

Great Excavations in the Garden State

01:070:291
Section MA - Index 18430
Credits: 1.5
Rutgers University . Spring 2019
[lecture and seminar]

“None of the dead can rise up and answer our questions. But from all that they have left behind, their imperishable or slowly dissolving gear, we may perhaps hear voices, ‘which are now only able to whisper, when everything else has become silent,’ to quote Linnaeus.”
–Björn Kurten, In *How to Deep-Freeze a Mammoth* (1986)

Instructor

Dr. Keri Sansevere

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Please allow 48 hours for response,
exclusive of weekends.

Office Hours: Wednesday 2-3 PM, BIO 208-A

Class: Wednesday 10:55 AM – 1:55PM
3/13/19 – 5/1/19

Location: RAB 209-B

Sakai website: [Great Excavations in the Garden State](#)

Course Description

New Jersey is (in)famous for many things—dinners, the Sopranos, the “Jersey Shore”, Taylor Ham (or Porkroll!)—but did you know that the Garden State has a rich archaeological record? A popular misconception about archaeology is the belief that you must travel to far-away lands to uncover clues about the human past. Generations of archaeologists have excavated archaeological sites in the Garden State for well over a century and archaeology has been a major line of evidence in learning about past human activities. Excavations take place almost daily in New Jersey and these continue to shape knowledge of the state’s past.

Great Excavations in the Garden State is a 1.5 credit mini course that will provide students with a basic point of entry into the rich archaeological record of New Jersey from prehistoric through historic times. By the end of the course, students will: participate in a site or museum visit, read a selection of major literature on the course topic, and identify important material culture that contributes to the archaeological narrative of New Jersey. Getting the public involved in the archaeology of New Jersey has been a tradition (to various degrees) for over 80 years and students will have the chance to practice public archaeology at an appropriate level.

Required Books

Mounier, R. Alan

2003 *Looking Beneath the Surface: The Story of Archaeology in New Jersey*. Rutgers University Press, New Brunswick, New Jersey.

Veit, Richard

2002 *Digging New Jersey's Past: Historical Archaeology in the Garden State*. Rutgers University Press, New Brunswick, New Jersey.

Additional readings may be announced.

Course Structure

This mini course is structured in a way that provides a point of entry into New Jersey archaeology by way of several popular themes. Books by Mounier (2003) and Veit (2002) are classic pieces on the archaeology of New Jersey and constitute the bulk of required reading. Students are encouraged to “dig deeper” into the archaeology of New Jersey by consulting suggested readings/

This mini course operationalizes student-centered active learning. This semester, we will focus on close reading skills and peer teaching. Close reading is a skill that improves students’ ability to read and interpret professional literature by engaging with the text. [The Rutgers University Learning Center](#) has some great close reading tips to follow as you work with the course readings.

Dr. Dorothy Cross, a pioneering figure in the history of New Jersey archaeology, is remembered for her attention to young people and commitment to education and public outreach. Our overarching theme this semester is public archaeology, a buzz-word that can be defined in many ways. This semester, we will put-into-practice one basic working definition of public archaeology, defined by the [Society for American Archaeology](#), as “activities that engage the public in archaeology.” Some examples might include lessons, lectures, interpretive signs, and tours of sites. This is where peer teaching comes into play. According to Briggs (2013), peer teaching builds team spirit, communication skills, self-esteem, social competency, and may improve content competency and productivity. Each week, select groups will be designated “experts” who will be charged with “teaching” the content in an innovative way.

Department of Anthropology Learning Goals

1. Students gain knowledge that will allow them to identify, explain, and historically contextualize the primary objectives, fundamental concepts, modes of analysis, and central questions in their major field and demonstrate proficiency in their use of this knowledge.
2. Students are able to demonstrate proficiency in the use critical thinking skills.
3. Students are able to demonstrate proficiency using current methods in their major fields, including library research skills.
4. Students are able to express themselves knowledgably and proficiently in writing about central issues in their major field.
5. Students are able to express themselves knowledgably and proficiently in speaking about central issues in their major field.

Course Learning Objectives

1. Draw inferences from the archaeological record of New Jersey—and explain their significance in writing and speaking—in order to understand the culture history of the geographic area. Department of Anthropology Learning Goals 2, 4, and 5.
2. To understand the kinds of topics archaeologists in New Jersey research and the central questions germane to the study area. Department of Anthropology Learning Goal 1.
3. Students should be able to identify basic methods of archaeological field and lab work commonly employed in New Jersey archaeology. Department of Anthropology Learning Goal 3.
4. Students should be able to locate and apply the rich web-enhanced resources relevant to New Jersey archaeology (see Appendix A). Department of Anthropology Learning Goal 3.

ASSIGNMENTS

Public Archaeology Group Peer Teaching (a.k.a. “The Dr. Cross Assignment”)

Department of Anthropology Learning Goals 1, 2, 3, and 5.

Each group is expected to complete at least two lessons: one tailored for grade-school students and one tailored for high school or adult students. Each lesson should run about 20 minutes. This is a skill that involves making your knowledge flexible enough so that it can be meaningful to various demographics. Some class time may be devoted to planning your lesson/presentation with your group. Consult the Learning Tips document and Peer Feedback form on Sakai for inspiration. You may also want to draw from the suggested readings (in the course schedule and Appendix B). Creativity is encouraged.

Provide a copy of your lesson outline and/or slides to the instructor for evaluation. Each group should also submit 5 test questions and answers (appropriate for college-level learners!) based on their assigned reading and/or lesson that may be used in a test bank. **Value: 20%.**

Reading Reflections

Department of Anthropology Learning Goals 1,2, and 4.

Students are expected to come to class prepared having already completed the assigned readings. Students are expected to read each reading assignment closely. Reflect on the significance of *each* reading in 3-4 thoughtful, typed sentences. You may be asked to share these with the class. Reading reflections will be collected weekly. **Value: 20%.**

Attendance and Participation

Department of Anthropology Learning Goals 1, 2, 4, and 5.

You are expected to attend class, participate in class discussion, manage in-class group prep time appropriately, and provide helpful feedback to your peers. See below for more information regarding the instructor’s specific attendance policies. **Value: 20%.**

Site Visit

Department of Anthropology Learning Goals 1, 2, 3, and 5.

Visit one historical site or museum in New Jersey on your own this semester. Write a 3 page reflection paper that includes a critique of how archaeology or material culture is communicated to the public. Assigned and suggested readings and Appendix A may be sources of inspiration.

Value: 10%.

Object Exhibit

Department of Anthropology Learning Goals 1, 2, 3 and 5.

The study of objects, and their ability to communicate clues about the past, is an important focus of archaeology. In *A History of Boston in 50 Artifacts* (2016), archaeologist Joe Bagley carefully selects and discusses objects that represent the history of Boston. What artifact would you chose to represent New Jersey's history and why? Looking for inspiration? Look through the Mounier (2003) and Veit (2003) books, utilize the supplementary readings (located in the course schedule and Appendix B) and web links (Appendix A), look closely at objects displayed during your independent site visit, or do your own outside research.

Include the following in your object exhibit: photograph, caption, and a one or two paragraph essay that explains the context of the object, why you selected it, and the object's importance. Creativity is encouraged. Take the class for a short "tour" during our final exam day. **Value: 10%.**

Content Test

Department of Anthropology Learning Goals 2, 3, and 4.

One content test will be administered on your final exam day. Test content will be drawn from peer lessons and course readings. **Value: 20%.**

INSTRUCTOR POLICIES***Attendance***

Attendance is expected. If you expect to miss one or two classes, you may use the [University absence reporting website](#) to indicate the date and reason for your absence. An email is automatically sent to me. Students may speak with the Dean of Students to verify extenuating circumstances.

It is your responsibility to find out what information you missed if you are absent. For an absence to be excused, it must be documented. A documented excuse usually means a doctor's note. A doctor's note must be shown to the instructor or verified with the Dean of Students by **the day you return** to class for the absence to be excused.

*****Two or more unexcused absences will result in the reduction of 1 full letter grade of your final course score.*****

Field trip attendance is mandatory (when scheduled). See me in advance if this is an issue.

If you are absent on the day an assignment is due, you must email the assignment to me PRIOR to the start of class to receive credit. This ensures that everyone has the same amount of time to complete the assignment.

Please arrive on time to class meetings and class trips. Arriving late to class will negatively impact your grade.

University attendance and religious holiday policy can be found [here](#). Please provide the instructor with timely notification.

Classroom Etiquette

Turn off/silence your cell phone during class. Resist the temptation of texting, Snap Chat, Instagram, Facebook, games, Internet browsing, and the like.

Please refrain from taking pictures of lecture slides with mobile devices, laptops, etc.

This classroom is a professional environment. Please remain courteous and treat everyone respectfully.

Exam Conduct

During exams you **may not** retrieve/use your cell phone, talk to fellow students, retrieve any materials from your backpack, briefcase or other bags, or read other students' exam papers. This is viewed as cheating on an exam and will not be tolerated. Cheating on exams (or any other course work) will not be tolerated and will result in a 0.

Late Submission Policy

Please submit assignments on time. *Late assignments will not be accepted for credit and will be marked zero (0) unless arrangements are made with me in advance.

*"Printer issues" and "technical issues" are not an excuse for failing to submit an assignment on time. Consider completing work early enough to ensure you do not run into any problems.

Grading

Attendance/Participation: 20%

Reading Reflections: 20%

Public Archaeology Group Peer Teaching: 20%

Content Test: 20%

Site Visit Paper: 10%

Object Exhibit: 10%

Letter grades will be assigned as followed:

A = >=90

B+ =85-89.99

B = 80 -84.99

C+ = 75-79.99

C = 70-74.99

D = 60-69.99

F = <60

Make-up Policy

Students may make up missed exams only if they have a valid written medical or personal excuse (i.e., a note from a doctor or hospital on letterhead stationary). These excuses must be documented with the Dean of Students or presented, in person, to the professor on the day you return to class. If you do not turn in a documented excuse on the day you return to class, you will receive a zero (0) for the exam or presentation.

Academic Integrity and Honesty

Academic integrity and honesty is expected of all students enrolled at Rutgers University. Please review the university's [Academic Integrity Policy](#) which defines violations including cheating, fabrication, facilitating academic dishonesty, plagiarism, and denying others access to information or material. Students are responsible for knowing what constitutes plagiarism and academic dishonesty. Please contact the instructor directly if you are unsure or require additional clarification after you have reviewed the university's policy.

Common examples of plagiarism include (but are not limited to) copying and/or paraphrasing another author's work and passing it as your own, transcribing speech from a movie without acknowledging credit or using quotations, or submitting a purchased or downloaded paper (or other materials). Words, concepts, ideas, thoughts, and the like that are not your own must be cited both in-text and listed in a works cited page. Please contact the instructor directly if you are unsure what plagiarism is or require additional clarification.

Disability Accommodations

Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Students will not be afforded any special accommodations for academic work completed prior to disclosure of the disability and, at the discretion of the University, prior to the completion of the documentation process with the appropriate disability service office. Contact the [Office of Disability Services](#) at 848.445.6800 to coordinate reasonable accommodations for students with documented disabilities.

QUESTIONS? NEED HELP?

The student is expected to initiate communication with the instructor as soon as questions or concerns about the course arise. Please do not wait until the last minute. The best way to reach me is via e-mail at keri.sansevere@rutgers.edu. Please allow 48 hours for a response, exclusive of weekends.

Please contact the [Help Desk and IT Support](#) if you require technical assistance.

Students are encouraged to take advantage of the following university resources as needed: [The Learning Center](#) (for tutoring, writing coaching, and study skills), [Counseling Services](#), [Scarlet Listeners](#) (a free peer support hotline), [Violence Prevention and Victim Assistance](#), and [University Libraries](#).

Spring 2019 Schedule
(This is a living document and subject to change)

Date	Topic	Reading	Assignment Due
Week 1: 03/13	Syllabus, How the Course Works Overview: Archaeology in the Garden State	2003 Mounier, Alan. Introduction and Setting the Stage, pp. 1-54. 2002 Veit, Richard. Chapter 1: A Short Introduction to Historical Archaeology, pp. 1-20.	
Week 2: 03/20	NO CLASS: SPRING BREAK		Get ready for a GREAT semester!
Week 3: 03/27	The "Real" Jersey Shore: Archaeology along New Jersey's Coast	Veit, Richard. Charles Conrad Abbott and the Dutch Trader's House on Burlington Island, pp. 24 – 30. Veit, Richard. The Puzzling Case of the First Twin Lights, pp. 134 – 139. Suggested: 2012 Stanzaski, Drew. The West Creek Site (28OC45): A Late Contact Period Site from the Jersey Shore. <i>Bulletin of the Archaeological Society of New Jersey</i> , 73-84. 2008 Mounier, R. Alan. A Consideration of Artifact Depth on the Coastal Plains of Southern New Jersey. <i>Bulletin of the Archaeological Society of New Jersey</i> , 1-10. 2006 Boldurian, Anthony T. A Clovis Fluted Point from Coastal Waters in Southern New Jersey. <i>North American Archaeologist</i> 27(3):245-270. 2003 Cox, J. Lee. A 19 th Century Steamship Wreck Site in the Atlantic Ocean	

		<p>Offshore of Cape May County, New Jersey. <i>Bulletin of the Archaeological Society of New Jersey</i>, 26-28.</p> <p>2002 Merwin, Daria E. The Potential for Submerged Prehistoric Sites off Sandy Hook. <i>Bulletin of the Archaeological Society of New Jersey</i>, 1-9.</p> <p>2002 Scharfenberger, Gerard. A Day at the Beach: UXO Sweeps at Sandy Hook, New Jersey. <i>Bulletin of the Archaeological Society of New Jersey</i>, 10-25.</p>	
<p>Week 4: 04/03</p>	<p>A "Taste" of New Jersey</p>	<p>Mounier, Alan. Shellfishing Stations, Hunting and Foraging and Horticultural Sites, pp. 141 -153.</p> <p>Veit, Richard. Who's Been Drinking on the Railroad? pp. 128 – 134.</p> <p>Suggested: 2015 Heinrich, Adam R. and Brock Giordano. Late-Nineteenth-Century Foodways in the "Garden State" at the Woodruff House, Rahway New Jersey: Insights from Small Faunal and Large Macrobotanical Samples. <i>Historical Archaeology</i> 49(4):12-29.</p> <p>2008 Allitt, Sharon, R. Michael Stewart, and Timothy Messner. The Utility of Dog Bone (<i>Canis Familliaris</i>) in Stable Isotope Studies for Investigating the Presence of Prehistoric Maize (<i>Zea Mays</i>): A Preliminary Study. <i>North American Archeologist</i> 29(3-4):343-367.</p> <p>2004 Schindler, Bill. Poisoned Water? Latent Piscicide Use in the Prehistoric Delaware Valley. <i>Bulletin of the</i></p>	

		<i>Archaeological Society of New Jersey</i> , 4-7.	
Week 5: 04/10	Class Trip—Rutgers Special Collections		
Week 6: 04/17	A (Not so?) Great Place to Live: A Glimpse inside New Jersey's Old Houses and Communities	<p>Mounier, Alan. Houses and Rockshelters, pp. 130-137.</p> <p>Veit, Richard. The House of John Reading, a West Jersey Proprietor, pp. 34 – 37.</p> <p>Veit, Richard. Salvage Archaeology at the Luyster House, pp. 47 – 54.</p> <p>Veit, Richard. A Free Community in a Slave State, pp. 168 – 172.</p> <p>Suggested:</p> <p>2011 Gall, Michael J., Richard F. Veit, and Robert W. Craig. Rich Man, Poor Man, Pioneer, Thief: Rethinking Earthfast Architecture in New Jersey. <i>Historical Archaeology</i> 45(4):39-61.</p> <p>2003 Veit, Richard. "Property Claimed by Other Persons": Archaeological Investigations at an 18th Century German-American Farm in Rosemont, New Jersey. <i>Bulletin of the Archaeological Society of New Jersey</i>, 53-58.</p> <p>1970 Kraft, Herbert C. Prehistoric House Patterns in New Jersey. <i>Bulletin of the Archaeological Society of New Jersey</i>, 1-11.</p>	
Week 7: 04/24	Made in New Jersey	<p>Mounier, Alan. Ceramic Artifacts, pp. 85 – 101.</p> <p>Mounier, Alan. Bone and Antler, pp. 104 – 112.</p> <p>Veit, Richard. Making Charcoal and From Sand to</p>	

		<p>Glass in Southern New Jersey, pp. 156 – 162.</p> <p>Suggested: 2010. Giordano, Brock and Richard Veit. Archaeological Evidence of 19th Century Pottery Manufacturing in Elizabeth, New Jersey: The Keen Pruden Estate Archaeological Site. <i>Bulletin of the Archaeological Society of New Jersey</i>, 20-28.</p> <p>2007 Gall, Michael, Richard Veit, and Alison Savarese. Keeping Edison’s Secrets: Archaeological Documentation of Thomas A. Edison’s Menlo Park Patent Vault. <i>Historical Archaeology</i> 41(4):20-31.</p> <p>2007 Scharfenberger, Gerard. Greetings from Down Under: Early Brick Sewers from Union County, New Jersey <i>Bulletin of the Archaeological Society of New Jersey</i>, 72-79.</p> <p>2003 Scharfenberger, Gerard. People Who Work in Glass Houses: The 18th Century Stanger Glassworks. <i>Bulletin of the Archaeological Society of New Jersey</i>, 11-18.</p>	
<p>Week 8: 05/01</p>	<p>Returning Home: Archaeology in the New Brunswick Area</p>	<p>1998 Bello, Charles A. and Richard Veit. Archaeological Monitoring of the Buccleuch Mansion Fuel Oil Spill Clean-up and Remediation, New Brunswick, NJ. <i>Bulletin of the Archaeological Society of New Jersey</i> 53:28-32.</p> <p>Veit, Richard. Raritan Landing and the Development of Regional Culture, 41 – 44.</p> <p>Veit, Richard. No Pain, No Gain, pp. 172 – 176.</p> <p>Suggested: 2009. Veit, Richard and</p>	<p>Site Visit Paper Due</p>

		Robert Wiencek. "You Would Not Know the Landing": Archaeological Evidence for the Revolutionary War at Raritan Landing. <i>Bulletin of the Archaeological Society of New Jersey</i> , 56-69.	
Week 9: 05/14 4 – 7 PM	Content Test Share your exhibit		Object Exhibit Due

**Appendix A:
New Jersey Archaeology Supplementary Web Links**

[Archaeological Society of New Jersey](#)

[Monmouth County Historical Association](#)

[New Jersey Historic Preservation Office \(NJ SHPO\)](#)

[New Jersey State Museum](#)

[New Jersey Women's Heritage Trail](#)

[New Jersey WWI Centennial Homepage](#)

[Rutgers University Special Collections](#)

[Weekend in Old Monmouth](#)

Appendix B: New Jersey Archaeology Site Bank

(This is further suggested reading and is not meant to be a complete bibliography of the topic)

Brighton, Stephen A.

2008 Degrees of Alienation: The Material Evidence of the Irish and Irish American Experience, 1850-1910. *Historical Archaeology* 42(4):132-153.

Cross, Dorothy

1941 *Archaeology of New Jersey*, Vol. I. The Archaeological Society of New Jersey and New Jersey State Museum, Trenton.

1956 *Archaeology of New Jersey*, Vol. II: The Abbott Farm. The Archaeological Society of New Jersey and New Jersey State Museum, Trenton.

Emory, Scott

2007 Archaeological Excavation Yields Evidence of Camden's Earliest Beginnings. *Bulletin of the Archaeological Society of New Jersey*, 20-22.

Geismar, Joan.

2007 Burlington's Lost Burial Ground. *Bulletin of the Archaeological Society of New Jersey*, 41-63.

Hunter, Richard W.

2013-2015 An Archaeological History of the Abbott Farm National Historic Landmark. *Bulletin of the Archaeological Society of New Jersey*, 48-82.

Kraft, Herbert C.

1969 There are Petroglyphs in New Jersey. *Bulletin of the Archaeological Society of New Jersey*, 13-16.

1986 *The Lenape: Archaeology, History, and Ethnography*. New Jersey Historical Society, Newark.

Lurie, Maxine N. and Richard Veit

2012 *New Jersey: A History of the Garden State*. Rutgers University Press, New Brunswick.

Mounier, R. Alan.

2005 The Indian Head Site, Cumberland County, New Jersey. *Bulletin of the Archaeological Society of New Jersey*, 43-53.

Pagoulatos, Peter

2001 Late Woodland Settlement Pattern of New Jersey. *North American Archaeologist* 22(3):201-230.

2003 Late Archaic Settlement Patterns of the Inner Coastal Plain of New Jersey. *North American Archaeologist* 24(2):85-127

Rutsch, Edward S. and Kim M. Peters.

1977 Forty Years of Archaeological Research at Morristown National Historical Park, Morristown, New Jersey. *Historical Archaeology* 11:15-38.

Sansevere, Keri

2014 "In the Dark and Rather Lost": An Examination of the mid-18th Century American Indian Landscape in Central New Jersey. *Bulletin of the Archaeological Society of New Jersey*, 47-56.

Stewart, R. Michael and NJHPO.

2013-2015 Archaeology and Cultural History of the Abbott Farm: A Summary. *Bulletin of the Archaeological Society of New Jersey*, 10-29.

Sivilich, Daniel M. and Garry Wheeler Stone.

2005 The Battle of Monmouth: The Archaeology of Molly Pitcher, the Royal Highlanders, and Colonel Cilley's Light Infantry. *Bulletin of the Archaeological Society of New Jersey*, 27-36.

Veit, Richard and David Orr

2014 *Historical Archaeology of the Delaware Valley, 1600-1850*. University of Tennessee Press, Knoxville.