ANT3154-20Fall 0W60
Survey of American Historical Archaeology
Fall 2020 Syllabus

Instructor Information

Instructor: Edward Gonzalez-Tennant, PhD
Office: Phillips Hall, 311C
Email: Use WebCourses Mail
Office Hours: Tuesdays 1:30pm-2:30pm or by appointment (via WebCourses)
I will be available to answer emails immediately during my office hours, and I can set up Zoom meetings as needed.

Graduate Teaching Assistant (GTA): Alexandria (Lexie) Brock
Office: Main Campus, Howard Phillips Hall, 311 (Via WebCourses)
Email: Use WebCourses Email
Office Hours: Tuesday from 9am-10am. During this time I will be available to answer emails immediately and can set up Zoom meetings as needed.

Catalog Description

Examines historical archaeology of the United States from the arrival of Europeans through the early 20th century to understand America's history using archaeological principles.

Required Texts

There are no required texts for this course. All readings are provided as links/PDFs in WebCourses.

Course Description

This course focuses on the theoretical, methodological, and thematic developments in historical archaeology. This field investigates the development of the modern world through material remains and their integration with other historical sources (e.g., documents, oral history). As students will discover, delineating the time period of historical archaeology is a tricky affair. For the purposes of this course the time period under investigation is approximately the 1500s until present. Historical archaeology is multidisciplinary and this course will cover methods related to documentary, oral, and material evidence. The course introduces students to the field of historical archaeology as it presently exists and draws on case studies exploring issues of capitalism, colonialism, and the material construction of modern identities and institutions. Historical archaeology currently represents the fastest growing segment of archaeology in the United States of America, particularly as it relates to cultural resources management (CRM). This will also be explored.

My Approach to Online Teaching

This is an online course, which means we DO NOT meet in person. All assignments are completed online. The instructor will hold office hours virtually and students can interact via email or through WebCourses. We will adhere to the course schedule for all assignments. Due dates are extremely important.

GroupMe Policy

GroupMe can be an excellent way to communicate with your fellow students. However, it is also often used to cheat in online courses. Students are allowed to use a GroupMe for this course on two conditions. First, the instructor is made aware of any GroupMe groups created for this course. Failure to do so will result in disciplinary action. Second, sharing answers via GroupMe will result in an automatic 0 for the assignment for ALL members of the GroupMe. DO NOT use GroupMe to share answers. UCF and I both monitor GroupMe.

Online Activity Policy

This course includes online activities, some of which may cover topics that are sensitive or uncomfortable for some students. DO NOT use slurs, derogatory speech, or inflammatory language, including offensive memes intended as a "joke" in your responses. In general, avoid cursing and other potentially offensive words. If you are unsure of whether or not something you want to say is appropriate, contact the instructor ahead of time. This isn't about politicizing topics, but respecting others. Depending on the severity of any offense, penalties range from receiving a zero for a specific assignment or for all online activities. Disrespecting GTAs and/or the instructor WILL NOT be tolerated.

Student Learning Objectives

- Students will explore the development of historical archaeology as a field of anthropology. This view supports a deeper engagement with the field's exploration of topics relevant to the present (e.g., identity, violence).
- Students will work with various types of evidence used by historical archaeologists. Historical archaeology is unique among anthropology's subfields in its use of artifacts, oral testimony, and documents to explore the human experience.
- Historical archaeology's contributions differ from history, ethnography, and other social sciences that study the recent human past. Students will explore what is unique about historical archaeology's approach to studying the past, and why this matters in today's world.
- Students will answer anthropologically-inspired questions regarding past human experiences. Evidence-based arguments do more than create simple chronologies. Historical archaeology's dedication to an anthropological approach includes giving a voice to the voiceless, addressing modern social issues, and exploring reconciliation in the present.

- Students will explore how historical archaeologists combine evidence and theory to investigate race, class, gender, sexuality, and identity in the past and present. These and related topics are now standard research foci for the discipline.

Grading

Grades will be determined from the following:

Three Exams:	60 possible points (20 points each)
Three Online Activities:	15 possible points (5 points each)
Five Online Labs:	25 possible points (5 points each)
Total possible points	100 (each point earned = 1% point)

Breakdown of Grading

Three Exams: Exams consist of a mix of multiple choice, true/false, and short answer questions. Questions will test students on content from assigned readings and lectures. Each exam will correspond to a set of weeks (see syllabus below). In other words, there are no cumulative tests (or final).
Total Points: 60

Three Online Activities: We will have three online activities throughout the semester, each worth 5 points. Complete details and instructor expectations will be posted at the beginning of each activity. Online activities run from 12am Saturday to 11:59pm the following Friday. Because of the extended availability of online activities, make-ups will only be granted due to unusual and documented reasons (e.g., extended stay at hospital).
Total Points: 15

Five Online Labs: A total of five online labs will be offered throughout the semester. This will be active from 8am Monday through Midnight (11:59pm) Friday. Because of the extended availability of online labs, make-ups will only be granted due to unusual and documented reasons (e.g., extended stay at hospital). See syllabus and associated assignments for more information.
Total Points: 25

Total Possible Points: 100 (each point = 1% point)

Course Grading Scale

Students will have access to the WebCourses Gradebook. Students are responsible for keeping up with their own grades. To determine your current grade, divide the points earned (your grades) by the total available points and multiply the result by 100. This provides your percentage grade. For instance, if you have earned 45 out of 50 possible points, 45/50 = .9 x 100 = 90%. I DO NOT assign C- or D- grades. I DO assign A- and B- grades.

A = 94-100	A- = 90-93.9	
B+ = 87-89.9	B = 84-86.9	B- = 80-83.9
C+ = 77-79.9	C = 70-76.9	

D+ = 67-69.9 D = 60-66.9
F = 59.9 and below

Extra Credit Opportunities

I offer two extra credit opportunities in this class. The first is the syllabus quiz, which also serves as the confirmation of academic activity. It allows you to receive financial aid and is initially due the first Friday of the semester. The due date will then be adjusted allowing students to take the quiz an unlimited number of times throughout the semester. The final due date will be the last day of class. This adjustment allows students to receive full (extra) credit. It is worth 2 points, or 2% of your overall grade. In addition, an extra online lab is offered that will count for an additional 2.5% of extra credit.

Late Online Activities and Lab Policy

Online activities and labs cannot be made up as they require engagement with other students and/or are available for a long period of time. As such, students who fail to participate will be allowed to turn in a 2-page essay related to the topic. Students will have 1 week to complete the make-up essay, which must be accompanied with appropriate documentation.

Appropriate documentation includes official UCF correspondence, doctor’s notes, or similar information. Photographs of wrecked cars, hospital interiors, work schedules, and so forth are not appropriate documentation. DO NOT send them, I WILL NOT look at them.

Late Exam Policy

Exams are administered via WebCourses. It is the responsibility of students to make sure they have adequate internet connectivity and computer resources to complete online assignments. If you lose connectivity or power, you must either (1) return to the exam as soon as connectivity is restored and complete the exam, or (2) reach out to WebCourses and have them document your version of events. Failure to do one of these will prohibit students from receiving credit.

If a student fails to contact the instructor before a due date or provide documentation, they have 1 week to make-up exams. This is automatically set up in WebCourses. The late penalty for exams is -5% per day. To avoid this penalty either turn in work on time, contact the instructor ahead of time, or have appropriate documentation excusing the original absence. The only exception is the last exam (during finals week), there are no make-ups/late exams during finals.

Appropriate documentation includes official UCF correspondence, doctor’s notes, or similar information. Photographs of wrecked cars, hospital interiors, work schedules, and so forth are not appropriate documentation. DO NOT send them, I WILL NOT look at them.

Contacting the Instructor

Students will use WebCourses Mail for all course-related communications with the instructor. This is accessed via the "Inbox" icon on the left side of WebCourses pages. Allow up to two days (48 hours) for a response. I typically do not respond on weekends. Students should take care in composing

messages. It only takes a moment and demonstrates that you care about the course. Below are some pointers on what **NOT** to do.

Contacting the Instructor Concerning Your Grade(s)

Students are encouraged to wait 24 hours before contacting the instructor and/or TAs about grades, **especially on exams**. Why? If you are unhappy with a grade, waiting 24 hours will allow you to calmly discuss your concerns. DO NOT contact the instructor to ask for additional extra credit, free points, or to round up your grade.

Addressing Me

I prefer to be addressed as Dr. GT. Why? It is easier for you to say. If you insist on incorrectly addressing me (Mr. Gonzalez, Dr. Tennant, etc.), I may deduct points. Would you forget your boss' name, or a co-worker's name? This as a real-world lesson.

Semester Calendar

Lectures, PPT slides, and other weekly materials will be available by Tuesday of each week in the Modules section.

SECTION 1: WHAT IS HISTORICAL ARCHAEOLOGY

Week 1: Aug 24 - 28
Topic: Course Intro & What Is Historical Archaeology?
Readings: Orser, Chapter 1 (What Is Historical Archaeology?)
Assignment: Syllabus Quiz

Week 2: Aug 31 - Sep 4
Topic: Development of Historical Archaeology
Readings: Orser, Chapter 2 (A Brief History of Historical Archaeology); Deagan, Neither History nor Prehistory

Week 3: Sep 7 - 11
Topic: Culture and Scale in Historical Archaeology
Readings: Orser, Chapter 3 (Culture, History, and Archaeological Sites); Gilchrist, Introduction

SECTION II: DOING HISTORICAL ARCHAEOLOGY

Week 4: Sep 14 - 18
Topic: Locating Historical Sites and Urban Archaeology
Readings: Orser, Chapter 5 (Finding Sites in Historical Archaeology); O'Keeffe and Yamin, Urban Historical Archaeology
Assignment: Online Activity 1 - Parramore Case Study

Week 5: Sep 21 - 25
Topic: Artifacts and Dating in Historical Archaeology

Readings: Orser, Chapter 4 (Formula Dating); Noel-Hume, Tobacco Pipes and Smoking Equipment; McMilan, An Evaluation of Tobacco Pipe Stem Dating Formulas
Assignment: Online Lab 1 – Pipe Stem Dating

Week 6: Sep 28 - Oct 2
Topic: Historical Archaeology and Buildings
Readings: Azkarate, Archaeology of Architecture – Buildings Archaeology; Wilkie, Documentary Archaeology; Massheder-Rigby, Oral History
Assignment: Online Lab 2 – Rosewood Property Records

Week 7: Oct 5 - 9
Topic: Mortuary and Cemetery Studies
Readings: Deetz, Remember Me as You Pass By; Baugher and Veit, Advances and Gravestone and Cemetery Studies; Davidson, Resurrection Men in Dallas
Assignment: Online Lab 3 – Seriation Exercise

Exam 1: Covers weeks 1-6

Week 8: Oct 12 - 16
Topic: GIScience and Archaeology
Readings: González-Tennant, Recent Directions and Future Developments in GIS for HA; Trepal et al, Historical Spatial-Data Infrastructures for Archaeology

Week 9: Oct 19 - 23
Topic: Historical Archaeology and Cultural Resources Management
Readings: Orser, Chapter 9 (Historical Archaeology and Cultural Resources Management); Joseph, CRM/Commercial Historical Archaeology in the 21st Century

Week 10: Oct 26 - 30
Topic: Digital Heritage and Historical Archaeology
Readings: González-Tennant and González-Tennant, Practice and Theory of New Heritage; Douglass et al, Virtual Reconstructions as Archaeological Observation
Assignment: Online Activity 2 – Exploring Digital Heritage Online

SECTION 3: INTERPRETATION IN HISTORICAL ARCHAEOLOGY

Week 11: Nov 2 - 6
Topic: Historical Archaeologies of Gender and Sexuality
Readings: Seifret, Within Site of the White House; Springate, ‘Archaeology? How does that work?’

Exam 2: Covers weeks 7-10

Week 12: Nov 9 - 13
Topic: Conflict Archaeology, Dark Tourism, and Difficult Heritage
Readings: McGuire and Reckner, Building a Working Class Archaeology; Novak and Rodseth,

Remembering Mountain Meadows; González-Tennant, New Heritage and Dark Tourism
Assignment: Online Activity 3 – Historical Archaeology and Social Justice

Week 13: Nov 16 - 20
Topic: Historical Archaeologies of Race and Racialization
Readings: Orser, The Challenge of Race to American Historical Archaeology; González-Tennant, Creating a Diasporic Archaeology of Chinese Migration; Mullins, Racializing the Parlor
Assignment: Online Lab 4 – Key West's Erased Chinese Heritage

Week 14: Nov 23 - 27 (Thanksgiving Week/Holiday – no class)
Topic: None
Readings: None

Week 15: Nov 30 - Dec 4
Topic: Ethics, Politics, and Descendant Communities
Readings: Morrell, Who Owns the Past?; Barile, Race, The National Register, and CRM; González-Tennant, The 'Color' of Heritage
Assignment: Online Lab 5 - Whose Past Is It?

Week 16: Dec 7 - 11
Topic: Final Exam Period

Exam 3: Covers weeks 11-15

Important UCF Dates for Fall 2020

August 28, 2020 - Last Day to Drop and Request Full Refund
August 28, 2020 - Drop/Swap Deadline
August 28, 2020 - Add Deadline
October 30, 2020 - Withdrawal Deadline

Academic Services and Resources

A list of available academic support and learning services is available at UCF Student ServicesLinks to an external site.. Click on "Academic Support and Learning Services" on the right-hand side to filter.

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com (Links to an external site.) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Non-Academic Services and Resources

A list of non-academic support and services is also available at UCF Student ServicesLinks to an external site.. Click on "Support" on the right-hand side to filter. If you are a UCF Online student, please consult the UCF Online Student GuidelinesLinks to an external site. for more information about your access to non-academic services.

Academic Integrity

Students should familiarize themselves with UCF's Rules of ConductLinks to an external site.. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- Falsifying or misrepresenting the student's own academic work.
- Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity (Links to an external site.). For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices (Links to an external site.)".

Responses to Academic Dishonesty, Plagiarism, or Cheating

I adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that do not apply to everyone. Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. Links to an external site.UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in

an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgradeLinks to an external site..

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility ServicesLinks to an external site. (Ferrell Commons 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.Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.htmlLinks to an external site..
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.htmlLinks to an external site. (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.eduLinks to an external site. and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.

- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. You CAN Survive an Active Shooter (Links to an external site.)

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.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Required Statement Regarding COVID-19

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Class

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdfLinks to an external site.. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden RuleLinks to an external site. for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html (Links to an external site.))

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.