“Artifacts set the mind in the body, the body in the world,” Henry Glassie, Material Culture (1999:42)

“It is terribly important that the “small things forgotten” be remembered. For in the seemingly little and insignificant things that accumulate to create a lifetime, the essence of our existence is captured,” James Deetz, In Small Things Forgotten (1977:259)

COURSE CATALOG DESCRIPTION
Theory and methodology in historical archaeology and its relation to history and anthropology.

COURSE OBJECTIVES
Historical archaeology, in its broadest definition, is the archaeological and archival study of literate societies. This course examines the development of historical archaeology as a discipline and the differing and complementary methodologies and theoretical approaches that have been introduced since its formation. This course is by no means an exhaustive survey of the numerous methodologies and theoretical frameworks in historical archaeology. Rather, we will pay close attention to a few of the core debates that have shaped and continue to influence the discipline.

This course provides a roadmap to the discipline of historical archaeology, covering three broad topics: the data historical archaeologists collect and use (Module I: The “Stuff” of Historical Archaeology), how historical archaeologists interpret and theorize data (Module II: Interpreting the “Stuff”), and how historical archaeologists disseminate and present their data to scholarly audiences, descendent communities, stakeholder groups, and the “public” at large (Module III: Presenting the “Stuff”). The primary learning objectives for the course are as follows:

→ Weigh, evaluate, and critically assess data, scholarly arguments, and theories
→ Apply archaeological theories to historical archaeology data sets
→ Know where to find and how to historical data
→ Communicate scholarly findings to the public and your classmates

You will meet the course objectives by doing the following activities and work:

→ Find and locate historical resources and archaeological data through independent research
→ Interpret archaeological data sets using theoretical models in historical archaeology via written assignments
→ Participate in the course through oral presentations and in-class discussion
→ Research and publish on the history of an individual at a local cemetery via a WordPress course blog

COURSE MATERIALS & REQUIREMENTS
A course pack will be available to purchase at MSU’s Spartan Bookstore, and it is required for the course. You should bring your course reader to every single class.

Internet access is required in order to view your course grades on Desire2Learn, also known as D2L. Dr. Camp will also post lecture materials and other course-related information in D2L.

ASSIGNMENTS
This course comprises of 3 major course components that total 100 points: participation; integrating theory and data assignments; and the historic cemetery project. Rubrics and additional handouts will be provided for oral presentations, the integrating theory & data assignments, and the historic cemetery project. These components involve the following types of work:

Participation (20% or 20 points)
This is a small course, which means that students will be expected to discuss the course readings in a collegial manner each week. This means students come to class prepared for discussion, with the reading(s) for the day in hand and questions and comments about the reading written down. Expect to be called upon to participate at any point during the semester. Participation includes an oral presentation on an article or chapter for the course as well as your engagement with students and Dr. Camp during course discussion.

Oral Presentation (10 points)
During the first week of class, students will sign up for an article or chapter
they are comfortable discussing with their classmates. Oral presentations involve formulating questions about the reading to post to classmates, summarizing the reading for the class, and, if possible, connecting the reading to other course readings and authors. Students are encouraged to meet with Dr. Camp prior to their presentation date to discuss the course reading.

**Attendance & Discussion (10 points)**
While attendance is not required for the course, your contribution to this small course will be observed in each and every class. Regular contribution to class discussion, your willingness to engage in hands-on activities and field trips, and your responses during ice-breakers, pair-shares, and in-class writing assignments will all be counted towards your participation grade. If you are regularly absent, you will not be able to make a substantial contribution to the classroom environment.

**Integrating Theory and Data Assignments (60% or 60 points)**
These assignments will be in an essay format, and will require you to put your knowledge of historical archaeology into practice by analyzing data sets. More information will be provided in class.

**Assignment 1: Documents, Landscapes, and Visual Culture (30 points)**
You will learn how to place multiple data sets in dialogue with each other by conducting an analysis of historic documents, maps, and images.

**Assignment 2: Interpreting Social Status through the Archaeological Record (30 points)**
You will learn how to apply the theory from our course readings, lectures, and discussions to archaeological and archival data sets.

**The Historic Cemetery Project (20% or 20 points)**
This project involves learning how to do documentary and genealogical research on an individual interred at Mt. Hope Cemetery. We will take class field trips to the Library of Michigan and Mt. Hope Cemetery to work on this project. A rubric will be passed out outlining the requirements and how they will be graded. There are two components of this project, both of which are worth 10 points each.

**Part I (10 points):** Locate a minimum of three primary documents associated with an individual interred at Mt. Hope Cemetery. Discuss where you found these documents, how you located them, and what they tell you about the individual.
Photograph the headstone of the individual interred at Mt. Hope. **Due October 9th at the beginning of class.**

**Part II (10 points):** You will communicate and disseminate your findings via a blog posting on our LEADR class blog. Cite resources appropriately, and construct a narrative regarding the individual interred at Mt. Hope Cemetery. **Due November 13th at the beginning of class.**

**Assignment Deadlines**
Unless otherwise noted, all assignments are due in hardcopy at the beginning of class (not the middle or end of class). The asterik (*) denotes that the assignment is **due in-class at the beginning of class.**

- October 9th* Cemetery Project Part I
- October 30th* Integrating Theory/Data (Assignment #1)
- November 13th* Cemetery Project Part II
- December 13th @ 5pm via D2L Integrating Theory/Data (Assignment #2)

**Late Work Policy**
No late work will be accepted.

**Grading**
This class will not be graded on a curve. Grades will be distributed as follows:

- 4.0 = 90 points and above (90% and above)
- 3.5 = 85-89 points (85%-89%)
- 3.0 = 80-84 points (80%-84%)
- 2.5 = 75-79 points (75%-79%)
- 2.0 = 70-74 points (70%-74%)
- 1.5 = 65-69 points (65%-69%)
- 1.0 = 60-64 points (60%-64%)

**Viewing Grades**
Grades will be entered into D2L within one week of the assignment’s deadline unless Dr. Camp is ill or an emergency arises. Dr. Camp is always happy to meet with students to discuss their grades on assignments, and is willing to review drafts of assignments as long as they are submitted within a week of the assignment deadline.

**TWITTER**
If you have questions or information you would like to share regarding the class via Twitter, please use the hashtag #anp461. Tweeting is not a requirement of the course, but an option to open up discussion regarding historical archaeology. Make sure to follow MSU’s student conduct code when posting on Twitter. If you are unsure if you should share the data, please contact Dr. Camp via email first. Dr. Camp’s Twitter handle is @staceylcamp.

**CONTACTING DR. CAMP**
The best way to contact Dr. Camp is via email at campstac@msu.edu. Dr. Camp does not check email regularly on the weekends or when she is attending a conference. During a normal academic week (Monday through Friday), Dr. Camp will respond to student emails within 24 hours of receipt.

**REFERENCES FOR HISTORICAL RESEARCH**
1. Seeking Michigan (seekingmichigan.org)
2. Michigan eLibrary (mel.org)
3. Ancestry Library (ancestrylibrary.com)
5. Interpreting Sanborn Fire Insurance Maps from the National Archives (https://www.loc.gov/collections/sanborn-maps/about-this-collection/)
7. MSU Library Map Archive (https://www.lib.msu.edu/map/)
8. Ellis Island Passenger Archive (https://www.libertyellisfoundation.org/passenger)

**ABBREVIATED COURSE SCHEDULE***
*Note that while we will do our best to stay on task and schedule, this syllabus is subject to change.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Activities</th>
<th>Work Due</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>8/30</td>
<td>Intro. to Course</td>
<td>Course Syllabus</td>
<td>Review Course Expectations</td>
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<tr>
<td>Week 2</td>
<td>9/6</td>
<td>What is Hist. Archaeology?</td>
<td>Mayne</td>
<td>Lecture/Discussion</td>
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<tr>
<td>Week 3</td>
<td>9/11, 9/13</td>
<td>Maps</td>
<td>Seasholes; Monmonier</td>
<td>Lecture (both days) /Discussion</td>
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<tr>
<td>Field Trip</td>
<td>Week</td>
<td>Date(s)</td>
<td>Activity/Assignment</td>
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<td>9/16 Visit Mt. Hope Cemetery</td>
<td>Week 4</td>
<td>9/18, 9/20</td>
<td>Document Gravestones</td>
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<tr>
<td>9/25, 9/27 Oral Histories &amp; Memory</td>
<td>Week 5</td>
<td></td>
<td>Lecture/Discussion; Oral Presentation/Discussion</td>
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<td>10/2, 10/4 Landscapes</td>
<td>Week 6</td>
<td></td>
<td>Lecture/Discussion; Oral Presentation/Discussion</td>
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<tr>
<td>10/9, 10/11 Visual Culture &amp; Multimedia</td>
<td>Week 7</td>
<td></td>
<td>Lecture/Discussion; Oral Presentation/Discussion</td>
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<tr>
<td>10/16, 10/18 Cemetery Project</td>
<td>Week 8</td>
<td></td>
<td>Meet at LEADR (see directions below); Meet at Library of Michigan</td>
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<tr>
<td>10/23, 10/25 Cemetery Project &amp; Cemeteries</td>
<td>Week 9</td>
<td></td>
<td>Meet at LEADR (see directions below); Discussion in McDonel</td>
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<tr>
<td>10/30, 11/1 Artifacts</td>
<td>Week 10</td>
<td></td>
<td>MNV Exercise in McDonel; Discussion</td>
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<tr>
<td>11/6, 11/8 Gender</td>
<td>Week 11</td>
<td></td>
<td>Lecture/Discussion; Oral Presentation/Discussion</td>
<td></td>
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</tr>
<tr>
<td>11/13, 11/15 Class</td>
<td>Week 12</td>
<td></td>
<td>Lecture/Discussion; Oral Presentation/Discussion</td>
<td></td>
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</tr>
</tbody>
</table>

- **Rodríguez; Bedell**
- **Loftus; Neisser**
- **Leone; Byrne**
- **Williams; Zelizer**
- **Singleton & Bogard; Wilkie**
- **Fitts; Casella**
- **Spencer-Wood; Cook et al., Wurst**
### EXPANDED COURSE SCHEDULE

**Week 1: Introduction to Course**
- **Wednesday, August 30**
  - Review Syllabus, Course Expectations, & Cemetery Project

**MODULE I: The “Stuff” of Historical Archaeology**

**Week 2: What is Historical Archaeology?**
- **Wednesday, September 6th**
  - Lecture & Discussion

**Week 3: Maps**
- **Monday, September 11th**
  - Lecture & Discussion

- **Wednesday, September 13th**
  - Discussion

- **Saturday, September 16th**
  - Field Trip: Meet at MT. HOPE CEMETERY

**Week 4: Documents**
Monday, September 18th  Lecture & Discussion

Wednesday, September 20th  Discussion

Week 5: Oral Histories & Memory
Monday, September 25th  Lecture & Discussion

Wednesday, September 27th  Discussion & Oral Presentation

Week 6: Landscapes
Monday, October 2th  Lecture & Discussion

Wednesday, October 4th  Discussion & Oral Presentation

Week 7: Visual Culture & Multimedia
Monday, October 9th  Lecture & Discussion; Cemetery Project Due (Part I)
Wednesday, October 11th  
Discussion & Oral Presentation  

**Week 8: Cemetery Project Research Week**  
**Monday, October 16th**  Meet in LEADR for Cemetery Project  

**Wednesday, October 18th**  Meet at Library of Michigan for Archival Research;  

**Week 9: Cemetery Project (continued); Cemeteries**  
**Monday, October 23rd**  Meet in LEADR with Data for Cemetery Project  

**Wednesday, October 25th**  Lecture & Discussion on Artifacts;  

**Week 10: Artifacts**  
**Monday, October 30th**  MNV Exercise; Integrating Theory & Data Assignment #1 Due (@ beginning of class)  

**Wednesday, November 1st**  Finish MNV Exercise; Discussion  

**MODULE II: Interpreting the “Stuff:” Theoretical Models**  

**Week 11: Gender**  
**Monday, November 6th**  Lecture & Discussion

Wednesday, November 8th  Discussion & Oral Presentation

Week 12: Class
Monday, November 13th  Lecture & Discussion; Cemetery Project Due (Part II)

Wednesday, November 15th  Discussion & Oral Presentation


Week 13: Race
Monday, November 20th  Lecture & Discussion


Wednesday, November 22nd  Discussion & Oral Presentation
Critique of Modernity,” in *Archaeological Dialogues* 12(2):143-164.

**MODULE III: Presenting the “Stuff” to the Public**

**Week 14: Begin Public Outreach & Engagement**

**Monday, November 27th**

Brief Lecture & Discussion


**Wednesday, November 29th**

NO CLASS (Dr. Camp at AAAs)

**Week 15: Finish Public Outreach**

**Monday, December 4th**

Discussion


**Wednesday, December 6th**

Last Day of Class; Reflections & Wrap-Up

**Integrating Data & Theory Assignment #2 Due on 12/13 @ 5pm in D2L**

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**RESOURCE CENTER FOR PERSONS WITH DISABILITIES**

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at **517-884-RCPD** or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc). Requests received after this date will be honored whenever possible. To make an appointment with a specialist, contact: (517) 353-9642, or TTY: (517) 355-1293
The website for RCPD is [http://MYProfile.rcpd.msu.edu](http://MYProfile.rcpd.msu.edu).
LIMITS OF CONFIDENTIALITY

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

→ Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
→ Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
→ Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

LEADR

The Lab for the Education and Advancement in Digital Research (LEADR) is a joint, student-centered venture of History, Anthropology, and MATRIX. LEADR is a space for undergraduate and graduate students to develop innovative digital and web-based projects in collaboration with other students, faculty, and specialists in digital technologies and design. Visit leadr.msu.edu for more information.

LEADR is located in 112 Old Horticulture. Lab hours for Fall 2017 are Monday-Thursday from 10am-8pm and 10am-1pm on Fridays. If you need extra help with the digital project outside of class, email leadr@msu.edu to set up an appointment with a Graduate Assistant or drop by during lab hours. Laptops and equipment are also available to check-out on a short-term basis.

TECHNICAL ASSISTANCE

If you need technical assistance at any time during the course or to report a problem you can:
→ Visit the Distance Learning Services Support Site
→ Visit the Desire2Learn Help Site (http://help.d2l.msu.edu/)
→ Or call Distance Learning Services: (800) 500-1554 or (517) 355-2345
COMMIT TO INTEGRITY: ACADEMIC HONESTY

Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the (insert name of unit offering course) adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit coursework you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the Academic Integrity webpage.)

DROPS AND ADDS
The last day to add this course is the end of the first week of classes. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

COMMERCIALIZATION LECTURE NOTES
Commercialization of lecture notes and university-provided course materials is not permitted in this course.

PUBLICATIONS
Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site.

BUILD RAPPORT
If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.
DISRUPTIVE BEHAVIOR

Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Judicial Affairs office.

MSU ATTENDANCE POLICY

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course.