

**ANTH 13**  
**Archaeology**  
**Spring 2023, Section 4 (27933)**

**San José State University**  
**Department of Anthropology - College of Social Sciences**

**Course and Contact Information**

Instructor: Alisha Marie Ragland  
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Office Hours: Virtual office hours by appointment (<https://sjsu.zoom.us/j/9963263486>)  
Class Days/Time: Tuesday and Thursday, 10:30 am – 11:45 am  
Classroom: WSQ 004; Canvas (<https://sjsu.instructure.com/courses/1558363>)  
Prerequisite(s): Completion of GE Areas A1 and A2 each with grades of C- or better

GE/SJSU Studies Category: Satisfies A3 - Critical Thinking and Writing

**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. How archaeological research and knowledge production impacts the public.

This course will introduce to the concepts, theories, data, and models of anthropological archaeology that contribute to our knowledge of humans' past, especially when there is no written 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, gender in the archaeological record, bioarchaeology, and artifact analysis.

## Course Format

This course will be delivered via in-person meetings twice a week. Our in-person meetings will have a mix of lecture, videos and activities. Students are required to engage in group discussions every class period. All students are required to check their SJSU email address regularly, as course material, updates, and announcements will be disseminated through both SJSU email and the course platforms. Our Canvas page is located here <https://sjsu.instructure.com/courses/1558363>.

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>.

*For Help with using Canvas see [Canvas Student Resources Page](https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php) (<https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php>).*

## 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 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

### Textbook

*Principles of Archaeology*, Second Edition  
T. Douglas Price and Kelly Knudson  
Published by Thames & Hudson (2018)  
ISBN: 978-0-500-29336-2

**Course Readings** - Assigned course readings in PDF format available on Canvas.

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

Blakey, Michael L. 2010. "African Burial Ground Project: Paradigm for Cooperation?" *Museum International* 62 (1-2): 61-68.

Deetz, James. 1996. "Remember Me as You Walk By" *In* *In Small Things Forgotten: The Archaeology of Early American Life* 2nd Edition. 64-90. New York: Anchor Press.

Fong 方少芳, Kelly, N. 2020. "Toward Engaged and Critical Archaeologies of the Chinese Diaspora" *In* *Chinese Diaspora Archaeology in North America* edited by Chelsea Rose and J. Ryan Kennedy 59-82. Gainesville: University Press of Florida.

González-Ruibal, Alfredo. 2012. "Against Post-Politics: A Critical Archaeology for the 21st Century." *Forum Kritische Archäologie* 1: 157-166. (Recommended reading)

Keally, Charles T, Yasuhiro Taniguchi, Yaroslav V Kuzmin, and Igor Y Shewkomud. 2004. "Chronology of the Beginning of Pottery Manufacture in East Asia." *Radiocarbon* 46 (1): 345-51.

Newland, M. Christopher, Sandra Pentney, Reno Franklin, Nick Tipon, Suntayea Steinruck, Jeannine Pedersen-Guzman and Jere H. Lipps. 2017. "Racing against time: Preparing for the Impacts of Climate Change on California's Archaeological Resources." *In* *Public Archaeology and Climate Change* edited by Tom Dawson, Courtney Nimura, Elías López-Romero and Marie-Yvane Daire. 115-125. Oxford: Oxbow Books.

Panich, Lee, M. 2013. "Archaeologies of Persistence: Reconsidering the Legacies of Colonialism." *American Antiquity* 78 (1): 105-122. (Recommended reading)

Panich, Lee, M. 2015. "Beyond the Colonial Curtain: Investigating Indigenous Use of Obsidian in Spanish California Through the pXRF Analysis of Artifacts from Mission Santa Clara." *Journal of Archaeological Science: Reports* 5: 521-530.

Sabloff, Jeremy, A. 2008. "The Importance of the Past for the Present." *In* *Archaeology Matters: Action Archaeology in the Modern World*. 15-31. Walnut Creek, CA: Left Coast Press.

Voss, Barbara L., Anita Wong Kwock, Connie Young Yu, Lillian Gong-Guy, Alida Bray, Megan S. Kane, and Rebecca Allen. 2013. "Market Street Chinatown Archaeology Project: Ten Years of Community-Based, Collaborative Research on San Jose's Historic Chinese Community." *Chinese America: History and Perspectives*, annual: 63-74.

Wang, Jiajing, Li Liu, Terry Ball, Linjie Yu, Yuanqing Li, and Fulai Xing. 2016 "Revealing a 5,000-y-Old Beer Recipe in China. *Proceedings of the National Academy of Sciences* 113(23): 6444-6448.

Watkins, Joe. 2000. "The Ancient One' of Kennewick." In *Indigenous Archaeology: American Indian Values and Scientific Practice*. 135-155. Walnut Creek, Ca: Alta Mira Press.

Weismantel, Mary. 2013. "Toward a Transgender Archaeology: A Queer Rampage through Prehistory" In *The Transgender Studies Reader* edited by Susan Stryker and Aren Z. Aizura. 319-334. New York: Rutledge.

## 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) **Discussions and Exercises:** Discussion topics are informed by class reading assignments and will engage students in class participation. Discussion/class participation points may be earned by engaging socially during class, completing in-class assignments, reading assignment pop quizzes, and other activities to-be-determined. Please do stay up-to-date on weekly assignments to ensure full points in this area. **[125 points]**

(2) **Reading Analyses:** To help students critically engage with the supplemental articles for the class, three essays are required (50 points each). Each essay requires students to read an academic article or articles and consider multiple perspectives on its content, then present a persuasive argument on a controversial viewpoint:

- Reading Analysis 1: A critical analysis of The African Burial Ground National Monument will require students to synthesize information about the inclusion of descendant communities as this applies to contemporary archaeological practice.
- Reading Analysis 2: Students will critically analyze the archaeology of the largest Chinatown once located in downtown San Jose, California. This analysis will require students to identify implications and consequences of racialized identities and histories on the discipline of archaeology and the production of archaeological research and knowledge.
- Reading Analysis 3: Students may choose an area of interest informed by assigned readings and engage in a critical analysis on the topic of archaeological ethics, community engagement, and the responsibilities of practitioners on the future of the discipline.

All essays will contain at least 1,000 words (double-spaced with 1-inch margins). Please include the word count at the end of your essay. Writing is a critical component of the class, and essays will be required of each student. Article analyses and the final exam contribute to student writing (6,000 words total) and critical thinking, and will focus on grammar as well as argument and organization. Through essay drafts and instructor feedback, students will have opportunities to practice prewriting, organizing, writing, revising, and editing. Essays must be typewritten, double-spaced, and use a 12-point font size with 1-inch margins. This course will follow the Chicago Manual of Style, author-date system. Proper citation format is required. A library orientation early in the course will inform students on how to conduct library research for their writing assignments. **[150 points]**

### (3) Midterm and Final:

- In place of a **midterm**, students will create a presentation for their peers on one case study of their choosing from the *In Focus* segments of the Principles of Archaeology textbook. Along with summarizing the *In Focus* case study, each student will conduct library research, find additional resources on their selected topic, and describe the methods, analysis, and interpretation/results of a particular archaeological site. Students will sign up on a first-come-first-served basis to submit this assignment corresponding to the week in which their chapter is assigned.
- A comprehensive **final examination** will include an annotated bibliography of assigned readings (and other scholarly works with instructor approval), relating to the major themes of the course. 10 annotations with full citations will each contain at least 250 words, for a total of 2,000 words. Note: There are 12 required assigned readings for this course. It is recommended to create entries for this bibliography throughout the semester as reading assignments are assigned and completed. Final annotated bibliographies will be submitted via Canvas, due on the scheduled finals week (except for students requiring disability accommodations). **[125 points]**

**Note:** All written assignments will follow the Chicago Manual of Style, author-date system. The Chicago Manual of Style Citation Quick Guide can be found here:

[https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html)

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 assigned reading and writing. 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>.

### Final Examination or Evaluation

The culminating activity for this course involves an annotated bibliography of assigned course readings. More information on the final annotated bibliography will be provided in class and on [Canvas](https://sjsu.instructure.com/) (<https://sjsu.instructure.com/>).

### Grading Information

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

<b>Discussions &amp; Exercises</b>	<b>125 pts.</b>	<b>GELOs 1-5, CLOs 1-5</b>
<b>Reading Analyses</b>	<b>150 pts.</b>	<b>GELO 4- 5, CLOs 1-5</b>
<b>Midterm + Final</b>	<b>125 pts.</b>	<b>GELOs 2&amp;5 &amp; CLOs 1-5</b>
<b>Exam Total</b>	<b>400 pts.</b>	

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

Range	Grade
97 - 100	A
94 - 96	A minus
91 - 93	B plus
88 - 90	B
85 - 87	B minus
82 - 84	C plus
79 - 81	C
76 - 78	C minus
73 - 75	D plus
70 - 72	D
67 - 69	D minus
Below 67	F

More information about campus grading policies can be found here: [Grading Policies](https://ischool.sjsu.edu/grading-policies) (<https://ischool.sjsu.edu/grading-policies>).

### **Classroom Protocol**

Online discussions and interactions of any kind relating to this course (including correspondence regarding course materials and assignments) will remain professional at all times. Any behavior that does not meet the basic University Standards for Student Conduct will be met with the appropriate consequences. For more information see [Student Conduct and Ethical Development Policies web page](https://www.sjsu.edu/studentconduct/policies.php) (<https://www.sjsu.edu/studentconduct/policies.php>).

### **University Policies**

Per [University Policy S16-9](#) 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](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

### **Additional Information**

All lectures and course materials, including exams, assignments, quizzes, handouts, and exercises, are copyrighted and may not be distributed without written permission from the instructor. [University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf) (<http://www.sjsu.edu/senate/docs/S12-7.pdf>).

# ANTH 13 / Archaeology, Spring 2023, Course Schedule

*This schedule is subject to change with fair notice. Any changes will be announced on Canvas and/or by email.*

## Course Schedule

**Note:** Principles of Archaeology (textbook) = PA

Week	Dates	Topics and discussions	Assignments
1	1/26	Introduction to the class and assignments	Syllabus
2	1/31 – 2/2	The Discipline of Archaeology <ul style="list-style-type: none"> <li>• What archaeology is and <i>is not</i></li> </ul>	Ch. 1 PA Newland et al. (2017)
3	2/7 – 2/9	Brief History and Context of Archaeology <ul style="list-style-type: none"> <li>• African Burial Ground National Monument</li> </ul>	Ch. 2 PA Blakey (2010)
4	2/14 – 2/16	Interpretation, theory, and approach <ul style="list-style-type: none"> <li>• The Ancient One/Kennewick Man</li> </ul>	Ch. 3 PA Watkins (2000)
5	2/21 – 2/23	Archaeological Questions <ul style="list-style-type: none"> <li>• Critical archaeologies</li> </ul>	Ch. 4 PA Weismantel (2013)
6	2/28 – 3/2	The Archaeological Record <ul style="list-style-type: none"> <li>• Material culture, stratigraphy, and assemblages</li> <li>• Historical Archaeology</li> </ul>	Ch. 5 PA Voss et al. (2013)
7	3/7 – 3/9	Fieldwork <ul style="list-style-type: none"> <li>• Data collection methods and cultural resource management</li> </ul>	Ch. 6 PA Fong 方少芳 (2020) <b>Essay 1 due</b>
8	3/14 – 3/16	Indigenous Archaeology <i>Recommended: Panich (2013)</i>	Atalay (2006)
9	3/21 – 3/23	Archaeological Ethics <ul style="list-style-type: none"> <li>• Responsibilities and the future of archaeology</li> </ul> <i>Recommended: González-Ruibal (2012)</i>	Ch. 16 PA Sabloff (2008)
10	3/28 – 3/30	<i>March 27 – 31: Spring Recess - No classes</i>	
11	4/4 – 4/6	Classification: All about artifacts <ul style="list-style-type: none"> <li>• Taphonomy and seriation</li> </ul>	Ch. 7 PA Deetz (1996) <b>Essay 2 due</b>
12	4/11 – 4/13	Dating and Archaeological Chemistry <ul style="list-style-type: none"> <li>• Technologies and applications</li> </ul>	Ch. 8 PA and 15 PA
13	4/18 – 4/20	Ceramic Analysis <ul style="list-style-type: none"> <li>• Methods and results</li> </ul>	Ch. 11 PA Keally et al. (2004)
14	4/25 – 4/27	Ethnobotanical Archaeology <ul style="list-style-type: none"> <li>• Reconstructing environments and recipes</li> </ul>	Ch. 12 PA Wang et al. (2016)
15	5/2 – 5/4	Lithic Analysis <ul style="list-style-type: none"> <li>• Cultural [Re]production</li> </ul>	Ch. 10 PA Panich (2015)
16	5/9 – 5/11	Bioarchaeology <b>Last day of instruction</b>	Ch. 14 PA <b>Essay 3 due</b>

<b>Week</b>	<b>Dates</b>	<b>Topics and discussions</b>	<b>Assignments</b>
Finals	5/23	Final period: Tuesday 9:45 AM-12:00 PM	<b>Annotated bibliography due</b>