Patriots, Pioneers, Soldiers and Slaves

American Historical Archaeology

ANT 3154 0W59

Fall 2018 (3 credits)

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Teaching Assistants and their office hours (all in HPH 309)	Hanna: M 1-3pm and T 8-10am Lexie: W 3:45-5:45 and Th 10:30-12:30
Sinelli Office Hours:	M 8:15-8:45 and 10:30-1:00 W 8:15-8:45 and 10:30-11:45 Tuesdays by appointment.

Course Description: This course introduces to the student to the anthropological subfield of historical archaeology. According to the Society for Historical Archaeology…

> Historical archaeology is the study of the material remains of past societies that also left behind some other form of historical evidence. This field of research embraces the interests of a diverse group of scholars representing the disciplines of anthropology, history, geography, and folklore. In the New World, historical archaeologists work on a broad range of sites preserved on land and underwater. These sites document early European settlement and its effects on Native American peoples, as well the subsequent spread of the frontier and later urbanization and industrialization. By examining the physical and documentary record of these sites, historical archaeologists attempt to discover the fabric of common everyday life in the past and seek to understand the broader historical development of their own and other societies (sha.org)

Specifically, this course examines the historical archaeology of the United States. The course is designed to help students better understand America's history through an archaeological lens rather than to train them to become practicing historical archaeologists. It begins with a brief overview of historical archaeology theory and methods to acquaint the student with the discipline. Thereafter, the course surveys the results of historical archaeological research and excavations of specific historical topics, periods, and events.

Course Goals:

- Introduce students to the anthropological subdiscipline of historical archaeology.
- Provide an overview of the methods and theories that guide historical archaeology research.
- Explain how historical archaeology plays an important role in reconstructing the past and understanding the present.
- Provide examples of how historical archaeology can help us understand the lifeways and social and economic roles of society's disenfranchised populations about which little or nothing is recorded in the documentary record.
- Survey the results of historical archaeology research and excavations to enhance student understanding of the past.

Prerequisites: None

Textbooks:

Orser, C.E. 2017 *Historical Archaeology*. Rutledge

Deetz, J. 1996 *In Small Things Forgotten.* Anchor Books, New York.

There will also be weekly readings and other materials for each of the survey topics. Journal articles, links to movies, etc. will be made available through links UCF library services. Other resources will be posted to Webcourses.

Evaluation and Grading:

<u>Exams: 200 points</u>
There will be two exams worth 100 points.

<u>Case Studies: 150 points</u>
Students will complete three 3-5 page case studies during the topical discussions. More details and a rubric will be discussed in class before the first exam.

Final Project: 150 points

Students will be randomly assigned into groups of three and together will choose and research a historical archaeology site, project, or topic. Teams will submit a proposal (25 points) and prepare a 15 page research paper (100 points). Peer review of other group members will account for the remaining 25 points. More details and a rubric will be discussed in class before the first exam.

Grading Scale:

The +/- system will be used in this course. These percentages correspond to the following letter grades:

A = 470 or more	C+ = 385-399
A- = 450-469	C = 370-384
B+ = 435-449	C- = 350-369
B = 420-434	D+ = 335-349
B- = 400-419	D = 320-334
	D- = 300-319
	F = 299 or less

Individual exams will not be curved. Neither will the overall course distribution.

Make-up Exams: If there is an unforeseen emergency and you will not be able to take an exam or assignment, it is critical that you notify me immediately via phone or email.

I will not allow make-up exams without a valid excuse and I will require documentation supporting your story—NO EXCEPTIONS. The only acceptable form of documentation for illness is a doctor's statement. Proof of personal or family emergency can consist of a police report, a deceased's obituary, a towing or garage invoice, police report, or other form I deem acceptable. Any make-up exam or quiz will take a different form than the original. All make-ups will have at least one short answer section as well as an essay component. Except in extraordinary cases approved by me, all makeup exams must be completed within 3 business days of the scheduled exam time.

Academic Dishonesty: Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM, and you will also receive the "Z" designation on your final grade. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University

Special needs students: The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

I am pleased to assist those students need additional accommodation. However, you MUST present me with documentation from SAS that verifies your needs. ANY REQUEST FOR SPECIAL ACCOMMODATION THAT IS NOT ACCOMPANIED BY SUCH DOCUMENTATION WILL NOT BE HONORED.

Deployed Active Duty Military Students
If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Final grades: Some things in life are certain. Death. Taxes. Students coming to professors at the end of the semester to beg for extra credit because they aren't going to get the grade they want.

Do not approach me to ask if there is anything you can do to help your grade. I do not make individual allowances to anyone—it simply is not fair. If you are doing poorly in the class you need to see me early in the semester so we can discuss ways to improve your study habits and effectiveness taking exams.

Survey Topics and Outline of Course Schedule:

Section 1: The Discipline of Historical Archaeology
Week 1: Introduction to the course
Week 2: Introduction to Historical Archaeology
Week 3: Historical Sites and Artifacts
Week 4: Methods in Historical Archaeology
Week 5: Interpretations
Week 6: Applications and EXAM 1

Section 2: Topics in Historical Archaeology
Week 7-8: Colonial Archaeology
Week 9-10: Frontier Archaeology
Week 11-12: Military Archaeology
Week 13-14: African American Archaeology

Section 3: Paper Preparations
Weeks 15 and 16 (the short week of Thanksgiving and the entire week after) will be reserved for students to finalize their group paper, which is due Monday, December 3 at 12:00 pm.

Section 4: Final Exam
Week 17 (Finals week on campus): FINAL EXAM (not cumulative)

IMPORTANT: Each week's material and assignments will be released on Webcourses every Monday at 12:00 pm. This will include reading assignments, journal articles, movie links, instructions, due dates, rubrics for case studies, etc.