

ANTH 165 section 1**Historical Archaeology
Meets in WSQ04
Tues/Thurs 3:00-4:15****Dr. Marco Meniketti**

Office hours: 404N Clark Hall

T/Th 12:00-1:00 and W 9:30-10:30

[For this class only 4:15-4:45]

Or by appointment

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Course Webpage : sjsu.edu/people/marco.meniketti/courses/HistArch

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 as a blend of lecture/ seminar and hands-on activity/labs. We will also investigate site recognition and data recording, professional applications of field technology, and essential statistical inquiry. Case studies, simulations, hands-on problem based inquiry, and selected readings will be used to introduce the practice of Historical Archaeology. Scholarly contributions of the discipline related to colonialism, slavery, the plantation systems, maritime history, capitalism, globalism, modern social behavior, social stratification, gender and class relations will all be on the menu..

Texts:

Historical Archaeology 2004. Charles Orser. Harper Pearson, Prentis Hall

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

Selected readings in pdf format may include, but not be limited to:

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

Historical Archaeology, Barbara little

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

Uncommon Ground, Leland Ferguson

Additional readings may be added at instructor's discretion.

Highly Recommended:

Elements of Style Turabian. Any edition will help you with your writing proficiency.

Objectives

- To introduce the field of Historical Archaeology, the critical issues addressed by the discipline, theoretical premises, and the problems surrounding collection and interpreting evidence.

- Broad exposure to the areas in which historical archaeology contributes to understanding of the recent past, such as colonialism, slavery, capitalism, globalization, and gender.
- Demonstrated knowledge of specific methods and techniques of field archaeology as related to reconstruction of the recent past.
- Critical understanding of the major theories concerning material culture and associated behavior studies.
- Explicit knowledge of submerged sites of various types as valuable data sources for interpreting the historic past.
- Examination of the literature of Historical Archaeology as applied to modern research.

Outcomes:

- Students will develop methods for locating and analyzing historic documents for research.
- Students will learn to classify artifacts of varying types and apply the classification to specific archaeological inquiry.
- Students will develop basic skills at synthesizing multiple data sets relevant to specific research questions.
- Students will use various databases to distinguish historic artifacts.
- Students will produce a research paper related to a major contextual theme of the course or complete a museum exhibit design combining social context and artifacts.
- Students will enhance critical thinking through completion of interactive lab exercises simulating archaeological analysis.
- Students will apply research skills and methods of inquiry using documentary sources, and artifact analysis.
- Students will work with historic artifacts to contribute to ongoing research based on field school collections.

Theme	Readings	Assessments
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Throughout the term we will use plantation sites, shipwrecks, colonial settlements, historic landscapes, 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.

Week One Aug 22

What is historical Archaeology?
Material culture "What is this junk?"
Context for research

Orser; Chapter 1, 2

Week Two Aug 27/29

Theoretical framework
People Without History
Questions that matter

**Orser; Chapter 3
pdf 1&2**

Quiz 1

Week Three Sept 3/5

Site formation/ site types
Data collection, Data types
Artifacts: what they can and
can not inform us about.
Sources

**pdf 3&4
Orser; Chapter 4**

Lab Exercise1
Space and Place
settlement patterns

Week Four Sept 10/12

Documentary sources:
Probates, letters, maps, letters, platts,
Grave stones, manhole covers, etc.

**Orser; Chapter 5
Layton; Prologue,
Introduction and Chapters 1-3**

Quiz 2
Project Topic abstract

Week Five Sept 17/19

Research design:
Relevant questions
The Frolic in context

Layton; Chapter 4-6, conclusions and epilogue

Week Six Sept 24/26

Typology/classification
Basic statistics in archaeology
“I didn’t think we had to use math!”

pdf 5

Lab Exercise 2

Classification and types

Week Seven Oct 1/3

Historical sites
Architectural context
Spatial context
Dating artifacts

**Orser; Chapter 6
pdf 6 ,7, 8**

Quiz 3**Week Eight Oct 8/10**

Field methods
Sampling
Remote sensing
Data processing

**Orser; Chapter 7
pdf 9, 10**

Lab exercise 3

Artifacts and analysis

Week Nine Oct 15/17

Maritime Archaeology

pdf 11, 12, 13

Week Ten Oct 22/24

Maritime Archaeology

pdf 14, 15

Quiz 4**Week Eleven Oct 29/31**

Cemetery Studies

pdf 16, 17

Lab Exercise 4

Stones and monuments
Tales from the Dead

Week Twelve Nov 5/7

Field work
Case studies

**Orser; Chapter 8-9
pdf 18**

Week Thirteen Nov 12/14

Case studies
Industrial Archaeology

pdf 19, 20

Week Fourteen Nov 19/21

Archaeology of groups
Class/gender/ethnicity

**Orser; Chapter 10
pdf 21**

Quiz 5**Week Fifteen Nov 26 (Thanksgiving 284th No Classes)**

Flex

Week Sixteen Dec 3/5

Reconstructing the past:
Ethics; Preservation issues
Presenting to the Public

**Orser; Chapter 11-12
pdf 22**

Term project Due**Finals Weeks Dec 9-18****Final Exam (Open Note)**

Winter Recess December 23 - January 23**International Conference of the Society for Historical Archaeology Jan 7-12 Quebec City, Quebec Canada****Useful websites**www.SHA.org<http://www.saa.org/AbouttheSociety/Publications/StyleGuide/tabid/984/Default.aspx>**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 class period. No paper accepted later than three class periods. 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.***
- 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.
- 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:

There will be several exercises or simulations of archaeological procedures and problems. In many cases we will work with actual artifacts. Each lab has an applied component and a written synthesis. There will be one midterm exam during the term and final exam. Each will cover critical issues in Historical Archaeology. Additionally, you will complete a research project related to the major themes covered during this course. There will be three options for satisfying this requirement. 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 five quizzes covering readings. 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. To receive a grade in this class you must complete a minimum 50% of assignments. Otherwise you will receive [F]. Assignments and various announcements will be available for download from the course Webpage.

Exercises 25 pts x 4 (100 pts)
Final Exam 50 pts
Quizzes 5 x 10 pts (50 pts)
Research/Museum/Artifact Project 100 pts

Total: 300

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 assignments owing to special issues unique to the student. Participation below acceptable levels. In some instances an F grade will be assigned instead.

Copyright

This syllabus, class materials, lectures, and exams for this course are copyrighted. Students are not authorized to copy class materials for any purpose other than their personal use in this class. No class materials, study guides, exams, or lecture may be scanned, photographed, copied, or posted to the Internet in any form without permission of the instructor. Course material is the intellectual property of the instructor and cannot be shared publicly without his approval. Common courtesy and professional behavior dictate that you notify the instructor when you are recording lectures. You must obtain the instructor's permission to record or make videos of the class. Such permission allows recordings for personal and private study purposes only. It does not allow reproduction or distribution of the material.

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. The instructor reserves the right to fail the assignment or assign a failing grade for the entire course depending on the assessed severity of plagiarism.

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 ensure 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-dbggen/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/>