**North American Archaeology**

01:070:332 (Index 19898)

Credits: 3

Rutgers University . Fall 2018

“Don’t it always seem to go that you don’t know what you’ve got till it’s gone. They paved paradise to put up a parking lot.” -Joni Mitchell

**Instructor**

Prof. Keri Sansevere

[Keri.Sansevere@rutgers.edu](mailto:Keri.Sansevere@rutgers.edu) Office Hours: Wednesday 2-3PM

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\*Please e-mail my @temple.edu account until technical issues are resolved

**Class**: Wednesday

10:55 AM – 1:55 PM

BIO-205

**Course Description**

This course will examine the archaeology of North America from prehistoric, historic, to contemporary times. Some special topics we will examine include the peopling of North America, subsistence, social status and gender, intercultural interaction, the diaspora, and immigration. Throughout the semester, we will discuss how the practice of archaeology in North America has changed since its early days and emphasize the role of recent technological advancements and new perspectives. Students will learn how North American archaeologists think and look at the past and the kinds of conclusions archaeologists draw from material evidence. How archaeology intersects with North American ethical and political issues will also be presented. The geographic and temporal breadth that this course covers is expansive; as such, students will have the opportunity to explore a special topic of their choosing independently.

**Course Readings**

Readings will be accessible on Sakai.

[**Department of Anthropology Learning Goals**](https://anthro.rutgers.edu/academics/undergraduate/undergraduate-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. To draw inferences regarding the diversity of the human experience in North America, from prehistoric to contemporary times, based on archaeological data. Department of Anthropology Learning Goal 2.
2. To understand the kinds of topics North American archaeologists research, the central questions germane to the study area, and the application of ethics in archaeology. Department of Anthropology Learning Goal 1.
3. Students should be able to discuss and practice (at an appropriate level) methods of archaeological field and lab work commonly employed in North American archaeology. Department of Anthropology Learning Goal 3.
4. To identify how archaeology can be relative to anthropological and non-anthropological career paths as well as to understand archaeology’s relevancy in contemporary society. Department of Anthropology Learning Goal 2.

**ASSIGNMENTS**

***Research Paper***

Department of Anthropology Learning Goals 1-4.

This assignment is tailored so that you will have the opportunity to explore a topic pertaining to North American Archaeology in depth on your own. Plan to write an 8-10 page research paper on a topic of your choosing. Approve your topic with me on. **Value: 20%.**

***Mini Writing Seminars***

Department of Anthropology Learning Goals 2, 3 and 5.

Students will participate in 5 mini writing seminars throughout the semester. Writing seminars are built into the course for several reasons: 1. to encourage students to begin their research papers early in the semester, 2. students will have the opportunity to receive valuable peer feedback on their work multiple times during the semester, 3. allows the instructor an opportunity to address student concerns with the research paper assignment during class time, and 4. allows the instructor an opportunity to “check-up” on the progress of student research. The anticipated dates of each mini writing seminar are included in the course schedule below. **Value: 10%.**

***Oral Presentation***

Department of Anthropology Learning Goal 5.

One of the skills that you should leave college with is excellent oral communication skills. Toward the end of the semester, you will deliver a 10 minute presentation on your research paper. The use of videos to *supplement* your presentation should be carefully chosen. If you chose to use a video, please make sure to tell us why you chose it and how it relates to your research. I want to hear YOUR perspective! Note that material presented by you and your peers may appear on the final examination. **Value: 10%.**

***Class Preparedness/Participation/Attendance***

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

This is an upper-level course. You are expected to come to class prepared having already read the assigned readings. Generate three questions/comments on each reading. You will be asked to share these with the class. Each week, select students will be responsible for leading the class discussion by taking charge of one or more assigned readings. These will serve as the basis for discussions. See below for the class attendance policy. **Value: 20%.**

**EXAMINATIONS**

There will be two examinations. Exams will cover material presented in class and course readings. Exams are non-cumulative, although you should be comfortable with terms and concepts discussed in previous parts of the course as we will continue to build on this throughout the semester. Exam dates are listed in the Fall 2018 schedule below. Exams are weighted at **25% each**. **Total Value: 40%.**

###### INSTRUCTOR POLICIES

###### Attendance

Attendance is expected. If you miss a class, it is your responsibility to find out what information you missed. Your Attendance and Participation grade will suffer if you miss more than **one** class without a documented excuse. A documented excuse usually means a doctor’s note. Exam material may draw from material covered during class and lab. A doctor’s note must be shown to the instructor on **the day you return** to class for the absence to be excused.

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

Field trip attendance is mandatory. 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 to ensure 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 Preparedness/Participation/Attendance grade.

***Classroom Etiquette***

Turn off/silence your cell phone during class. Resist the temptation of texting, Snap Chat, Instagram, Facebook, games, 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” are not an excuse for failing to submit an assignment on time. Consider printing work early enough to ensure you do not run into any problems.

***Grading***

Exam 1: 20%

Exam 2: 20%

Attendance/Participation/Preparedness: 20%

Research Paper: 20%

Presentation: 10%

Mini Writing Seminars: 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 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 Honesty***

Academic honesty is expected of all students enrolled at Rutgers University. Please review the university guidelines at: <http://academicintegrity.rutgers.edu/academic-integrity-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 bibliography. 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.

**Fall 2018 Schedule**

**(This is a living document and subject to change!)**

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading** | **Assignment Due** |
| Week 1: 9/5 | Course Introduction |  |  |
| Week 2: 9/12 | Peopling of North America |  |  |
| Week 3: 9/19 | Subsistence | 2013 Springate, Megan E. and Amy Raes. The Power of Choice: Reflections of Economic Ability, Status, and Ethnicity in the Foodways of a Free African American Family in Northwestern New Jersey. *Northeast Historical Archaeology* 42:6-28.  2015 Grayson, Donald K. and David J. Meltzer. Revisiting Paleoindian Exploitation of Extinct North American Mammals. *Journal of Archaeological Science* 56:177-193.  2017 King, Adam, et al. Cautionary Tales on the Identification of Caffeinated Beverages North America. *Journal of Archaeological Science* 85:30-40. |  |
| Week 4: 9/26 | Bioarchaeology | 2005 Larsen, Clark Spencer. Bioarchaeology of the Spanish Missions. In *Unlocking the Past: Celebrating Historical Archaeology in North America.*, edited by Lu Ann De Cunzo and John H. Jameson Jr.  25-29. University Press of Florida, Gainesville. | **Research paper topics due in-class today** |
| Week 5: 10/3 | Experimental Archaeology | 2001 Erickson, Michelle and Robert Hunter. Dots, Dashes, and Squiggles: Early English Slipware Technology. In *Ceramics in America,* edited by Robert Hunter, pp. 94-114. Chipstone Foundation, Milwaukee.  2010 Messner, Timothy C. and Bill Schindler. Plant Processing Strategies and their Affect Upon Starch Grain Survival when Rendering *Peltandra virginica* (L.) Kunth, Araceae edible. *Journal of Archaeological Science* 37(2):328-336. |  |
| Week 6: 10/10 | Social Status |  | **Research paper abstract due in-class today** |
| Week 7: 10/17 | Gender | 1991 Brashler, Janet G. “When Daddy was a Shanty Boy”: The Role of Gender in the Organization of the Logging Industry in Highland West Virginia. *Historical Archaeology* 25(4):54-68. |  |
| Week 8: 10/24 | **Midterm Examination** |  |  |
| Week 9: 10/31 | Methods and other Approaches to Objects | 2006 Dixon, Kelly J. Survival of Biological Evidence on Artifacts: Applying Forensic Techniques at the Boston Saloon, Virginia City, Nevada. *Historical Archaeology* 40(3):20-30.  1986 Kopytoff, Igor. The Cultural Biography of Things. In *The Social Life of Things: Commodities in Cultural Perspective,* edited by Arjun Appadurai, pp.64-91. Cambridge University Press, Cambridge. | **Research paper outline due in-class today** |
| Week 10: 11/7 | Historical Archaeology | 2007 Loren, Diana DiPaolo. Corporeal Concerns: Eighteenth Century Casta Paintings and Colonial Bodies in Spanish Texas. *Historical Archaeology* 41(1):23-36.  2005 Starbuck, David R. The Archaeology of Rural Industry. In *Unlocking the Past: Celebrating Historical Archaeology in North America.*, edited by Lu Ann De Cunzo and John H. Jameson Jr.  134-147. University Press of Florida, Gainesville.  2002 Veit, Richard. *Digging New Jersey’s Past. Rutgers University Press,* New Brunswick. Pp.172-176.  2002 Horning, Audrey J. Myth, Migration, and Material Culture: Archaeology and the Ulster Influence on Appalachia. *Historical Archaeology* 36(4):129-149. |  |
| Week 11: 11/14 | Race | 1984 Upton, Dell. Black and White Landscapes in Eighteenth Century Virginia. *Places* 2(2):59-72.  2001 Bankoff, Arthur, Christopher Ricciardi, and Alyssa Loorya. Remembering Africa Under the Eaves. *Archaeology* 54(3):36-40.  2001 Young, Peter A. Slavery in the North. *Archaeology* 54(3):1.  1996 Samford, Patricia. The Archaeology of African American Slavery and Material Culture. *The William and Mary Quarterly* 53(1):87-114. | **Research paper rough draft due in-class today** |
| Week 12: 11/21  NO CLASS (Adjusted Thanksgiving week schedule; Friday classes meet today) | Contemporary Archaeology | 2012 De Léon, Jason. “Better to be Hot than Caught”: Excavating the Conflicting Roles of Migrant Material Culture. *American Anthropologist* 114(3):477-495.  2016 Caraher, William, Bret Weber, and Richard Rothaud. Lessons from the Bakken oil Patch. *Journal of Contemporary Archaeology* 3(2):195-204.  2016 Soto, Gabriella. Place Making in Non-places: Migrant Graffiti in Rural Highway Box Culverts *Journal of Contemporary Archaeology* 3(2):174-195.  2015 Taffel, Sy. Archaeologies of Electronic Waste. *Journal of Contemporary Archaeology* 2(1):78-85.  2015 Kiddey, Rachael, Andrew Dafnis, and Jane Hallam. Journeys in the City: Homeless Archaeologists, or Archaeologies of Homeless. *Journal of Contemporary Archaeology* 2(2):234-244. |  |
| Week 13: 11/28 | Regulations and the CRM Industry of North American Archaeology | 2014 Clancy, Kathryn B.H., et al. Survey of Academic Field Experiences (SAFE): Trainees Report Harassment and Assault. *PLOS* 9(7):1-9.  2014 Rocks-Macqueen, Doug. Jobs in American Archaeology: Pay for CRM Archaeologists. *Archaeologies* 10(3):281-296.  <https://dougsarchaeology.files.wordpress.com/2015/09/pay-for-crm-archaeologists.pdf>  Review PowerPoint slides posted on Sakai | **Research paper rough draft II due in-class today** |
| Week 14: 12/5 | **Student Presentations** |  |  |
| Week 15: 12/12 | **Student Presentations** |  | **Research Paper final draft (for grading) due in-class today** |
| Week 16: TBA | **Final Exam** |  |  |