

**San José State University**  
**College of Social Sciences Anthropology 165,**  
**Historical Archaeology, Section 1, Fall 2015**

<b>Instructor:</b>	Dr. Charlotte Sunseri
<b>Office Location:</b>	Clark Hall 404G
<b>Telephone:</b>	(408) 924-5713
<b>Email:</b>	charlotte.sunseri@sjsu.edu
<b>Office Hours:</b>	Tuesday 2-4PM, Thursday 2-4PM, or by appt.
<b>Class Days/Time:</b>	Tuesday, Thursday 4:30-5:45PM
<b>Classroom:</b>	Washington Square Hall 004
<b>Prerequisites:</b>	Students must have upper division standing.

### **Course Description**

This course centers on the archaeology of the recent past. Students explore how to employ archaeological material analysis and archival research to develop a fuller understanding of the development of the modern industrialized world.

This course will provide a background to American historical archaeological inquiry and practice. The emphasis will be on integration of documentary, material, and oral historical data to address major issues of the field. These themes include impacts of colonialism, culture contact, industrialization and labor dynamics, consumerism and material culture, and the formation and expression of ethnic, gendered, and class-based identities. The focus of the course will be on the material signature and lived experiences of “people of little note” in written histories. The politics of historical archaeology, ethics, and the ways in which historical archaeologists make the past relevant to the present will be highlighted.

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

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

Upon successful completion of this course, students will be able to:

LO1 Discuss human diversity in the American (United States) experience as viewed by historical archaeological perspectives

LO2 Identify importance and value of the history of anthropological thought, anthropological knowledge in contemporary society, and have the ability to apply it to social issues.

### **Departmental Objectives**

The Department of Anthropology seeks to enhance student knowledge and skills in the following areas.

#### Knowledge

1. Understanding 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.

#### Skills

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.

#### Professional Values

10. Knowledge of political and ethical implications of social research

### **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

Dixon, Kelly. 2006. *Boomtown Saloons: Archaeology and History in Virginia City*. University of Nevada Press. ISBN: 0874177030

Orser, Charles E., Jr. 2007. *The Archaeology of Race and Racialization in Historic America*. University Press of Florida. ISBN: 0813031435

Saitta, Dean J. 2007. *The Archaeology of Collective Action*. University Press of Florida. ISBN: 0813030706

Wilkie, Laurie. 2010. *The Lost Boys of Zeta Psi*. University of California Press, Berkeley. ISBN: 0520260600

**Electronic readings (in PDF format) made available online.**

## **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. Although no formal role will be taken, informal attendance records will be monitored.
- Students are encouraged to ask questions before, during, and after class and to take full advantage of scheduled office hours or to make appointments.
- 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. If you must attend to a phone message or call, then please leave the room.

## **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

## **Assignments and Grading Policy**

Students will be evaluated on the basis of:

1) *Weekly reading summaries*. Each week, you should prepare an annotated bibliography entry for each reading assigned. These annotations should summarize course readings and describe their major points. If you have never prepared an annotated bibliography before please consult with the instructor prior to the first set of readings. Since readings from the textbooks will be spread throughout the semester, only one annotation for these sources will be required at the end of selections from these books. Annotations for each week's readings should be sent by 5pm Friday to the email: [anthroexam@gmail.com](mailto:anthroexam@gmail.com). Please list the email subject as “[your last name], Week [#]” and include your annotations in the text

of the email. The final due date for all annotations is the scheduled finals period (see schedule). **(35 points total)**.

2) *Midterm exams*: Two take-home midterms throughout the semester will require students to integrate readings in a critical discussion of major topics from the class. More information will be given one week prior to each due date and no late exams will be accepted. **(20 points total)**.

3) *Film analysis project*: Films depicting historical contexts of racial identities and racism will be analyzed using the anthropological concepts of this course. No late projects will be accepted. **(20 points total)**.

3) *Term project*. You will participate in a class-wide term project to be conducted in teams. Each individual within a team will be assigned a topic to research that complements the other topics in his/her group. Each individual will occasionally report back to the group on his/her findings and the team will pool the research done on these topics and come up with an overall theme appropriate to a historical archaeology research poster. Teams will be assigned randomly by the instructor. Groups will present the results of their project at the end of the term in the form of a research poster. While groups will be graded on overall creativity and teamwork, each student will be responsible for representing their individually assigned topic on the team's poster. **(25 points total)**

## 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.

### General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](#) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](#), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not

serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

### **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**

---

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 165, Section 1 / Historical Archaeology, Fall 2015, Course Schedule

*Schedule is subject to change with fair notice.*

**Table 1 Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 20	Introduction to the course, syllabus review
2	Aug 25, 27	<p><b>Part I: Historical Archaeology and its Goals</b>            What is historical archaeology?, case studies of this course, “People without history,” history versus historical archaeology            Read: Hall and Silliman 2006 (pdf), Little 1996 (pdf), Scott 1994 (pdf)</p> <p>Small things forgotten, Archaeology of unpopular history            Read: Deetz book (ch 1-6)</p>
3	Sept 1, 3	<p>Subaltern histories and the material record, Midterm 1 assigned            Read: Deetz book (ch 7-9)</p> <p>Film: African Burial Ground</p>
4	Sept 8, 10	<p><b>Part II, Methods and Tools of Research</b>            Archaeological practice in historical archaeology            Read: Dixon book (p. 1-22)  <b>Midterm 1 Due</b></p> <p>Integrating field, laboratory, and documentary evidence (Film: Privy to the Past),            Read: Dixon book (p. 23-72), Wilkie 2006 (pdf)</p>
5	Sept 15, 17	<p>Artifact analysis project            Read: Dixon book (p. 73-135)</p> <p>Artifact analysis project            Read: Dixon book (p. 136-167)</p>
6	Sept 22, 24	<p><b>Part III, Arenas of Inquiry: Colonialism</b>            Colonialism, pluralism, historical archaeologies of the American West            Read: Lightfoot 2006 (pdf), Dixon 2014 (pdf), Voss 2005 (pdf)</p> <p>Studying colonialism through the small things forgotten            Read: Loren and Beaudry 2006 (pdf), Rothschild (pdf, ch 1, 4-5), Harrison 2002 (pdf)</p>
7	Sept 29, Oct 1	<p>Culture contact, “The culture cookbook” (acculturation models)            Read: Cusick 1998 (pdf), Dawdy 2000 (pdf), Diehl et al. 1998 (pdf), Burley 2000 (pdf)</p> <p>Archaeology of daily practice; Midterm 2 assigned            Read: Lightfoot et al. 1998 (pdf)</p>

8	Oct 6, 8	<b>Arenas of Inquiry: Race and Ethnicity</b> Race and ethnicity in material record, history of race in America Read: Orser book (ch 1-2)  African-American past, New Philadelphia, Film analysis project assigned Read: Orser book (ch 3), Singleton 1996 (pdf) <b>Midterm 2 Due</b>
9	Oct 13, 15	Five Points, Irish in New York Read: Orser book (ch 4)  Chinese in the American West (Daily practice and lived experience) Read: Orser book (ch 5), Sunseri 2015 (pdf), Voss 2005 (pdf)
10	Oct 20, 22	Chinese in Deadwood Read: Orser book (ch 6), Fosha and Leatherman 2008 (pdf), Mullins 2008 (pdf)  Term project work
11	Oct 27, 29	<b>Arenas of Inquiry: Gender</b> Engendered archaeology Read: Wilkie book (p. 1-44), Voss (2006)  Gender shifts in historic America Read: Wilkie book (p.45-120), Spude 2005 (pdf), Wall 1994 (intro and concl pdf)
12	Nov 3, 5	Archaeology of a university fraternity Read: Wilkie book (p.121-268) <b>Film Analysis Due</b>  Term project work
13	Nov 10, 12	Term project work  <b>Arenas of Inquiry: Labor and Power</b> Capitalism, workers' class, labor in archaeology Read: Saitta book (ch 1-2), Silliman 2006 (pdf)
14	Nov 17, 19	Agency in labor settings, class and race Read: Saitta book (ch 3-4), Saitta 1994 (pdf), Mullins 1999 (pdf)  Collective action, Ludlow massacre Read: Saitta book (ch 5-7), McGuire and Reckner 2002 (pdf)
15	Nov 24 (no class Nov 26)	Power and labor in company towns Read: Saitta book (ch 8), ONE of the following: Goddard 2002 (pdf) OR Beaudry 1989 (pdf) OR Van Bueren 2002 (pdf)
16	Dec 1, 3	Worker well-being and health Read: Beaudry 1993 (pdf), Maniery 2002 (pdf)  Term project work
17	Dec 8	<b>Term project presentations</b>

Final: Friday, Dec 11, 2:45-5:00 PM (*Annotated bibliographies due by email by 5pm*)