



HISTORICAL ARTIFACT IDENTIFICATION AND ANALYSIS

ANTHRO 121C

Lecture: Thursday 12:00PM—1:59PM, Social Sciences 61

Lab: Friday 9:00AM—11:59AM, Social Sciences 61

UNIVERSITY OF CALIFORNIA, BERKELEY • DEPARTMENT OF ANTHROPOLOGY

Spring 2022 Course Syllabus

Prof. William A. White, III

Email: wawhite@berkeley.edu

Office Hours: Archaeological Research Facility, Room 210; Friday 12PM—2PM or by appointment

What is this course about?

In North America, historical artifacts are items more than 50 years old that were made after the arrival of Europeans in the fifteenth century. This 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 historical artifacts from the department's collection and will conduct original research on artifact categories relevant to California's history. **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.



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.

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 lecture and lab sessions is strongly recommended.
- 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.
- You can complete this class without attending but you will not get as much out of it without participation. I expect folks to participate in the class whether its online or in-person.

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.

Online Considerations

I want you all to be able to succeed in this class and I am doing my best to design this class to be flexible enough to be able to rapidly change formats if necessary. ***This class will follow all university, city, and county health guidelines***, which means we will all have to rely heavily on the internet and our digital devices.

- ***Most of the activities in this class will require a digital device.*** You will not be able to complete this course without you will not be able to complete this course 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. Please contact me if this is going to be a problem for you.
- The synchronous broadcast of my lectures will be held using Zoom, (if you have an iPhone, iPad or Android device, please consider downloading this App so that you have the option of attending our Live Online Sessions using that device rather than your computer). A Zoom link will be emailed to you prior to each Zoom broadcast. Recordings of all Live Sessions will be accessible from bCourses (our course management platform).
- These lectures will also be recorded and uploaded to our bCourses website. You can watch them at a later date if you cannot be there during the live recording.
- This means the class will have both synchronous and asynchronous elements. You will get great value from “face-to-face” meetings, either online or in-person. In fact, it will be very hard to learn as much as possible about these artifacts without seeing them in person and holding them in your hand; however, we will do our best.
- Your assignments, readings and activities will be hosted on bCourses so it will be possible to complete the course without attending in-person.

Covid Protocols

This class will follow all University of California, Berkeley protocols regarding the Covid-19 virus. You can stay current with University requirements at: <https://coronavirus.berkeley.edu>

It is highly encouraged that you come to class in-person whenever possible, but attendance is not required. ***You can still get an ‘A’ in the class if you cannot come in person and/or if we have to take this thing fully remote at any point in the semester.***

I do not want anyone to greatly risk their health just to take this class. The course will be conducted in-person whenever possible but will revert to online format based on university

guidelines. Lecture segments will also be recorded and uploaded to bCourses so you can watch them at a later date.

How will you be graded?

ASSIGNMENT	POINTS	PERCENTAGE	YOUR SCORE	DUE DATES
Quizzes	100	20		See Below
Participation	100	20		See Below
Midterm	100	20		3/17/2022
Group Project	100	20		4/1; 4/15; 4/28-29; 5/13/2023
Blog Post	100	20		5/13/2022
TOTAL	500	100	Your total points ÷ 500 = Your grade	

This class has no extra credit or grading curve.

Quizzes are based on artifact identification, lectures, and the readings. They cannot be made up.

Class participation is based on how willing you are to be part of breakout groups, discussions and collaboration with your group on the group project.

The **Midterm** will be a written exam based on course readings, lectures, and, if possible, artifact analysis.

Your **Group Project** is based on original research conducted by you and a group of your colleagues.

The **Blog Post** is your attempt to summarize what you learned.

These rules may seem set in stone, but I am reasonable. 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 a group project and present this information to the rest of the class.

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 grade will reflect how well you performed on quizzes; a midterm; a group project centered on presenting a mock conference poster; 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 others and class references to complete the first 6 quizzes. The quizzes taken after the Midterm ($n=4$) will focus on content from lecture and the readings and will be accessed via bCourses. All of these are open book.

Midterm: The Midterm will ask you to write two short answer essays about the artifacts we discussed in the first half of the class. This assignment is worth 100 points.

Participation: You will be responsible for participating in online and classroom discussions about the contents of weekly readings. You will also be graded on your contribution to the group project.

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

- The GSI and I will give you 50 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.

- Your group partners will give you up to 50 points for your cooperation on the group project for this class.

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 references.

The blog post is worth 100 points. It will be between 1,200 and 1,500 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?

There is a chance to earn 100 points from a semester-long group project where you will conduct original research on an artifact type and historic property relevant to California history. Your work on this project dovetails with themes discussed in class. This group project will have four required sections:

Annotated Bibliography (25 Points): Each group member needs to find 10 sources related to your theme, focal site, and/or type of historical artifact. More than half of these need to be peer-reviewed journal articles or books.

Project Proposal with Digital Component (25 Points): Your group will draft a description of your project and will also create a digital interpretation of this narrative that can be hosted on the internet. This can be in a variety of formats (video, webinar, teaching curriculum, interactive PDF, ect.). You will submit a draft of this that can be edited and resubmitted for a chance to increase your score.

A first draft of this proposal will be submitted before your presentation. You will be given a

chance to revise and re-submit this proposal for a better grade after taking into account comments given by the class and its instructor.

Group Presentation (25 Points): Finally, your group will tell the rest of the class about what you all did, what you learned, and how you would pursue this in the future.

You will prepare a mock conference poster that will be presented to the class. Your poster can be in PDF or Microsoft PowerPoint formats. You and your group 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.

Group Evaluation: (25 Points) You will also be given a chance to grade your group members' effort on the final project. I will give your entire group a grade on how well you did on the project (10 points). You will anonymously give each of your group members a grade for their participation on this project (15 Points). Your group evaluation grade will be the sum of the score I gave each of you and the average of the scores your group members gave you.

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	1/20/2022	Course Introduction	N/A	
	1/21/2022	Intro to Historical Archaeology	Hume 1969; Johnson 2014: Pgs: 1—36, 219—240; Delgado 2017	
2	1/27/2022	Intro to Historical Archaeology (cont.)	Behind the Seawall, Vol. 1: Chapters 2 and 3 (skim); Rathje and Murphy 2001 Chapter 3	
	1/28/2022	Archaeology and the American West	Dixon 2014; Purser 2017; Warner 2017	Quiz 1 (on bCourses)
3	2/3/2022	Ceramics	Majewski 1987; Miller 1980; Voss and Allen 2010	
	2/4/2022	Ceramics	Monticello Ceramics Manual 2018 (skim)	Quiz 2 (on bCourses)
4	2/10/2022	Ceramics	Behind the Seawall, Vol. 2 Chapter 6 (skim); Ginn 2011; Miller et al. 2000	
	2/11/2022	Glass	Jones "Glass Glossary" 1989 (skim)	Quiz 3 (on bCourses)
5	2/17/2022	Glass	Behind the Seawall, Vol. 2: Chapter 7 (skim); Busch 1987; Jones "Glass Glossary" 1989 (skim); Miller and Sullivan 1984	
	2/18/2022	Glass	DAACS Glass Manual 2018 (skim)	Quiz 4 (on bCourses)
6	2/24/2022	Metal	Light 2000; Rock 1984; Wells 1998	
	2/25/2022	Metal	CA State Parks Can Identification	Quiz 5 (on bCourses)
7	3/3/2022	Inferring Ethnicity: Japanese and Chinese Ceramics	Behind the Seawall, Vol. 2: Chapter 9 (skim); Gust 1993; Voss 2008; Ross 2012	
	3/4/2022	Japanese and Chinese Ceramics	Guest Speaker: Renae Campbell Asian American Comparative Collection (https://www.uidaho.edu/class/anthrolab/collections/aacc) Historical Japanese Ceramic Comparative Collection	Quiz 6 (on bCourses)

WEEK	DATE	TOPIC	READINGS	ASSIGNMENTS
			(https://www.lib.uidaho.edu/digital/hjccc/)	
8	3/10/2022	Putting It all Together	Midterm Review	
	3/11/2022	MIDTERM	N/A	MIDTERM
9	3/17/2022	Cataloguing Historical Artifacts	Banning 2000 Chapter 3; DAACS manual 2018; Gerrard 2013; Praetzelis and Costello 2002	
	3/18/2022	Group Project Check-In		Quiz 7 (on bCourses)
10	3/24/2022	Spring Break	No Class	No Assignments
	3/25/2022	Spring Break	No Class	No Assignments
11	3/31/2022	Historical Artifact Analysis in Action	Agbe-Davies 2017; Ford 2017; White, Valentino, and Smith "45SN409 Arlington, WA" 2008	
	4/1/2022	Group Project Check-In		Annotated Bibliography Due; Quiz 8 (on bCourses)
12	4/7/2022	Complexity in Historical Archaeology	Arjona 2017; Fennell 2011; Mullins 2012; Watkins 2017; Franklin 1997	
	4/8/2022	Group Project Check-In		Quiz 9 (on bCourses)
13	4/14/2022	Reaching a Wider Audience	Read two blog posts on the SHA Blog (https://sha.org/blog/); Meyers and Williams 2014; Gill 2014; Meet the "Black Diggers" (https://youtu.be/wglJxY6i77E); "Battlefield Recovery", Season 1, Episode 3 (portion in class)	
	4/15/2022	Group Project Check-In		Project Proposal First Draft Due; Quiz 10 (on bCourses)
14	4/21/2022	Completing Group Projects		

WEEK	DATE	TOPIC	READINGS	ASSIGNMENTS
	4/22/2022	Completing Group Projects		
15	4/28/2022	Group Presentations	N/A	Poster Presentation Due
	4/29/2022	Group Presentations	N/A	Poster Presentation Due
16	5/5/2022	RRR WEEK	N/A	No Class
	5/6/2022	RRR WEEK	N/A	No Class
17	5/12/2022	Finals Week	N/A	No Class
	5/13/2022	Finals Week	N/A	No Class; Blog Post Due; Revised Project Proposal 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)

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 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>

