

ANTH 196

**Historical Archaeology
Meets in WSQ04
Thursdays 6:00-8:45**

Dr. Marco Meniketti

Office hours
404N Clark Hall
Tue/Thurs 3:00-4:30
Or by appointment
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408) 924-5787

This course addresses theoretical and practical foundations of archaeological research in the context of the historic period in North America and the Caribbean. The course is designed to be a blend of lecture/seminar and hands-on activity/labs. Techniques and procedures unique to inquiry of the historic period, such as material culture studies, types of text sources, and applicable dating methods are explored. We will also examine site data recording, and professional applications of GIS technology. Basic statistical inquiry will be integrated into our practicum. We will use case studies, simulations, hands-on problem based inquiry, and selected readings to investigate the areas in which the practice of Historical Archaeology has made the greatest scholarly contributions. These include colonialism, slavery, the plantation system, maritime history, development of capitalism and consumer behavior, social stratification, gender and class relations. We will have a scheduled break during the class session.

Texts:

Historical Archaeology 2004. 2nd edition. Charles Orser, Prentice hall
Historical Archaeology: Why the Past Matters, 2007, Barbara Little, Left Coast Press, Walnut Creek
Statistics for Archaeologists 1996. Robert Drennan, Plenum Press

Selected readings as handouts from:

Surface Archaeology, edited by Alan Sullivan.
Approaches to Material Culture Research for Historical Archaeology, edited by G. Miller, O. Jones, L. Ross, and T Majewski
Unit Issues in Archaeology, edited by Ann Ramenofsky and Anastasia Steffen
Historical Archaeology: A Guide to Substantive Theoretical Contributions, edited by Robert Schuyler
Material Culture: The Archaeology of Us, edited by Richard Gould and Michael Schiffer
Historical Archaeology and the Study of American Culture, edited by Lu Ann De Cunzo and Bernard Herman
Ships and Shipwrecks of the Americas, edited by George Bass
First Encounters, edited by J. Milanich and S. Milbrath
Others to be added at instructor's discretion

Highly Recommended:

Elements of Style Turabian. Any edition
Substitute text: *Historical Archaeology* 1995. Charles Orser and Brian Fagan, Harper Collins Publishers (earlier version of required text).

Assignments and various announcements will be available for download from My Faculty Webpage.
http://www.sjsu.edu/faculty_and_staff/faculty_detail.jsp?id=1576

Objectives

- Broad understanding of research design, critical issues in historical archaeology theory, and problems surrounding collection of evidence.
- Broad exposure to the areas in which historical archaeology contributes to understanding of the past.
- Knowledge of specific methods and techniques of field archaeology.
- GIS procedures and applications in varied contexts.
- Critical understanding of the major theories concerning material culture and associated behavior studies.
- Explicit understanding of shipwrecks and submerged sites of various types as valuable data sources for interpreting the historic past.
- Students will develop critical thinking skills in assessing behavioral/environmental evidence as applied in historical context.
- Students will take the initial steps toward critical research skills and methods of inquiry using documentary sources, and artifact analysis.
- Analysis of artifact categories and typology in context of material culture theory.
- Students will work with historic artifacts, documents and data sources frequently used for interpreting past behavior.
- Students will engage in specific experimental studies of wear patterns and artifact assessments, and basic conservation techniques.

Outcomes:

- Students will learn how to locate and analyze historic documents for specific research questions.
- Students will learn to classify artifacts of varying types.
- Students will develop basic skills at synthesizing multiple data sets relevant to specific research questions.
- Students will develop skills at deriving research questions relevant to the recent past.
- Students will produce a research paper related to the major contextual themes of the course.
- Students will enhance critical thinking through interactive lab exercises using material culture.

<u>Theme</u>	<u>Readings</u>	<u>Assessments</u>
<i>Throughout the term we will use plantation sites, shipwrecks, colonial settlements, and households for examples of data collection, analysis and interpretation. Examples will be drawn from the instructor's current research and that of other archaeologists.</i>		
Week One Aug 23 What is historical Archaeology? Context of interdisciplinary approach. Material culture "What is this junk?" Context of research	handouts Orser Chapter 1	"Puzzle effect"
Week Two Aug 30 Theoretical frameworks Context of the recent past. Public perception Artifacts: what they can and cannot inform us about.	Orser Chapter 2-3 Handouts	Lab Exercise 1 House platform Part I
Week Three Sept 6 Site formation/ site types Data collection Data types Typology/classification methods and theory "I didn't think we had to use math!"	handouts Readings: "Using statistics"	Lab Exercise 2 House platform Part II

Week Four Sept 13

Documentary sources:
 Probates, letters, maps, letters, plats,
 Grave stones, manhole covers, etc.
 Reading between the lines

Orser Chapter 4

Lab Exercise 3
 Documentary data
 Initiate Term Project
Summary 1 due

Week Five Sept 20

Research design: Relevant questions
 Relevance of statistical methodology
 Abstractions

Drennan Chapter 1 -2
 Orser Chapter 5

Week Six Sept 27

Data synthesis
 "Arrow heads and can openers"

Drennan Chapter 7
 handouts

Lab Exercise 4
 Artifact analysis

Week Seven Oct 4

Historical sites
 Architectural context
 Doors and windows to the past

Orser Chapter 6-7

Summary 2 due**Week Eight Oct 11**

Field methods
 Sampling
 Remote sensing
 Maps
 HABS/HAER

handouts

Lab Exercise 5
 Artifact analysis
 Term Project check-in

Week Nine Oct 18

Data processing
 Conservation ethics

Drennan Chapter 11

Exam**Week Ten Oct 25**

Explaining the past
 Historic preservation
 Legacy industry

Orser Chapter 9

Week Eleven Nov 1

Museum study
 Material culture
 Garbage/consumerism/discard

handouts

Lab Exercise 6
 Meaning from Things

Week Twelve Nov 8

Archaeology of groups
 Class/gender/ethnicity

Orser Chapter 10

Summary 3 due**Week Thirteen Nov 15**

Student-based questions
 Historical California
 Historical San Jose

Local resources

Term project follow-up

Week Fourteen Thanksgiving No Class**Week Fifteen Nov 29**

Maritime archaeology I
 Preservation ethics

handouts
 videos

Term project Due
 Lab Exercise 7
 Shipwreck!

Week Sixteen Dec 6

Maritime archaeology II
 Public archaeology
 Ethics; professional practice
 Reconstructing the past:
 Socio/cultural perspective

videos
 Orser Chapter 12

Finals Week**Final Exam****Winter recess December 22-January 21****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.* Late research projects will not be accepted. Late assignments will be reduced by 10% per week. No assignments will be accepted 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.*
- 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 for missing any 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.
- All written projects should conform to the citation standards of American Antiquity. Examples will be provided for use.
- Students are expected to attend class. Participation is a vital element in a social science environment and attendance is foundational to academic success. Attendance will be monitored informally.
- Please turn off your cell phones as a courtesy and in respect for fellow students and the instructor.
- **No food or drinks are allowed in the lab.**

Assessments:

To receive a grade in this class you must complete a minimum 50% of assignments. Otherwise you will receive [I] for incomplete.

There will be several exercises or simulations of archaeological procedures and problems. In many cases we will work with actual artifacts. There will be one exam during the term and final exam. The final is comprehensive, covering all course material, but with emphasis is on problem solving. Additionally, you will complete a research project on a topic related to the major themes covered during this course. You will make use of multiple outside sources in this independent project. An outline and abstract of the topic should be submitted for approval by the fourth week of the term and you are encouraged to meet with me often in the progress of your research. You will also complete three summary papers during the semester that concisely synthesize critical issues or practices based on group work. These varied and integrated assessments are intended to provide several avenues for demonstrating mastery of course content and competence with relevant issues based on students' personal strengths and interests.

Exercises 20 pts x 6 (120 pts) (Best 6 of 7)
Summary assignments 25 pts x 3 (75pts)
Midterm Exam 50 pts
Final Exam 75 pts
Research project 100 pts
Participation 30 pts
Total: 450 points

Grades will be based on score percentages. 94-100% 4.0; 88-93% 3.5; 82-87% 3.0; 76-81% 2.5; 70-75% 2.0; 64-69% 1.5; 57-63% 1.0; <56% 0.0

Below are basic guidelines for grading. Additional criteria may apply depending on assignments. Grading is criterion based and follows a set of rubrics so that assessment is consistent for all students. Final grade is all based on assessment trends rewarding consistent improvement.

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

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 85% and above range. Projects complete and original.

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 careful effort with minimal 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. Projects complete but of average quality as measured by content and scope.

To earn a D: Failure to turn in assignments in a timely manner or to complete no more than 60% of assignments. Only basic knowledge of conceptual material. Critical analysis not demonstrated. Assignments exhibiting a lack of careful or thoughtful effort and several errors in content. Failure to achieve seminar responsibilities or at 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. Project partial completed a basic level.

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. No evidence of general skills or course content provided. Assignments will exhibit a lack of careful or thoughtful effort and errors will be evident in content. Papers will likely contain grammatical and typographical errors along with general writing problems, especially in word usage. Citation standards wrong. Exams may score below the 60% range. Final project possibly incomplete or late. Any intentional plagiarism will automatically result in a failing grade.

Grade I: Special circumstances. Failure to complete and submit better than 50% of assignments. Participation below acceptable levels. In some instances an F grade will be assigned instead.

Fall 2006 Registration Instructions, Policies and Procedures

v11 Printed by August 15, 2006

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Registration > Dropping Classes

Dropping a Class

Go to <https://my.sjsu.edu>

- Enter your User ID and Password - you may now use your nine-digit SJSU ID to login to MySJSU. However, the user ID that begins with an uppercase W will still work.

If you drop a class, you must do so prior to the time you submit payment to ensure that your registration fees are properly assessed.

Navigate to "Self Service" > Student center > Drop a class"

- Click on "Drop Classes"
- Locate the specific class you wish to drop.
- Select in the Action column (using the drop down in that row to select "Drop." The other functions do not have any functionality at this time.

Click the "submit" button.

- If successful, the action will indicate "DROP" and the far right column will indicate "SUCCESS."
- If not successful, the selected action will remain in the drop down and the far right column will indicate "ERRORS FOUND." The class is not dropped.

CAUTION!

Instructor Drops

Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and their intention to continue in the class. Some instructors will drop students who do not meet the stated course prerequisites. However, they are not required to do so. **It is the student's responsibility to make sure classes are dropped.**



ACADEMIC INTEGRITY:

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers.

We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Judicial Affairs for disciplinary action which could result in suspension or expulsion from San José State University.

CHEATING:

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

Copying in part or in whole, from another's test or other evaluation instrument; Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy. Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy. Altering or interfering with grading or grading instructions; Sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

PLAGIARISM:

At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another's work, without giving appropriate credit, and representing the product as one's own work; and representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one's own.

