

**San José State University  
Department of Anthropology  
Fall 2010  
Anthropology 160 (04)**

<b>Instructor:</b>	Karen Fjelstad
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<b>Office hours:</b>	TR 12:30-1:30; 3:15-4:15
<b>Class days/time:</b>	TR 4:30-5:45
<b>Classroom:</b>	CL 204
<b>Prerequisites:</b>	Completion of core GE, satisfaction of Writing Skills Test and upper division standing. For students who begin continuous enrollment at a CCC or a CSU in Fall 2005 or later, completion of, or corequisite in a 100W course is required. For students who begin continuous enrollment Fall 2005 or later, courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments or other distinct academic units.
<b>GE/SJSU Studies Category, if applicable</b>	R

**Faculty Web Page**

Copies of the course syllabus and major assignment sheets may be found on my faculty web page accessible through the quick links/faculty web page links on the SJSU home page after the first week of classes. You are responsible for regularly checking with the new messaging system through MySJSU. This will be used for updates, etc. Use my email address, Karen.Fjelstad@sjsu.edu, for questions, etc.

**Course Description and Goals**

This class asks the question: “How do we know what we know about civilizations of the past?” To answer the question, we explore archaeology as a way of connecting rigorous scientific inquiry with the achievements of past human societies.

Archaeology is unique in its application of the *scientific method* to the entire 3+ million-year duration of the *human cultural experience*, from early hominid foraging

through the development of modern civilizations. Ancient peoples lived out their lives in environments that no longer exist. People migrated across lands that now lie beneath the ocean. Civilizations evolved in changing environments and even contributed to those changes. Archaeological techniques are even being used to study contemporary behavior in the United States: For example, taking deep core samples from municipal dumps allows us to study everything from recycling to nutrition and alcohol consumption.

This course thus draws from the physical sciences, the biological sciences and the social sciences to examine how archaeologists quantitatively and qualitatively analyze the data preserved in the archaeological record in prehistoric and historic contexts throughout the world. Our subject area intersects geomorphology, paleoecology, geochronology, and anthropological archaeology — a dynamic interplay of perspectives from different academic disciplines. This course also shows how modern archaeology has unmasked pseudoscience, fraud, and stereotypes based on race and gender. Along the way, we will learn about the complexity of human adaptation and culture growth.

### **Student Learning Objectives**

Within the particular scientific content of the course, a student should be able to:

1. Demonstrate an understanding of the methods and limits of scientific investigation.

Students should understand how the scientific method is applied to archaeological research, the application of appropriate technology to such research, and the values and constraints of doing archaeology in the real world.

2. Distinguish science from pseudo-science;.

Students should be able to distinguish folk archaeology and pseudo-archaeology from scientific archaeology in the examination of some historical/archaeological claims.

3. Apply a scientific approach to answer questions about the earth and environment.

Students should understand how archaeologically known cultures have adapted to past environments.

## **Departmental Learning Objectives and Skills:**

The department of anthropology also has key learning objectives and skills that we wish students to obtain. By the completion of this course, students should have an increased:

1. Understanding of culture as the distinguishing phenomenon of human life, and the relationship of human biology and evolution.
2. Awareness of human diversity and the ways humans have categorized diversity.
3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline.
4. Knowledge of the history of anthropological thought and its place in modern intellectual history
5. Comprehension of migration, colonialism, and economic integration as significant phenomenon shaping global society.
6. Ability to access various forms of anthropological data and literature.
7. Awareness of importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.
8. Knowledge of the research methods of the sub-disciplines of anthropology, and the ability to apply appropriate research methods in at least one sub-discipline.
9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.
10. Knowledge of political and ethical implications of social research

## **Required Texts/Readings**

\*F\* *Frauds, Myths and Mysteries: Science and Pseudoscience in Archaeology*, Mayfield Pub. Co., 2002. [Kenneth L. Feder].

\*B\* *Exploring the Past: Readings in Archaeology*, Carolina Academic Press, 2000. [James Bayman & Miriam Stark].

## **Classroom Protocol**

Participation is extremely important, especially as there will be NO make-ups for missed in-class assignments.

## **Dropping and Adding**

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found at <http://www.sjsu.edu/registrar/>. You should be aware of the new deadlines and penalties for adding and dropping classes.

## **Assignments and Grading Policy**

**Midterm #1:** 100 points

**Midterm #2:** 100

**Final Exam:** 100

**Paper** 100[ 4 pages of text. 5th page for references]

**Other** 125 includes the refrigerator project (20 pts.) proposal for paper (10), editing of student papers (20), analysis of two movies (5 each), hands-on exercises (10 each), artifact analysis (25)

Papers will focus on topics directly related to the three Student Learning Objectives listed above. If, for example, you are interested in Objective #1 topics might include remote sensing, techniques of underwater archaeology, or limitations in the scientific study of cave art. Objective #2 is your opportunity to write about the archaeology of Atlantis or the St. James Ossuary, and to uncover various hoaxes in archaeology. Topics for Objective # 3 might include the social and environmental effects of Aztec chinampas agriculture or canal irrigation in Mesopotamia.

## **University Policies**

### **Academic integrity**

Students are expected to be familiar with the University's Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University's Academic Integrity Policy 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 policy on academic integrity and other resources related to student conduct can be found at [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct).

## **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 DRC (Disability Resource Center) to establish a record of their disability.

Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

## **SJSU Writing Center**

The SJSU Writing Center is staffed by professional [instructors](#) and upper-division or graduate-level writing specialists from each of the [seven SJSU colleges](#). Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers.

## **Peer Mentor Center**

The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are *navigators*, offering "roadside assistance" to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center is located on the first floor of Clark Hall in the Academic Success

## Anth 160 Course Schedule

(Note: subject to change with fair notice.)

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug. 26	<i>Introduction to the class</i>
2	Aug. 31, Sept. 2	<i>Intro to anthropology/intro to archaeology; artifact analysis</i> B: Underwater Archaeology B: 1-1, Yes, Wonderful Things (Rathje)
3	Sept. 7-9	<i>The scientific method</i> F; Ch. 1, Science and Pseudoscience F: Ch. 2, How Do You Know What You Know? F: Ch. 3, The Goliath of New York
4	Sept. 14-16	<i>Science and pseudo-science</i> F; Ch. 4, Dawson's Dawn Man: The Hoax at Piltdown F; Ch. 9, Prehistoric E.T.: the Fantasy of Ancient Astronauts F: Ch. 11: Old Time Religion Film analysis "Search for the Ancient Astronauts" (This assignment meets Learning Objective #2: Students will write a short response to the film analyzing how von Danniken's work exemplifies the seven warning signs of pseudoscience.)
5	Sept. 21-23	<i>Methods in archaeological research</i> F: Ch. 10, Good Vibrations: Psychics, Dowzers, and Photo-Fields B: 4-1, Surveying Ancient Cities (Snodgrass and Bintliff) B: 4-3, Thailand's Good Mound (Higham and Thosarat)
6	Sept. 28-30	<b>Midterm # 1</b> <i>Dating techniques</i> B: 5-1, The Dating Game (Shreeve)
7	Oct. 5-7	<i>Methods and dating continued- seriation and stratigraphy exercises</i> (These exercises meet Learning Objective # 3: Students will learn the methods of seriation and stratigraphy and apply them to specific sets of archaeologically known data.)
8	Oct. 12-14	<i>Science and the reconstruction of symbolic systems</i> B: 10-1, Reading the Minds of Rock Artists (Whitley) B: 10-2, Neptune's Ice Age Gallery (Clottes and Courtin) B: 10-3, The Dawn of Adornment (White)

9	Oct. 19-21	<p><i>Archaeology and Human Rights</i></p> <p>B: 1-3, Proving Ground of the Nuclear Age (Johnson and Beck)</p> <p>B: 1-4, The Archaeology of Contemporary Mass Graves (Connor)</p> <p>Film analysis “Butch and Sundance” (This assignment meets Learning Objective # 1: Students will write an analysis of how the scientific method was used to locate a site and identify the remains of two individuals.)</p> <p><b>Paper proposal/bibliography due</b></p>
10	Oct. 26-28	<p><b>Midterm # 2</b></p> <p><i>Science, archaeology, and politics</i></p> <p>F: Ch. 5, Who discovered America?</p> <p>B: 12- 3, Collaboration at <i>Inyan Ceyaka Atonwan</i> (Spector)</p> <p>B: 12-2, Bones and Bureaucrats (Harrington)</p> <p><b>Turn in list of refrigerator contents</b> (This assignment meets Learning Objective #1: Students will study the contents of each other’s refrigerators to asses what can and cannot be learned about a household by analyzing material culture</p>
11	Nov. 2-4	<p><i>Hunter-gatherers subsistence, technology and social organization</i></p> <p><b>Refrigerator Project. Exercise in site location.</b> (This assignment meets Learning Objective #1: Students will be given a set of data depicting the number of artifacts found at specific locations. They will decide whether to use random, stratified or judgment sampling to identify which sites might yield the most data to answer a specific hypothesis.)</p> <p>B: 7-2, Late Ice Age Hunting Technology (Knecht)</p> <p>B: 7-3, Bamboo and Human Evolution (Pope)</p> <p>B: 11-1, The Last Stone Ax Makers (Toth et al)</p>
12	Nov. 9 (no class Veteran’s Day Nov. 11)	<b>Paper to group for in class editing</b>
13	Nov. 16-18	<p>Early farming societies: subsistence, technology, and social organization</p> <p>B: 8-2, Finding the First Farmers (Fellman)</p> <p>B: 8-3, Raised Field Agriculture in the Lake Titicaca Basin (Erickson)</p>
14	Nov. 23	<i>The Rise of Cities; subsistence, technology, and social organization</i>

	(no class Nov. 25)	<p>F: Ch. 7, The Myth of the Moundbuilders</p> <p>B: 9-4, Mighty Cahokia (Iseminger)</p> <p><i>Exercise in Seasonality</i> (This exercise meets Learning Objective #3: Students are given a set of data depicting archaeological sites in different microenvironments. They use the data to determine which seasons the sites are occupied.)</p>
15	Nov. 30- Dec. 2	<p><i>The Future of Archaeology</i></p> <p>B: 13-1, The Destruction of the Past (Cameron)</p> <p>B: 13-4, Lost City in the Jungle (Bordewich)</p> <p><b>Paper due to professor</b></p>
16	Dec. 7-9	<i>Review</i>

Final Examination    Tuesday, December 14, 1445-1700