

**San José State University**  
**College of Social Sciences**  
**Anthropology 168, Archaeological Methodology, Section**  
**1, Spring 2013**

<b>Instructor:</b>	Dr. Charlotte Sunseri
<b>Office Location:</b>	Clark Hall 404G
<b>Telephone:</b>	(408) 924-5713
<b>Email:</b>	charlotte.sunseri@sjsu.edu
<b>Office Hours:</b>	T/Th 9-10:30AM, or by appt.
<b>Class Days/Time:</b>	Tuesday, Thursday 10:30AM - 11:45AM
<b>Classroom:</b>	WSQ 004
<b>Prerequisites:</b>	ANTH 13 or instructor consent

### **Course Description**

Catalog Description: Central methods of archaeological practice. Methods of archaeological inquiry, research design, and the cultural resource management presented through case studies in historic and prehistoric archaeology.

This course is a hands-on study of excavation and survey methods, artifact analysis, and historic document analysis in archaeology. We will learn field methods in an outdoor classroom and lab methods in the Integrative Anthropology Lab and discuss the relationship of scientific methodology to archaeological inquiry and theory. The course emphasizes real-world application of skills through developing research proposals and project reports. Students will engage with archaeological workflow in a project setting and the methodological stages of research design.

### **Course Goals and Student Learning Objectives**

#### **Course Content Learning Outcomes (LO)**

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

LO1 Apply a rigorous scientific or humanistic approach to answer questions about the earth and environment and generate new knowledge.

LO2. Broad understanding of the methodology of archaeological science, data collection methods and techniques, and interpretive frameworks.

LO3: Apply basic skills in documentary studies, archaeological survey, excavation design, and post-excavation stages of processing, analyzing, and cataloguing an historical archaeological assemblage.

LO4: Knowledge of new technology used in archaeological science.

### **Required Texts/Readings**

Carmichael, D., R. H. Lafferty, B. L. Molyneaux. 2003. *Excavation: Archaeologist's Toolkit 3*. Altamira Press, Walnut Creek. ISBN: 0759100195.

Collins, J. M. 2003. *Archaeological Survey: Archaeologist's Toolkit 2*. Altamira Press, Walnut Creek. ISBN: 0759100217.

Praetzellis, Adrian. 2003. *Dug to Death: A Tale of Archaeological Method and Mayhem*. Altamira Press, Walnut Creek. ISBN: 0759104077

Supplementary course readings or handouts in PDF format available on Desire2Learn.

### **Classroom Protocol**

- 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.
- Students are encouraged to ask questions before, during, and after class and to take full advantage of scheduled office hours or to make appointments.
- As a courtesy and in respect for fellow students and instructor please turn off your cell phones and other electronics. Computers may be used only for note taking—please refrain from emailing, chatting, or looking at websites while in class. If you must attend to a phone message or call, then please leave the room.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

## Assignments and Grading Policy

Students will be evaluated on the basis of:

- Quizzes covering assigned readings will be given at the beginning of class. These may not be made up in the event of late arrival or absence on a quiz day. (25% of grade)
- Several simulations or hands-on activities will be assigned during this course, including an ethnoarchaeological study of SJSU, historic map study of downtown SJSU, survey of campus, mock excavation, stratigraphic profile analysis, artifact processing and cataloguing, and artifact illustration. (30% of grade)
- Two larger projects are designed to lead students through multiple steps of analysis and interpretation. A documentary project will analyze historical store ledgers from Nineteenth Century grocers in California and historical artifact analysis will provide real-world training in basic laboratory methods. (25% of grade)
- An essay to critically examine Dug to Death will be tie together themes in the course. This essay will be due by the end of the finals period. (20% of grade)

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 Distribution

A+ >99%, A 94-99%, A- 90-93 %

B+ 88-89%, B 84-87%, B- 80-83%

C+ 78-79%, C 74-77%, C- 70-73%

D+ 68-69%, D 63-67%, F <63%

### Policies:

- 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.
- No late assignments will be accepted, and unless otherwise stated in the instructions assignments will not be accepted by email or after the last scheduled class. A missed quiz may be made up only if a student provides documentation for legitimate excuses on the scheduled exam dates (funeral, medical emergency, family crisis), as described by University Policy.
- 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.
- Incomplete (I) can not be given to avoid an F grade (University Policy).

## **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 website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at [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 [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

### **Classroom Recording (S12-7)**

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

### **Credit Hours (S12-3)**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five 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 internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## Anth 168, Section 1 / Archaeological Methodology, Spring 2013, Course Schedule

*Schedule (including assignment due dates, exam dates, date of final exam) is subject to change with fair notice – notice may be made available by email from instructor and/or classroom announcements.*

All supplemental readings and article pdfs are available on Desire2Learn course website.

**Table 1 Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 24	Introduction to course, syllabus, and texts
2	Jan 29, 31	Thinking from Things—contemporary past, ethnoarchaeology, site formation Film: excerpt from “Secrets of Lost Empires” <i>Ethnoarchaeology of SJSU</i>
3	Feb 5, 7	Read: Supplementals on D2L (pdf); explore and read the website: <a href="http://www.cr.nps.gov/archeology/PUBLIC/publicLaw.htm">http://www.cr.nps.gov/archeology/PUBLIC/publicLaw.htm</a> Research Design: law, ethics, methodology, hypotheses
4	Feb 12, 14	The Documented Past—maps, ledgers, catalogues, photos Film: “Privy to the Past” <i>Historic map study of downtown SJSU</i>
5	Feb 19, 21	Read: Voss 2005 (pdf), Voss and Allen 2008 (pdf) Finish map study; Walking through Old San Jose
6	Feb 26, 28	Read: Lightfoot (pdf); <i>Archaeological Survey</i> Ch. 1-4 Archaeological Survey—historic & modern maps, sampling, catch and release surface survey, transit and compass, GPR, field survey forms <i>Survey of campus quad</i>
7	Mar 5, 7	Read: <i>Archaeological Survey</i> Ch. 5-7, <i>Excavation</i> Ch. 2 Analyze survey results, make mock excavation plan Archaeological Excavation—design, provenience and point-plotting, features, unit triangulation, excavation forms, methods <i>Setting up Units, Mock excavation</i>
8	Mar 12, 14	Read: <i>Excavation</i> Ch. 1, 3-4 Excavation of a Layered Past—stratigraphy and profiles, soil matrix, profile forms <i>Stratigraphic profile analysis</i> Excavated Artifacts— post-excavation processing, cleaning and sorting, inventory <i>Artifact inventory (in teams)</i>
9	Mar 19, 21	Read: <i>Excavation</i> Ch.5-6 Processing Artifacts—relational databases, curation and conservation <i>Relational databases and cataloguing (in teams)</i> <i>Ledger Project introduction</i>
No class—Spring Break!		
10	Apr 2, 4	Ledger data collection No class Apr 4 due to SAA Conference—work on ledger project during this time
11	Apr 9, 11	Read: Praetzellis and Praetzellis 1988 (pdf), <i>Dug to Death</i> Ch. 1 Ledgers of the West—stories to tell, comparing to catalogues, urban and rural Ledger data analysis

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
12	Apr 16, 18	Read: <i>Dug to Death</i> Ch. 2-4 Artifact Analysis—intro to lab analysis for historical artifacts <i>Artifact Analysis Project introduction</i>
13	Apr 23, 25	Read: <i>Dug to Death</i> Ch. 5-7 Artifact analysis progress, Illustrating artifacts—basic techniques for artifact types <i>Artifact illustration</i>
14	Apr 30, May 2	Read: <i>Dug to Death</i> Ch. 8-10 Putting it together—from project idea to story about the past
15	May 7, 9	Read: <i>Dug to Death</i> Ch. 11 Discuss essay and book, Course wrap-up and review <i>Essay assigned</i>

Finals period: Tuesday, May 21 at 9:45AM - 12:00PM

8	Mar 14	<u>Lecture 8: Quantitative Data in Anthropology I:</u> Ethnographic interviews, OCM codes, joining qualitative and quantitative research Read: Bernard 1996 (pdf); Weisner 2012 (pdf); four supplemental readings (pdf) <i>Methods section due</i>
9	Mar 21	<u>Lecture 9: Quantitative Data in Anthropology II:</u> Surveys and questionnaires, structured interviews, scales Read: Pallant Ch 9; two supplemental readings (pdf) <i>Ethnographic coding mini-projects due</i> <i>Data structured: raw data entered into SPSS due</i>
Spring Break! Mar 25-29		
10	Apr 4	<b>No class—SAA conference.</b> <i>Work on term projects during this time.</i>
11	Apr 11	<u>Lecture 10: Quantitative Data in Anthropology III:</u> Historical records, unstructured observation, artifactual datasets Read: Supplemental reading (pdf) <i>Survey mini-projects due</i>
12	Apr 18	Special topic: Spatial analysis in anthropology Read: Chalmers & Fabricius 2007 (pdf); Logan & Zhang 2004 (pdf); Goodchild et al. 2000 (pdf); Gatrell & Rigby 2004 (pdf) <i>SPSS Lab—bring laptops and/or data sets to class</i>
13	Apr 25	Special topic: The politics of data, ethics Read: Agrawal 2002 (pdf); Palsson and Rabinow 1999 (pdf); Code of Ethics of the American Anthropological Association  <b>Part III: Project Development</b> Developing strong charts, graphs, and interpretative statements <i>SPSS Lab—bring your laptops and/or data sets, in-class analysis</i> <i>Preliminary results due</i>
14	May 2	**Present your project to your peers (project status, tentative findings, problems encountered so far); address roadblocks
15	May 9	**Peer-review of term project drafts (include research question, hypotheses, brief literature review, methods, data analysis, and interpretations) Where to go from here, course wrap-up Read: Przeworski and Salomon (pdf)

Final: Thursday, May 16 at 5:15-7:30 [*Write-up of term project (article or grant proposal) due by email to instructor*]