

ANTH 168B**Archaeological Methodology
Section 1**

Code 24219

Tues/Thurs 12:00-1:15

Meets in 111A Clark Hall and WSQ4

Final Exam May 16, 9:45-12:00

Dr. Marco Meniketti

Office hours Tues/Thurs 9:00-10:30,

3:00-4:00 or by appointment

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924-5787

This course examines theoretical foundations of archaeological research and emphasizes practical application of various field methodologies. Techniques and procedures fundamental to inquiry in archaeology and Cultural Resource Management are stressed, including legal and ethical considerations of archaeological practice. We will also explore the most recent innovations in digital archaeology, such as data base creation and manipulation, graphic representation of site data, and professional applications of GIS technology. We will investigate advances in interactive web-based archaeology. The course will experiment with new instructional technology and students will participate in creating new methods for content delivery. We will use case studies, simulations, hands-on problem based inquiry, selected readings and discussion to develop a practical repertoire of methods for the recovery and interpretation of the archaeological record. There will also be paired student-team presentations of specific case study research. The course will be divided between lab and lecture.

The course has been constructed around Units having specific content emphasis. These are designed to form core themes for scaffolding learning objectives. Students should anticipate and schedule six hours weekly for readings and related assignments in support of the learning objectives.

We will also devote at least two days to familiarizing ourselves to the technology of the Incubator Classroom. Students will be using tablet PCs in class for much of the term.

Texts:

Archaeology; the Science of the Human Past. 2007, third edition. Sutton and Yohe II. Prentice Hall.

Archaeological Ethics. 1996, second edition. Karen Vitelli, ed., Alta Mira Press.

Handouts will be provided on select topics.

Recommended:

Elements of Style : A manual for Writers, Kate Turabian. Seventh edition.

Assignments and various announcements will be available for download from My Faculty Webpage.

http://www.sjsu.edu/faculty_and_staff/faculty_detail.jsp?id=1576

Or you can access the page through the quick links search on the SJSU home page.

Additional course material will be accessible via FTP address specific to this class and should be regularly checked. We will use this address for sharing class work and for specific assignments.

Objectives

- Broad understanding of research design, critical issues in archaeological theory, and problems surrounding collection of evidence.
- Knowledge of specific methods and techniques of field archaeology.
- General knowledge of theoretical frameworks in the field of archaeology.
- Knowledge of remote sensing technology and GIS procedures and applications in varied contexts.
- Critical understanding of the major theories concerning site formation processes, and how these generate the archaeological record.
- Analysis of artifact categories and typology in context of material culture theory.
- Development of simulated museum exhibits of archaeological finds.
- Students will engage in archaeological problem simulations related to actual research situations.

Outcomes:

- Students will develop basic models for dissemination of archaeological findings to the public and articulate ethical considerations.
- Students will develop graphic representations of archaeological data.
- Students will develop critical thinking skills in assessing behavioral/environmental evidence as applied in archaeology.
- Students will develop research skills and methods of inquiry using documentary sources.
- Students will learn basic field skills relevant to production of archaeological documentation:
Compass, GPS, measured drawings, transit, spatial documentation, site mapping, report preparation, and artifact cataloging/curation.
- Students will develop a knowledge base of NAGPRA and CEQA, Federal 106 compliance and other relevant regulations affecting archaeological research.
- Students will have the opportunity to manipulate actual research data for interpretation.
- Students will share project findings in digital presentation format as an element of portfolio.

| Theme | Readings | Highlight | Assessments |
|---|---------------------------------|---|--|
| <u>Unit 1: The Science of Archaeology</u> | | | |
| Week One Jan 22, 24 Principles Ethics: antiquities markets Laws and regulations NAGPRA | S&Y Chp1,2 Vitelli Chp 1,2,4 | Mary Rose Learning the Tech | Explore Internet |
| Week Two Jan 29, 31 Theoretical frameworks Types of archaeology Archaeology and technology Ethics: public perception | S&Y Chp 3 Vitelli Chp 3,6 | Research Design Learning the Tech | <i>Theory Brief</i> Teams and topics |
| Week Three Feb 5, 7 Sites Data collection stratigraphy taphonomy | S&Y Chp 4 | Site formation processes | Simulation 1 Stratigraphy |
| Week Four Feb 12, 14 Artifacts, ecofacts Materials recovery | (continued) | Lab work meet WSQ2 (12 th) | Ex 1. Artifacts record & analysis <u>Abstract due</u> |
| Week Five Feb 19, 21 Types of data Field methods Sampling / Remote sensing | S&Y Chp 5 | Lab work meet WSQ2 (19 th) | Ex. 2 Screening |

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|---|-------------------|-------------------------------|----------------------|
| Week Six Feb 26, 28 | (continued) | Transit | |
| Recording data | | | |
| Mapping | Vitelli Chp 13-16 | meet WSQ2 (28 th) | Ex 3 Survey |
| Survey/ Transit/ compass | | | |
| Ethics of field work | | | <i>Ethics Brief</i> |
| Week Seven March 4, 6 | S&Y Chp 6 | Navaho pendants | Simulation 2 |
| Classification | | | Typology |
| Typology | | | |
| Hypothesis development | | | |
| Wear analysis | | | |
| | | | |
| <u>Unit 2: Research venues</u> | | | |
| Week Eight March 11, 13 | S&Y Chp 7 | Colonial Caribbean | Ex 4 Site |
| Determining time and date | handouts | | mapping |
| Historical archaeology | | | |
| Prehistoric archaeology | | | |
| | | | |
| Week Nine March 18, 20 | handouts | Shipwrecks | |
| Marine archaeology | | | |
| | | | |
| Spring Break March 24-28 | ***** | | |
| | | | |
| Week Eleven April 1, 3 | S&Y Chp 9-12 | | Mid term exam |
| Human and Environment | | | (thru week 10) |
| Interpreting the past | | | |
| | | | |
| Week Twelve April 8, 10 | (continued) | Lab work | Simulation 3 |
| Material culture and society | | meet WSQ2 | Settlement |
| Interpreting status | | | patterns |
| Interpreting gender | | | |
| Interpreting change | | | |
| | | | |
| <u>Unit 3: Interpretation</u> | | | |
| Week Thirteen April 15, 17 | | Student Presentations | |
| Museum study | | | |
| Material culture | | | |
| Data processing | | | |
| Databases and digital archiving | | | |
| | | | |
| Week Fourteen April 22, 24 | Vitelli Chp 22-24 | | Ex 5. Measured |
| Interpretation | handouts | | drawings |
| Hypothesis and evidence | | | (elevations) |
| GPS / GIS / Archview | | | |
| Ethics in Representation | | | |
| | | | |
| Week Fifteen April 29 -May 1 | | Student presentations | |
| Museum study | | | |
| Material culture | | | |
| | | | |
| Week Sixteen May 6, 8 | Vitelli Chp 17-21 | Exam prep | |
| Cultural Resource Management | S&Y Chp 13-14 | | |
| Shovel bums | | | |
| | | | |
| Finals Week | | | |
| Final scheduled for May 16, 9:45-12:00 | | Final Exam | |

Policies:

- Students are encouraged to ask questions before, during, and after class and to take full advantage of scheduled office hours or to make appointments to discuss topics of interest.
- The instructor will make every reasonable effort to provide timely and constructive feedback to students concerning performance throughout the semester.
- The instructor will be available through regular office hours, through email, and by appointment.
- Students should expect to actively participate individually, through group work, class discussions, and in Q&A sessions.
- **No assignments will be accepted by email.**
- Missed exams may be made-up only if a student provides appropriate documentation for legitimate cause for missing scheduled exam dates (funeral, medical emergency, family crisis; *per university policy*). *Absolutely no make-up will be given for reasons of course overloads, or personal time. Make-up exams will be by scheduled appointment in my office and will include oral discussion section.* Late research projects **will not** be accepted. Late assignments will be reduced by 10% per week. No assignments will be accepted during finals week.
- Exam dates will not be altered. *If you have a conflict with a scheduled exam date please make arrangements in advance (at least two weeks). The sooner the better.*
- *You may not leave the room during an exam.* The instructor will interpret this as a completed exam and it will be collected without further opportunity to continue.
- The instructor reserves the right to adjust the syllabus content as deemed necessary to facilitate the highest achievement and performance of the class or to introduce new elements.
- To receive a grade for this course you must complete and submit at least half of the assignments.
- Extra credit assignments will not be provided for missing any regular assignments. **Academic integrity and ethics will be upheld at all times.** Plagiarism is intellectually dishonest and a form of theft. It will not be tolerated.
- All lectures are copyrighted. The use of recording equipment of any kind; tape, film, or digital, is forbidden without written consent from the instructor. This is not usually a problem. Students must agree not to use lectures in unauthorized formats or non-educational purposes.
- All written projects should conform to the citation standards of American Antiquity. Examples are provided for use on my faculty webpage.
- Students are expected to attend class. Participation is a vital element in a social science environment and attendance is foundational to academic success. Attendance does not count toward scoring your grade, but will impact your learning. Attendance will be monitored informally.
- Please turn off your cell phones as a courtesy and in respect for fellow students and the instructor.
- **No food or drinks are allowed in the either lab.**
- **You will be asked to sign a statement that you have read and understand all policies and course criteria.**

Assessments:

There will be five exercises and three simulations of archaeological procedures and problems. You will also complete three summary papers that concisely synthesize critical issues or practices based on the three simulations. There will be a midterm and a final exam. The final is comprehensive, covering all course material, but with emphasis on problem solving and essay. Additionally, you will work in pairs to complete and present a research project on a topic of *material culture* covered during this course. The project will be produced in digital format for presentation and submission. Students will complete this museum investigative/interpretation assignment using multiple outside sources. An outline and abstract of the topic should be submitted for approval by the fourth week of the term and you are encouraged to meet with me often in the progress of your research. Student teams will also report on an archaeological study selected by the instructor for relevance to key issues. The team will make an oral presentation of about 12 minutes. These varied and integrated assessments are intended to provide several avenues for demonstrating mastery of course content and competence with relevant issues based on students' personal strengths and interests. Guidelines and rubrics for each assignment will be distributed before each assignment. The final grade assessment will be based on a completed student performance portfolio integrating traditional with digital products.

Simulations and synthesis 25 x 3 (75 pts)
Exercises 5 x 5pts (25 pts)
Written position papers (*briefs*) 2 x 15 pts (30)
Research project and presentation 50 pts
Museum project 50 pts.
Midterm Exam 100 pts
Final Exam 150 pts
Participation 20pts
Total: 500 pts

Grades will be based on score percentages. 94-100% 4.0; 88-93% 3.5; 82-87% 3.0; 76-81% 2.5; 70-75% 2.0; 64-69% 1.5; 57-63% 1.0; <56% 0.0

Below are basic guidelines for grading. Additional criteria may apply depending on assignments. Grading is criterion based and follows a set of rubrics so that assessment is consistent for all students. Final grade is all based on assessment trends rewarding consistent improvement.

Earning an A: All assignments must be completed, on time, and demonstrate thorough mastery of conceptual as well as critical content. Assignments will exhibit thoughtful and critical analysis, conceptual synthesis, and originality. Papers will be carefully proofed for grammatical and typographical errors and exhibit exemplary writing appropriate to the discipline. Seminar responsibilities achieved. Assignments must be of consistently high quality in terms of content and execution. Examinations will score in the 90% and above range. Projects complete and original or innovative.

Earning a B: All assignments must be completed, on time, and demonstrate general comprehension of conceptual as well as critical content. Assignments will exhibit thoughtful analysis and effort should be made at conceptual synthesis. Seminar responsibilities achieved. Papers will be carefully proofed for grammatical and typographical errors and exhibit very few writing problems. Assignments must be of good quality in terms of content and conform to standards appropriate to the discipline. Exams may score in the 85% and above range. Projects complete and original.

Earning a C: At least 80% of assignments must be completed, on time, and demonstrate general understanding of critical content. Knowledge of basic conceptual material should be demonstrated. Seminar responsibilities achieved. Assignments will exhibit careful effort with minimal errors in content. Papers will likely contain grammatical and typographical errors and exhibit general writing problems. Citation standards incorrect. Exams may score in the 75% and above range. Projects complete but of average quality as measured by content and scope.

Earning a D: Failure to turn in assignments in a timely manner or to complete no more than 60% of assignments. Only basic knowledge of conceptual material. Critical analysis not demonstrated. Assignments exhibiting a lack of careful or thoughtful effort and several errors in content. Failure to achieve seminar responsibilities or at barely acceptable effort. Minimal engagement in class projects. Papers will likely contain grammatical and typographical errors and exhibit general writing problems. Citation standards ignored. Exams may score below 75% range. Project partial completed a basic level.

Earning an F: Failure to turn in assignments in a timely manner or to complete and submit more than 60% of assignments. Basic knowledge of conceptual material and critical analysis not demonstrated. No evidence of general skills or course content acquired. Assignments exhibiting a lack of careful or thoughtful effort and significant errors evident in content. Papers will likely contain serious grammatical and typographical errors along with general writing problems, especially in word usage. Citation standards wrong. Exams may score below the 60% range. Final project possibly incomplete, late, or absent. Any intentional plagiarism will automatically result in a failing grade. Missing final exam will result in an F.

Grade I: Special circumstances. Failure to complete and submit at least 50% of assignments, or personal circumstances preventing student from academic completion of the course. Attendance below acceptable levels to have earned an I will in some instances be assigned an F grade per University policy.

Students with Special Needs

The Disability Center (DRC) is a comprehensive center providing services and accommodations for SJSU students with documented disabilities, in compliance with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The accommodations provided by the DRC include, but are not limited to the following:

- Enlarged or audio taped course materials, handouts, syllabi and exams
- Audio taping of a lecture
- Sign language interpreters of lecture
- Student note takers for a lecture
- Extended time for tests
- Relocation of a class to a more accessible site
- Adaptive computer equipment for tests
- Modified testing formats
- Assistive listening devices in class
- Readers or scribes
- Lab assistants

In order to take advantage of these services and accommodations you must have the appropriate documentation on file with the DRC and have met with a DRC Coordinator.

If you have a documented disability, it is your responsibility to coordinate with the DRC and notify me so that the appropriate accommodations and services can be arranged.

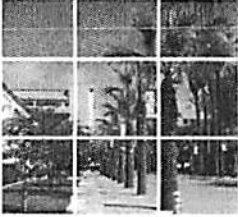
The Disability Resource Center is located in the Administration Building, room 110. The telephone number is (408) 924-6000 (main office), (408) 924-6542 (deaf and HoH). More detailed information about the DRC and its services can be found on-line at" <http://www.drc.sjsu.edu/>.

Other:**Office hours:**

Priority will be given for students who schedule office hour time. Drop in is of course welcome, but students who drop in must wait their turn if I am already meeting with someone. I have scheduled 5 hours weekly on different days and times to make the greatest accommodation. Please come by with questions or concerns. You may also make appointments. However, I have many responsibilities and commitments and may not always be available.

Is to have earned an I will in some instances be assigned an F grade per University policy.

Drop a Class



1. Click the **Log into MySJSU** button (in original window) and enter User ID and password.
Note: These instructions opened in a new window. We suggest you click the login button in your original window so you can still refer back to these instructions after you have logged in.
2. Navigate to the Drop Classes page: **Self Service - Student Center - Drop a Class.**
3. If necessary, select the term in which you wish to drop classes (for example, Fall 2006) from the drop-down menu and click **Change.**
4. Click the checkbox next to each class you wish to drop and then click **Drop Selected Classes.**
5. Review your selection and click **Finish Dropping.**

- > News & Updates
- > Help
 - > Enrollment & Records
 - > Financial Information
 - > Personal Information
- > PDF Class Schedules
- > Campus Resources
- > Whom Do I Contact About...?
- > Future Student Account Activation
- > back

Did you know

SJSU has one of the five largest enrollments in the California State University system.

[Login to MySJSU](#)


[Future Student Account Activation](#)

CMS Project Office
One Washington Square
San José, CA 95192-0042
Phone: 408-924-1530

CMS Help Desk
cmshelp@sjsu.edu

CMS Training
cmshelp@sjsu.edu

- > Whom Do I Contact About...?
- > Campus Resources

Important: Documents in PDF format require the free Adobe Acrobat Reader  for viewing.

Security Notice: The security and integrity of our students' and our employees' personal data is our highest priority. Once you login, you will enter into a secure environment where your personal data will not be compromised, lost, misused or altered.

[contact us](#) | [campus map](#)



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ACADEMIC INTEGRITY:

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers.

We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Judicial Affairs for disciplinary action which could result in suspension or expulsion from San José State University.

CHEATING:

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

Copying in part or in whole, from another's test or other evaluation instrument; Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy; Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy; Altering or interfering with grading or grading instructions; Sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

PLAGIARISM:

At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another's work, without giving appropriate credit, and representing the product as one's own work; and representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one's own.