“None of the dead can rise up and answer our questions. But from all that they have left behind, their imperishable or slowly dissolving gear, we may perhaps hear voices, ‘which are now only able to whisper, when everything else has become silent,’ to quote Linnaeus.”
–Björn Kurten, In *How to Deep-Freeze a Mammoth* (1986)

**Instructor:** Keri J. Sansevere, Ph.D.

**Contact:** Keri.Sansevere@rutgers.edu or kerisansevere@gmail.com
Please kindly allow 48 hours for e-mail response, exclusive of weekends and holidays

**Office Hours:** Happily arranged by appointment.

**Course Meeting Information**
Course runs: 10/24/23 – 12/13/23 (first class for us is 10/30)
Meetings: Monday’s 12:10 – 3:10 PM (BIO205)
Class Format: Face-to-face instruction
Learning Management System: Canvas
Course Description

New Jersey is (in)famous for many things—diners, the Sopranos, the “Jersey Shore”, Taylor Ham (or Porkroll!)—but did you know that the Garden State has a rich archaeological record? A popular misconception about archaeology is the belief that you must travel to far-away lands to uncover clues about the human past. Generations of archaeologists have excavated archaeological sites in the Garden State for well over a century and archaeology has been a major line of evidence in learning about past human activities. Excavations take place almost daily in New Jersey and these continue to shape knowledge of the state’s past.

*Great Excavations in the Garden State* is a 1.5 credit mini course that will provide students with a basic point of entry into the rich archaeological record of New Jersey from prehistoric through historic times. By the end of the course, students will: read a selection of major published literature on the course topic, be acquainted with the rich web resources pertinent to New Jersey archaeology, and identify important material culture that contributes to the archaeological narrative of New Jersey. Dr. Dorothy Cross, a pioneering figure in the history of New Jersey archaeology, is remembered for her attention to young people and commitment to education and public outreach. As such, getting the public involved in the archaeology of New Jersey has been a tradition (to various degrees) for over 80 years and students will have the chance to practice public archaeology at an appropriate level.

Required Books

Mounier, R. Alan  

Veit, Richard  

Additional readings may be posted on Canvas and will be free access.
Department of Anthropology Learning Goals

1. Students gain knowledge that will allow them to identify, explain, and historically contextualize the primary objectives, fundamental concepts, modes of analysis, and central questions in their major field and demonstrate proficiency in their use of this knowledge.
2. Students are able to demonstrate proficiency in the use critical thinking skills.
3. Students are able to demonstrate proficiency using current methods in their major fields, including library research skills.
4. Students are able to express themselves knowledgably and proficiently in writing about central issues in their major field.
5. Students are able to express themselves knowledgably and proficiently in speaking about central issues in their major field.

Course Learning Objectives

1. Draw inferences from the archaeological record of New Jersey—and explain their significance in writing and speaking—in order to understand the culture history of the geographic area. Department of Anthropology Learning Goals 2, 4, and 5.
2. To understand the kinds of topics archaeologists in New Jersey research and the central questions germane to the study area. Department of Anthropology Learning Goal 1.
3. Students should be able to identify basic methods of archaeological field and lab work commonly employed in New Jersey archaeology. Department of Anthropology Learning Goal 3.
4. Students should be able to locate and apply the rich web-enhanced resources relevant to New Jersey archaeology (see Appendix A). Department of Anthropology Learning Goal 3.

ASSIGNMENTS

Online Discussions
Department of Anthropology Learning Goals 1, 2, 4, and 5.
Students will engage with their peers in weekly discussion forums. Discussion topics will treat major themes concerning the archaeology of New Jersey. Discussions will have two deadlines, an initial post due no later than 11:59 PM Fridays, and a response post is due by 11:59 PM Sundays. Please try your best to get your posts in on-time to sustain the flow of conversations; not doing so may result in a zero for that particular discussion.

The quality of your discussion posts will be the major component considered in this assessment. Discussions will be graded on a scale of 0 (did not complete) – 5 (excellent work). Responses that score above 0 but below 5 might reflect work that is incomplete, provides simple summaries, or demonstrates average work. Responses that receive a 5 score represent complete and excellent
work; these might be particularly reflective, sophisticated, or enlightening, identify a problem, or make connections to other chapters or class resources. Use your score to gauge how you are meeting course expectations. **Value: 20%**

**Site Visit**
Department of Anthropology Learning Goals 1, 2, 4, and 5.
Visit one historical site or museum in New Jersey on your own this semester and write a 2-3 page reflection paper that captures your visit. The paper should address the site’s/museum’s background, an evaluation of their mission, and a critique of how archaeology or material culture is communicated to public visitors. Speak with the instructor about on-campus site visit options if traveling off-campus is not an option. **Value: 20%**.

**Semester Project (Choose from Option 1 or Option 2)**
**Value: 20%**.
**Option 1: Road Trip Paper**
Department of Anthropology Learning Goals 1, 2, 3, and 5.
There are two components of this project: a research paper and a thoughtfully-design public outreach piece of literature.

**Paper:** The paper component asks you to carefully plan an archaeology road trip across New Jersey. First, select a specific theme for your road trip: perhaps it is women’s heritage, shell mounds, the Underground Railroad, the American Revolution, early 18th century grave markers, rock shelters. Or, maybe you would like to expand on one of the weekly thematic topics in the course syllabus.

The first segment of your paper should address the significance of the theme you selected. In other words, what makes it significant to the heritage and archaeological narrative of New Jersey? Then, select 5 stops for your road trip that speak to your chosen theme. Write a summary of each destination that addresses its significance; what one might expect to see and experience at each destination; and justify why you selected each destination. You are permitted to use one site discussed in assigned readings, but consider that the point of the assignment is to expand your knowledge of New Jersey’s historic and archaeological resources in a way that goes beyond your textbooks.

The paper should be 3-5 double-spaced pages in length and incorporate a minimum of 5 sources. Consider using web pages published by the institutions you intend to visit and course readings (where appropriate). Other secondary sources may be used too. Please properly cite all sources you use, both in the body of your paper (ex: Sansevere 2020:135) and in your Works Cited page. I recommend writing your paper in the style of *American Antiquity*; most North American archaeologists write in this style. **Please upload the paper as a .doc or .pdf file only as other extensions may not be supported by Canvas.**

**Public Outreach:** The public outreach component of the Road Trip Project asks you to design a thoughtful, creative piece of digital literature (web site, brochure, poster, flier, blog post) that
might effectively persuade the public to embark on the road trip you designed and serve as a travel guide of sorts. Your literature should provide a map and suggested route, a preview of the stops, and an explanation of the significance of the theme you chose. Include images. Creativity, thought, and effort will be considered. Please upload your digital literature as a .doc, .pdf, or URL link only as other extensions may not be supported by Canvas.

Option 2: Object Exhibit + Tour
Department of Anthropology Learning Goals 1, 2, 3 and 5.
There are two components of this project: a thoughtfully-designed exhibit and tour.

Exhibit: The study of objects, and their ability to communicate clues about the past, is an important focus of archaeology. In A History of Boston in 50 Artifacts (2016), archaeologist Joe Bagley carefully selects and discusses objects that contribute to the archaeological narrative of Boston.

Decide what artifact you would choose to represent New Jersey’s archaeological narrative and why. Need inspiration? Look through the Mounier (2003) and Veit (2003) books, utilize the supplementary readings (located in the course schedule and Appendix B) and web links (Appendix A), look through the “Digging Deeper” section of your weekly learning guide, or do your own independent research. Then, plan to represent that object in a three-dimensional, tangible way that communicates its importance.

Include the following in your object exhibit: photograph of the object, effective caption (3-5 sentences), and a 1-2 page double-spaced essay that explains the context of the object, why you selected it, and the object’s importance. Be sure to clearly address how the object contributes to the archaeological narrative of New Jersey. You are not required to purchase special supplies for this project. Think about what you might be able to use or repurpose in your own home. Creativity, thought, and effort will be considered. Here is a visual example from last year:

Tour: Imagine you are a museum guide and take your viewer for a short “tour” of the exhibit you made! Record a 3-5 minute video presentation of your object exhibit. Be sure to clearly address how the object contributes to the archaeological narrative of New Jersey. Please also make sure you are recording in a format that is compatible with Canvas. To avoid any upload
issues, it is strongly recommended that you upload your video as a hyperlink from a share platform, such as SoundCloud or YouTube.

**Content Test**  
Department of Anthropology Learning Goals 2, 3, and 4.  
One content test will be administered online during finals week. Test content will be drawn from course learning materials. **Value: 20%**.

**Participation and Attendance**  
Department of Anthropology Learning Goals 1, 2, and 5.  
Do your best to make each class and arrive on time. For the sake of the class and university community, please stay home if you are feeling unwell in any way or experiencing any symptoms of COVID. Students may miss two classes without penalty. Please talk with me or e-mail me if any emergencies arise that may affect your attendance/participation in class beyond two free passes.

During class, students should be actively listening, taking notes, and participating in discussion. **Value: 20%**.

**INSTRUCTOR POLICIES**  
Failure to comply with classroom policies may result in a grade penalty.

Students may miss two classes without penalty. The overall attendance policy is relaxed in light of the ongoing challenges due to COVID-19, but please do not take advantage. The flexible attendance policy is there to allow (and encourage) folks to rest and nourish themselves should they fall ill. It should not be taken advantage of excessively without true need.

If you are feeling under the weather, it is highly advisable that you take one of your “free” absences or, at the very least, wear a proper face mask to class to limit the spread of any contagion. This is a general courtesy to respect the needs of all in the classroom.

If you miss a class, you can stream the instructor’s vlog, complete reading assignments, and connect with a classmate to find out what in-class information you missed.

When emailing the instructor, please place the course title and your section number in the subject line. For example, “Great Excavations in the Garden State MA.”

Please arrive on-time to class meetings. Excessive lateness may negatively impact your Attendance and Participation grade. See me in advance if this is an issue.

During class, please turn off/silence electronic devices. Resist the temptation to text, Snap Chat, TikTok, Instagram, Facebook, play games, check the score of games, and the like.
Please refrain from taking pictures of lecture slides with mobile devices, laptops, etc.

As is the case in any anthropology course, we may be discussing topics and human behaviors that may seem very different or even controversial. Please remain professional, courteous, and respectful in the classroom.

Listening is a critical skill in anthropology. It is difficult to hear and focus on class discussions when others are causing distractions. Please do not speak or cause distractions when others “have the floor.”

**Grading**

Online Discussion: 20%
Site Visit: 20%
Content Test: 20%
Semester Project: 20%
Class Attendance: 20%

**Letter grades will be assigned as followed:**

A = >=90
B+ = 85-89.99
B = 80 - 84.99
C+ = 75-79.99
C = 70-74.99
D = 60-69.99
F = <60

**Make-up Policy**

Students may make up missed exams and the like with a valid written medical or personal excuse (i.e., a note from a doctor or hospital on letterhead stationary). The student is expected to reach out to the instructor as soon as a situation arises.

**Academic Integrity and Honesty**

Academic integrity and honesty is expected of all students enrolled at Rutgers University. Please review the university’s Academic Integrity Policy which defines violations including cheating, fabrication, facilitating academic dishonesty, plagiarism, and denying others access to information or material. Students are responsible for knowing what constitutes plagiarism and academic dishonesty. Please contact the instructor directly if you are unsure or require additional clarification after you have reviewed the university’s policy.

Common examples of plagiarism include (but are not limited to) copying and/or paraphrasing another author’s work and passing it as your own, transcribing speech from a movie without acknowledging credit or using quotations, or submitting a purchased or downloaded paper (or
other materials). Words, concepts, ideas, thoughts, and the like that are not your own must be cited both in-text and listed in a works cited page. Plagiarism may result in a zero score for that assignment. Please contact the instructor directly if you are unsure what plagiarism is or require additional clarification.

Disability Accommodations
Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Students will not be afforded any special accommodations for academic work completed prior to disclosure of the disability and, at the discretion of the University, prior to the completion of the documentation process with the appropriate disability service office. Contact the Office of Disability Services at 848.445.6800 to coordinate reasonable accommodations for students with documented disabilities.

Counseling, ADAP & Psychiatric Services (CAPS)
(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901
http://health.rutgers.edu/medical-counseling-services/counseling/
CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students’ efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners. Crisis Intervention: http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/

Report a Concern: http://health.rutgers.edu/do-something-to-help/

Violence Prevention & Victim Assistance (VPVA)
(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901
www.vpva.rutgers.edu/
The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Additional Resources
The student is expected to initiate communication with the instructor as soon as questions or concerns about the course arise. Please do not wait until the last minute. The best way to reach
me is via e-mail at keri.sansevere@rutgers.edu or kerisansevere@gmail.com. Please kindly allow 48 hours for a response, exclusive of weekends.

Please contact the Help Desk and IT Support if you require technical assistance.

Students are encouraged to take advantage of the following university resources as needed: The Learning Center (for tutoring, writing coaching, and study skills), Counseling Services, Scarlet Listeners (a free peer support hotline), Violence Prevention and Victim Assistance, and University Libraries.
## Fall 2023 Schedule
(This is a living document and subject to change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course Overview; Welcome to Great Excavations in the Garden State!</td>
<td>2003 Mounier, Alan. Introduction and Setting the Stage, pp. 1-54.</td>
<td>Get ready for a GREAT semester!</td>
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<td><strong>Suggested:</strong></td>
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<td>2012 Stanzeski, Drew. The West Creek Site (28OC45): A Late Contact Period Site from the Jersey Shore.</td>
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<td><em>Bulletin of the Archaeological Society of New Jersey</em>, 73-84.</td>
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<td>Week 3</td>
<td>A “Taste” of New Jersey</td>
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<td><strong>Suggested:</strong> 2015 Heinrich, Adam R. and Brock Giordano. Late-Nineteenth-Century Foodways in the “Garden State” at the Woodruff House, Rahway New Jersey: Insights from Small Faunal and Large Macrobotanical Samples. <em>Historical Archaeology</em> 49(4):12-29.</td>
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<td>Week 4</td>
<td>A (Not so?) Great Place to Live: A Glimpse inside New Jersey’s Old Houses and Communities</td>
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<td>Mounier, Alan. Houses and Rockshelters, pp. 130-137.</td>
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<td><strong>Site Visit Paper due</strong></td>
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<th>Week 5</th>
<th>Made in New Jersey</th>
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<td><strong>Suggested:</strong></td>
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<td>2010 Giordano, Brock and</td>
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<th>Week 6</th>
<th>Returning Home: Archaeology in the New Brunswick Area</th>
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**Suggested:**

| Week 7 (MA 4/27) (MB 5/1) | Special Topic: Gender and New Jersey Archaeology: Course Wrap-up  

**Semester Project Due** |
|---|---|---|
| Week 8 | Content Test (to be administered on Canvas)  
*Tentative* window for test: Thursday 05/04 12 AM – Wednesday 05/10 11:59 PM. | |
Appendix A: 
New Jersey Archaeology Supplementary Web Links

Archaeological Society of New Jersey

Monmouth County Historical Association

New Jersey Historic Preservation Office (NJ SHPO)

New Jersey State Museum

New Jersey Women’s Heritage Trail

New Jersey WWI Centennial Homepage

Rutgers University Special Collections

Weekend in Old Monmouth
Appendix B: New Jersey Archaeology Site Bank/Suggested Reading
(This is further suggested reading and is not meant to be taken as a complete bibliography of the topic)

Brighton, Stephen A.

Cross, Dorothy

Emory, Scott

Geismar, Joan.

Hunter, Richard W.

Kraft, Herbert C.

Lurie, Maxine N. and Richard Veit

Mounier, R. Alan.

Pagoulatos, Peter

Rutsch, Edward S. and Kim M. Peters.  

Sansevere, Keri  

Stewart, R. Michael and NJHPO.  

Sivilich, Daniel M. and Garry Wheeler Stone.  

Veit, Richard and David Orr  