

**San José State University**  
**College of Social Science/ Anthropology**  
**ANTH165 Historical Archaeology Section 1 Spring 2023**

**Course and Contact Information**

Instructor(s): Marco Meniketti  
Office Location: Clark Hall 465  
Telephone: 408-9245787  
Email: marco.meniketti@sjsu.edu  
Office Hours: M/W 12:00-1:30  
Class Days/Time: Mon/Wed 3:00-4:15  
Classroom: WSQ004 Integrative Anthropology Lab  
Prerequisites: ANTH13 or equivalent

**Course Description**

This course introduces the field of Historical Archaeology, the critical issues addressed by the discipline, its theoretical premises, professional ethics, and the problems surrounding collection and interpreting evidence. To provide students with broad exposure to the areas in which historical archaeology contributes to our understanding of the recent past, such as colonialism, slavery, capitalism, globalization, gender construction and their impact in the modern world.

**Course Format**

The course combines lecture/seminar format and hands-on lab activities using artifact materials from SJSU excavations and teaching collections. Case studies, simulations, hands-on problem based inquiry, and selected readings will be used to introduce the practice of Historical Archaeology and its many applications in the reconstruction of American history. We will also investigate site recognition and data recording, professional applications of field technology, and essential statistical inquiry. A material culture perspective is emphasized.

**In person and Technology Intensive.**

This course is in-person with several lab-based activities. Lab activities cannot be made up if missed as these are collaborative activities and require instructor presence. Guest speakers will attend either in-person or via Zoom. Content from these special guest appearances may be on the exams.

*Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas Learning Management System course login website](#). You are responsible for regularly checking with the messaging system through [Canvas and for contributing to discussion forums](#).*

**Program Information**

*This course satisfies the Archaeology elective or the Methods requirement for the degrees in Anthropology and Behavioral Science.*

## Course Goals

Historical Archaeology is the study of the modern world since 1492. This course addresses the foundations of archaeological research and interpretation in the context of historic North America and the Caribbean. Issues commonly studied by Historical Archaeologists include the period of Euro/ indigenous contact, emergence of capitalism, historic roots of racism, immigration, slavery, gender, technology, industry, and social interactions. Scholarly contributions of the discipline related to colonialism, the plantation systems, maritime history, industrial technology, modern social behavior, social stratification, construction of gender and class relations will all be on the menu.

## Course Learning Outcomes (CLO)

- Students will develop methods for locating and analyzing historic documents to achieve research objectives, including maps, written sources, and relevant literature.
- Students will learn to classify artifacts of varying types and apply the classification to specific archaeological inquiry.
- Students will access various databases to distinguish common historic artifacts and link them with common social practices.
- Students will enhance critical thinking through completion of interactive lab exercises of archaeological analysis. Students will work with historic artifacts to contribute to ongoing research based on field school collections.
- Articulate the national and international laws affecting Historical Archaeology.
- Students will learn of the advances in technology being employed in the field and lab for analysis.

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

- Identify a minimum of ten research arenas of Historical Archaeology and describe specific research problems associated with these topical areas.
- Identify ten research projects exemplifying the reach of Historical Archaeology into such arenas as slavery, immigration, race relations, gender, and industrial capitalism.
- Access and apply multiple resources for identification of common historical artifacts.
- Describe a minimum of five significant technologies applied to archaeological field work and articulate their significance.
- Define and describe ways in which archaeologists use artifacts in analysis based on the theory of material culture in social analysis.
- Demonstrate through examples, and discuss, the role played by Historical Archaeologists on informing issues of race, gender, ethnicity, colonialism, industry, and class.

CLO	Competency	Assessment
Students will develop methods for locating and analyzing historic documents to achieve research objectives, including maps, written sources, and relevant literature.	Students will demonstrate the use of various primary and secondary sources for research through use of library and laboratory materials.	Students will complete a research project associated with an historical site or specific problem that employs multiple data sources and provides social context.
Students will learn to classify artifacts of varying types and apply the classification to specific archaeological inquiry.	Multiple artifact types will be identified and sorted according to standard classifications.	Students will correctly identify and provide date ranges for historic ceramics, bottles, cans, and common objects.

Students will access various databases to distinguish common historic artifacts.	Identification of relevant artifact categories in support of CLO2. Students will demonstrate how to access archival and internet resources to aid identification process.	Students will use correct terminology and classification for artifacts, and articulate the role of material culture in social and cultural settings. Students will frame analysis in terms of class, status, economics, and social construction.
Students will enhance critical thinking through completion of interactive lab exercises of archaeological analysis. Students will work with historic artifacts to contribute to ongoing research based on field school collections.	Students will examine artifacts in terms of use, social function, and societal symbolism. Students will do hands-on documentation of material from research projects.	Through written assignment, investigate a class of artifacts and examine how artifacts can be used to shed light on behaviors. Students will complete a research paper relevant to a single artifact class, providing social and historical context.
Students will cite and articulate the national and international laws affecting Historical Archaeology practice.	Knowledge of the laws at Federal and State levels affecting Historical Archaeology.	Correctly identify international, national, and state laws affecting archaeological practice through written responses and multiple choice questions on exams.
Students will learn of the advances in technology being employed in the field and lab for analysis.	Lectures will detail the uses of photogrammetry, 3D modeling, sampling, GPR, metal detection, electrical resistivity, GIS, magnetometers, and other technologies used in archaeology.	Students will demonstrate the appropriate technology to use for a range of research objectives. Written responses to exam questions.

## Required Texts/Readings

### Textbooks Required

Ferguson, Leland. 1992. *Uncommon Ground. Archaeology and Early African America, 1650-1800*. Smithsonian Institution Press: Washington.

Dixon, Kelly. 2005. *Boomtown Saloons. Archaeology and History in Virginia City*. University of Nevada Press: Reno.

Layton, Thomas. 1997. *The Voyage of the Frolic*. Stanford University Press: Stanford.

### Other Readings

Several readings will be available in canvas in pdf format.

### Other technology requirements / equipment / material

Personal Lab notebook.

### Library Liaison

Our Library Liaison is an excellent resource for materials relevant to your assignments.

*Silkie Higgins*

*King Library*

*Silkie.Higgins@AJSU.edu*

### Course Requirements and Assignments

Prerequisite: ANTH 13 or equivalent.

See Assignment handout or Canvas for details.

- [University Syllabus Policy S16-9](#)
- [University's Syllabus Information web page](#)

“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.”

## **Final Examination or Evaluation**

### [University policy S17-1](#)

“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.”

The Final Exam in this course is comprehensive, addressing all course content but represents only 6.5% of the semester grade. The majority of the grade is based on a thoroughly researched Artifact Analysis Paper (30%).

## **Grading Information**

### Grading Policy

Below are basic guidelines for grading. Additional criteria may apply depending on assignments. This grade range is generous. Please note that a grade of D is not applicable.

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 proofread for grammatical and typographical errors and exhibit exemplary writing appropriate to the discipline. 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, and free of technical errors. Strong participation in discussions.

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. 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. Average participation in discussion.

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. 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 70% and above range. Final project completed at average level of competence. Limited participation in discussions.

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 may exhibit 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 score below the 60% range. Final project possibly incomplete or late. Failure to take Final Exam or submit the required Term Paper will result in automatic failing grade for the semester regardless of other work. Lack of participation in discussions will reduce score.

Grade I: Special circumstances. Inability to complete or 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. An I cannot be used to avoid an F.

More guidelines on grading information and class attendance can be found from the following university policies:

- [University Syllabus Policy S16-9](#)
- [University Attendance and Participation Policy F15-12](#)
- [University Grading System Policy F18-5](#)

#### Determination of Grades

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>312-325</i>	<i>96 to 100%</i>
<i>A</i>	<i>302-311</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>292-301</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>276-291</i>	<i>85 to 89 %</i>
<i>B</i>	<i>266-275</i>	<i>82 to 85%</i>
<i>B minus</i>	<i>256-265</i>	<i>79 to 82%</i>
<i>C plus</i>	<i>243-255</i>	<i>75 to 79%</i>
<i>C</i>	<i>227-242</i>	<i>70 to 75%</i>
<i>C minus</i>	<i>211-233</i>	<i>65 to 70%</i>
<i>F</i>	<i>Less than 212</i>	<i>Below 67%</i>

#### Classroom Protocol

##### Course and Classroom Policies:

- Students are encouraged to ask questions before, during, and after class and to take full advantage of scheduled office hours or to make appointments to discuss topics of interest.
- The instructor will make every reasonable effort to provide timely and constructive feedback to students concerning performance throughout the semester.
- The instructor will be available through regular office hours, through email, and by appointment.
- Students should expect to actively participate individually, through group work, class discussions, and in Q&A sessions.
- Missed exams may be made-up only if a student provides appropriate documentation for legitimate cause for missing scheduled exam dates (funeral, medical emergency, family crisis; *per university policy*). *Absolutely no make-up will be given for reasons of course overloads, or personal time. Make-up exams will be by scheduled appointment in my office and will include oral discussion section. A word about late assignments: NO. Late research projects **will not** be accepted. Other late assignments will be reduced by 20% per class period. None accepted more than two classes late. No assignments will be accepted after last day of classes or during Finals week.*
- Exam dates will not be altered. *If you have a conflict with a scheduled exam date please make arrangements in advance. The sooner the better. If you have read this far, email Dr. Meniketti with the code word Deetz for instant 10pt extra credit! Offer good first two weeks of semester.*
- The instructor reserves the right to adjust the syllabus content as deemed necessary to facilitate the highest achievement and performance of the class or to introduce new elements.

- To receive a grade for this course you must complete and submit at least half of the assignments.
- *Extra credit assignments will not be provided as a substitute for regular assignments. There is enough to do already.*
- **Academic integrity and ethics will be upheld at all times.** Plagiarism is intellectually dishonest and a form of theft. It will not be tolerated. Plagiarism will result in a failing grade in the specific assignment or the course at instructor's discretion.
- All written projects should conform to the citation standards of Chicago Manual Author/Date format as required by CSU and the Society for American Archaeology. Examples will be provided on Canvas for reference.
- Students are expected to attend class. Please be on time. Participation is a vital element in a social science environment and attendance is foundational to academic success. Attendance will be monitored informally through class discussion affecting participation grades.
- **Please turn off your cell phones** as a courtesy and in respect for fellow students and the instructor. phones have no place in the classroom unless used as an archaeological technology! You will be required to leave the room.
- **No food or drinks are allowed in the lab. We must adhere to strict policies concerning artifacts and human remains protocols.**

## University Policies

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/>"

### 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>

### 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/)

[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) <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>

## Additional Information

*All written assignments must use Chicago Manual Author/Date format for citations and references.*

# ANTH165 / Historical Archaeology Spring 2023 Course Schedule

## Course Schedule

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add extra column(s) to meet your needs.)	Program Learning Outcomes
1	Jan 25	Introduction. Archaeology of the Modern World. Material Culture and Society Read pdf: The Sports Bra.	7, 8
2	Jan 30- Feb 1	Artifacts and Culture Reading: Ferguson, Prologue, Introduction, and Chapter 1 Discussion	3, 9
3	Feb 6-8	Linking material culture to culture in praxis. Colonial Period context Reading: Ferguson, Chapter 2-3 Term Project assigned. Discussion	3, 5
4	Feb 13- 15	<b>Lab 1</b> Simulated site documentation and data collection. Read pdf: TBA	
5	Feb 20- 22	Data Collection with Purpose Reading: Ferguson, Chapter 4 and Epilogue	3,7, 9
6	Feb 27- Mar 1	Read pdf: TBA Exam 1 [Ferguson] Online <b>Lab 2</b> Historic Ceramics	3,7,9
7	Mar 6- 8	Reading: Dixon, Chapters 3-4 Historical Archaeology in west context Discussion: Concept: Assemblage	7
8	Mar 13-15	Read pdf: TBA SCA Conference, Oakland 16-19	
9	Mar 20-22	Reading: Dixon, Chapters 5-6 Guest Speaker (zoom) <b>Lab 3</b> Bottle Identification. Methods and applications	5,7
10	Mar 27-29	<b>Spring Break</b> SAA Conference, Portland	
11	Apr 3-5	Reading: Dixon Chapter 7-conclusion <b>Lab 4</b> Text aided. Documentary sources	3,5,7
12	Apr 10- 12	Simulation Two: Historical Documents: Maps, Sanborn, ephemeral documents, etc. Read pdf: TBA Exam 2 [Dixon] Online	7, 9
13	Apr 17- 19	Taking it Underwater. Readings: Layton Introduction and Chapter 1 <b>Lab 5</b> Archaeological Technology, Part I	3, 7, 9
14	Apr 24- 26	Readings: Layton, Chapter 2-4 Guest Speaker, in-person.	



<b>Week/Lesson /Module</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b> <i>(If appropriate, add extra column(s) to meet your needs.)</i>	<b>Program Learning Outcomes</b>
15	May 1-2	Readings: Layton Chapter 5-6 <b>Lab 6</b> Archaeological Technology, Part II Read pdf: Safety manual. XRF functions	3,9
16	May 8-10	Wrap up. Final Project Due Exam 3 [Layton]	9
17	May 15	Last class	
18	16-20	Finals week Final Exam (on-line) Due May 19	