

ANTH 313-500: Historical Archaeology

Fall 2021 Syllabus

Course Information

Time: MWF 9:10-10:00am

Location: ANTH 130

Credit Hours: 3

Instructor Details

Instructor: Dr. Carolyn Kennedy

Office: ANTH 107D

Office Hours: MW 11:00-12:00, or by appointment

E-mail: carolynkennedy13@tamu.edu

Teaching Assistant: Robin Galloso

Office: ANTH 308D or ANTH 129 (library)

Office Hours: TR 10:00-11:00am, or by appointment

E-mail: galloso27@tamu.edu

Course Description:

The arrival of Europeans to North America had a profound impact on Native Americans, the environment of the continent, and people and trade all over the world. Following the discovery of Hispaniola by Columbus in 1492, European imperial powers such as Portugal, Spain, France, the Netherlands, and England colonized territories throughout the continent, claiming the 'New World' for their mother countries, devastating Native American populations, and enslaving African people and shipping them to the Americas. This course will cover the historical archaeology of North America, defined as the study of 'Old World' cultures, such as the imperialistic Europeans, and their colonization of the 'New World.' Historical archaeology studies material culture in combination with written documents to piece together a clearer and fuller understanding of our past than history or archaeology alone. Students of this course will learn how to interpret history based on archaeological evidence and written records and learn how these can both conflict and complement each other in research of the past.

Course Learning Outcomes

- ✓ **Apply** skills required for reading and interpreting historical documents.
- ✓ **Understand** how to use historical records for locating and informing archaeological sites.
- ✓ **Analyze** the relationship between historical records and archaeological remains.
- ✓ **Evaluate** various historical archaeology case studies and critically evaluate their strengths and weaknesses.
- ✓ **Remember** the value of historical archaeology for informing history.

Required Texts:

Orser, C. E. 2017. *Historical Archaeology*. Routledge, 3d ed.

Singleton, T.A. 2015. *Slavery Behind the Wall: An Archaeology of a Cuban Coffee Plantation*. University Press of Florida.

Optional Texts:

Deetz, J. 1996. *In Small Things Forgotten: An Archaeology of Early American Life*. Anchor Books.

Grading Policy:

Grades will be based on two short projects, two non-cumulative multiple-choice and short-answer exams, and a 5-7 page term paper.

Projects

- 1) Genealogy Project: Students will conduct a study of their own genealogy using historical records and their families' oral histories.
- 2) Transcription Project: Students will transcribe two pages of a hand-written historical document.

Exams

Two non-cumulative exams with 50 mixed multiple choice, matching, and short answer questions.

Term Paper

Topics are open to student discretion but must be relevant in a direct way to the North American historical archaeology. Students are expected to center their research paper on a thesis or argument concerning some aspect of historical archaeology. These could be ideas discussed in class or of the student's own choosing. **Topics must be approved by the instructor by November 1st, 2021.** The paper must support the thesis argument with evidence from reliable sources, and include a full bibliography with correct formatting. Length is to be 5-7 pages (not including title page, bibliography, etc.). Times New Roman, 12 pt font, 1-inch margins. Bibliography and term paper format should follow *Historical Archaeology* style guide.

Attendance & Participation

Students will be evaluated based on presence in class and participation in class discussions. More than three unexcused absences will lead to a reduction in grade. Late arrivals to class may be counted as absences.

Summary of Assignments:

Project 1 (Genealogy)	= 15 %
Project 2 (Transcription)	= 15 %
Exam 1	= 20 %
Term Paper	= 25 %
Exam 2	= 20 %
Attendance & Participation	= 5 %

Grading Scale

A	90%
B	80%
C	70%
D	60%
F	<60%

Total = 100 %

Course Schedule

(Subject to Change)

Week	Items of note	Topic	Readings Due Beginning of the Week	
1	Aug 30	Course Introduction; Introduction to Historical Archaeology	Orser, Ch. 1 & 2 Deetz, Ch. 1 (in this sole case, these are due by the end of the week)	
	Sept 1			
	Sept 3			
2	Sept 6	History of the Field; Anthropological & Archaeological Theory		
	Sept 8			
	Sept 10			
3	Sept 13	Documentary Evidence; Reading and using historical records; Discussion of Projects, writing in historical archaeology	(2017) “What does that say?” Series part I-III: Deciphering the Handwritten Records of Early America. A State Archives of North Carolina Blog. https://ncarchives.wpcomstaging.com/2017/09/01/what-does-that-say-series-pt-i/ https://ncarchives.wpcomstaging.com/2017/09/01/what-does-that-say-series-pt-ii/ https://ncarchives.wpcomstaging.com/2017/09/01/what-does-that-say-series-pt-iii/ Orser, Ch. 6	
	Sept 15			
	Sept 17			
4	Sept 20	Dating, Artifact Deposition Patterns	Orser, Ch. 4 Harris, E. (1997) <u>Principals of Archaeological Stratigraphy</u> . Chapter 2: The Concept of Stratigraphy in Archaeology. (pages 7-21)	
	Sept 22			
	Sept 24			
5	Sept 27	Contact Settlements: the Basques in Labrador; the Spanish in Florida	Parks Canada, 2007, <i>The Underwater Archaeology of Red Bay</i> , Vol. 1, p. I-1 - I-41. Worth, John E. (2018) “Florida’s Lost Colony” Chapter 3 in Roger C. Smith (ed.) <i>Florida’s Lost Galleon: The Emmanuel Point Shipwreck</i> . University Press Scholarship Online.	
	Sept 29			
	Oct 1			
6	Oct 4	Contact Settlements: The French in Canada and Texas	Lee, David. (1970). “The French in Gaspé 1534-1760.” <i>Canadian Historic Sites: Occasional Papers in Archaeology and History</i> , 3: 26-53.	
	Oct 6			
	Oct 8			Chris Dostal Guest Lecture
7	Oct 11	The Dutch East India Company and development of New Amsterdam;	Orser, Ch. 12: “The Dutch Empire,” p.297-312	
	Oct 13			Transcription Project Due
	Oct 15			

8	Oct 18		British North America; Port Royal	"Port Royal" https://nautarch.tamu.edu/portroyal/
	Oct 20			
	Oct 22	Exam review		
9	Oct 25	Exam 1	Archaeology of the slave trade: slave ships	Webster, Jane. (2008). "Slave Ships and Maritime Archaeology: An Overview." <i>Int. J. Histor. Archaeol.</i> 12:6-19.
	Oct 27			
	Oct 29			
10	Nov 1	Term Paper Topic Due	Archaeology of plantations; Analysis of Race and Racialization	Singleton, 2015, <i>Slavery Behind The Wall</i>
	Nov 3			
	Nov 5			
11	Nov 8		Archaeology of 'holes': Privies, graves, cisterns, wells; Archaeology of Forts and Battlefields	Orser, Ch. 3
	Nov 10			
	Nov 12			
12	Nov 15		Locating and Analyzing Historic Sites; Shelburne Shipyard Steamboat Graveyard;	Orser, Ch. 6 Orser Chapter 7: 167-187
	Nov 17			
	Nov 19	Term Paper Due		
13	Nov 22		Excavation Techniques; Field Methods;	Cary, H and Last, J. (2007). For the Record: The What, How, and When of Stratigraphy. <i>Ontario Archaeology</i> No. 83/84. (pp 70 - 78)
	Nov 24	Reading Day – No Classes		
	Nov 26	Black Friday (Thanksgiving Break)		
14	Nov 29		Historic artifacts: Glass and ceramics, Metals and organics	Hamilton, "Evolution of English Household Tableware" https://nautarch.tamu.edu/class/313/ceramics/period-1.htm Society for Historical Archaeology, 2020, "Historic Glass Bottle Identification & Information Website." https://sha.org/bottle/index.htm
	Dec 1			
	Dec 3			
				Orser, Ch. 8
15	Dec 6	Redefined Day – Students attend Friday	Historical Archaeology of the 20 th Century; Current	Orser, Ch. 9, 13

		Classes (no change for us!)	trends and opportunities in	
	Dec 8	Last Day of Classes!	Historical Archaeology	
Final Exam Period		Exam 2	Final exam to be held Monday, December 13 th , 8:00-10:00 am	

Late Work Policy

Late work will be penalized by one letter grade (10%) every day late. (Work submitted by a student as makeup work for an excused absence is not considered late work and is exempted from the late work policy. See [Student Rule 7.](#))

Diversity in the Anthropology Classroom

Respect for cultural and human biological diversity are core concepts of Anthropology. Anthropological research provides perspectives and data that can be used to examine many current social issues that may be appropriate to discuss in this class. Students and faculty should expect to both defend and critique diverse points of view in a respectful manner. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. There is no justification for discrimination or hateful speech or behavior in any form. The Anthropology Department supports the Texas A&M University commitment to diversity, and welcomes all individuals regardless of all age, background, citizenship, disability, education, ethnicity, family status, gender, gender identity, geographical origin, language, military experience, political view, race, religion, sexual orientation, socioeconomic status, and work experience (See <http://diversity.tamu.edu/>).

Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments. Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor” ([Student Rule 7, Section 7.4.1](#)).

“The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence” ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. ([See Student Rule 24](#).)

Academic Integrity Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” ([Section 20.1.2.3, Student Rule 20](#)).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at <https://aggiehonor.tamu.edu>.

***NOTE:** Faculty associated with the main campus in College Station should use this Academic Integrity Statement and Policy. Faculty not on the main campus should use the appropriate language and location at their site.*

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit <https://disability.tamu.edu>. Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

***NOTE:** Faculty associated with the main campus in College Station should use this Americans with Disabilities Act Policy statement. Faculty not on the main campus should use the appropriate language and location at their site.*

Title IX and Statement on Limits to Confidentiality

Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report (per Texas A&M System Regulation 08.01.01) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff, or third parties visiting campus.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not 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 Student Counseling Service (<https://scs.tamu.edu/>).

Students and faculty can report non-emergency behavior that causes them to be concerned at <http://tellsomebody.tamu.edu>.

COVID-19

To help protect Aggieland and stop the spread of COVID-19, Texas A&M University urges students to be vaccinated and to wear masks in classrooms and all other academic facilities on campus, including labs. Doing so exemplifies the Aggie Core Values of respect, leadership, integrity, and selfless service by putting community concerns above individual preferences. COVID-19 vaccines and masking — regardless of vaccination status — have been shown to be safe and effective at reducing spread to others, infection, hospitalization, and death.