



## HISTORICAL ARTIFACT IDENTIFICATION AND ANALYSIS

ANTHRO 121C

Lecture: Monday 10:00AM—11:59AM

Lab: Wednesday 9:00AM—11:59AM

UNIVERSITY OF CALIFORNIA, BERKELEY • DEPARTMENT OF ANTHROPOLOGY

Fall 2018 Course Syllabus

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Office Hours: Kroeber 55; Mon/Wed 7:30—8:30 AM or by appointment

### What is this course about?

In North America, historical artifacts are items made after the arrival of Europeans in the fifteenth century. This class combination lecture/lab class is designed to help you learn the basics of historical artifact identification, analysis, and interpretation. You will apply what you learn about historical artifacts in the first half of the class on a historical artifact collection with the goal of helping analyze a legacy collection from California **4 Units**

### Why is this course important?

There will never be another prehistoric archaeological site created in the United States; however, every month, thousands of properties become eligible for the National Register of Historic Places as historical archaeological sites. Many of these sites have artifact deposits. Historical archaeologists, those who specialize on archaeological sites created in the Western Hemisphere after 1492, are dedicated to learning how to identify, collect, interpret and curate historical archaeological assemblages. They need your help. This

course will help you learn the basics of historical artifact analysis and will give you an opportunity to work with a legacy archaeological collection from a California museum.

### What you should be able to know and do by the end of this course?

- Identify the characteristics of ceramic, glass, metal, and other historical artifacts from North America.
- Cultivate an awareness of how archaeologists use mass produced artifacts to interpret identity and behavior at historical archaeological sites.
- Understand the method and theory behind historical artifact analysis.
- Become familiar with issues in historical archaeology.
- Understand what material culture can tell us about the recent past.

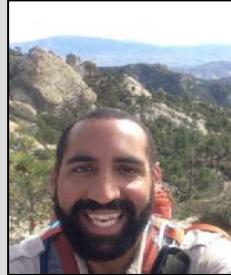
### What are the course policies?

- Readings form the core of our class discussions and activities. Please come prepared. I expect you to participate.

- Attendance to lab sessions is strongly recommended.
- Restrict cell phone use to course-related activities. For emergencies, please take your phone outside.
- Late assignments will only be worth up to 50% of allotted points.
- I am a fan of respect and will do my very best to show you all respect. There may be times when, in discussion, you might disagree with me or the other students. This is okay. We are always free to disagree

with others but I expect you to remain respectful in this class.

- Follow the directions on all assignments and be a good partner in all group activities



**About the Instructor:** For as long as he can remember, Bill White has always wanted to become an archaeologist. His professional archaeology career began in 2004 when he started working in cultural resource management. More recently, Bill's work has focused on community-based public archaeology with an emphasis on African American history and the racialization process. His current research interests include heritage conservation, historic preservation law and practice, cultural landscapes, and digital humanities.

## Are there any required texts?

No. All texts will be posted on the class' bCourses site; however, it is recommended you purchase the following books. They will be extremely valuable to anyone who plans on becoming an archaeologist:

Brauner, David R., Compiler

2000 *Approaches to Material Culture Research for Historical Archaeologists*. Second Edition. Society for Historical Archaeology, California, Pennsylvania.

Karklins, Karlis, Editor

2000 *Studies in Material Culture Research*. Society for Historical Archaeology, California, Pennsylvania.

## Notification of Objectionable

**Materials:** Some portions of the course content may be considered unsettling by some students, but such materials and subjects are important for the learning process. Students are not excused from interacting with such materials, but they are certainly encouraged to express well-formed opinions that express their objections and the reasons for them. Potentially objectionable subjects in this class include, but are not limited to: *human skeletal remains, slavery, socioeconomic divisions, ethnocentrism, discrimination, race, and racism*. Please tell me in advance if you will have difficulties addressing any of these topics.

## How will you be graded?

ASSIGNMENT	POINTS	PERCENTAGE	YOUR SCORE	DUE DATES
Weekly Quizzes	100	20		See Below
Participation	100	20		See Below
Midterm	100	20		10/17/2018
Artifact Catalog	50	10		11/21/2018
Final Presentation	100	20		11/28/2018
Blog Post	50	10		12/12/2108
TOTAL	500	100	Your total points ÷ 500 = Your grade	

This class has no extra credit or grading curve. Points earned for quizzes and class participation cannot be made up. The Midterm is taken in class which means it is in your utmost benefit to complete it the day it is offered. Your final project is based on the cumulative efforts of you and your lab partner across half a semester. You both will be graded together, which means your fate depends upon how much you contribute to the effort. Late work automatically loses 50% its original point value. You can only earn up to 50% the original point value for late work. The final poster presentation and blog post cannot be accepted late.

I am reasonable, however. I understand that sometimes life events happen that make it difficult for you to turn in your assignments on time. Contact me BEFORE you miss an assignment in order to schedule a make-up.

## How is this class structured?

The course has two main parts that center around each week's readings, lecture, and assignments:

1. **Historical Artifact Identification:** An overview of how to identify the major

categories of historical artifacts (mainly items made of ceramics, glass, and metal) and how these artifact categories can reveal information about people who lived in the past.

2. **Class Projects:** You will apply what you learned about historical artifacts to part of an artifact assemblage.

### What do you have to do to get an 'A'?

Assignments in this class are designed to help you improve your critical thinking, technical writing, and academic research skills. As is implied in the course's name, this class emphasizes gaining a basic understanding of historical artifacts from North American archaeological sites. Your final grade will reflect how well you performed on quizzes; a midterm; an artifact cataloguing assignment; creating a mock conference poster and presenting it to the class; writing a blog post, and; how much you participated in class discussion and the lab.

*Quizzes:* There will be a total of ten 10-point quizzes distributed throughout the semester. The first 6 quizzes will focus on artifact identification. You will work with

your lab partner to complete the quizzes. The quizzes taken after the Midterm ( $n=4$ ) will focus on content from lecture and the readings.

You will have one chance to take the first 6 quizzes as they are conducted live in lab class. You will have two chances to take each of the last 4 quizzes as they will be hosted on bCourses. Your quiz grade will be based on your performance on each quiz. *It is in your best interest to take as many quizzes as you can so you have the highest score possible.* There are no makeups for quizzes.

*Midterm:* You will have an in-person Midterm that will focus on identifying historical artifacts. You will work alone on this assignment. Your performance will be based on how well you can identify and answer questions about historical artifacts. This assignment is worth 100 points.

*Participation:* You will be responsible for participating in classroom discussions about the contents of weekly readings and helping your lab partner catalog artifacts, create a poster, and give a presentation on your poster project.

You have the chance to receive up to 100 points for participation. Here's how the participation grades will be broken down:

- I will give you 20 points based on how much the entire class participates in lecture. A single point value for discussion will be given to all students for their participation in lecture.
- This class' Graduate Student Instructor (GSI) will give you all up to 40 points each for your participation in lab. You will

each receive an individual score from your GSI.

- Your lab partner will give you up to 40 points for your cooperation on the final project for this class. This will be determined by your lab partner.

100 participation points are possible. How many you earn is up to you.

*Write a Blog Post:* The writing assignment for this course is designed to push you to produce efficient, precise analytical writing that draws upon course content such as readings, other peer-reviewed sources, online videos, and the lectures. Rather than a stale research paper, you will write content designed to be read by a public audience. You will still have to produce grammatically correct text, but you have the chance to show your personality by writing in a more vernacular format.

In the blog post, you will be asked to talk about what you learned from this class. How can artifacts inform us about the past? How have you changed since the first day of class? Do you plan on using anything you learned to get a job? How will this knowledge impact your life in the future? There are no right or wrong answers. Only grammatically correct, non-fiction writing supported by peer-reviewed archaeological texts.

The blog post is worth 50 points. It will be between 1,500 and 2,000 words, single-spaced, and will be submitted on bCourses as a Microsoft Word file (doc or docx). Other file formats will not be accepted or graded. Each blog post must follow the Society for Historical Archaeology's Style Guide, but will read more like the posts on the SHA Blog

(<https://sha.org/blog/about-sha-blogs/>).

Make sure you read some of the blog posts on the SHA blog and see how other bloggers write about archaeology.

#### What's the deal with this group project?

For your final project, you will work with your partner to catalog a small artifact assemblage from a collection in the Hurst Museum and will create a mock conference poster based on your findings. The artifact catalog is worth 50 points. The poster and its presentation is worth 100 points. The artifact catalog will document a collection of historical artifacts in order to create a database that can be used to characterize the entire universe of artifacts cataloged by the class. In the catalog, you will record the

material, form, type, and salient characteristics along with any datable marks or manufacturing characteristics. This work will be conducted during your lab hours in the Hurst Museum, which is attached to Kroeber Hall (see the course calendar below).

Once you have completed cataloging and recording your box, you will prepare a mock conference poster that you will present to the class. Your poster can be in PDF or Microsoft PowerPoint formats. You and your partner will do a short (15-minute) presentation on your findings, how your collection compares to that of your peers, and what these things say about early San Francisco.

#### Can I ask you a Question?

Certainly. I am always open to comments, questions, and criticisms as long as they are delivered in a tactful, constructive way. This is the only way my performance improves. I encourage you all to come see me during office hours or by appointment.

**\*Reading and assignment schedule** (Dates and topics subject to change)

WEEK	DATE	TOPIC	READINGS	ASSIGNMENTS
1	8/22/2018	Course Introduction	N/A	
2	8/27/2018	Intro to Historical Archaeology	Delgado 2017; Johnson 2014: Pgs: 1—36, 219—240; Rathje and Murphy 2001 Chapter 3	
	8/29/2018	Intro to Historical Archaeology (cont.)	Behind the Seawall, Vol. 1: Chapters 2 and 3 (skim); Heilen, Schiffer, Reid 2008; Seasholes 1993;	Quiz 1
3	9/3/2018	Labor Day		No Class
	9/5/2018	Archaeology and the American West	Dixon 2014; McGuire and Reckner 2002; Purser 2017	
4	9/24/2018	Ceramics	Majewski 1987; Miller 1980; Voss and Allen 2010	
	9/26/2018	Ceramics	Monticello Ceramics Manual 2018 (skim)	Quiz 2
5	9/17/2018	Glass and Ceramics	Behind the Seawall, Vol. 2 Chapter 6 (skim); Ginn 2011; Miller et al. 2000	
	9/19/2018	Glass and Ceramics	Jones “Glass Glossary”1989 (skim)	Quiz 3
6	9/10/2018	Glass	Behind the Seawall, Vol. 2: Chapter 7 (skim); Busch 1987; Jones “Glass Glossary” 1989 (skim); Miller and Sullivan 1984	
	9/12/2018	Glass	DAACS Glass Manual 2018 (skim)	Quiz 4
7	10/1/2018	Metal	Light 2000; Rock 1984; Wells 1998	
	10/3/2018	Metal		Quiz 5
8	10/8/2018	Inferring Ethnicity: Japanese and Chinese Ceramics	Behind the Seawall, Vol. 2: Chapter 9 (skim); Gust 1993; Voss 2008; Ross 2012	
	10/10/2018	Japanese and Chinese Ceramics	Guest Speaker: Renae Campbell	Quiz 6
9	10/15/2018	Faunal Remains and Zooarchaeology	Banning 2000 Chapter 10; Conrad et al. 2015; Guest Speaker: Jun Sunseri	
	10/17/2018	MIDTERM	N/A	

WEEK	DATE	TOPIC	READINGS	ASSIGNMENTS
10	10/22/2018	Cataloguing Historical Artifacts	Banning 2000 Chapter 3; DAACS manual 2018; Gerrard 2013; Praetzellis and Costello 2002	Quiz 7
	10/25/2018	Cataloging Artifacts		
11	10/29/2018	Historical Artifact Analysis in Action	Agbe-Davies 2017; Ford 2017; White, Valentino, and Smith "45SN409 Arlington, WA" 2008	Quiz 8
	10/31/2018	Cataloging Artifacts		
12	11/5/2018	Complexity in Historical Archaeology	Arjona 2017; Fennell 2011; Mullins 2012; Watkins 2017	Quiz 9
	11/7/2018	Cataloging Artifacts		
13	11/12/2018	Veteran's Day	N/A	No Class
	11/14/2018	Cataloging Artifacts		Quiz 10
14	11/19/2018	Reaching a Wider Audience	Read two blog posts on the SHA Blog ( <a href="https://sha.org/blog/">https://sha.org/blog/</a> ), Meyers and Williams 2014; WWI archaeology ( <a href="https://youtu.be/-3oSd8DC8Kc">https://youtu.be/-3oSd8DC8Kc</a> ), Meet the "Black Diggers" ( <a href="https://youtu.be/wglJxY6i77E">https://youtu.be/wglJxY6i77E</a> ), Webster 2014	
	11/21/2018	LAB OPTIONAL		Artifact Catalog Due
15	11/26/2018	Evolution of Historical Archaeology	Hume 1969; Armour 1969; Franklin 1997; Schuyler 1970; Warner 2017	
	11/28/2018	Poster Presentations	N/A	Poster Presentation Due
16	12/3/2018	RRR WEEK	N/A	No Class
	12/5/2018	RRR WEEK	N/A	No Class
17	12/10/2018	Finals Week	N/A	No Class
	12/12/2018	Finals Week	N/A	Blog Post Due



# University of California, Berkeley

## Course Policies

### Safe Spaces

Lecture and group project meetings are open spaces for the discussion of topics that some may find controversial or sensitive. Active participation is both encouraged and expected. Please contribute to the discussion, ask questions, and feel free to disagree with your instructor, fellow students, and any of the course content in a respectful manner. The university takes threatening and/or disruptive behavior very seriously. Please see the appropriate sections of the Berkeley Campus Student Code of Student Conduct for discussions of threatening and disruptive behavior ([http://sa.berkeley.edu/sites/default/files/UCB-Code-of-Conduct-new%20Jan2012\\_0.pdf](http://sa.berkeley.edu/sites/default/files/UCB-Code-of-Conduct-new%20Jan2012_0.pdf))

If you are concerned about the behavior of those in this class, you can view the many Safe Spaces for Students options offered by Cal Berkeley (<http://diversity.berkeley.edu/community-support-spaces-and-resources/services-and-safe-spaces-students>) or those offered by the Berkeley Office for the Prevention of Harassment and Discrimination (<https://ophd.berkeley.edu/>)

### Academic Integrity

(<http://teaching.berkeley.edu/statements-course-policies#academic>)

Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor. In all your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. If you are not clear about the expectations for

completing an assignment or taking a test or examination, be sure to seek clarification from your instructor beforehand. Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all your academic endeavors. The consequences of cheating and academic dishonesty—including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school—are simply not worth it.

**Cheating:** Anyone caught cheating on a quiz or exam will receive a failing grade for that assignment and will also be reported to the University Office of Student Conduct. Except for the final project in this class, please do your own work on writing assignments, quizzes, and exams to guarantee that you are not suspected of cheating. Make sure the documents you upload to bCourses were created by you on your own computer at an IP address associated with you.

**Plagiarism/Self-plagiarism:** I encourage collaboration, but you must be original in composing the writing assignments in this class. To copy text or ideas from another source (including your own previously, or concurrently, submitted course work) without appropriate reference is plagiarism and will result in a failing grade for your assignment and usually further disciplinary action. For additional information on plagiarism, self-plagiarism, and how to avoid it, see, for example: <http://www.lib.berkeley.edu/instruct/guides/citations.html#Plagiarism> Here's what I have to do if you're caught plagiarizing <http://gsi.berkeley.edu/teachingguide/misconduct/prevent-plag.html>

**Turnitin:** UC Berkeley's honor code states "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." As a tool to promote academic integrity in this course, written work submitted via bCourses

may be checked for originality using Turnitin. Turnitin compares student work to a database of books, journal articles, websites, and other student papers. This creates an opportunity for students to improve their academic writing skills, by ensuring that other sources have been properly cited and attributed. For more information about Turnitin at UC Berkeley, visit: <http://ets.berkeley.edu/academic-integrity>

**Letters of Accommodation:** I am dedicated to making this course available and passible to any student, regardless of disability. If you need accommodation to help with any of my assignments, please request a Letter of Accommodation from the university (<http://dsp.berkeley.edu/students/returning-students/letters-accomodation>).

**Accommodation of Religious Creed:** I respect all religious beliefs. If any of my assignments conflict with a religious event, please tell me in advance so we can make arrangements (<http://sa.berkeley.edu/uga/religion>).

**Scheduling Conflicts:** Life happens. I know. If you have a conflict with any of the assignments in class, please notify me BEFORE you need to miss class or an assignment. We can work something out.

**Technology Disclaimer:** This is not an online class but you will not be able to access course materials without: internet access (Wi-Fi, Ethernet, 4G service) and a computer (PC or Mac), a tablet (Microsoft Surface, iPad, Samsung Galaxy Tab), and/or a smartphone (iPhone, Galaxy, whatever else there is in the world). You will also need to bring a digital device to class for lecture and lab. Please make sure you come to class with a digital device that can access the internet, Microsoft Word, and Adobe PDF reader. Contact me immediately if you don't already have access to one of these devices and internet/4G reception so we can work something out.

Likewise, this course heavily uses its bCourses site. There, you will find course readings, submit your written assignments, access quizzes, and access your grades. I will do my best to make sure the website is working, but please tell me if anything on the website does not work. Also, glitches with the website are not excuses for you to not complete course assignments. Back up any problems with an email with your assignment attached. I will help walk you through any problems but you still need to do the work.

## The Department of Anthropology at the University of California, Berkeley

The anthropology department at Berkeley is [one of the top three anthropology programs in the world](#). Your school is at the cutting edge when it comes to archaeology, sociocultural anthropology, and biological anthropology. See what's going on in anthro: <http://anthropology.berkeley.edu/news>. Or, beat the rush and change your major or minor to anthropology:

<http://anthropology.berkeley.edu/undergraduate/anthropology-majors>

