

**HISTORICAL ARCHAEOLOGY
ANTHROPOLOGY/HISTORY 266:01
(Writing Intensive)
Dr. Richard Veit
Spring 2009
Class Meets: M, TH 1:00-2:15
Credits 3**

Office Hours: I split my time between two offices: Library 206 and Howard Hall 546 B. Office hours are Mondays 2:30-3:45, Wednesdays 1:00-2:15, and Thursdays 2:30-3:45. Other hours can be arranged by appointment. I tend to be in the library on Mondays and Thursdays and in Howard Tuesdays, Wednesdays, and most Fridays.

Office phone: 732-263-5699

Web page: <http://bluehawk.monmouth.edu/~rveit/>

e-mail: rveit@monmouth.edu

Required Textbooks:

Deetz, James

1977 *In Small Things Forgotten*. Doubleday, New York. (Later editions are fine too).

DeCunzo, Lu Ann and John H. Jameson Jr.

2005 *Unlocking the Past: Celebrating Historical Archaeology in North America*. University Press of Florida, Gainesville.

Ferguson, Leland

1992 *Uncommon Ground: Archaeology and Early African America, 1650-1800*. Smithsonian Institution Press, Washington, D.C.

Orser, Charles

2004 *Historical Archaeology*. Harper Collins, New York.

Veit, Richard

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

Attendance: Regular attendance is essential to do well in this class. For every two unexcused absences (excused absences require a note from an authority figure: physician, lawyer, parent, employer, coach, deity, etc.) you will lose five points from your final grade for the class. Being late is disruptive and unacceptable. Being late twice in a row is the same, for purposes of attendance, as being absent once.

Course Content: This course provides an introduction to historical archaeology, the archaeology of the modern world (c. 1492+). It focuses on archaeological sites in the United States. Students are introduced to the various written and material sources which historical archaeologists use to interpret the recent past including artifacts, vernacular architecture, grave markers, documents, photographs, and other visual sources. Archaeological field methods are also reviewed with a minimum of one class period spent excavating an archaeological site. This is not a class on the history of archaeology.

Course Goals: This course will provide

- a survey and overview of the methods and theories employed by historical archaeologists
- an understanding of the historical development of the field of historical archaeology
- an understanding of field and laboratory techniques employed by historical archaeologists
- an understanding of the sources: documents, artifact, oral histories, etc., which historical archaeologists employ
- a knowledge of the major sites studied by historical archaeologists
- an opportunity to participate in archaeological fieldwork

Course Objectives: Students will be able to

- define historical archaeology
- identify the major stages in the evolution of historical archaeology
- identify a selection of the famous historical archaeological sites
- organize historic artifacts using common typologies
- analyze and understand an archaeological site report
- develop skills working as members of a team
- develop writing skills
- develop library research skills

Description: The class will consist of lectures and discussions. Slides and PowerPoint presentations will be used to illustrate the lectures. You will be required to do at least one in-class presentation. There will also be at least one Saturday where you can participate in a supervised excavation. There will be field trips to a historic cemetery and a local historic site.

E-Campus: The syllabus, class PowerPoints and announcements regarding fieldwork will all be posted on e-campus. You should be responsible for knowing this material.

Phone Policy: Cell phones shall be turned off in class. Phones which ring, sing, serenade, and speak all disrupt class. I will turn my phone off and you should do turn yours off or put it in the silent mode when you come to class. A phone ringing in class is the same as being absent.

Text Messaging: It is tempting to text message on the assumption that the professor is myopic and unable to see your carefully hidden phone and fast-moving fingers.

Endeavor to resist temptation. Every time I see you text messaging during class I will subtract two points from your overall grade. Our class is brief, don't let yourself be distracted.

Classroom Behavior: Please follow the golden rule. Treat others as you would have them treat you. Be polite.

Grading:

10% Attendance/Classroom Participation. Regular attendance is essential to do well in this class.

30% Assignments: You must do six. They are all brief, app. 2 page papers.

1. The Archaeology of Us—essay 5%
2. Patterns of Commemoration 5%
3. Artifact Interpretation Group 5%
4. Interpreting the Soper Ledger or Historic House Report 5%
5. Dig and brief essay 5%
6. CRM Report/Video/Popular Report Review 5%
7. Living History Report 5%
8. Evening Lab Work 5%

30% Papers (three five-page papers). You will be expected to write five-page papers reviewing the Deetz, Ferguson, and one other text. You should provide a brief summary of the book, and then critique it using at least three other sources on the topic. Two of these should be print sources—book reviews in refereed journals, or other articles and or books expanding on the topics discussed in the book. JSTOR is a useful source of reviews to get you thinking. Your papers will be graded on content, grammar, and style. Papers may be resubmitted and drafts are strongly encouraged. This is a writing-intensive class.

30% Exams (2)

Grading Matrix:

A	93-100
A-	90-92

B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	63-67
D-	60-62
F	0-59

General Notes:

All students are expected to abide by the University's policy on Academic Honesty contained in the Student Handbook.

This document is subject to change.

Students with disabilities who need special accommodations for this class are encouraged to meet with me and/or the appropriate disability service provider on campus as soon as possible. In order to receive accommodations, students must be registered with the appropriate disability service provider on campus as set forth in the student handbook and must follow the University procedure for self-disclosure, which is stated in the *University Guide to Services and Accommodations for Students with Disabilities*. 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.

Class Schedule

January 22: Introduction to the course and each other, we will also be assigning chapters of De Cunzo and Jameson. (**Assignment #1, Archaeology of US, due back, January 26**).

January 26: Defining Historical Archaeology (Readings: Orser, chapter 1),

January 29: The History of Historical Archaeology (Readings: Orser, chapter 2).

February 2-5: *In Small Things Forgotten* (Deetz, all). (**Paper #1 due February 2**)
Commemoration assignment handed out February 5, due back, February 12.

February 9: Visit to Christ Church, Shrewsbury

February 12: Historical Cultures, Societies, and Sites (Readings: Orser, chapter 3)
(**Assignment #2, Patterns of Commemoration, due**)

February 16-19: Historical Artifacts (Readings: Orser, chapter 4).
(Assignment #3, Artifact Interpretation, due February 19th).

February 23: Time and Space (Readings: Orser, chapter 5).

February 26: Midterm Exam

March 2: Historic Site Survey and Location (Readings: Orser, chapter 6)

March 5: Pre-excavation Fieldwork: Documents, Interviews, Buildings (Readings: Orser, chapter 7). **(Assignment #4, Interpreting Historic Documents, due March 5th)**

March 8-14: Spring Break

March 14: Archaeological Dig, Bordentown, NJ

March 16: Archaeological Fieldwork: Field and Laboratory (Readings: Orser, chapter 8).
(Assignment #5, Dig Essay due March 16th)

March 19: Interpreting the Historical Past (Readings: Orser, chapter 9).

March 23-26: (*Readings: Uncommon Ground, all*) **(Paper #2 Due March 26)**

March 30: The Archaeology of Groups (Readings: Orser, chapter 10).

April 2-6: DeCunzo essays/book reviews **(Paper #3 due April 2)**

April 16: Global Historical Archaeology (Readings: Orser, chapter 11).

April 20: *Digging New Jersey History: Historical Archaeology in the Garden State.*
 (Veit, all).

April 23: Historical Archaeology and Cultural Resource Management (Readings: Orser, chapter 12). **(Assignment #6 due April 27).**

April 27: The Past in the Present (Readings: Orser, Chapter 13).

April 30: Historic Walnford Fieldtrip **(Assignment #7 due May 4th)**

May 4th: Final Exam Review and Discussion of Fieldtrip Papers.

Final Exam—TBA

