

**San José State University
College of Social Science**

Department of Anthropology

Dr. Marco Meniketti

ANTH 287 Advanced Archaeological Methods: Heritage Management

Spring 2023

Course and Contact Information

Instructor(s): Marco Meniketti
Office Location: 465 Clark Hall
Telephone: 408 924-5787
Email: marco.meniketti@sjsu.edu
Office Hours: M/W 12:00-1:30 in person.
Class Days/Time: Monday / Wednesday 1:30-2:45
Classroom: WSQ004

Advanced Archaeological Methods: Heritage Management is designed to prepare students for museum and community collaborations and partnerships in community archaeology. Topics include working with local tribal members, archaeology in the time of Black Lives Matter, Heritage Laws (national and international) Museum ethics, research design, and Public Archaeology.

Course Format

Seminar format meeting twice weekly. Materials available on Canvas in Modules. Guest speakers will present via zoom. Weekly readings/short synthesis papers and discussion. Team research skill project. Major culminating project presented in video format.

Course Goals

The course is designed to prepare students as future professionals for working with organizations and community groups in collaborative and innovative archaeological contexts. Students will engage with material related to successful programs in collaborative and community archaeology, learn the many steps necessary to execute such projects, and will have an opportunity to discuss programs with professionals who have conducted such projects in a variety of settings. Students will learn that outcomes often are not as expected and that collaborative research has its difficulties. The course satisfies all Five Core Competencies.

Course Learning Outcomes (CLO)

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

1. *Develop and operationalize proposals for community based collaborative research projects that integrate best practices and accommodate stake holders.*
2. *Articulate the way archaeologists can participate in or proactively drive social justice movements, collaborate within diverse communities, and contribute to or advocate uncommon historical narratives.*
3. *Design, create, and produce a feature video based on a research puzzle simulating community participation archaeology. Must incorporate active research strategies.*
4. *Recognize and articulate relevant Heritage Laws and Heritage perspectives affecting current archaeology and community based preservation.*

Required Texts/Readings

Cowie Sarah, ed.

2019. *Collaborative Archaeology at Stewart Indian School Reno*. University of Nevada Press, Reno.

Ryzewski, Krysta.

2021. *Detroit Remains. Archaeology and Community Histories of Six Legendary Places*. Tuscaloosa, University of Alabama Press.

Other Readings

Pdfs, off-prints, and online sources. Links will be provided in Canvas Modules. Hard copies will be available.

Guest Speakers: Professionals have been invited to share their work and answer questions concerning collaborative/community/social justice archaeology.

Other technology requirements / equipment / material

Video production/editing capability. Open-source software or Library resources.

Library Liaison

Silke Higgins Ma. MSLS

Silkie.higgins@sjsu.edu

408 808-2119

Course Requirements and Assignments

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

[University Policy S16-9](#), Course Syllabi requires the following language to be included in the syllabus:

“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 “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.”

There are two projects for this course. A Documentary Resource Project charts community change over time. The Research Scavenger Hunt video serves as the culminating experience required by university policy.

Grading Information

- [University Syllabus Policy S16-9](#)
- [University Attendance and Participation Policy F15-12](#)
- [University Grading System Policy F18-5](#)
- *An important note: Archaeology is not a spectator sport. There are no neutral positions regarding the modern ethical, political, and cultural issues confronting archaeology today. The emphasis in this course is in developing a mature perspective and articulating meanings. Therefore, 50 percent of the grade is based on active participation in discussion and seminar participation.*

Assignments

The course is offered in seminar format. Each of you will be responsible for leading the discussion portion of each weekly meeting twice; once individually and once collaboratively. 40 pts (%)

There will be six written precis of weekly readings or activities. You must complete five. 50pts. (12.5%)

Documentary resources project. Community Change through time. 40 pts (10%)

Final project. Media exhibit of Research Scavenger Hunt. Evidence of research skills. 60 pts. (15%)

There will be brief policy assessments or white papers related to key issues required for seminar leaders. These will anchor our discussions on heritage topics. Discussion participation and policy assessments 200 pts. (50%)

Total: 400pts.

Determination of Grades

A plus = 388-400 points

A = 372-387 points

A minus = 360-371 points

B plus = 348-359points

B = 332-347points

B minus = 320-331points

C plus = 312-319points

C = 296-311points

C minus = 280-295 points

D&F = 279 points or lower

University requirements regarding Covid-19 protocols will be strictly observed and enforced.

University Policies

Per [University Policy S16-9](#), 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](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Additional Information

We will have several guest speakers and authors joining us via Zoom. Please be present for the discussions and bring questions formulated from your readings.

Readings: We will select readings from this list. Available by link or on Canvas.

Dark, K.R. 1995 "Social Archaeology." In *Theoretical Archaeology*, pp 88-116. Ithaca, Cornell University Press

Davis, Karen Lee. 1997. Sites Without Sights. Interpreting Closed Excavations. In *Presenting Archaeology to the Public*, ed.J. Jameson, pp 84-98 Walnut Creek, Altamira Press.

Dubrow, Gail Lee. 2000. Asian American Imprints on the Western Landscape. In *Preserving Cultural Landscapes in America*, eds. A. Alanen and R. Melnick, pp143-168. Johns Hopkins University Press.

King, Thomas. 2005a. Principles and Practice. In *Doing Archaeology*, pp 38-62. Walnut Creek, Left Coast Press.

King, Thomas. 2005b. What's It Like? In *Doing Archaeology*, pp 63-82. Walnut Creek, Left Coast Press.

King, Thomas. 2008b. Cultural Resource Laws and Practice. Lanham, Alta Mira Press.

Kaufman, Ned. 2004. Historic Places and the Diversity Deficit in Heritage Conservation. *CRM Journal* (Summer) 68-85.

Kelleher, Michael. 2004. Images of the Past: Historical Authenticity and Inauthenticity from Disney to Times Square. *CRM Journal* (Summer): 6-19.

Lemke, Ashley. 2020. "Missing Cemeteries" and Structural Racism: Historical Maps and Endangered African/American and Hispanic Mortuary Customs in Texas. *Historical Archaeology* 54(3):605-623.

Lowenthal, David. 2008. Authenticities Past and Present. *CRM Journal* (Winter): 6-17.

McDavid, Carol. 2004. From "Traditional" Archaeology to Public Archaeology to Community Action. In *Places in Mind. Public Archaeology as Applied Anthropology*, eds. P. Shackel and E. Chambers, pp 35-56. New York: Routledge.

McGill, Dru. 2010. The Public's Archaeology: Utilizing Ethnographic Methods to Link Public Education with Accountability in Archaeological Practice. *Archaeologies: Journal of the World Archaeological Congress*, pp 468-484.

Mrozowski, Stephen. 1991. Landscapes of Inequality. In *The Archaeology of Inequality*, eds. R. McGuire and R. Paynter, pp 79-101. Oxford: Blackwell.

Paynter, Robert. 1989. The Archaeology of Equality and Inequality. *Annual Review of Anthropology* 18:369-99.

Sadler, Nigel. 2010. Inclusion in an Archaeological Project: Trouvadore Project. A Case Study. *Archaeologies: Journal of the World Archaeological Congress*, pp 431-446.

Shackel, Paul. 2004. Working with Communities. Heritage Development and Applied Archaeology. In *Places in Mind. Public Archaeology as Applied Anthropology*, eds. P. Shackel and E. Chambers, pp 1-16. New York, Routledge.

Spencer-Wood, Suzanne. 2003. Gendering the Creation of Green Urban Landscapes in America at the Turn of the Century. In *Shared Spaces and Divided Places*, eds. D. Rotman and E. Savulis, pp 24-61. Knoxville, University of Tennessee Press.

ANTH 287/ Advanced Archaeological Methods: Heritage Management

Spring 2023 Course Schedule

The schedule is subject to change with fair notice and how the notice will be made available.

Course Schedule

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines	Program Learning Outcomes
1	Jan 25	First Day of Instruction. Introduction. Topics; Heritage Law. Impact on Communities. Concept of activist archaeology Read: King 2008a	5
2	Jan 30/ Feb 1	Topic: Heritage Law/ Who's Heritage? Read: King 2008b Chp1-2; Shackel 2004;	5
3	Feb 6/8	Topic: Research Perspectives Read: McDavid 2004; Ryzewski Chp Intro and Chp 1 Begin Research Scavenger Hunt: Subject draft Begin Resource Assignment. Teams Precis 1	1, 2, 4
4	Feb 13/15	Topic: Urban archaeology. Local Narratives. Community engagement Read: Ryzewski Chp 2-3	1, 6
5	Feb 20/22	Topic: Historical Narratives Using historic sources in community engagement Read: Ryzewski Chp 4-5; Kaufman 2004; Lowenthal 2008 Precis 2	1, 2, 5, 6
6	Feb 27 / Mar 1	Topic: Historic Landscapes. Pitfalls and politics. Read: Ryzewski Chp 6-8; Guest speaker: Krysta Ryzewski	1, 2, 5, 6
7	March 6/8	Topic: Archaeology and Social Justice Read: Mrozowski 1991; Dubrow 2000 Check-in on Scavenger Hunt progress Precis 3	1, 5, 6
8	March 13/15	Topic: Collaborative archaeology. New narratives Read: Cowie, et al. Chp 1-3. Introduction to community research resources. Exercise/examples SCA Conference Oakland	2, 4, 5
9	March 20/22	Topic: Collaborative models. Indigenous Perspectives and Indigenous Voices Read: Cowie et al. Chp 4-6	2, 3, 4, 5

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines	Program Learning Outcomes
		Resource Assignment Due. Brief presentations	
10	March 27-31	Spring Break No Classes SAA Conference Portland	
11	April 3/5	Topic: Further Cultural Resource Law Read: King 2005a; 2005b; Cowie et al. Chp 7-8 Guest speaker: Sarah Cowie Check in on Scavenger Hunt progress Precis 4	3, 4, 5
12	April 10/12	Topic: Archaeologies of Gender and Identity Read: Spencer-Wood 2003; TBA Topic: Repatriation. Museum Responsibilities. Controversies and the role of science Read pdf: TBA	3, 4, 6
13	April 17/19	Topic: Archaeology and Black Lives Matter Read: Sadler 2010; Dark 1995; Lemke 2020 Precis 5	5, 6
14	April 24/26	Guest speaker: Ashley Lemke (probable) [Add topic]	5
15	May 1/3	Topic: Community Accountability Read: McGill 2010; TBA Precis 6	5, 6
16	May 8/10	Research in the era of Alt Facts and False Truths Read: Kellher 2004 Review relevant issues Guest Speaker: TBA	5, 6
17	May 15	Last Day of Instruction. Begin Finals Week Presentation of Research Scavenger Hunt Feature videos.	3, 6
		Presentation of Research Scavenger Hunt Feature videos	

Notice. Components of this syllabus may be revised as necessary to accommodate special circumstances or relevant current events, speaker schedules, and other unanticipated interruptions.