

**San José State University**  
**College of Social Sciences / Department of Anthropology**  
**ANTH 13: Introduction to Archaeology, Section 01 (41429), Fall 2022**

**Course and Contact Information**

Instructor:	Alicia A. Hedges
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Office Hours:	Tuesday & Thursday 10:30am – 12:30pm
Class Days/Time:	Tuesday & Thursday 9:00am – 10:15am
Classroom:	Clark Building 204
GE/SJSU Studies Category:	GE A3: Critical Thinking

**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.

**Course Format**

**Technology Intensive, Hybrid, and Online Courses**

This course adopts a partially online instruction format. You must have internet connectivity, and access to a computer, to participate in the classroom activities and/or submit assignments. All assignments must be uploaded to Canvas in .doc or .docx format to be graded due to the limitations of the grading software in Canvas. Please save or export documents created in other formats (such as Google.docs) to Word before submitting the assignment. Please be aware that the Canvas App does not include the full functionality of Canvas as seen on a computer screen and you will not be able to fully participate in the class if using the app only. See University Policy F13-2 at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

## GE Learning Outcomes (GELO)

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

1. Locate, interpret, evaluate, and synthesize evidence in a comprehensive way, including through library research; and integrate research findings into oral and written arguments through appropriate citation and quotation;
2. Use a range of rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;
3. Identify and critically evaluate the assumptions in and the contexts of arguments; and
4. Use inductive and deductive logic to construct valid, evidence-supported arguments and draw valid conclusions.

## Course Learning Outcomes (CLO)

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

1. Identify the various archaeological theories, methods, and techniques used to investigate the human past.
2. Demonstrate an understanding of the nature of scientific inquiry and its application in archaeological research.
3. Articulate the goals, and the legal, operational, and ethical framework of cultural resource management and heritage preservation.
4. Illustrate the use of archaeological methods with reference to cultural sequences.
5. Discuss the relationship between anthropology and archaeology.

## Required Texts/Readings

### Textbooks

Renfrew, Colin and Paul Bahn  
2018 *Archaeology Essentials: Theories/Methods/Practice*, Fourth Edition. Thames & Hudson, New York.  
ISBN: 978-0500841389

Kelly, Robert L.  
2019 *The Fifth Beginning: What Six Million Years of Human History Can Tell Us About Our Future*, First Edition. University of California Press, California.  
ISBN: 978-0520303485

### Other Readings

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

### Library Liaison

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

## Course Requirements and Assignments

Students will be evaluated on the basis of:

(1) **InQuizitive Assignments** are based on the assigned textbook reading for a given week. InQuizitive is a program that comes with the purchase of your textbook. There is a total of 9 InQuizitive assignments and they are worth a total of 100 points. These assignments are due on Fridays by 11:59pm and are accessed via link through Canvas to the InQuizitive website. If you rented or purchased a used book, you can purchase access through the publisher's website. **[90 points]**

(2) **Analysis Papers** (40 points each) will include the topics of the Kennewick Man Debate and the African Burial Ground. These analyses will include critical essays on topics informed by library research and original data collection. Topics pertaining to the Kennewick Man Debate and the African Burial Ground will require students to read academic articles and consider multiple perspectives on its content, then present a persuasive argument on a controversial viewpoint. 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 500 words (12-pt font, double-spaced with 1-inch margins). Every student will peer review the first draft of two other students after turning it in to the instructor. The first draft submission and peer review will account for 10 points of the paper total. The second (and final) draft will contain 1000 words and will be turned in directly to the instructor. The second draft will account for 30 points of the paper total. Please include the word count at the end. **[80 points]**

(3) **Kelly Book Club:** To help students critically engage with the secondary textbook for the class, seven write-ups (10 points each) will be due on the assigned chapters of *The Fifth Beginning* by Robert L. Kelly. Each analysis requires groups of 4 students to read and report on the topic of the assigned chapter and connect the content with content learned in lecture as well as the importance of the topic in contemporary archaeology. These group analyses will be 500 words each. **[70 points]**

(4) **The Global Exchange Group Project** will bring students together in teams to assess contemporary behavior and consider how this helps archaeologists assess past behavior. Students will be required to work together to research an item of their choice and present their findings to the instructor either through a written report, a video presentation, a narrated slideshow presentation, or other media form approved by the instructor. **[40 points]**

(5) **In-Class Activities:** Throughout the semester, there will be a total of 5 graded in-class activities (5 points each). These activities are indicated by an asterisk (\*) in the course schedule below. **[25 points]**

(6) **Reflection Papers and Discussions** (10 points each) will be administered near the end of the semester on various topics. Each reflection paper will be a minimum of 500 words and written during class time. These short papers will be used to foster a class-wide discussion. **[20 points]**

(7) A comprehensive **final examination** will be an essay written on a topic presented to the students near the end of the semester. The final will be turned in through Canvas by the scheduled finals period (except for students requiring disability accommodations). **[50 points]**

Writing is a critical component of the class, and essays will be required of each student (totaling approximately 6000 words). Mega-analyses, chapter 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.

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 a culminating written assignment 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

<b>InQuizitive</b>	<b>90 pts.</b>	<b>GELOs 1-5 &amp; CLOs 1-5</b>
<b>Analysis Papers (2)</b>	<b>80 pts.</b>	<b>GELOs 1-5 &amp; CLOs 1-5</b>
<b>Book Club</b>	<b>70 pts.</b>	<b>GELOs 2-5 &amp; CLOs 1-5</b>
<b>Group Project</b>	<b>40 pts.</b>	<b>GELO 1 &amp; CLOs 1-5</b>
<b>Activities</b>	<b>25pts.</b>	<b>GELOs 2, 4, 5 &amp; CLOs 1, 4</b>
<b>Reflections</b>	<b>20pts.</b>	<b>GELOs 2-5 &amp; CLOs 1-5</b>
<b>Final Exam</b>	<b><u>50 pts.</u></b>	<b>GELOs 1-5 &amp; CLOs 1-5</b>
<b>Total</b>	<b>370 pts.</b>	

**Extra Credit** opportunities will be announced and available throughout the semester with a total of 20 points possible.

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

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

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

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.

F < 60%: 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.

## Classroom Protocol

Your education is your responsibility! You are required to adhere to the following guidelines:

- Due to the structure of this course, access to a computer and internet connection is required to participate.
- Students must turn in their assignments on time, **late work is not permitted without a valid, documented excuse.**
- You are expected to do the assigned readings, review the lecture and other materials, and be prepared to discuss the material with your classmates.
- Your own commitment to learning, as evidenced by your enrollment at San José State University and the University's Academic Integrity Policy (Academic Senate Policy S07-2), require you to be honest in all your academic course work. Faculty members are required to report all alleged violations of the Academic Integrity Policy to Student Conduct and Ethical Development. **Instances of academic dishonesty will not be tolerated.** Cheating 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 **the failure of that assignment and administrative sanctions by the University.** For this class, all assignments are to be completed by the individual student unless otherwise specified and will require a TurnItIn score of 24% or less. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that San José State's Academic Integrity Policy requires approval of instructors.
- Disruptive and/or inappropriate behavior will not be permitted and may result in disciplinary action.
- Some sensitive topics will be discussed in class. You are expected to be respectful of others during class discussions.
- Emails should conform to a professional format. Extensive questions need to be addressed during office hours. Think about your questions carefully, and make sure to look over the syllabus/assignment thoroughly. I will not respond to questions that can be addressed from reading the syllabus or assignment. Additionally, you will need to include the class and section in your email.
- With that said, I enjoy having fun with my classes and stimulating discussion in an open and comfortable environment. This works best when students are prepared, courteous, and respectful! ♦

## 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 on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

# ANTH 13 / Introduction to Archaeology, Fall 2022, Course Schedule

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

## Course Schedule

- Renfrew and Bahn: Archaeology Essentials (AE)
- Robert L. Kelly: The Fifth Beginning (Kelly)
- Anything followed by an asterisk (\*) indicates that it is an activity that may only be completed in class

Week	Date	Topics, Readings, Assignments, Deadlines
1	08/22 – 08/26	<p>Introduction to class, syllabus, and course expectations</p> <p>Module 1: <i>What is Archaeology?</i></p> <ul style="list-style-type: none"> <li>• The History of Archaeology / My Material Culture*</li> <li>• The Variety of Evidence</li> <li>• <i>Breaking New Ground</i></li> </ul> <p><b>Read:</b> Chapter 1 (AE)</p> <p style="text-align: right;"><b><u>Assignments due Friday by 11:59pm:</u></b> (1) SJSU Plagiarism Tutorial (2) Sign-Up for Book Club (3) InQuizitive Topic 1</p>
2	08/29 – 09/02  08/31 – Last Day to Drop	<p>Module 2 (part 1): <i>Who Owns the Past?</i></p> <ul style="list-style-type: none"> <li>• The Myth of Moundbuilders</li> <li>• Considering Stakeholders</li> </ul> <p><b>Read:</b> Chapter 11 (AE); Chapter 1 (Kelly)</p> <p style="text-align: right;"><b><u>Assignments due Friday by 11:59pm:</u></b> (1) Book Club: Kelly Ch.1 analysis</p>
3	09/05 – 09/09	<p>Module 2 (part 2): <i>Who Owns the Past?</i></p> <ul style="list-style-type: none"> <li>• The Kennewick Man Debate*</li> </ul> <p><b>Read:</b> Watkins (2000) PDF</p> <p style="text-align: right;"><b><u>Assignment due Friday by 11:59pm:</u></b> (1) Mega-Analysis 1: Kennewick Man Debate first draft</p>
4	09/12 – 09/16	<p>Module 3 (part 1): <i>Fieldwork and Methodology</i></p> <ul style="list-style-type: none"> <li>• Survey</li> <li>• Compass 101*</li> </ul> <p><b>Read:</b> Chapter 3, pages 63-91 (AE); Chapter 2 (Kelly)</p> <p style="text-align: right;"><b><u>Assignment due Tuesday in class:</u></b> (1) Mega-Analysis 1: Kennewick Man Debate peer review <b><u>Assignment due Friday by 11:59pm:</u></b> (1) InQuizitive Topic 2 (2) Book Club: Kelly Ch.2 analysis</p>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
5	09/19 – 09/23	<p>Module 3 (part 2): <i>Fieldwork and Methodology</i></p> <ul style="list-style-type: none"> <li>• The Variety of Evidence</li> <li>• Excavation</li> </ul> <p><b><u>Read:</u></b> Chapter 2, Chapter 3, pages 91-105 (AE)</p> <p style="text-align: right;"><b><u>Assignments due Friday by 11:59pm:</u></b> (1) InQuizitive Topic 3 (2) Analysis Paper 1: Kennewick Man Debate Final Draft</p>
6	09/26 – 09/30	<p>Module 4: <i>Life on Earth</i></p> <ul style="list-style-type: none"> <li>• Dating Methods and Chronology</li> <li>• Environment, Subsistence, and Diet</li> </ul> <p><b><u>Read:</u></b> Chapters 4 &amp; 6 (AE); Chapter 5 (Kelly)</p> <p style="text-align: right;"><b><u>Assignments due Friday by 11:59pm:</u></b> (1) InQuizitive Topic 4 (2) InQuizitive Topic 7 (2) Book Club: Kelly Ch.5 analysis</p>
7	10/03 – 10/07	<p>Module 5 (part 1): <i>Skeletal Analysis</i></p> <ul style="list-style-type: none"> <li>• The Bioarchaeology of People</li> <li>• Guess Who’s Dead!*</li> </ul> <p><b><u>Read:</u></b> Chapter 8 (AE); Chapter 4 (Kelly)</p> <p style="text-align: right;"><b><u>Assignments due Friday by 11:59pm:</u></b> (1) InQuizitive Topic 8 (2) Book Club: Kelly Ch.4 analysis</p>
8	10/10 – 10/14	<p>Module 5 (part 2): <i>Skeletal Analysis</i></p> <ul style="list-style-type: none"> <li>• The African Burial Ground</li> </ul> <p><b><u>Read:</u></b> Barbour (1994) PDF; Gidwitz (2005) PDF</p> <p style="text-align: right;"><b><u>Assignments due Friday by 11:59pm:</u></b> (1) Mega-Analysis 2: African Burial Ground first draft</p>
9	10/17 – 10/21	<p>Module 6: <i>Techniques of Interpretation</i></p> <ul style="list-style-type: none"> <li>• Technology, Trade, and Exchange</li> </ul> <p><b><u>Read:</u></b> Chapter 7 (AE); Chapter 3 (Kelly)</p> <p style="text-align: right;"><b><u>Assignment due Tuesday in class:</u></b> (1) Mega-Analysis 2: African Burial Ground peer review <b><u>Assignments due Friday by 11:59pm:</u></b> (1) InQuizitive Topic 5 (2) Book Club: Kelly Ch.3 Analysis</p>

Week	Date	Topics, Readings, Assignments, Deadlines
10	10/24 – 10/28	<p>Module 7: <i>Fundamentals of Community</i></p> <ul style="list-style-type: none"> <li>• Social Archaeology</li> <li>• Wealth and Status*</li> </ul> <p><b>Read:</b> Chapter 5 (AE); Chapter 6 (Kelly)</p> <p style="text-align: right;"><b><u>Assignments due Friday by 11:59pm:</u></b> (1) Book Club: Kelly Ch.6 analysis (2) Analysis Paper 2: African Burial Ground Final Draft</p>
11	10/31 – 11/04 	<p>Module 8: <i>Symbolism and Cosmology</i></p> <ul style="list-style-type: none"> <li>• Cognitive Archaeology</li> <li>• Agency and Material Engagement</li> </ul> <p><b>Read:</b> Chapters 9 &amp; 10 (AE)</p> <p style="text-align: right;"><b><u>Assignments due Friday by 11:59pm:</u></b> (1) InQuizitive Topic 6</p>
12	11/07 – 11/11	<p>Module 9: <i>Diachronic Considerations</i></p> <ul style="list-style-type: none"> <li>• Prehistory / Precontact Archaeology</li> <li>• Historic / Postcontact Archaeology</li> </ul> <p><b>Read:</b> TBD</p> <p style="text-align: right;"><b><u>Assignment due Thursday in class:</u></b> (1) Reflection discussion board</p>
13	11/14 – 11/18	<p>Module 10: <i>Working Toward an Applied Archaeology</i></p> <ul style="list-style-type: none"> <li>• Managing Cultural Heritage</li> </ul> <p><b>Read:</b> Chapter 12 (AE); Chapter 7 (Kelly)</p> <p style="text-align: right;"><b><u>Assignments due Friday by 11:59pm:</u></b> (1) InQuizitive Topic 9 (2) Book Club Kelly Ch.7 analysis</p>
14	11/21 – 11/22 11/23 – 11/25 – No class; Thanksgiving	<p>Module 11: <i>Bay Area Archaeology</i></p> <ul style="list-style-type: none"> <li>• The Muwekma Ohlone Tribe</li> <li>• Back From Extinction</li> </ul> <p><b>Read:</b> TBD</p>
15	11/28 – 12/02	<p>Global Exchange Project Presentations in class!</p> <p>Final Exam prompts posted.</p> <p style="text-align: right;"><b><u>Assignments due Tuesday by 11:59pm:</u></b> (1) Reflection discussion board <b><u>Assignments due Friday by 11:59pm:</u></b> (1) Global Exchange Project Paper (2) Any extra credit</p>
16	12/05 – 12/09 12/06 – Last Day of Instruction	Final Exam Q&A Session
Final Exam	12/14	<p>Final Exam scheduled for 7:15am – 9:30am in CL204</p> <p>Please refer to the Final Exam schedule here: <a href="https://www.sjsu.edu/classes/final-exam-schedule/fall-2021.php">https://www.sjsu.edu/classes/final-exam-schedule/fall-2021.php</a></p>

