

# ANTH 160: Reconstructing Lost Civilizations

San Jose State University, Fall 2014, Section 1



## General Course Information

Instructor: Albert D. Gonzalez

Instructor Contact: [albertdgonzalez@gmail.com](mailto:albertdgonzalez@gmail.com)

Class Location: Clark Hall 310

Day and Time: Mondays and Wednesdays 1:30 to 2:45 pm

Office Hours: Mondays and Wednesdays 2:45-3:45 pm

Office Location: Clark Hall 461

## Course Description

This course offers an overview of the swath of human history in which states and civilizations emerged and came to thrive. It also is designed to expose students to the cultural and political contexts in which those states and civilizations arose, using archaeological evidence to evaluate the relationships between civilizations and their predecessors. However, the course will start farther back in time even, providing an overview of the earliest human social structures as backdrop for the development of the first states and civilizations. The construction of that backdrop will include a close look at the material culture left behind by some of our earliest human ancestors, including *Homo erectus* and *Homo neanderthalensis*. The semester will end with a discussion of the more recent-historical world in archaeological terms and with a brief review of the archaeologies of contemporary capitalism. The course will also include sections dedicated to analyzing the practice of archaeology as the science of the human past. Our materials thus include a good deal of information over archaeological ethics, methods, and theory and over the various circles of archaeological practitioners and the bodies of thought they represent. In the process, you will be exposed to the particulars of the scientific method as applied in resolving archaeological research questions as well as to the great hoaxes and pseudoscientific efforts of archaeological history. By the end of the semester, you will have developed a broad understanding as to the conditions that lead to the development of civilizations, have some understanding as to the varying factors involved in their emergence and collapse, and have a good handle on the sort of methods employed in discerning the various human-historical trajectories presented over the course of the semester.

## **Required Texts**

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

Frauds, Myths and Mysteries. Kenneth Feder, 2010, Eighth Edition. McGraw Hill.

\*Other texts have been assigned but those will be made available by the instructor.

## **Student Learning Outcomes**

(1) Students will develop an understanding of the methods and limits of scientific investigation, particularly with regard to methods of anthropological archaeology.

(3) Students will develop the ability to distinguish science from pseudoscience.

(4) Students will develop the ability to employ a scientific approach in answering questions regarding earth and environment.

(5) Students will come to hold a good general understanding of the broad swath of human history between Homo erectus and the present, with an especially sharp focus on the period dominated by states and civilizations (including our own) based on archaeological and documentary evidence.

## **Content Objectives and Outcomes**

### *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.

### **Assignments, Participation, and Grading Policy**

#### *Critical Reviews of Weekly Readings (25% of final grade)*

I expect that you will submit critical reviews of your readings on a weekly basis. Those reviews are to be no more than one single-spaced page in length at twelve-point font, and should include an original critical note separate from the rest of the text for ease of identification on my part. Critical reviews are to be written over the week's course material for which they are turned in and are due online before the first class period of the week.

#### *Unit Exams (Units I-III) (45% of final grade at 15% per exam)*

Exams will include essay and short answer prompts testing your knowledge of materials presented in class, assigned reading materials, and any other materials I ask you to review (archaeology news articles, etc.) during the course of the unit. Unless otherwise notified, each exam will take an entire class period and I expect that you will use all of that time to respond thoroughly and thoughtfully to the prompts I present.

#### *Term Paper (30% of final grade)*

Every student is required to write a final paper ranging in length between seven and ten double-spaced pages. Your paper should follow the highest standards of academic writing, should be properly cited (Society for American Archaeology format only), and should include a works cited page with at least ten scholarly sources. The works cited page cannot be included in overall page count. I will provide a sheet

containing detailed instructions and guidelines as to the final paper one week after the Unit II exam.

### *Grading Policy*

Grades will be based on score percentages: 92-100% 4.0; 88-91% 3.5; 82-87% 3.0; 76-81% 2.5; 70-75% 2.0; 64-69% 1.5; 57-63% 1.0; <56% 0.0

Below are basic guidelines for grading. Additional criteria may apply depending on assignments.

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 proofed for grammatical and typographical errors and exhibit exemplary writing appropriate to the discipline. Seminar responsibilities achieved. 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 innovative.

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 75% and above range. Final project completed at average level of competence.

To earn a D: Failure to turn in assignments in a timely manner or to complete more than 70% of assignments. Only basic knowledge of conceptual material demonstrated. Critical analysis not exhibited, suggesting minimal effort by student.. Assignments lack careful or thoughtful effort and several errors in content. Failure to achieve seminar responsibilities or barely acceptable effort. Minimal engagement in class projects. Papers will likely contain grammatical and typographical errors and exhibit general writing problems. Citation standards ignored. Exams may score below 75% range. Final project completed.

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 may score below the 60% range. Final project possibly incomplete or late. Or, failure to take the final exam.

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.

### **Course Schedule**

Note: Course schedule and assigned readings are subject to change.

#### Unit I: The Deep Human Past

##### *Week 1: August 25<sup>th</sup> & 27<sup>th</sup> – Ethics, Method, and Theory*

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- Lecture:
  - Introduction to Archaeological Ethics
  - Introduction to Archaeological Methods
- Readings:
  - SAA Principles of Archaeological Ethics (attached)
  - Scarre, Ch. 1

##### *Week 2: September 3<sup>rd</sup> – Theory, Science, and Pseudoscience*

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- Lecture:
  - Introduction to Archaeological Theory
  - Science and Pseudoscience
- Readings:
  - Feder, Ch. 3 & 4

##### *Week 3: September 8<sup>th</sup> & 10<sup>th</sup> – The Erectus Way*

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- Lecture:
  - Kirkpatrick Sale's "Erectus Way"
  - "Peopling:" First Colonizations, First Interactions
  - The Great Extinctions: Megafaunal Demise
- Readings:
  - Scarre, Ch. 3
  - Sale, Ch. 4 (Provided by instructor)

*Week 4: September 15<sup>th</sup> & 17<sup>th</sup> – Anatomical and Behavioral Modernity*

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- Lecture:
  - What Does it Mean to be “Modern?”
  - The Neanderthal Question
- Readings:
  - Scarre, Ch. 4

**Unit II: Descent into Civilization**

*Week 5: September 22<sup>nd</sup> & 24<sup>th</sup> – Egalitarian Societies, Past and Present*

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- Exam I
  - September 22<sup>nd</sup> over Unit I
- Lecture:
  - Hunter-Gatherers and the Zen Road to Affluence
  - Complexity and Sociocultural “Evolution”
- Readings:
  - Sahlins, Ch. 1 (exerpts)
  - TBA

*Week 6: Sept. 29<sup>th</sup> & Oct. 1<sup>st</sup> – Social Crystallizations over Newly-Thawed Landscapes*

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- Lecture:
  - Origins of Agriculture
  - The Emergence of Complexity
- Readings:
  - Scarre, Ch.5

*Week 7: October 6<sup>th</sup> and 8<sup>th</sup> – Mesopotamia and the Indus Valley*

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- Lecture:
  - The Emergence of the State in Southwest Asia
  - What is a Civilization?
  - Mesopotamia and the Indus Valley
- Readings:
  - Scarre, Ch. 12

*Week 8: October 13<sup>th</sup> & 15<sup>th</sup> – Ancient Greece, the Mediterranean, and “Atlantis”*

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- Lecture:
  - Classical Archaeology and Anthropological Archaeology
  - Ancient Greece and the Greater Mediterranean
  - The Atlantis Question

- Readings:
  - Scarre, Ch. 13
  - Feder, Ch. 8

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*Week 9: October 20<sup>th</sup> & 22<sup>nd</sup> – Holocene Africa and Ancient Egypt*

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- Lecture:
  - Holocene Africa
  - Ancient Egypt
  - Mysteries of Egypt
- Readings:
  - Scarre, Ch. 10
  - Feder, Ch. 8

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*Week 10: October 27<sup>th</sup> & 29<sup>th</sup> – East and Southeast Asia*

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- Lecture:
  - Chinese Empires
  - Southeast Asia
  - Japan
    - Guest lecture by Scott Lyons, PhD Student at UC-Berkeley
- Readings:
  - Scarre, Ch. 14 & 15 (Subsections only, assigned in class)
  - Hudson 2005 (provided by instructor)

**Unit III: The Ancient Americas**

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*Week 11: November 3<sup>rd</sup> & 5<sup>th</sup> – Peopling of the Americas*

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- Exam II:
  - November 3<sup>rd</sup> over Unit I
- Lecture:
  - The Peopling of the Americas
  - Alternate Narratives of Peopling
- Readings:
  - Scarre, Ch. 18
  - Feder, Chapter 6

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*Week 12: November 10<sup>th</sup> and 12<sup>th</sup> – Mesoamerican Civilizations*

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- Lecture:
  - Mesoamerican Civilizations
  - Harvesting Hearts: The Story of the Aztec Empire
- Readings:
  - Scarre, Ch. 16

*Week 13: November 17<sup>th</sup> and 19<sup>th</sup> – Andean Civilizations*

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- Lecture:
  - Andean Civilizations
  - Tawantinsuyu: The Story of the Inca Empire
- Readings:
  - Scarre, Ch. 17

*Week 13: November 24<sup>th</sup> – The American Southwest*

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- Lecture:
  - The Emergence and Dissolution of the Chacoan Network
- Readings:
  - Scarre, Ch. 18

*Week 14: December 1<sup>st</sup> and 3<sup>rd</sup> – Archaeologies of the Capitalist West and its Colonies*

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- Lecture:
  - Historical Archaeology: Method and Theory
  - Archaeologies at Colonial and Expansionist Crossroads: Fort Ross, CA and Turley's Mill, NM.
- Readings:
  - Lightfoot and Martinez 1998 (provided by instructor)

*Week 15: December 8<sup>th</sup> and 10<sup>th</sup> – The Contemporary World and Beyond*

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- Lecture:
  - Archaeologies of the Contemporary World
  - Archaeologies of the Future
- Readings
  - Dawdy 2010 (provided by instructor)
  - White 2013 (provided by instructor)
- Exam III:
  - December 10<sup>th</sup> over Unit III

*Term Paper Deadline: December 19<sup>th</sup>*

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- All term papers due on this date.

## **Course 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) cannot be given to avoid an F grade (University Policy).

### **Copyright**

This syllabus, class materials, lectures, and exams for this course are copyrighted. Students are not authorized to copy class materials for any purpose other than their personal use in this class. No class materials, study guides, exams, or lecture may be scanned, photographed, copied, or posted to the Internet in any form without permission of the instructor. Course material is the intellectual property of the instructor and cannot be shared publicly without his approval. Common courtesy and professional behavior dictate that you notify the instructor when you are recording lectures. You must obtain the instructor's permission to record or make videos of the class. Such permission allows recordings for personal and private study purposes only. It does not allow reproduction or distribution of the material.

### **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 or 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 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 a 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 Jose State University.

### **Cheating**

At SJSU, cheating is an 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 the course instructor 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. In written works this may include the over use of quoted materials to build a paper that is otherwise lacking in original content. The instructor reserves the right to fail the assignment or assign a failing grade for the entire course depending on the assessed severity of plagiarism.

## **Add/Drop Policy**

The university has specific procedures for dropping a class. It is the student's responsibility to make sure classes are dropped. You are able to do this through My SJSU. Navigate to "Self Service>Student center>Drop a class." Check the schedule and be sure to drop prior to submitting fees to ensure your registration fees are properly assessed. Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and their intention to continue in the class. Some instructors will drop students who do not meet the stated course prerequisites. However, they are not required to do so. For students who wish to drop a course it is the student's responsibility to make sure classes are dropped. For more information about "add" and "drop" deadlines go to SJSU's "[Adding and Dropping Classes](#)" informational page at <http://slisweb.sjsu.edu/current-students/registration-and-enrollment/adding-and-dropping-classes>.

## **STUDENTS WITH DISABILITIES**

Any student with a condition or situation that requires special accommodations must make arrangements through the Disability Resource center. This includes learning and physical disabilities that prevent you from fulfilling course requirements under expected conditions. If you feel you have a disability, you must go to the Accessible Education Center (AEC) and follow their guidelines in order to receive assistance. I will work with the AEC to assist you based on their recommendations. I am not authorized to make assessments of personal situations regarding disabilities, and request that you prepare well in advance for any special needs you may have, particularly for taking exams. You can find more information on SJSU's policy and the programs available as well as your rights at the [AEC homepage: http://www.sjsu.edu/aec/current-aec-students/index.html](http://www.sjsu.edu/aec/current-aec-students/index.html).

## **University Policies**

### *Academic integrity*

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development](http://www.sa.sjsu.edu/judicial_affairs/index.html) website is here: [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html). Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

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

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec/current-aec-students/index.html) at <http://www.sjsu.edu/aec/current-aec-students/index.html> to establish a record of their disability.

## **Course Bibliography**

Dawdy, Shannon L., 2010. Clockpunk anthropology and the ruins of modernity. *Current Anthropology* 51(6):761–93.

Kenneth Feder, 2010. *Frauds, Myths and Mysteries*, Eighth Edition. McGraw Hill.

Hudson, Mark. 2005. For the People, by the People: Postwar Japanese Archaeology and the Early Paleolithic Hoax. *Anthropological Science* v.113, 131–139.

Lightfoot, Kent, Annette Martinez, and Ann M. Schiff, 1998. Daily Practice and Material Culture in Pluralistic Social Settings: An Archaeological Study of Culture Change and Persistence from Fort Ross, California. *American Antiquity* 63(2):199-222.

Sale, Kirkpatrick, 2006. *After Eden: The Evolution of Human Domination*. Duke University Press, Durham.

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

White, Carolyn 2013. The Burning Man festival and the archaeology of ephemeral and temporary gatherings. In *The Oxford Handbook of the Archaeology of the Contemporary World*, editors Graves-Brown, P., R. Harrison, A. Piccini. Oxford University Press, Oxford.

## Appendix I: SAA Principles of Archaeological Ethics

<http://www.saa.org/AbouttheSociety/PrinciplesofArchaeologicalEthics/tabid/203/Default.aspx>

### Principle No. 1: Stewardship

The archaeological record, that is, **in situ archaeological material and sites, archaeological collections, records and reports**, is irreplaceable. It is the responsibility of all archaeologists to work for the **long-term conservation and protection** of the archaeological record by practicing and promoting stewardship of the archaeological record. Stewards are both **caretakers of and advocates for the archaeological record for the benefit of all people**; as they investigate and interpret the record, they should use the specialized knowledge they gain to promote public understanding and support for its long-term preservation.

### Principle No. 2: Accountability

Responsible archaeological research, including all levels of professional activity, requires an **acknowledgment of public accountability** and a commitment to make every reasonable **effort**, in good faith, **to consult actively with affected group(s)**, with the goal of establishing a working relationship that can be beneficial to all parties involved.

### Principle No. 3: Commercialization

The Society for American Archaeology has long recognized that the buying and selling of objects out of archaeological context is contributing to the destruction of the archaeological record on the American continents and around the world. **The commercialization of archaeological objects** - their use as commodities to be exploited for personal enjoyment or profit - **results in the destruction of archaeological sites and of contextual information** that is essential to understanding the archaeological record. Archaeologists should therefore carefully weigh the benefits to scholarship of a project against the costs of potentially enhancing the commercial value of archaeological objects. Whenever possible **they should discourage, and should themselves avoid, activities that enhance the commercial value of archaeological objects**, especially objects that are not curated in public institutions, or readily available for scientific study, public interpretation, and display.

### Principle No. 4: Public Education and Outreach

Archaeologists should reach out to, and participate in cooperative efforts with others interested in the archaeological record with the aim of improving the preservation, protection, and interpretation of the record. In particular, archaeologists should undertake to: **1) enlist public support for the stewardship of the archaeological record; 2) explain and promote the use of archaeological methods and techniques in understanding human behavior and culture; and 3) communicate archaeological interpretations of the past**. Many publics exist for archaeology including students and teachers; Native Americans and other ethnic, religious, and cultural groups who find in the archaeological record important aspects of their cultural heritage; lawmakers and government officials; reporters, journalists, and others involved in the media; and the general public. Archaeologists who are unable to undertake public education and outreach directly should encourage and support the efforts of others in these activities.

### Principle No. 5: Intellectual Property

**Intellectual property**, as contained in the knowledge and documents created through the study of archaeological resources, is part of the archaeological record. As such it **should be treated in accord with the principles of stewardship rather than as a matter of personal possession**. If there is a compelling reason, and no legal restrictions or strong countervailing interests, a researcher may have primary access to original materials and documents for a limited and reasonable time, after which these materials and documents must be made available to others.

### Principle No. 6: Public Reporting and Publication

**Within a reasonable time**, the **knowledge** archaeologists gain from investigation of the archaeological record **must be presented in accessible form** (through publication or other means) **to as wide a range of interested publics as possible**. The **documents and materials** on which publication and other forms of public reporting are based **should be deposited in a suitable place for permanent safekeeping**. An interest in preserving and protecting in situ archaeological sites must be taken in to account when publishing and distributing information about their nature and location.

### Principle No. 7: Records and Preservation

Archaeologists should **work actively for the preservation of, and long term access to, archaeological collections, records, and reports**. To this end, they should encourage colleagues, students, and others to make responsible use of collections, records, and reports in their research as one means of preserving the in situ archaeological record, and of increasing the care and attention given to that portion of the archaeological record which has been removed and incorporated into archaeological collections, records, and reports.

### Principle No. 8: Training and Resources

Given the **destructive nature of most archaeological investigations**, archaeologists must ensure that they have **adequate training, experience, facilities, and other support necessary to conduct any program of research they initiate** in a manner consistent with the foregoing principles and contemporary standards of professional practice.