points]**

- More detail: For the Kennewick Man Debate students will consider both sides (pro and con) of a debate about scientific study of human remains and repatriation, then argue for each side in written and verbal contexts. The Cemetery Seriation Project requires collaborative, hands-on data collection on gravestone markers in a local context and interpretation of historical periods and social ideologies. The Global Exchange Project will require students to research (in library and online) contexts of production, distribution, and consumption of a particular commodity in their lives and critically consider how this item embodies transnational capitalist relations.

(2) A comprehensive **final examination** will include essays on the major themes of the course. Two short essays and one long essay will contain at least 1000 words. The exam will be given during the scheduled finals period (except for students requiring disability accommodations). **[50 points]**

(3) Unannounced **quizzes** will be given occasionally during the first 10-15 minutes of class. These quizzes may be multiple-choice, fill in the blank, or short answer. They are designed to cover material presented in lectures and assigned readings—keeping up readings is essential to do well on this portion of the class. The content of the questions may be specific to the findings presented (e.g. sites, interpretations of scholars, or theories), or they may require students to logically consider scientific arguments (e.g. how behavioral conclusions derive from particular archaeological evidence, or broader social outcomes of patterned behavioral choices). Quizzes may not be made up if missed—for this reason it is strongly recommended that students come to class on time each meeting. There will be eight quizzes (10 points each) during the semester. **[80 points]**

(3) **Analysis of readings:** To help students critically engage with the supplemental articles for the class, two essays are required. Each analysis requires students to read an academic article and consider multiple perspectives on its content, then present a persuasive argument on a controversial viewpoint. **[50 points]**

- Article Analysis #1: Students will sign up in teams to prepare short presentations (10-15 minute) of the supplemental articles during a week of the course (excluding week 15). Article Analysis #1 (on the article presented to class) should be submitted at the time of the presentation and should each be a 1000-word analysis of the article. *Students should be aware that the due date for their presentation and Article Analysis #1 will be the date for which they signed up -- it is not specified on the syllabus schedule.*
- Article Analysis #2: A critical analysis of a reading is assigned for the entire class in Week 15 on the topic of the archaeology of Japanese Internment Camps from World War II. This analysis will contain at least 1,000 words (double-spaced with 1-inch margins). Please include the word count at the end.

Writing is a critical component of the class, and essays will be required of each student (totaling approximately 6000 words, 4500 in revised form). Article analyses, interactive activity analyses, and the final exam contribute to student writing and critical thinking, and will focus on grammar as well as argument and organization. Essays must be typewritten, double-spaced, and use a 12-point font size with 1-inch margins. Proper citation format is required, and you may employ consistently the citation style used in your major. A library orientation early in the course will inform students on how to do library research for a series of essays associated with activities in Week 4 (Kennewick Man Debate), Week 8 (Cemetery Seriation Project), Week 12 (Global Exchange Project), and Week 15 (Article Analysis #2: Archaeology of Japanese Internment).

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

The final exam is an essay exam on the major themes of the course. [University policy S17-1](http://www.sjsu.edu/senate/docs/S17-1.pdf) (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) states that "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."

Grading Information

Interactive activities	125 pts.	GELOs 1-5, CLOs 1-5
Quizzes	80 pts.	GELO 5, CLOs 1-5
Analysis of Readings	50 pts.	GELOs 2-5 & CLOs 1 & 5
Final Exam	<u>50 pts.</u>	GELOs 2&5 & CLOs 1-5
Total	305 pts.	

Below are basic guidelines for grading. Letter grades will be assigned based on score percentages, as follows:

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100%</i>
<i>A</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>

Classroom Protocol

Please do not use your laptop to browse the internet. Do not text or play games on your phone or laptop. I can see you and don't want to call you out in front of the 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 unauthorized electronic devices in classroom settings.

I suggest you hand write your notes.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

ANTH13 / Archaeology, Fall 2019, Course Schedule

This schedule is subject to change with fair notice, any changes will be announced in class or by Canvas email.

Course Schedule

*Principles of Archaeology (PA) *James Deetz: Small Things Forgotten (Deetz)

Week	/Date	Topics, Readings, Assignments, Deadlines
1	8/21	Introduction to class, syllabus, and course expectations
2	8/26-8/28	Part 1: Introduction: What is archaeology Read Chapter 1 (PA) Deetz: Chapter 1 "Recalling Things Forgotten" In-class activity 1: Questions First
3	9/2-9/4	Labor Day – Campus Close Part 1: Brief History of Archaeology Read Chapter 2 PDF Lewis R. Binford 1962 In-class Video: The Myth of the Moundbuilders PDF Kentucky Memoir: Digging in the Depression
4	9/9 -9/11	Part 3: Responsibilities – Who owns the Past? Read Chapter 15-PA PDF: Watkins; Meighan and Zimmerman; Cooper; Ferguson <i>Kennewick Man Debate (debate & first draft due Sept 11):</i> <i>GELO 1-3, CLO 3 & 5</i>
5	9/16-9/18	Part 3: Responsibilities- WHO OWNS THE PAST?—Archaeology and “the People Without History”; video: “The African Burial Ground” Deetz: Ch. 7-8; PDF: Barbour, Gidwitz
6	9/23-9/25	Part 1: Interpretation in Archaeology survey, excavation Middle range theory Read Chapter 3 PA PDF Lewis R. Binford 1985-pp.203-210 PDF: Keeley <i>Site formation processes activity: GELO 3&5, CLO 1,2,&4</i>
7	9/30-10/02	Bring seriation data to class for in-class work on graphs/charts
8	10/7-10/9	Part 2: Archaeological Questions

Week	/Date	Topics, Readings, Assignments, Deadlines
		Chapter 4 PA Deetz: Chapters 3, 4, and 6 Part 2: Archaeological Record Chapter 5 PA In-Class Video "artisans and traders" PDF James F. Deetz Archaeology as a Social Science <i>Cemetery Seriation project (first draft due Oct 9): GELO 1-5, CLO 1-5</i>
9	10/14-10/16	Part 2: Fieldwork Read Chapter 6 PA PDF Koster site The New Archaeology in Action In-class activity 3: Submerged
10	10/21-10/23	Part 2: Fieldwork Read Chapter 7 PA Fieldwork experience Mapping In-class activity 4: On-the-ground
11	10/28-10/30	Part 3: Kinds of things: Sorting, Types, and Numbers Read Chapter 8 PA Deetz Chapter 4 "Remember me as You Pass by" Part 3: Dating Absolute Dating Methods PDF An Indian Hunter's Camp for 20,000 years
12	11/4-11/6	Part 3: Geoarchaeology Stratigraphy PDF Principles of Geology pp. 93 Read Chapter 9 PA Global exchange project work in class
13	11/11-11/13	11/11- VETERAN'S DAY Part 3: Lithic Analysis PDF William Andrefsky, JR. pp. 3-21 Read Chapter 10 PA In-Class Video "Flintknapping" Bruce Bradley Global exchange project due (presentations, first draft due Nov 6)
14	11/18-11/20	Part 3: Ceramic Analysis Read Chapter 11 PA PDF The Beauty of "Ugly" Eskimo Cooking Pots pp. 103-118 PDF: Smith Global exchange project due (final essays due Nov 18)
15	11/25-11/27	Part 3: Archaeozoology PDF B.O.K. Reeves Six Millenniums of Buffalo Kills <i>Zooarchaeology activity (in class Oct 23): GELO 5, CLO 1&2</i> Amache Internment Camp PDF: Skiles and Clark Article Analysis #2 (Due Nov 25) (11/27) NI-NOT INSTRUCTIONAL DAY
16	12/2-12/4	Part 3: Bioarchaeology Read Chapter 14 Class Activity 10: Guess Who's Dead!

Week	/Date	Topics, Readings, Assignments, Deadlines
17	12/9	Lab Visit
	12/12	Final Exam: 9:45-12:00