

**Anthropology 168**  
**Archaeological Method and Theory**  
**Professor David Kojan**  
**Spring 2006**

**Lecture:** Tuesday & Thursday 10:30 – 11:45  
WSQ 4

**Office:** BT 350D  
**Hours:** Tuesday 9:00 – 10:00, or by appointment.

**Email:** [david@chancho.org](mailto:david@chancho.org) (the best way to reach me)

**Course Overview**

This course is designed as an in-depth examination of the key methods, theories, and questions of contemporary research archaeology. Through a series of focused case studies we will be exploring the physical processes of archaeological site formation, the techniques and methods of field and laboratory study, the key interpretive frameworks used to understand evidence of the past, and the main ethical considerations that are part of all archaeological inquiry.

We will begin the semester with a broad overview of the history of archaeology and the principle debates within contemporary archaeology. We will then turn our attention to our case studies, which come from two main geographic and cultural contexts: western South America, and California.

In this course you will become familiar with the basic methods of archaeological inquiry, gain practice in the reading, writing and presentation of archaeological research, and develop skills in critical thinking, and historical conceptualization. By the end of this course students will be well prepared to participate in archaeological fieldwork.

**Reading**

This semester we will be using a textbook and a series of articles and book chapters for our assigned reading. Please note that all reading assignments are to be completed before coming to class each week. To ensure that everyone is keeping up with the reading you will periodically have unannounced quizzes on the reading material.

- Colin Renfrew's *Archaeology: Theories, Methods and Practice*. 4<sup>th</sup> edition. Thames and Hudson – available at campus bookstore
  
- Electronic reader found at: <http://www.sjsu.edu/faculty/kojan/>

## **Seminar**

This class will be conducted in a seminar style in which every member of the class is expected to participate by asking questions and providing their own ideas. In class we will be drawing on lectures, films, thought exercises, and class discussion in order to explore our subject matter.

There will also be two class field trips to local archaeological sites. Both of these field trips are mandatory, so if you have a conflict with either of them, please see me at the beginning of the semester.

## **Assignments**

You will be responsible for and graded on a variety of assignments this semester

Reading & Participation – Your first responsibility is to come to class each day prepared to discuss and engage with the class material. Please note that attendance and preparation are requirements of this seminar – please do not take this class if you can not commit to these responsibilities.

Thought Exercises – Over the course of the semester you will have a series of short written thought exercises designed to address particular issues that we will be examining in class. These will generally be one to two page writing assignments that will be turned in for a grade. Therefore please make sure to carefully write and edit all of your written work.

Midterm Exam – We will have one take-home midterm exam.

Research Paper – Over the course of the semester you will each be developing, researching, writing, and presenting an independent research paper. For this assignment you will need to use the library to conduct scholarly research on a significant archaeological topic. You will be working with your seminar colleagues to help define and fine-tune your research paper, and you will be giving a formal presentation of your research during the final weeks of the semester. This assignment will require a significant amount of work and commitment, so please plan your time accordingly.

## **Grading**

The grading for the class will be as follows:

Participation	15%
Quizzes	15%
Thought Exercises	15%
Midterm	20%
Research Paper	20%
Presentation	15%

## COURSE CALENDAR

<b>Week 1</b> Jan. 26	Welcome Introduction to the Course
<b>PART I – HISTORY AND THEORY IN ARCHAEOLOGY</b>	
<b>Week 2</b> Jan. 31 & Feb. 2	<b>The Early Years of Archaeology</b>  <b>Reading</b> Renfrew – Chapter 1 Johnson – Chapter 1 (R)
<b>Week 3</b> Feb. 7 & 9	<b>The Emergence of Scientific Archaeology</b>  <b>Exercise 1 – Have a Theory! (due on Tuesday)</b>  <b>Reading</b> Johnson – Chapters 2 & 3 (R)
<b>Week 4</b> Feb. 14 & 16	<b>Interpretive Archaeologies</b>  <b>Reading</b> Renfrew – Chapter 14 Johnson – Chapter 7 (R)
<b>PART II – ARCHAEOLOGY OF THE ANDES &amp; AMAZON</b>	
<b>Week 5</b> Feb. 21 & 23	<b>Case Study 1 - Peopling of the New World</b>  <b>Reading</b> Renfrew – Chapter 4 Gonzales – 2005 (R) Renee – 2005 (R)
<b>Week 6</b> Feb. 28 & Mar. 2	<b>Case Study 2 - Rethinking Amazonian Prehistory</b>  <b>Exercise 2 – Archaeological Methods (due on Tuesday)</b>  <b>Reading</b> Renfrew – Chapter 6 Mann – 2000 (R)
<b>Week 7</b> Mar. 7 & 9	<b>Case Study 2 (cont.)</b>  <b>Reading</b> Renfrew – Chapter 2 Heckenberger – 2003 (R) Meggars – 2003 (R)

<b>Week 8</b> Mar. 14 & 16	<b>Case Study 3 - The Archaeology of Food</b>  <b>Exercise 3 – Academic Journal Review (due on Tuesday)</b>  <b>Reading</b> Renfrew – Chapter 7 Hastorf – 1996(R)
<b>Week 9</b> Mar. 21 & 22	<b>Case Study 3 (cont.)</b>  <b>San Bruno Mountain Field Trip - Tuesday</b>  <b>Reading</b> Renfrew – Chapter 11 Field Trip reading to be determined
<b>Week 10</b> Mar. 28 & 30	<b>Spring Break – No Class</b>
<b>PART III – ARCHAEOLOGY OF CALIFORNIA</b>	
<b>Week 11</b> Apr. 4 & 6	<b>Case Study 4 - California Rock Art</b>  <b>Midterm – (due on Tuesday)</b>  <b>Reading</b> To be determined
<b>Week 12</b> Apr. 11 & 13	<b>Case Study 4 (cont.)</b>  <b>Reading</b> Renfrew – Chapter 10 Whitley - 1998
<b>Week 13</b> Apr. 18 & 20	<b>Case Study 5 - Bay Area Shellmounds, NAGPRA, and Ethics in Archaeology</b>  <b>Research Paper Abstract (due on Tuesday)</b>  <b>Reading</b> Renfrew – Chapter 3 Luby – 1999
<b>Week 14</b> Apr. 25 & 27	<b>Case Study 5 (cont.)</b>  <b>Reading</b> McNiven - 2005 Ferguson – 2000

<b>Week 15</b> May 2 & 4	<b>Case Study 5 (cont.)</b>  <b><u>Reading</u></b> To be determined
<b>PART III - PRESENTATIONS</b>	
<b>Week 16</b> May 9 & 11	
<b>Week 17</b> May 16	

**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, 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 the 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 the 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 José State University.

**CHEATING:**

At SJSU, cheating is the 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 both course instructors 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.