

San José State University
College of Social Sciences
Anthropology 13, Archaeology, Section 3, Spring 2020

Course and Contact Information

Instructor:	Bobby Seals (Fela Anikulapo Uhuru), Ph.D. (ABD)
Office Location:	Clark Hall 404J
Telephone:	(408) 924 - 5906
Email:	bobby.m.seals@sjsu.edu
Office Hours:	Monday 10:30-2:30PM, or by appt.
Class Days/Time:	Monday, Wednesday 9am to 10:15am
Classroom:	WSQ 004, 01/23/20 to 5/11/20
GE/SJSU Studies Category:	Core GE Area A3: Critical Thinking and Writing

Course Description

University Catalog: 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 an introduction to the study of concepts, theories, data and models of anthropological archaeology that contribute to our knowledge of the human past, especially that part of the human past beyond the limitations/objectives of written history. The course includes a discussion of the nature of scientific inquiry; the history and interdisciplinary nature of archaeological research; methodological and theoretical approaches to understand the human past; professional ethics and social implications of archaeology. We examine methods used to study fundamental aspects of human society and culture, including human ecology and subsistence; social relations and identities; production and exchange; symbolism and ideology; and the relationship between power, social inequality and the state. Readings, lectures, and hands-on activities explore the practical and social dimensions of archaeology as practiced in the United States.

GE Learning Outcomes (GELO)

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

1. Locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation. **Assessed by Interactive Activities (particularly the Kennewick Man debate, Cemetery seriation project, and Global Exchange project).**

2. Present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view. **Assessed by Interactive activities, Article Analyses, and Final Exam.**

3. Effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas. **Assessed by Interactive activities and Article Analyses.**

4. Identify and critically evaluate the assumptions in the context of an argument. **Assessed by Interactive activities, and Article Analyses.**

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). **Assessed by Interactive activities, Quizzes, Article Analyses, and Final Exam.**

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. **Assessed Interactive activities, Quizzes, Article Analyses, and Final Exam.**

2. Demonstrate an understanding of the nature of scientific inquiry and its application in archaeological research. **Assessed Interactive activities, Quizzes, and Final Exam.**

3. Articulate the goals, and the legal, operational, and ethical framework of cultural resource management and heritage preservation. **Assessed Interactive activities, Quizzes, and Final Exam.**

4. Illustrate the use of archaeological methods with reference to cultural sequences. **Assessed Interactive activities, Quizzes, and Final Exam.**

5. Discuss the relationship between anthropology and archaeology. **Assessed Interactive activities, Quizzes, Article Analyses, and Final Exam.**

Assessment Rubric for Written Assignments:

Course	Excellent	Acceptable	Unacceptable
GELO 1	High quality papers with proper citation format & drawing on relevant literature.	Satisfactory papers with mostly proper format.	Unsatisfactory papers which lack citation format or relevant literature.
GELO 2	Effective arguments, showing full understanding of complex issues.	Satisfactory argument development, yet lacking some explanations of or understandings of issues.	Unsatisfactory argument development, lacking complex understanding of issues.
GELO 3	Effectively mobilizes evidence to build argument.	Satisfactory use of evidence to support argument.	Failure to use evidence to support argument.
GELO 4	Effective identification and evaluation of an argument's assumptions.	Satisfactory identification of assumptions.	Insufficient identification and evaluation of assumptions in an argument.

GELO 5	Effective use of logic in the sequencing of arguments.	Some use of sequencing of arguments.	Unsatisfactory sequencing of arguments or failure to develop logical conclusions.
CLO 1	Effective identification or analysis of archaeological theory, method, or technique.	Satisfactory identification of archaeological theory, method, or technique.	Failure to identify or analyze theory, method, or techniques adequately.
CLO 2	Effective demonstration of knowledge about archaeology's use of scientific inquiry.	Satisfactory demonstration of an understanding of scientific inquiry.	Unsatisfactory demonstration of scientific inquiry or archaeological science.
CLO 3	Effective analysis of ethical concerns in archaeology and understanding of cultural resource laws.	Satisfactory use of some aspects of legal framework or ethical issues in archaeology.	Failure to demonstrate full understanding of legal frameworks and ethical issues in archaeological practice.
CLO 4	Effective use of methods to identify and analyze cultural sequences.	Satisfactory identification of cultural sequences or culture history.	Unsatisfactory use of archaeological methods or their relationship to cultural sequences.
CLO 5	Skillful analysis of the history of archaeology and its shared interests with other anthropology subfields.	Satisfactory understanding of archaeology's interests within anthropology.	Failure to articulate the relationship between anthropology and archaeology.

Required Texts/Readings (Required)

Textbook

Price, Douglas T. and Kelly J. Knudson. 2018. *Principles of Archaeology*. 2nd Edition. Thames & Hudson Inc. New York, New York. **ISBN-13:** 978-0500293362

Van Sertima, Ivan. 1976. *They Came Before Columbus: The African Presence in Ancient America*. Random House. New York, New York. **ISBN-13:** 978-0812968170

Other Readings

Supplementary course readings in PDF format available on Canvas:

Agorsah, Kofi E. Archaeology and Resistance History in the Caribbean. *The African Archaeological Review*. Vol. 11 (1993), 175-195.

Atalay, Sonya. 2006. Indigenous Archaeology as Decolonizing Practice. *The American Indian Quarterly* 30(3&4):280-310.

Blench, Roger. The Languages of the Tasmanians and Their Relation to the Peopling of Australia: Sensible and Wild Theories. *Australian Archaeology*. No. 67 (Dec. 2008), 13-18.

Brier, Bob. The Other Pyramids. *Archaeology*. Vol. 55, No. 5 (Sept. / Oct. 2002), 54-58.

- Buzon, Michele R. A Bioarchaeological Perspective on Egyptian Colonialism in Nubia during the New Kingdom. *The Journal of Egyptian Archaeology*. Vol. 94 (2008), 165-181.
- Curtoni, Rafael P. & Gustavo G. Politis. Race and Racism in South American Archaeology. *World Archaeology*. Vol. 38, No. 1 (March 2006), 93-108.
- De Raedt, Jules. On Interpreting Archaeological Data in Insular Southeast Asia. *Current Anthropology*. Vol. 18, No. 2 (June 1977), 331-333.
- Endicott, Phillip. Introduction: Revisiting the “Negrito” Hypothesis: A Transdisciplinary Approach to Human Prehistory in Southeast Asia. *Human Biology*. Vol. 85, No. 1-3 (Feb. – June 2013), 7-20.
- Ferguson, T. J. 1996. Native Americans and the Practice of Archaeology. *Annual Review of Anthropology* 25:63-79.
- Gero, Joan M. Socio-Politics and the Woman-At-Home Ideology. *American Antiquity* 50(2):342-350.
- Gidwitz, Tom. 2005. Freeing Captive History: the hunt for evidence of slavery in the North. *Archaeology* (March/April 2005): 30-35.
- Gladkih, Mikhail I., Ninelj L. Kornietz, Olga Soffer. 1984. Mammoth-Bone Dwellings on the Russian Plain. *Scientific American* 251(5):164-175.
- Gonzalez-Ruibal, Alfredo, Yonatan Sahle & Xurxo Ayan Vila. A Social Archaeology of Colonial War in Ethiopia. *World Archaeology*. Vol. 43, No. 1, (March 2011), 40-65.
- Gosden, Chris. Race and Racism in Archaeology: Introduction. *World Archaeology*. Vol. 38, No. 1, (March, 2006), 1-7.
- Hall, Martin. Legacy of Racism. *Archaeology*. Vol. 52, No. 3 (May / June 1999, 64-65.
- Harbottle, Garman and Phil C. Weigand. 1992. Turquoise in Pre-Columbian America. *Scientific American* 266(2):78-85.
- Harrington, Spencer P.M. 1991. The Looting of Arkansas. *Archaeology* (May/June 1991):243-242.
- Horning, Audrey. Transatlantic Currents: Exploring the Past, Present, and Future of Global Historical Archaeology. *Historical Archaeology*. Vol. 50, No. 3, (2016), 111-126.
- Hudson, Mark J. Chapter Title: The Ryukyu Islands and the Northern Frontier of Prehistoric Austronesian Settlement. In *New Perspectives in Southeast Asian and Pacific Prehistory*. 2017.
- Hutterer, Karl L. Philippine Archaeology: Status and Prospects. *Journal of Southeast Asian Studies*. Vol. 18, No. 2 (Sept. 1987), 235-249.
- Iannone, Gyles & Paul F. Healy. The Trent Connection: A Cornerstone of Maya Archaeology in Belize. *Canadian Journal of Archaeology*. Vol. 36, No. 1, (2012), 29-50.
- Meisch, Lynn A. Machu Picchu: Conserving an Inca Treasure. *Archaeology*. Vol. 38, No. 6 (Nov. / Dec. 1985), 18-25.
- Powell, Eric A. 2005. The Turquoise Trail. *Archaeology* 58(1):24-29.
- Proulx Bowman, Blythe. Archaeological Site Looting in “Global” Perspective: Nature, Scope, and Frequency. *American Journal of Archaeology*. Vol. 117, No. 1 (January 2013), 111-125.
- Pye, Mary E. & John E. Clark. Introducing Olmec Archaeology. *Studies in the History of Art*. Vol. 58, Symposium Papers XXXV: Olmec Art and Archaeology in Mesoamerica (2000), 8-17.
- Schneider, Tsim D. Placing Refuge and the Archaeology of Indigenous Hinterlands in Colonial California. *American Antiquity*. Vol. 80, No. 4 (October 2015), 695-713.
- Sheets, Payson. Contributions of Geoarchaeology to Mesoamerican Studies. *Ancient Mesoamerica*. Vol. 20, No. 2, (Fall 2009), 205-209.
- Stone, Elizabeth C. An Update on the Looting of Archaeological Sites in Iraq. *Near Eastern Archaeology*. Vol. 78, No. 3, (Sept. 2015), 178-186.
- Vaillant, George C. The Aztecs Their Cultural and Historical Position in Middle American Archaeology. *Proceedings of the American Philosophical Society*. Vol. 86, No. 2 (Feb. 10, 1943), 320-322.
- Watkins, Joe E. Beyond the Margin: American Indians, First Nations, and Archaeology in North America. *American Antiquity*. Vol. 68, No. 2 (April, 2003), 273-285.

Weik, Terry. The Archaeology of Maroon Societies in the Americas: Resistance, Cultural Continuity, and Transformation in the African Diaspora. *Historical Archaeology*. Vol. 31, No. 2 (1997), 81-92.

Zeitlin, Robert N. The Isthmus and the Valley of Oaxaca: Questions about Zapotec Imperialism in Formative Period Mesoamerica. *American Antiquity*. Vol. 55, No. 2 (April, 1990), 250-261.

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 be assigned teams by the instructor and will be required to do a short presentation (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 given to them by the instructor -- 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 “A Social archaeology of colonial war in Ethiopia”. 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 11 (Global Exchange Project), and Week 15 (Article Analysis #2: A Social archaeology of colonial war in Ethiopia).

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.	

Determination of Grades

Grades will be assessed based on writing competency and clarity, coherence and accuracy of argument, and professional presentation.

A plus >99%, A 94-99%, A minus 90-93 %

B plus 88-89%, B 84-87%, B minus 80-83%

C plus 78-79%, C 74-77%, C minus 70-73%

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

Grading Information for GE/Basic Skills (A1, A2, A3, B4)

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

Grading 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.
- Assignments will not be accepted late, by email, or after the last scheduled class. The final exam may be rescheduled *in advance* only if a student provides appropriate documentation according to University Policy. **Assignments will not be accepted by email or after the last scheduled class.**
- 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 on written work.

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, and material covered during lectures cannot be adequately made up. Activities and hands-on projects during class time may not be made up if missed, yet contribute to the overall grade of students.
- 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.
- 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.

University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>." Here are some of the basic university policies that students must follow:

Dropping and Adding

Find the procedures and deadlines for adding and dropping classes.

[Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) <http://info.sjsu.edu/static/catalog/policies.html>.

[Add/drop deadlines](http://www.sjsu.edu/provost/services/academic_calendars/) http://www.sjsu.edu/provost/services/academic_calendars/

[Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) <http://www.sjsu.edu/aars/policies/latedrops/policy/>

Consent for Recording of Class and Public Sharing of Instructor Material

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf) <http://www.sjsu.edu/senate/docs/S12-7.pdf>

Academic integrity

Learn about the importance of academic honesty and the consequences if it is violated.

[University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) <http://www.sjsu.edu/senate/docs/S07-2.pdf>

[Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) <http://www.sjsu.edu/studentconduct/>

Campus Policy in Compliance with the American Disabilities Act

Here are guidelines to request any course adaptations or accommodations you might need.

[Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf

[Accessible Education Center](http://www.sjsu.edu/aec) <http://www.sjsu.edu/aec>

ANTH 13 / Archaeology, Spring 2020, 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.


Key to readings: **P&K**=Price and Knudson text; **VS**= Van Sertima;
PDF=additional readings posted on Canvas course website

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 22 nd	Introduction to class, syllabus, and course expectations
2	Jan. 27 th , 29 th	<p>27th – Chapter 1: An Introduction to Archaeology — What is Archaeology? P&K: pages 20-27 <i>Begin reading They Came Before Columbus</i> VS: Introduction, Author’s Note and Chapter 1 The Secret Route from Guinea In-class Video: “Racism – A History”</p> <p>-----</p> <p>29th – Chapter 1: An Introduction to Archaeology – Why Study Archaeology? P&K: pages 28-38 PDF: Atalay (on Canvas) In-class group activity 1</p>
3	Feb. 3 rd , 5 th	<p>3rd – Chapter 2: A Brief History of Archaeology – Why is the history of Archaeology Important? P&K: pages 40-48 VS: Chapter 2. The Visible Witnesses In-class Video: “Myths and the Mound builders”</p> <p>-----</p> <p>5th – P&K: pages 49-58</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		PDF: Harrington, Gidwitz (on Canvas) In-class group activity 2
4	Feb. 10 th , 12 th	10th – Chapter 3: Interpretation in Archaeology – Why is Interpretation in Archaeology Important? P&K: pages 60-72 VS: Chapter 3. The Mariner Prince of Mali In-class video: “Kennewick Man” ----- 12th – P&K: pages 73-81 PDF: Schneider (on Canvas) Kennewick Man Debate (debate & first draft due Feb. 12th) In-class group activity 3
5	Feb. 17 th , 19 th	Feb. 17th – Chapter 4: Archaeological Questions – Why are archaeological questions important? P&K: pages 83-91 VS: Chapter 4. Africans Across the Sea In-class Video: “Toda” – An Ethnographic Documentary Film ----- 19th – page 92-104 PDF: Zeitlin (on Canvas) In-class group activity 4
6	Feb. 24 th , 26 th	Feb. 24th – Chapter 5: The Archaeological Record – Why is the archaeological record important? P&K: pages 106-118 VS: Chapter 5. Among the Quetzlcoatl In-class Video: “Under the Gravestones” ----- 26th – pages 119-134 PDF: Gosden, Powell (on Canvas) Kennewick Man Debate (final essay due Feb. 26th) In-class group activity 5

Week	Date	Topics, Readings, Assignments, Deadlines
7	March 2 nd , 4 th	<p>March 2nd – Chapter 6: Fieldwork – Why is archaeological fieldwork important? P&K: pages 137-146 VS: Chapter 6. Mandingo Traders in Medieval Mexico In-class Video: “African Burial Ground”</p> <p>-----</p> <p>4th – pages 147-159 PDF: Agorsah (on Canvas) In-class group activity 6</p>
8	March 9 th , 11 th	<p>March 9th – Chapter 7: Kinds of Things – Why is classification important? P&K: pages 161-168 VS: Chapter 7. Black Africa and Egypt</p> <p>-----</p> <p>11th – pages 169-177 PDF: Buzon (on Canvas) In-class group activity 7 Cemetery Seriation Project (first draft due March 11th)</p>
9	March 16 th , 18 th	<p>March 16th – Chapter 8: Dating – Why is archaeological dating important? P&K: pages 179-189 VS: Chapter 8. The Black Kings of the Twenty-Fifth Dynasty</p> <p>-----</p> <p>18th – pages 193-203 PDF: Hutterer, Sheets (on Canvas) In-class group activity 8 Cemetery Seriation Project (final essay due March 18th)</p>
10	March 23 rd , 25 th	<p>March 23rd – Chapter 9: Geoarchaeology – Why is geoarchaeology important? P&K: pages 205-215 VS: Chapter 9. African-Egyptian Presences in Ancient America In-class Video: “The City of the God Kings”</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>25th – pages 216-224 PDF: Hudson (on Canvas) In-class group activity 9</p>
11	March 30 th , April 1 st Spring Break	
12	April 6 th , 8 th	<p>April 6th – Chapter 10: Lithic Analysis – Why is lithic analysis important? P&K: pages 226-234 In-class Video: “Discovering the First Virginians”</p> <p>-----</p> <p>8th – pages 237-244 PDF: Ferguson (on Canvas) In-class group activity 10 Global Exchange Project (presentations, first draft due April 6th)</p>
13	April 13 th , 15 th	<p>April 13th – Chapter 11: Ceramic Analysis – Why is ceramic analysis important? P&K: pages 246-254 In-class Video: “Secret History New Secrets – Of the Terracotta Warriors”</p> <p>-----</p> <p>15th – pages 256-265 PDF: Horning (on Canvas) In-class group activity 11 Global Exchange Project (final essay due April 15th via Canvas)</p>
14	April	<p>April 20th – Chapter 12: Archaeobotany –</p>

Week	Date	Topics, Readings, Assignments, Deadlines
	20 th , 22 nd	<p>Why is archaeobotany important? P&K: pages 267-277 VS: Chapter 10. Plants and Transplants In-class Video: “More than Planting a Seed”</p> <p>-----</p> <p>22nd – pages 281-291 PDF: Weik (on Canvas) In-class group activity 12</p>
15	April 27 th , 29 th	<p>April 27th – Chapter 13: Archaeozoology – Why is archaeozoology important? P&K: pages 293-300 VS: Chapter 11. Smoking, Tobacco and Pipes in Africa and America In-class Video: “Australia’s Ancient Animals: Death of the Megabeasts” 29th – pages 302-314 PDF: Gladkih (on Canvas) In-class group activity 13 Article Analysis #2 (Due April 29th via Canvas)</p>
16	May 4 th , 6 th	<p>May 4th – Chapter 14: Bioarchaeology – Why is bioarchaeology important? P&K: pages 316-324</p> <p>-----</p> <p>May 6th – pages 325-338 PDF: Meisch (on Canvas) In-class group activity 14</p>
17	May 11 th	<p>May 11th – Chapter 16: Responsibility – Why is responsible archaeology important? P&K: pages 361-377 VS: Chapter 12. The Mystery of Mu-lan-p’i In-class Video: “The Looters Digging Up Peru’s Past to Survive” PDF: Proulx, Stone (on Canvas) In-class group activity 15</p>

Final exam due: May 18th