

Anthropology 013 - Introduction to Archaeology

San Jose State University; Spring 2009 – TR 12-1:15 p.m., Room: WSQ 004

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Faculty Page: http://www.sjsu.edu/faculty_and_staff/faculty_detail.jsp?id=2330

Course Description: This course is designed to introduce students to the fundamentals of modern anthropological archaeology. The primary focus is on the practice of archaeology – how archaeology is done, how it can teach us about the human past, and how it can contribute to a general understanding of human behavior. We will also examine aspects of the history of archaeology and look at some specific examples in detail to illustrate how archaeology has contributed to our understanding of past cultures and regions, as well as contemporary issues with respect to archaeology's place in modern society.

LEARNING OBJECTIVES

Student's coursework and examinations will be geared toward understanding the following topics:

• Methods of Inquiry

While situated squarely within the field of anthropology, archaeology is a discipline that must reach across the boundaries between life science, earth science, and social science to solve even the most basic methodological problems such as finding new sites, determining the age of artifacts, and connecting patterns in material evidence to past human behaviors. In this course we begin by learning the steps of archaeological fieldwork from survey to excavation to laboratory analysis. The primary goal here is to introduce students to how archaeologists discover new sites, artifacts, and information about the past.

• Development of Human Social and Cultural Diversity

One of the great advantages of archaeology is it is one of the few social sciences that speaks directly to the historical development of human social and cultural diversity. More than simply a chronicle of novel "firsts" and "oldest," archaeological reconstructions allow anthropologists to identify key elements driving social and cultural change through cross-cultural comparison. In this class we explore how our understanding of humanity's diverse past can help us better understand the present and perhaps plan for the future.

• Challenges for Contemporary Archaeology

How do archaeologists interpret evidence and present a realistic picture of the past that is scientifically sound, accounts for personal bias, and is accessible to the public? Why do we excavate sites if we already have other historical information about them from written documents, oral traditions, or folklore? Why should tax-payers fund archaeological research? In this class, we will explore specifically how contemporary American archaeology has answered these and other challenging questions.

REQUIRED READING:

Ashmore, Wendy and Robert Sharer. 2006. *Discovering Our Past*, 4th edition. New York: McGraw-Hill.
Fagan, Brian M. (editor). 2007. *Discovery! Unearthing the New Treasures of Archaeology*. New York: Thames and Hudson.

Additional readings may be provided during the semester as well.

NOTE: the Fagan text (*Discovery!*) contains 61 very short chapters, divided into 7 sections. You are not expected (but *are* encouraged) to read all 61 chapters. You should be prepared to discuss between 3 and 5 chapters *of your choosing* from the assigned portions on each quiz, in which you will be asked to summarize and explain the significance of the discovery or discoveries described in that chapter. In addition, ALL students should read the following chapters in preparation for the quizzes indicated:

FOR QUIZ 1: The First Europeans and the Pit of the Bones at Atapuerca, Spain (p. 28-31)

FOR QUIZ 2: The Tomb of Tutankhamun's Mother? An 18th Dynasty Chamber in the Valley of the Kings (p. 50-55)

FOR QUIZ 2: Pharaoh's Children: The Tomb of the Sons of Ramesses II in the Valley of the Kings (p. 56-7)

FOR QUIZ 3: Statues of the Buddha from Qingzhou, China (p. 150-3)

FOR QUIZ 4: The Amesbury Archer and the Boscombe Bowmen: Men of Stonehenge (p. 42-45) (this is in the portion assigned for Quiz 2, but the topic also fits with other material we are covering for Quiz 4)

FOR QUIZ 4: Secrets Revealed at Britain's Henges (p. 184-187)

FOR QUIZ 5: Ancient Writing: New Advances in Maya Decipherment (p. 242-3)

FOR QUIZ 5: The Cascajal Block: The New World's Oldest Writing (p. 246)

COURSE REQUIREMENTS: All students will complete **5 quizzes** and **one paper**; **participation** will also be significant in completing this course.

QUIZZES: Students will take **five quizzes** with a mixed format of short answer and multiple-choice, and include questions on assigned reading, lecture, and videos. During the quizzes, students are permitted the use of a single sheet of notes for reference. **Each quiz will be worth 50 points.**

PAPERS: Students must complete one research paper that deals with *either* a topic of archaeological **method or theory**, and must find through library research **three case studies** where this topic was applied. The final paper must be **at least 2000 words** in length and contain a minimum of four *professional* quality sources (journals and selected magazines, no websites). More information about this assignment will be supplied in a subsequent handout. **This paper will be worth 150 points.**

Early Paper Reviews Policy: Students wishing guidance on paper writing are welcome to present early drafts of their work for comments. The ideal time for this is during office hours or by appointment. Students submitting early drafts via email must format the document for MS Word 2004 for Mac; please allow me sufficient time for review and comments, especially near the end of the semester.

PARTICIPATION: Discussion of assigned reading, lectures, and documentaries is considered critical to the demonstration of understanding. Students will be expected to attend class and contribute to discussion on a regular basis. Grades will be based on both the frequency and quality of student contribution. Please note that all students should be allowed the opportunity to contribute, and discretion and politeness are therefore important aspects of being an important contributor to the classroom environment. **Participation will be worth 100 points.**

CLASS FORMAT: Class time is devoted to a mix of **lectures, documentaries, and discussion.** The documentaries are not simply for entertainment, however, but also act as texts we can critically analyze. They are the way in which many people learn about archaeology and the study of the past, and often contain distorted or misleading claims, even from seemingly qualified sources. During discussion, we will analyze these claims, the evidence for them, and the possibility of alternative explanations.

Course Grade Breakdown is as Follows:

Assignment	Points	%
QUIZZES (5)	250	50.0
PAPER	150	30.0
PARTICIPATION	100	20.0
TOTAL	500	100

GRADING: Grades are given based upon a standard grading scale as follows:

	A	B	C	D	F
+	97-100	87-89	77-79	67-69	
	93-96	83-86	73-76	63-66	0-59
-	90-92	80-82	70-72	60-62	

Your percentage is your total points divided by the total points possible on the assignments. Each assignment will contain its grading criteria within the instructions. Please note that all scores below 60% will receive failing grades. Completion of all assignments does not guarantee a passing grade in the course.

POLICIES:

ATTENDANCE: Attendance is expected for all students, and you are responsible for all material covered each day. It is a basic courtesy to arrive in class on time and not cause disruptions to myself and your fellow students. All students should turn **off** cell phones when entering the room. If you cannot arrive on time, it is

nevertheless better to come late than not at all - please enter discretely and take your seat. If you do miss class, you are advised to obtain lecture notes from other students. I will answer questions, and encourage students to attend office hours to discuss missed material, but I cannot repeat the content of entire lectures for students who have missed class, nor will I supply copies of my own lecture notes or slides. Students should notify me (preferably via e-mail) if they will be or were unable to attend class with a *reasonable excuse* (illness, family emergency, work conflict, etc.). This is especially important if there are any handouts or changes in the schedule, such as the postponement of an exam. **NOTE:** I may regularly take attendance at the beginning of the semester; this is largely to assist me in learning all of your names, but it also gives me an idea of who comes to class.

PAPER POLICY: Papers **must** be turned in as a printed document – email is **NOT** acceptable. Please plan ahead to avoid last-minute computer and printer errors. **All students MUST complete the paper in order to pass this course.**

MAKE-UP POLICY: Quizzes can only be made up if the following conditions are met: 1) You have a known and unavoidable emergency and have arranged with me *in advance* to take the test at an alternate time; 2) you are unable to attend class due to an unforeseeable emergency, **AND** you have contacted me within **24 hours** of the class date to inform me of your situation. On quiz days, I will be sure to check voice mail and email, and will reply as quickly as possible. *If you do not get a reply from me, you cannot assume I have received your message.* You must make a reasonable effort to inform me of your situation. Only students with a genuine, verifiable emergency and a *mutually* agreed-upon plan to make up the quiz will be allowed to do so, and **all** make up quizzes must be completed before the next class meeting unless I have given permission otherwise.

OFFICE HOURS: Students are encouraged to ask questions in class, but for those wishing to speak to me individually, please come to my office in **Clark Hall 404G** on **Tuesdays from 3:30-4:30 p.m. and Fridays from 12:30 to 3:30 p.m.** Additionally, **special arrangements can sometimes be made** to meet with students at other times, my schedule permitting. Students are also encouraged to **contact me via phone or (especially) e-mail with questions or problems;** whenever possible, a response will be given that day.

DROP PROCEDURE:

Go to <http://my.sjsu.edu>

- Enter your SJSU ID and Password – you may now use your nine-digit SJSU ID to login to MySJSU. If you are a continuing student and have previously been given a User ID beginning with an uppercase W, you can continue to use this ID to log in.
- If you drop a class, you must do so prior to the time you submit payment to ensure that your registration fees are properly assessed.

Navigate to “Self Service” > Student center > Drop a class

- Click on “Drop Classes”
- Click the checkbox next to each class you wish to drop and click “Drop Selected Classes”

- Review your selection and click “Finish Dropping”

Instructor Drops

Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and their intention to continue in the class. Some instructors will drop students who do not meet the stated course prerequisites. However, they are not required to do so. **It is the student’s responsibility to make sure classes are dropped.**

ACADEMIC INTEGRITY:

It is assumed that all students are familiar with the expectation of honest work, and the consequences for dishonest work in your classes. Please consult the university catalog for detailed information. The details below are excerpted from the **official campus policy on 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 Student Conduct and Ethical Development 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.

Students caught engaging in the above actions will receive an **automatic F in the course** and a **report to the Office of Student Conduct and Ethical Development** for further disciplinary action. Students with prior incidents on report may find themselves **suspended or expelled** from the University. **Claiming ignorance of what constitutes cheating or plagiarism is no excuse.** If you are in doubt, ask me for clarification. If you are genuinely having difficulties completing assignments, you are better off being honest (to you and me) then you are trying to cheat and hoping to get away with it.

More information can be found on the campus website section for Office of Student Conduct and Ethical Development: http://sa.sjsu.edu/judicial_affairs/index.html

STUDENTS WITH DISABILITIES:

Any student with a condition or situation that requires special accommodations must make arrangements through the **Disability Resource Center**. This includes learning and physical disabilities that prevent you from fulfilling course requirements under expected conditions. If you feel that you have a disability, you **must** go to the DRC and follow their guidelines in order to receive assistance. I will work with the DRC to assist you based upon their recommendations. I am not authorized to make assessments of personal situations regarding disabilities, and request that you prepare well in advance for any special needs you may have, particularly for taking exams. You can find more information on SJSU's policies and the programs available, as well as your rights at:

<http://www.drc.sjsu.edu/>

ANTH 13 SCHEDULE - SPRING 2009						
WEEK	DAY	DATE	LECTURE TOPIC	READING		DOCUMENTARY
				ASHMORE & SHARER (Chapters)	FAGAN (Pages)	
1	R	1/22	Course Introduction			
2	T	1/27	Introduction to Archaeology	1	P. 16-35	
2	R	1/29	History of Archaeology	2		
3	T	2/3	Modern Archaeology	3		
3	R	2/5	Documentary			<i>Neanderthals on Trial</i>
4	T	2/10	Discussion			
4	R	2/12	QUIZ 1			
5	T	2/17	Doing Archaeological Research	4	P. 36-109	
5	R	2/19	Documentary			<i>Ramses' Egyptian Empire</i>
6	T	2/24	Discussion			
6	R	2/26	Fieldwork	5		
7	T	3/3	Fieldwork	5		
7	R	3/5	QUIZ 2			
8	T	3/10	Archaeological Analysis	6	P. 110-175	
8	R	3/12	Documentary			<i>The Silk Road</i>
9	T	3/17	Discussion			
9	R	3/19	Dating Techniques	7		
10	T	3/24	SPRING BREAK			
10	R	3/26	SPRING BREAK			
11	T	3/31	CESAR CHAVEZ DAY (CAMPUS CLOSED)			
11	R	4/2	QUIZ 3			
12	T	4/7	Reconstructing the Past	8	P. 176-223	
12	R	4/9	Interpreting the Past	9		
13	T	4/14	Documentary			<i>Stonehenge Decoded</i>
12	R	4/16	Documentary			<i>Stonehenge Decoded</i>
13	T	4/21	Discussion			
13	R	4/23	QUIZ 4			
14	T	4/28	Documentary		P. 224-246	<i>Cracking the Maya Code</i>
14	R	4/30	Archaeology Today	10		
15	T	5/5	Documentary			<i>Mystery of the First Americans</i>
15	R	5/7	Discussion			
16	T	5/12	QUIZ 5			
17	W	5/20	FINAL EXAM: 9:45-12			