

ANTH 165
Code 46770

Historical Archaeology
Tuesday/ Thursday 4:30-5:45
Meets in WSQ04/02

Dr. Marco Meniketti

Department of Anthropology
404N Clark Hall
Office hours: Wed. 9:00-12:00, 1:00-3:00
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The study of Historical Archaeology is the study of the modern world. The focus is on the “People Without History” and the era of emergent capitalism. We will investigate theoretical and practical foundations of archaeological research in the context of the historic period in North America and the Caribbean from contact in 1492 through the 19th century. 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, document analysis, and applicable dating methods are explored. Case studies, simulations, hands-on problem based inquiry, and selected readings will be integrated into our class work. Investigations will center on areas in which the practice of Historical Archaeology has made the greatest scholarly contributions, including: colonialism, slavery, plantation systems, maritime history, development of capitalism and consumer behavior, social stratification, gender identity and class-based relations. This course is reading intensive and hands-on.

Required Texts:

Historical Archaeology 2nd edition, 2004, Charles Orser (Pearson/ Prentis Hall, New Jersey).

Lines that Divide 2000, Delle, J., Mrozowski, S., and Robert Paynter (University of Tennessee Press, Knoxville).

Uncommon Ground 1992 (any edition) Leland Ferguson (Smithsonian Institution Press, Washington DC) This book is out of print, but widely used and numerous copies are readily available used through Amazon and other sources. (The SJSU Bookstore will not stock it).

Selected readings from: (to be made available in pdf format)

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

Shared Spaces and Divided Places, edited by Deborah Rotman and Ellen-Rose Savaulis

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

Documentary Archaeology of the Modern World, edited by Mary Beaudry

Others may be added at instructor’s discretion

Assignments and various announcements will be available for download from My Faculty Webpage.
<http://www.sjsu.edu/people/marco.meniketti/courses/HistArch>

Highly Recommended:

Elements of Style Turabian. Any edition.

Objectives

- Broad understanding of 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.
- Awareness of 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 integrate historic documents with archaeological data to address specific research questions.
- Students will learn to classify historic artifacts of diverse types.
- Students will develop basic skills at synthesizing multiple data sets relevant to specific research questions, especially material culture.
- Students will develop skills at developing research questions relevant to the recent social past.
- Students will produce a research project related to the major contextual themes of the course.
- Students will enhance critical thinking through interactive lab exercises using material culture.

Theme	Readings	Assessments/Activity
<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 26 The context of Historical Archaeology? Material culture "What is this junk?" Defining the historical past. Archaeology and the Law	Orser Chapter 1- 3 Readings from Schuyler	The Puzzle Effect
Week Two Aug 31, Sept 2 Theoretical frameworks Context of the recent past. Site types and "Historical Sites"	Selected readings Readings from Beaudry	

Week One Aug 26

The context of Historical Archaeology?
 Material culture "What is this junk?"
 Defining the historical past.
 Archaeology and the Law

Orser Chapter 1- 3
 Readings from Schuyler

The Puzzle Effect

Week Two Aug 31, Sept 2

Theoretical frameworks
 Context of the recent past.
 Site types and "Historical Sites"

Selected readings
 Readings from Beaudry

Week Three Sept 7, 9

Case Study 1
 Site formation/ site types
 Data types / Data collection
 Documents: limits and potential

TBA

Exercise 1**Week Four Sept 14, 16**

Archaeological statistics
 Classification methods and techniques
 Documentary sources:
 Probates, letters, maps, letters, plats,
 Grave stones, manhole covers, etc.

Orser Chapter 4
 Readings from Beaudry
 Readings from Gould
 Video

Quiz 1**Week Five Sept 21, 23**

Research design: Relevant questions
 Relevance of statistical methodology
 Abstractions

Delle, Mrozowski, Paynter
 Chapter 2 & 3

Week Six Sept 28, 30

Field work
 Historical sites
 Preservation ethics

Orser Chapter 5-7
 Selected readings

Quiz 2**Week Seven Oct 5, 7**

Case study 2
 Architectural context
 HABS/HAER

TBA
 Washington's Distillery

Exercise 2**Week Eight Oct 12, 14**

Field methods
 Sampling
 Remote sensing
 Maps

Orser Chapter 8-9
 Selected Readings
 Readings from Ramenofsky;
 Sullivan; Miller

Week Nine Oct 19, 21

Explaining the past
 Historic preservation

Ferguson
 Prologue and Introduction
 Chapters 1- 2

Quiz 3**Week Ten Oct 26, 28**

Archaeology of Slavery
 Legacy industry

Ferguson chapters 3-4
 Video

Week Eleven Nov 2, 4

Case study 3

TBA

Exercise 3**Week Twelve Nov 9, *Veterans Day***

Archaeology of groups
 Class/gender/ethnicity

D,M & P Chapters 6, 8 & 11
 Orser Chapter 10

Week Thirteen Nov 16, 18

Class, gender continued

Readings from Rotman

Week Fourteen Nov 23, *Thanksgiving Break 25th*

Underwater Archaeology
 Shipwreck!

Bibliography Due

Week Fifteen Nov 30, Dec 2Maritime archaeology
Maritime colonialismSelected readings
Readings from Milanich; Bass**Quiz 4****Week Sixteen Dec 7, 9**Ethics; professional practice
Reconstructing the past:
Public ArchaeologySelected readings
Orser Chapter 11-12**Presentations Due 7/9**
Term Project Due**Finals Week Dec 13-17****TBA****Final Exam****Assessments:**

To receive a passing grade in this class you must complete a minimum 50% of assignments. You must also take the Final Exam. Otherwise you will receive [F].

There will be three exercises or simulations of archaeological procedures and problems. In some cases we will work with actual artifacts. A summary write-up will be assigned for each lab. There will four quizzes and a Final Exam. The final is comprehensive, covering all course material, with an emphasis on problem solving. Additionally, you will complete an original research project on a specified topic related to the major themes covered during this course. You will make use of multiple outside sources in this independent project. Two possible formats: poster presentation or paper. An outline and abstract of the topic should be submitted for approval by the fourth week of the term and I encourage you to meet with me often in the progress of your research. All artifact based term projects that achieve a B+ or better will become part of the Anthropology Lab Reference Library.

You will also compile an annotated bibliography of no less than 10 related sources on a topic consistent with Historical Archaeology from journals or other print sources in the King Library holdings, and five internet sources of merit. This means you will select a topic and read minimally 10 related items. These may be related to the term project or an unrelated topic. Participation is based on Exercises and open discussion. Students will be called by name to contribute to Q&A on select topics. Prepare by doing the readings in advance of lecture.

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.

Quizzes (4 x 15 pts) 60 pts

Exercises and Exercise Summaries (25pts x 3) 75 pts + 5pts

Final Exam 100 pts

Annotated Bibliography 60 pts

Research project 50 pts

Participation 50 pts

Total: points: 400 pts

Grades will be based on score percentages. 92-100% 4.0; 88-91% 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 owing to special circumstances. Must complete Final unless approved per University Protocol. In some instances an F grade will be assigned instead. An Incomplete can not substitute for a failing grade. Consult with the professor before end of term.

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 day for three days and not accepted for reading after that. 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 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. **The term project bibliography must conform to AA style and format.**
- 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. If you text message during class you will be asked to leave. **Texting during class is offensive and distracting. Please refrain from this practice.** Be here, now.
- No food or drinks are permitted in the lab.

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 or 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 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 a 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 Jose State University.

Cheating

At SJSU, cheating is an 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 the course instructor 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. In written works this may include the over use of quoted materials to build a paper that is otherwise lacking in original content.

Add/Drop Policy

The university has specific procedures for dropping a class. **It is the student's responsibility to make sure classes are dropped. You are able to do this through My SJSU. Navigate to "Self Service>Student center>Drop a class"**

Check the schedule and be sure to drop prior to submitting fees to ensue your registration fees are properly assessed.

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. For students who wish to drop a course **it is the student's responsibility to make sure classes are dropped. For more information about "add" and "drop" deadlines go to:**

<http://info.sjsu.edu?web-dbgen/narr/soc-fall/rec-2.html>

STUDENTS WITH DISABILITIES

Any student with a condition or situation that requires special accommodations must make arrangements through the Disability Resource center. This includes learning and physical disabilities that prevent you from fulfilling course requirements under expected conditions. If you feel you have a disability, you must go to the DRC and follow their guidelines in order to receive assistance. I will work with the DRC to assist you based on their recommendations. I am not authorized to make assessments of personal situations regarding disabilities, and request that you prepare well in advance for any special needs you may have, particularly for taking exams. You can find more information on SJSU's policy and the programs available as well as your rights at: <http://www.drc.sjsu.edu/>