

**San José State University**  
**College of Social Sciences**  
**Anthropology 13, Archaeology, Section 1, Spring 2014**

<b>Instructor:</b>	Dr. Charlotte Sunseri
<b>Office Location:</b>	Clark Hall 404G
<b>Telephone:</b>	(408) 924-5713
<b>Email:</b>	<a href="mailto:charlotte.sunseri@sjsu.edu">charlotte.sunseri@sjsu.edu</a>
<b>Office Hours:</b>	Tuesday, Thursday 9:15-10:15, or by appt.
<b>Class Days/Time:</b>	Tuesday, Thursday 12:00PM - 1:15PM
<b>Classroom:</b>	WSQ 004

### **Course Description**

Catalog: 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 an introduction to the study of concepts, theories, data and models of anthropological archaeology that contribute to our knowledge of the human past, especially that part of the human past beyond the limitations/objectives of written history. The course includes a discussion of the nature of scientific inquiry; the history and interdisciplinary nature of archaeological research; methodological and theoretical approaches to understand the human past; professional ethics and social implications of archaeology. We examine methods used to study fundamental aspects of human society and culture, including human ecology and subsistence; social relations and identities; production and exchange; symbolism and ideology; and the relationship between power, social inequality and the state. Readings, lectures, and hands-on activities explore the practical and social dimensions of archaeology as practiced in the United States.

### **Course Goals and Student Learning Objectives**

#### **Course Content Learning Outcomes**

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

### Textbooks

Deetz, James. 1996. *In Small Things Forgotten: The Archaeology of Early American Life* 2<sup>nd</sup> Edition. Anchor Press, New York. ISBN: 0385483996

Kelly, Robert and David Hurst Thomas. 2010. *Archaeology: Down to Earth*. Wadsworth/Cengage Learning. ISBN 0495814091. (3<sup>rd</sup>-5<sup>th</sup> Editions acceptable)

### Other Readings

Supplementary course readings or handouts in PDF format available on Canvas.

## Classroom Protocol

- Participation is a vital element in a social science environment and attendance is foundational to academic success. Students are expected to attend class, and material covered during lectures cannot be adequately made up. Activities and hands-on projects during class time may not be made up if missed, yet contribute to the overall grade of students.
- As a courtesy and in respect for fellow students and instructor please turn off your cell phones and other electronics. Computers may be used only for note taking—please refrain from emailing, chatting, or looking at websites while in class.
- Assignments will not be accepted late, by email, or after the last scheduled class. The final exam may be rescheduled *in advance* only if a student provides appropriate documentation according to University Policy.

## Assignments and Grading Policy

Students will be evaluated on the basis of:

(1) Interactive learning activities will be completed both in and out of class and will require 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 seven short activities (10 points each) and one longer activity, the Cemetery Seriation Project (25 points). All assignment descriptions are posted to Canvas well in advance of their due date, and may involve in-class participation to complete. **[95 points]**

(2) A comprehensive final examination will include essays on the major themes of the course. The exam will be given during the scheduled finals period (except for students

requiring disability accommodations), and students must take this exam to pass the course. **[50 points]**

(3) Unannounced quizzes will be given occasionally during the first 10-15 minutes of 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. 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 eight quizzes (10 points each) during the semester. **[80 points]**

(3) Summaries and short presentations of the supplemental articles will be assigned periodically to students throughout the course. Summaries should be submitted at the time of the presentation and should be a half-page, single-spaced abstract of the article. **[50 points]**

***Total points= 275***

**ALL required work must be original, completed, and submitted on time to pass this class.**

Letter grades will be assigned based on this grading distribution:

A+ >99%, A 94-99%, A- 90-93 %

B+ 88-89%, B 84-87%, B- 80-83%

C+ 78-79%, C 74-77%, C- 70-73%

D+ 68-69%, D 63-67%, F <63%

## **Departmental Goals** \_\_\_\_\_

Learn about the goals of the anthropology department and how it can benefit your education.

**Goals** <http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html>

## **Credit Hours**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five 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 internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## **University Policies** \_\_\_\_\_

Here are some of the basic university policies that students must follow.

### **Dropping and Adding**

Find the procedures and deadlines for adding and dropping classes.

[Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html)      <http://info.sjsu.edu/static/catalog/policies.html>.

[Add/drop deadlines](http://www.sjsu.edu/provost/services/academic_calendars/)      [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/)

[Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/)      <http://www.sjsu.edu/aars/policies/latedrops/policy/>

### **Consent for Recording of Class and Public Sharing of Instructor Material**

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf)      <http://www.sjsu.edu/senate/docs/S12-7.pdf>

### **Academic integrity**

Learn about the importance of academic honesty and the consequences if it is violated.

[University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf)      <http://www.sjsu.edu/senate/docs/S07-2.pdf>

[Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/)      <http://www.sjsu.edu/studentconduct/>

### **Campus Policy in Compliance with the American Disabilities Act**

Here are guidelines to request any course adaptations or accommodations you might need.

[Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf)      [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf)

[Accessible Education Center](http://www.sjsu.edu/aec)      <http://www.sjsu.edu/aec>

## **Resources**

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The university provides resources that can help you succeed academically. Just look here.

[Academic Success Center](http://www.sjsu.edu/at/asc/)      <http://www.sjsu.edu/at/asc/>

[Peer Connections website](http://peerconnections.sjsu.edu)      <http://peerconnections.sjsu.edu>

[Writing Center website](http://www.sjsu.edu/writingcenter)      <http://www.sjsu.edu/writingcenter>

[Counseling Services website](http://www.sjsu.edu/counseling)      <http://www.sjsu.edu/counseling>

# ANTH 13 / Archaeology, Spring 2014, Course Schedule

*Schedule (including assignment due dates, exam dates, date of final exam) is subject to change with fair notice – notice may be made available by email from instructor and/or classroom announcements.*

Key to readings: K&T=Kelly and Thomas text; PDF=additional readings posted on Canvas course website

**Table 1 Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 23	Introduction to class, syllabus, and course expectations
2	Jan 28, 30	UNIT 1: INTRODUCTION & HISTORY—The world as seen by archaeologists K&T: Ch. 2, pp.16-33; Deetz: Ch. 1  UNIT 1: INTRODUCTION & HISTORY—The Roots of Archaeology K&T: Ch. 1, pp. 6-15; PDF: Winchester <i>Probate activity</i>
3	Feb 4, 6	UNIT 1: INTRODUCTION & HISTORY—The Origins of Archaeology in America, In-class Video: “The Myth of the Moundbuilders” K&T: Intro/Ch. 1, pp. xxv-5; Ch. 2, pp. 16-33; Ch. 13, pp. 235-242
4	Feb 11, 13	UNIT 2: WHO OWNS THE PAST?—Archaeology and Native Americans (From Myth of the Moundbuilders to Kennewick and beyond) PDF: Watkins; Meighan and Zimmerman; Cooper; Ferguson  <i>Kennewick Man Debate</i> Out-of-Class Web Site Visits: Kennewick Case Web sites: <a href="http://www.friendsofpast.org/">http://www.friendsofpast.org/</a> ; <a href="http://www.umatilla.nsn.us/ancient.html">http://www.umatilla.nsn.us/ancient.html</a> ; <a href="http://www.kennewick-man.com/">http://www.kennewick-man.com/</a>
5	Feb 18, 20	UNIT 2: WHO OWNS THE PAST?—Archaeology and “the People Without History” ; video: “The African Burial Ground” K&T: Ch. 12, pp. 209-215; Deetz: Ch. 7-8; PDF: Barbour, Gidwitz
6	Feb 25, 27	UNIT 3: PLACING OBJECTS IN TIME—Relative dating, seriation assign K&T: Ch. 5, pp. 74-77 and Ch. 6, pp. 105-109; Deetz: Ch. 4  UNIT 3: PLACING OBJECTS IN TIME—“Absolute” dating K&T: Ch. 5, pp. 79-92; PDF: Renfrew; Waters et al.
7	Mar 4, 6	<i>Bring seriation data to class for in-class work on graphs/charts</i>
8	Mar 11, 13	UNIT 4: RECOVERING & INTERPRETING EVIDENCE—Survey, Excavation K&T: Ch. 3-4; PDF: Crumley; Van Noten, Cahen & Keeley <i>Cemetery Seriation project due</i>
9	Mar 18, 20	UNIT 4: RECOVERING & INTERPRETING EVIDENCE--Middle Range Research, video “Flintknapping” with Bruce Bradley K&T: Ch. 7; PDF: Keeley <i>Site formation processes activity</i>

Week	Date	Topics, Readings, Assignments, Deadlines
	<i>May 25, 27</i>	<i>Spring Break!</i>
10	Apr 1, 3	UNIT 5: HUMAN ECOLOGY & SUBSISTENCE—Reconstructing Past Environments and Human Diet K&T: Ch. 8-9 <i>Zooarchaeology activity</i>  The Origins and Implications of Food Production K&T: Ch. 8-9; PDF: Smith
11	Apr 8, 10	UNIT 6: PRODUCTION AND EXCHANGE--How archaeologists study economics, material science techniques K&T: Ch. 10, pp. 183-185; PDF: Harbottle and Weigand; Powell  In-class Video: "Artisans and Traders" <i>Exchange project</i>
12	Apr 15, 17	<i>Exchange project presentations</i> UNIT 7: SOCIAL RELATIONS AND IDENTITIES--Gender and the politics of representation K&T: Ch. 10, pp. 168-175; PDF: Costin; Gero; Wilkie  UNIT 7: SOCIAL RELATIONS AND IDENTITIES—Households, families, and communities; In-class Video: "The Hearth" K&T: Ch. 10, pp. 175-177; PDF: Gladkih <i>Households and community activity</i>
13	Apr 22, 24	UNIT 8: SYMBOLISM, IDEOLOGY, AND WORLDVIEW—Ideology and practice: the archaeology of <i>habitus</i> K&T: Ch. 11, pp. 187-196; Deetz: Ch. 3, 5, and 6 <b>No class Apr 24—SAA conference.</b>
14	Apr 29, May 1	UNIT 9: POWER, SOCIAL INEQUALITY AND THE STATE—Reconstructing social status, Video excerpt: "Power, Prestige, Wealth" K&T: Ch. 10, pp. 178-183; Peebles and Kus; Brumfiel <i>Wealth and status activity</i>
15	May 6, 8	UNIT 10: ARCHAEOLOGY TODAY: Archaeology of the recent past; Amache Internment Camp K&T: Ch. 13, pp. 224-232; PDF: Skiles and Clark; Website visit: <a href="https://portfolio.du.edu/pc/port?portfolio=amache">https://portfolio.du.edu/pc/port?portfolio=amache</a>  UNIT 11: THE FUTURE OF THE PAST—Conservation, stewardship K&T: Ch. 13, pp. 233-235; PDF: Harrington; Wertime; Sabloff (ch. 6)
16	May 13	UNIT 11: THE FUTURE OF THE PAST—Who owns the past? K&T: review Ch. 13, pp. 235-243; PDF: Atalay, Sabloff (ch. 1)

Final exam: Tuesday, May 20 by 12PM Noon (submitted by email)