

San José State University
College of Social Sciences
Anthropology 165, Historical Archaeology, Section 1, Spring 2021

Instructor:	Dr. Charlotte Sunseri
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Office Hours:	Wednesday 9:30-11:30AM, or by appt.
Class Days/Time:	Online, asynchronous
Classroom:	Online
Prerequisites:	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 Format: Online Course

This course adopts an online classroom delivery format. The course will require students to use devices to access to the Canvas learning platform using a computer, tablet, or phone. See [University Policy F13-2](http://www.sjsu.edu/senate/docs/F13-2) at <http://www.sjsu.edu/senate/docs/F13-2> for more details.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://one.sjsu.edu) on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> (or

other communication system as indicated by the instructor) to learn of any updates. For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)

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*. 2nd 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

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 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Students will be evaluated on the basis of:

- 1) *Reading summaries*. Each module (per week), you should prepare an annotated bibliography entry for each reading assigned (one entry per author/source per module). These annotations should have a properly formatted bibliographical citation for the source and summarize the reading's major points. If you have never prepared an annotated bibliography before please consult with the instructor prior to the first set of readings and see the following example:

Little, Barbara J. 2009. What Can Archaeology Do for Justice, Peace, Community, and the Earth? *Historical Archaeology* 43(4):115-119.

This is a summary of the current directions and trends in historical archaeology, focusing on the period since 1982. Little assesses the field's role of to supplement, correct, or challenge historical records by reconceptualizing history and providing alternative questions and interpretations from history and providing data and perspectives that elaborate biases and politics of knowledge (based on oral history). Analytical links between text, oral history, and materials intertwines history and anthropology. Its role is also as historical ethnography to reconstruct past cultures and lifeways. Historical archaeology as a laboratory for general archaeological science or anthropological inquiry is discussed, but it seems that the field often acts more as a confirmation of models rather than a real laboratory of broader investigation. Historical archaeology obviously meets the goals of postprocessualism (meaning, symbols, power, cognition). Five approaches to the combination of documentary/textual evidence and material data are listed. Methods of pattern recognition commonly used include South's functionally defined artifact categories and Miller's economic-scaling index of ceramics.

Please note that in the Assignments listed on Canvas, there is an entry for each reading (separately). Annotations for each week's readings should be submitted on Canvas each week by 5pm Friday. 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 each module's set of reading annotations is the end of each course module (see schedule), to help keep students on schedule. Each reading entry is worth a point (26 **points total**).

2) *Discussion board contributions*: Most course modules will have a discussion board component, in which you can contribute to conversation on a topic individually or in small groups. These discussions might be on course topics, or about project work development. Each discussion entry is worth two points (**30 points total**).

3) *Midterm*: A midterm will require students to integrate readings in a critical discussion of major topics from the class. Students will synthesize concepts from lecture, discussions, and readings and will need to engage with these as an assessment of learning in an entire course module. No late papers will be accepted. (**40 points total**).

4) *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. (**10 points for analysis part 1**, later submissions as discussion board posts).

5) *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**).

6) *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. The 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. (**20 points for film submission, 5 points for text submission**)

Final Examination or Evaluation

The 3-Minute Forum, outlined above, will be the final examination for the course. [University policy S17-1](http://www.sjsu.edu/senate/docs/S17-1.pdf) (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) which states that “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.” In our seminar the 3-Minute Forum film and text (transcript) submission will constitute the culminating event.

Grading Information

Grades will be assessed based on writing competency and clarity, coherence and accuracy of argument, and professional presentation.

A plus >99%, A 94-99%, A minus 90-93 %
B plus 88-89%, B 84-87%, B minus 80-83%
C plus 78-79%, C 74-77%, C minus 70-73%
D plus 68-69%, D 63-67%, F <63%

Policies:

- Students will be held to the highest standards of academic integrity and intellectual ethics. The chief product in the social sciences is new knowledge and original thinking. Plagiarism is intellectually dishonest and a form of theft. It will not be tolerated and will be dealt with in accordance with university Academic Integrity Policy.

- Clear criteria for grading will be provided for each assignment format. Feedback to students will be immediate and as detailed as manageable. The instructor will make every reasonable effort to provide timely and constructive feedback to students concerning performance throughout the semester, especially on written work.
- **Assignments will not be accepted after the last day of class.**
- The instructor reserves the right to adjust the syllabus, exam dates, or course content as deemed necessary to facilitate the highest achievement and performance of the class, or to explore timely topics.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

ANTH 165 / Historical Archaeology, Spring 2021, 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	Jan 27-29	Module 0: Course Welcome: Introduction to the course, Canvas functions Discussion: test entry to introduce yourself
2	Feb 1-5	Module 1: Historical Archaeology and its Goals What is historical Archaeology?; Small things and archaeology of popular history Read & annotate: Hall and Silliman 2006 (pdf), Little 1996 (pdf) Discussion: post a picture of one “small thing” in your life that tells us something about you.
3	Feb 8-12	Module 2: Small Things, Historically and Today “People without history,” history versus historical archaeology, what are “small things forgotten” Read & annotate: Deetz book (ch 1-2); Singleton 1996 (pdf) Discussion: read a news article from New York Times and discuss the small things of your covid-19 quarantine
4	Feb 15-19	Module 3, part 1: Stakeholders (or, How Heritage is about Us, Today) Read & annotate: Deetz book (ch 3-5); Britt 2007 (pdf) Discussion: small group discussions about Washington Post article (2 pts)
5	Feb 22-26	Module 3, part 2: Stakeholder case study: African Burial Ground Read & annotate: Deetz book (ch 6-9) African Burial Ground documentary Discussion: submission of film prompts/questions (2 pts) Midterm assigned
6	Mar 1-5	Module 4, Methods and Tools of Research Archaeological practice in historical archaeology; Integrating field, laboratory, and documentary evidence Read & annotate: Dixon book (p. 1-72), Wilkie 2006 (pdf) Discussion: begin Artifact analysis project in teams **Midterm due by Friday 5pm**
7	Mar 8-12	Module 5, Artifact Analysis of Small Things Boomtown Saloons: discussion Read & annotate: Dixon book (p. 72-167) Discussion: Rubric for Dixon’s book Discussion: Project work on artifact analysis
8	Mar 15-19	Module 6 (part 1): Colonialism and Identity Colonialism, pluralism, small things forgotten; historical archaeologies of the American West; Archaeology of daily practice Read & annotate: Voss 2005 (pdf), Lightfoot et al. 1998 (pdf) Artifact analysis due (pt1) (10 pts)
9	Mar 22-26	Module 6 (part 2): Ethnic Identity Culture contact and models of acculturation, creolization Read & annotate: Cusick 1998 (pdf), Dawdy 2000 (pdf), Diehl et al. 1998 (pdf) Discussion: Models of culture change (acculturation, creolization, ethnogenesis)
10	Mar 29-Apr 2	Spring Break!

11	Apr 5-9	<p>Module 7 (part 1): Race and Ethnicity Race and ethnicity in material record, history of race in America, racialization and consumer racism Read & annotate: Orser book (ch 1-3), Mullins 1999 (pdf) Sign up for film analysis teams</p>
12	Apr 12-16	<p>Module 7 (part 2): Race and Ethnicity Five Points, Irish in New York at Five Points Read & annotate: Orser book (ch 4), Brighton 2010 (pdf) Discussion: Artifact analysis #2: think about your artifact through the lens of race Discussion: Film analysis project group work</p>
13	Apr 19-23	<p>Module 8: Race Depictions in Film, Lore Chinese in the American West (Daily practice and lived experience), Deadwood Read: Orser book (ch 5-6), Sunseri 2015 (pdf), Voss 2005 (pdf), Fosha and Leatherman 2008 (pdf) <i>Film Analysis Project Submissions</i></p>
14	Apr 26-30	<p>Module 9: Capitalism, Labor and Power Capitalism, workers' class, labor in archaeology Read: Silliman 2006 (pdf) Discussion: Film analysis peer comment</p>
15	May 3-7	<p>Module 10 (part 1): Class and Race Struggles in Labor Agency in labor settings, workers resistance Read: Sunseri 2020 (pdf) Discussion: Artifact analysis #3: think about your artifact through the lens of class</p>
16	May 10-14	<p>Module 10 (part 2): Class and Race Struggles in Labor Collective action, Ludlow massacre Read: McGuire and Reckner 2002 (pdf) Discussion: 3-Minute Forum progress</p>
17	May 17	<p><i>3-Minute Forum Submissions</i> Discussion: Online Viewing of 3-Minute videos by peers</p>
Final Exam		<p>Final text of 3-minute forum due online by Thursday, May 20 at 7:30PM</p>