

**ANTH 13  
Archaeology**

**Spring 2020, Section 4 (27050)  
San José State University**

**Department of Anthropology/ College of Social Sciences**

**Course and Contact Information**

Instructor:	Alicia Hedges
Office Location:	CLK 404N
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Email:	alicia.hedges@sjsu.edu
Office Hours:	Wednesday 4:30 – 5:30pm; Tuesday and Thursday 1:00 – 2:30pm
Class Days/Time:	Mondays and Wednesdays 1:30 – 2:45pm
Classroom:	Clark Building 202

GE/SJSU Studies Category: GE A3: Critical Thinking

**Canvas and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at <http://sjsu.instructure.com>.

**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.

## General Education Learning Outcomes

Students shall be able to:

1. locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation;
2. present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their position on complex issues in dialogue with other points of view;
3. effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one's ideas;
4. identify and critically evaluate the assumptions in and the context of an argument;
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).

## Required Textbooks

Kelly, Robert L. and David Hurst Thomas

2017 *Archaeology*, Seventh Edition. Cengage Learning, Boston, MA.

ISBN: 978-1305670402

Deetz, James.

1996 *In Small Things Forgotten: The Archaeology of Early American Life*, 2nd Edition. Anchor Press, New York. ISBN: 978-0385483995

## Other Readings

Supplementary course readings or handouts in PDF format. Available on the course Canvas page.

## Course Requirements

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 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 completing assignments, labs, clinical practica, and so on. Other course structures will have equivalent workload expectations as described in the syllabus. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

## Course assignments and Grading Information

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

## 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) **Interactive activities** will be completed in class requiring 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).

**[50 points]**

(2) **In-depth analyses** (25 points each) will include the topics of the Kennewick Man Debate, Site Formation Processes, the African Burial Ground and a Global Exchange Project. 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. Site Formation Processes and the Global Exchange Project will bring students together in teams to assess contemporary behavior and consider how this helps archaeologists assess past behavior. 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 (12-pt font, double-spaced with 1-inch margins). Please include the word count at the end. **[100 points]**

(2) A comprehensive **final examination** will be an essay written in-class on a topic presented to the students near the end of the semester. The final will be given in printed form, due on the scheduled finals period (except for students requiring disability accommodations). One green book is required for the final. **[50 points]**

(3) Unannounced **quizzes** will be given during 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 six quizzes (5 points each) during the semester. **[30 points]**

(4) **Chapter write-ups:** To help students critically engage with the secondary textbook for the class, eight write-ups (10 points each) will be due on the assigned chapters of *In Small Things Forgotten* by James Deetz. Each analysis requires 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. **[80 points]**

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

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>Interactive activities</b>	<b>50 pts.</b>	<b>GELOs 1-5, CLOs 1-5</b>
<b>In-depth Analyses</b>	<b>100 pts.</b>	<b>GELOs 1-5, CLOs 1-5</b>
<b>Quizzes</b>	<b>30 pts.</b>	<b>GELO 5, CLOs 1-5</b>
<b>Deetz Readings</b>	<b>80 pts.</b>	<b>GELOs 2-5 &amp; CLOs 1 &amp; 5</b>
<b>Final Exam</b>	<b><u>50 pts.</u></b>	<b>GELOs 2&amp;5 &amp; CLOs 1-5</b>
<b>Total</b>	<b>310 pts.</b>	

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

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100%</i>
<i>A</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>
<i>F</i>	<i>59% or less</i>

## Classroom Protocol

Please do not use your laptop to browse the internet. Do not text or play games on your phone or laptop. I can see you and do not want to call you out in front of the class. Students should be aware that according to Title 5 of the California Code of Regulations, "Standards for Student Conduct," grounds for student discipline includes: "Participating in an activity that substantially and materially disrupts the normal operations of the University," {Section 41301(b)(4)} which could include use of unauthorized electronic devices in classroom settings.

I suggest you hand write your notes.

## **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>”

ANTH13 / Archaeology, Spring 2020, Course Schedule

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

**Course Schedule**

\*Kelly and Thomas: Archaeology (K&T) \*James Deetz: Small Things Forgotten (Deetz)

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	01/27-01/29	Introduction to class, syllabus, and course expectations  <i>Breaking New Ground</i> <b>In-class Activity 1:</b> My Material Culture
2	02/03-02/05	<i>Understanding Archaeology</i> <ul style="list-style-type: none"> <li>• Meet Some Real Archaeologists</li> <li>• Theory, Inquiry, and Paradigms</li> </ul> <b>Read:</b> K&T: Ch. 1-2
3	02/10-02/12	<i>Who Owns the Past?</i> <ul style="list-style-type: none"> <li>• The Myth of the Moundbuilders</li> <li>• Considering Stakeholders</li> </ul> <b>Read:</b> K&T: Ch. 15; Deetz: Ch.1 (Write-up due on Canvas 02/12 by 11:59pm)
4	02/17-02/19	<i>Who Owns the Past?</i> <ul style="list-style-type: none"> <li>• <b>In-class Activity 2:</b> The Kennewick Man Debate</li> </ul> <b>Read:</b> Watkins PDF (2000)  <b>ANALYSIS 1 DUE 02/19 ON CANVAS</b>
5	02/24-02-26	<i>Fieldwork and Methodology</i> <ul style="list-style-type: none"> <li>• Survey</li> <li>• <b>In-class Activity 3:</b> Compass 101</li> </ul> <b>Read:</b> K&T: Ch. 3; Deetz: Ch. 2 (Write-up due on Canvas 02/26 by 11:59pm)
6	03/02-03/04	<i>Fieldwork and Methodology</i> <ul style="list-style-type: none"> <li>• Excavation</li> <li>• TBA</li> </ul> <b>Read:</b> K&T: Ch. 4; Deetz: Ch. 3 (Write-up due on Canvas 03/04 by 11:59pm) <b>**Site Formation Project Assigned**</b>
7	03/09-03/11	<i>Life on Earth</i> <ul style="list-style-type: none"> <li>• Site Formation Processes</li> <li>• Methods of Dating</li> </ul> <b>Read:</b> K&T: Ch. 5-6
8	03/16-03/18	<i>Techniques of Interpretation</i> <ul style="list-style-type: none"> <li>• Dimensions of Archaeology</li> <li>• Taphonomy</li> </ul> <b>Read:</b> K&T: Ch. 7-8 <b>ANALYSIS 2 DUE 03/18 IN CLASS</b>
9	03/23-03/25	<i>Flora, Faunal, and Skeletal Analysis</i> <ul style="list-style-type: none"> <li>• Plants and Animals</li> <li>• Bioarchaeology</li> </ul> <b>Read:</b> K&T: Ch. 9-10; Deetz: Ch. 4 (Write-up due on Canvas 03/25 by 11:59pm)

Week	Date	Topics, Readings, Assignments, Deadlines
10	03/30–04/01	**** <b>SPRING BREAK</b> **** No class.
11	04/06-04/08	<p><i>Fundamentals of Community</i></p> <ul style="list-style-type: none"> <li>• Political Structures</li> <li>• <b>In-class Activity 4:</b> Wealth and Status</li> <li>• Symbolism and Cosmology</li> </ul> <p><b>Read:</b> K&amp;T: Ch. 11-12; Deetz: Ch. 5 (Write-up due on Canvas 04/08 by 11:59pm)</p> <p><b>** Global Exchange Project Assigned**</b></p>
12	04/13-04/15	<p><i>Diachronic Considerations</i></p> <ul style="list-style-type: none"> <li>• Prehistory</li> <li>• <b>In-class Activity 5:</b> Virtual Osteology Workshop</li> </ul> <p><b>Read:</b> K&amp;T: Ch. 13; Deetz Ch. 6 (Write-up due on Canvas 04/15 by 11:59pm)</p>
13	04/20-04/22	<p><i>Diachronic Considerations</i></p> <ul style="list-style-type: none"> <li>• Historical Archaeology</li> <li>• <i>The African Burial Ground</i></li> </ul> <p><b>Read:</b> K&amp;T: Ch. 14; Deetz: Ch. 7 (Write-up due on Canvas 04/22 by 11:59pm); Barbour PDF (1994); Gidwitz PDF (2005)</p>
14	04/27-04/29	<p><i>Working Towards and Applied Archaeology</i></p> <ul style="list-style-type: none"> <li>• The Future of Archaeology</li> <li>• Bay Area Archaeology</li> <li>• <i>Back from Extinction</i></li> </ul> <p><b>Read:</b> K&amp;T: Ch. 16; Deetz: Ch.8 (Write-up due on Canvas 04/29 by 11:59pm)</p> <p><b>ANALYSIS 3 DUE 04/29 ON CANVAS</b></p>
15	05/04-05/06	<b>GLOBAL EXCHANGE PROJECT PRESENTATIONS &amp; ANALYSIS 4 DUE IN CLASS</b>
16	05/11	<p><i>Remembering Descendant Communities</i></p> <ul style="list-style-type: none"> <li>• Introducing Japanese Internment</li> </ul>
17	05/18	<b>FINAL EXAM:</b> 12:15 - 2:30pm