

**San José State University**  
**College of Social Sciences**  
**Anthropology 165, Historical Archaeology, Section 1, Fall 2016**

<b>Instructor:</b>	Dr. Charlotte Sunseri
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<b>Office Hours:</b>	Thursday 11:30AM-1:30PM, or by appt.
<b>Class Days/Time:</b>	Monday, Wednesday 10:30-11:45AM
<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**

#### **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**

### **Textbook**

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

Matthews, Christopher N. 2010. *The Archaeology of American Capitalism*. University Press of Florida. ISBN: 0813035246

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

### **Other Readings**

Supplementary course readings or handouts in PDF format. Available on Canvas website.

## **Course Requirements and Assignments**

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.

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. To be counted for full credit these annotations need to be complete and on time (i.e. coincide with our reading schedule, and not later in the semester). The final due date for all annotations is the scheduled finals period (see schedule). **(50 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. **(40 points total)**.

3) *Artifact analysis project*: Artifacts which are "small things" will be assigned to each individual/group, and after researching the item and its cultural context students will write short reports describing the historical significance of this item. No late projects will be accepted. **(20 points total)**.

4) *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. **(25 points total)**.

5) *3-Minute Forum*: Throughout the semester we will work with small artifacts that provide important perspectives on lived experiences in the past. Students will have an opportunity to select an artifact or set of artifacts provided by the instructor, and interpret potential meanings of these materials within the theoretical frameworks presented in class. In the final class meetings, students will present a polished, practiced narrative that tells a story through the artifact(s) regarding race, gender, ethnicity, or labor dynamics in the past. Presentations will be three minutes, and represent a culminating project for the class; students will submit the presentation text as an essay. **(20 points total)**

### **Grading Information**

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

To earn an A: All assignments must be completed, on time, and demonstrate mastery of conceptual as well as critical content. Assignments will exhibit thoughtful and critical analysis, effort at 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 range of 90% and above. Final project complete, original, or innovative.

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

To earn 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 80% and above range. Final project completed and original or innovative.

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

To earn 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 thoughtful effort with few 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. Final project completed at average level of competence.

D+ 68-69, D 64-67, D- 60-63

To earn a D: Failure to turn in assignments in a timely manner or to complete more than 70% of assignments. Only basic knowledge of conceptual material demonstrated. Critical analysis not exhibited, suggesting minimal effort by student. Assignments lack careful or thoughtful effort and several errors in content. Failure to achieve seminar responsibilities or 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. Final project completed.

F <60%

To earn an F: Failure to turn in assignments in a timely manner or to complete and submit more than 50% of assignments. Basic knowledge of conceptual material and critical analysis not demonstrated. Assignments exhibiting a lack of careful or thoughtful effort and major errors evident in content. Papers will likely contain grammatical and typographical errors along with general writing problems, especially in word usage. Citation standards incorrect. Exams may score below the 60% range. Final project possibly incomplete or late. Or, failure to take the final exam.

Grade I: Special circumstances. Failure to complete and submit better than 60% of assignments owing to extraordinary causes as defined by University policy. Must complete Final Exam. To make up this grade will require an additional project at instructor's discretion.

## University Policies

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

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

## 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 165 / Historical Archaeology, Fall 2016, Course Schedule

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

## Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 24	Introduction to the course, syllabus review
2	Aug 29, 31	<p><b>Part I: Historical Archaeology and its Goals</b></p> <p>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 and American history            Read: Deetz book (ch 1-2)</p>
3	Sept 7	<p>Subaltern histories and the material record, African-American past, New Philadelphia; Midterm 1 assigned            Read: Deetz book (ch 3-6); Singleton 1996 (pdf)</p>
4	Sept 12, 14	<p>Film: African Burial Ground; Early attempts at ethnicity and race            Read: Deetz book (ch 7-9)</p> <p><b>Part II, Methods and Tools of Research</b>            Archaeological practice in historical archaeology            Read: Dixon book (p. 1-22), Wilkie 2006 (pdf)</p>
5	Sept 19, 21	<p>Integrating field, laboratory, and documentary evidence (Film: Privy to the Past), Artifact analysis of “small things”            Read: Dixon book (p. 23-72)  <b>Midterm 1 Due</b></p> <p>Artifact analysis of “small things”            Read: Dixon book (p. 73-135)</p>
6	Sept 26, 28	<p>Boomtown Saloons: discussion            Read: Dixon book (p. 136-167)</p> <p><b>Artifact analysis due</b></p>
7	Oct 3, 5	<p><b>Arenas of Inquiry: Colonialism and Identity</b>            Colonialism, pluralism, small things forgotten; historical archaeologies of the American West            Read: Lightfoot 2006 (pdf), Loren and Beaudry 2006 (pdf), Voss 2005 (pdf)</p> <p>Culture contact and models of acculturation, creolization            Read: Cusick 1998 (pdf), Dawdy 2000 (pdf), Diehl et al. 1998 (pdf), Burley 2000 (pdf)</p>
8	Oct 10, 12	<p>Fishbowl discussion of last week’s readings: acculturation, creolization, ethnogenesis; Midterm 2 assigned</p> <p>Archaeology of daily practice            Read: Lightfoot et al. 1998 (pdf)</p>
9	Oct 17, 19	<p><b>Arenas of Inquiry: Race and Ethnicity</b>            Race and ethnicity in material record, history of race in America            Read: Orser book (ch 1-3)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<b>Midterm 2 Due</b> Five Points, Irish in New York Read: Orser book (ch 4), Brighton 2010 (pdf), Orser 2011 (pdf)
10	Oct 24, 26	Chinese in the American West (Daily practice and lived experience) Read: Orser book (ch 5), Sunseri 2015 (pdf), Voss 2005 (pdf)  Chinese in Deadwood; Film analysis project assigned Read: Orser book (ch 6), Fosha and Leatherman 2008 (pdf)
11	Oct 31, Nov 2	Film analysis project work  <b>Part III, Arenas of Inquiry: Gender</b> Engendered archaeology, Gender shifts in historic America Read: Voss (2006), Wall 1994 (intro and concl pdf)
12	Nov 7, 9	<b>Arenas of Inquiry: Capitalism, Labor and Power</b> Capitalism, workers' class, labor in archaeology Read: Matthews book (ch 1-3), Silliman 2006 (pdf)  <b>Film Analysis Due</b>
13	Nov 14, 16	Agency in labor settings, class and race, consumer racism Read: Matthews book (ch 4-6), Saitta 1994 (pdf), Mullins 1999 (pdf)  Artifact analysis revision: race, market access
14	Nov 21, 23	Collective action, Ludlow massacre Read: McGuire and Reckner 2002 (pdf)  Artifact analysis revision: labor solidarity, class
15	Nov 28, 30	Power and labor in company towns, race and labor Read: Matthews book (ch 7-8)  Artifact analysis revision: capitalist ideology and power
16	Dec 5, 7	<b>3-Minute Forum</b>
17	Dec 12	<b>3-Minute Forum</b>
Final Exam	Wednesday, Dec 14	0945-1200 Noon