

## Great Excavations in the Garden State

01:070:162  
Section MA - Index 18430  
Credits: 1.5  
Rutgers University . Fall 2020

“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

Dr. Keri Sansevere

Email: Keri.Sansevere@rutgers.edu  
Please allow 48 hours for e-mail  
response, exclusive of weekends.

Office Hours: Virtual office  
hours by appointment

### Course Meeting Information

Course runs: 10/21/20 – 12/8/20  
Format: Asynchronous remote 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

2003 *Looking Beneath the Surface: The Story of Archaeology in New Jersey*. Rutgers University Press, New Brunswick, New Jersey.

Veit, Richard

2002 *Digging New Jersey's Past: Historical Archaeology in the Garden State*. Rutgers University Press, New Brunswick, New Jersey.

Additional readings may be announced.

### **How This Course Works**

This class operates in an asynchronous format, meaning there are no set online lectures or meeting times. This affords a lot of flexibility to you to get your work done. However, please make sure you are dedicating enough time in your schedule for learning and to complete assignments.

Weekly Instruction packets will be released beginning on the first day of the semester. In general, weekly work may consist of: listening to podcasts recorded by the instructor, reviewing PowerPoint slides, participation in discussion forums, and completing short reflection assignments. Work is generally due Thursday's by 5 PM, though there may be some exceptions to this (for example, class discussions, which have two components). Try to make it a habit to check Canvas by the end of the day on Monday's to get a sense of what work is due for that week.

Late work is typically not accepted for credit, unless arrangements are authorized by the instructor in advance of a deadline.

**Students are responsible for checking our course Canvas site and Rutgers University e-mail to stay current with the class.**

### **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 knowledgeably 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**

### ***Reading Reflections***

Department of Anthropology Learning Goals 1,2, and 4.

Students are expected to come to class prepared having already completed the assigned readings. Students are expected to read each reading assignment closely. Plan to submit three thoughtful questions or comments on *each* assigned reading. Your reflection log should convey that you read the assignment and your understanding of the material. You may be asked to share these with the class. Reading reflections will be collected weekly.

**Value: 20%.**

### ***Online Discussions***

Department of Anthropology Learning Goals 1, 2, 4, and 5.

This is a fully-online course and your virtual participation with online material is factored into this category. The quality of your discussion posts will be the major component considered here. It is super important that you meet all deadlines associated with discussion posts to help the class sustain the flow of conversations; not doing so may result in a zero for that particular discussion.

**Value: 20%**

### ***Road Trip Paper***

Department of Anthropology Learning Goals 1, 2, 3, and 5.

This paper asks you to carefully plan a “dream” road trip across New Jersey. First, select a theme for your road trip: perhaps it’s women’s history, the Underground Railroad, sites related to the American Revolution, or maybe you would like to build on one of the weekly thematic topics in the course syllabus. Discuss why you selected the theme you did and what makes it significant to the heritage of New Jersey.

Then, select 5 stops along your road trip that speak to your chosen theme. Write a summary of each destination; discuss what you look forward to seeing 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.

Your 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 appropriately 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.

**Value: 20%.**

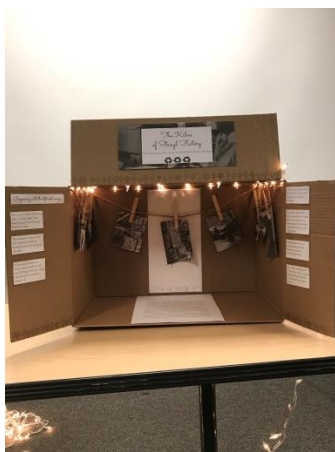
### ***Object Exhibit + Tour***

Department of Anthropology Learning Goals 1, 2, 3 and 5.

**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 represent the history of Boston. What artifact would you choose to represent New Jersey's history and why? How can you represent that object in a three-dimensional, tangible way that communicates its importance?

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 instruction packets, or do your own outside research.

Include the following in your object exhibit: photograph, caption, and a 1-2 page double-spaced essay that explains the context of the object, why you selected it, and the object's importance. 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 and effort will be considered. Here is a visual example from last year:



**Tour:** Imagine you are a museum guide and take the class for a short "tour" of the exhibit you made! Upload a 3-5 minute video presentation of your object exhibit. You will be able to upload

your video to a dedicated discussion forum on Canvas that I will set up when we get closer to the deadline.

**Value: 20%.**

### ***Content Test***

Department of Anthropology Learning Goals 2, 3, and 4.

One content test will be administered on your final exam day. Test content will be drawn from course learning materials. **Value: 20%.**

## **INSTRUCTOR POLICIES**

### ***Etiquette***

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 courteous and respectful in virtual class discussions.

### ***Exam Conduct***

Cheating on examinations is not permitted and will not be tolerated. Cheating may result in a 0 score. Test-taking should be an individual endeavor; do not ask other classmates for help while you have an exam open. Do your best take tests in a quiet, distraction-free room.

### ***Late Submission Policy***

Please submit all work on-time. \*Late assignments will not be accepted for credit and will be marked zero (0), unless arrangements are made with the instructor and authorized in advance.

\*“Printer issues”, “technical difficulties”, “forgetting” to print or upload an assignment, and the like are not an excuse for failing to submit an assignment on time. Consider completing work early enough to ensure you do not encounter any problems.

### ***Grading***

Attendance/Participation: 20%

Reading Reflections: 20%

Content Test: 20%

Road Trip Paper: 20%

Object Exhibit + Tour: 20%

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

A =  $\geq 90$

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. 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/](http://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.

***QUESTIONS? NEED HELP?***

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 [kerisansevere@gmail.com](mailto:kerisansevere@gmail.com). Please 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 2020 Schedule**  
**(This is a living document and subject to change)**

Date	Topic	Reading	Assignment Due
Week 1	<p style="text-align: center;">Syllabus; How This Course Works</p> <p style="text-align: center;">Overview: Archaeology in the Garden State</p>	<p>2003 Mounier, Alan. Introduction and Setting the Stage, pp. 1-54.</p> <p>2002 Veit, Richard. Chapter 1: A Short Introduction to Historical Archaeology, pp. 1-20.</p>	<p><b>Get ready for a GREAT semester!</b></p>
Week 2	<p style="text-align: center;">The “Real” Jersey Shore: Archaeology along New Jersey’s Coast</p>	<p>Veit, Richard. Charles Conrad Abbott and the Dutch Trader’s House on Burlington Island, pp. 24 – 30.</p> <p>Veit, Richard. The Puzzling Case of the First Twin Lights, pp. 134 – 139.</p> <p><b>Suggested:</b>  2012 Stanzaski, Drew. The West Creek Site (28OC45): A Late Contact Period Site from the Jersey Shore. <i>Bulletin of the Archaeological Society of New Jersey</i>, 73-84.</p> <p>2008 Mounier, R. Alan. A Consideration of Artifact Depth on the Coastal Plains of Southern New Jersey. <i>Bulletin of the Archaeological Society of New Jersey</i>, 1-10.</p> <p>2006 Boldurian, Anthony T. A Clovis Fluted Point from Coastal Waters in Southern New Jersey. <i>North American Archaeologist</i> 27(3):245-270.</p> <p>2003 Cox, J. Lee. A 19<sup>th</sup> Century Steamship Wreck Site in the Atlantic Ocean Offshore of Cape May County, New Jersey. <i>Bulletin of the Archaeological Society of New Jersey</i>, 26-28.</p>	



		<p>2002 Merwin, Daria E. The Potential for Submerged Prehistoric Sites off Sandy Hook. <i>Bulletin of the Archaeological Society of New Jersey</i>, 1-9.</p> <p>2002 Scharfenberger, Gerard. A Day at the Beach: UXO Sweeps at Sandy Hook, New Jersey. <i>Bulletin of the Archaeological Society of New Jersey</i>, 10-25.</p>	
Week 3	A "Taste" of New Jersey	<p>Mounier, Alan. Shellfishing Stations, Hunting and Foraging and Horticultural Sites, pp. 141 -153.</p> <p>Veit, Richard. Who's Been Drinking on the Railroad? pp. 128 – 134.</p> <p><b>Suggested:</b>  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. <i>Historical Archaeology</i> 49(4):12-29.</p> <p>2008 Allitt, Sharon, R. Michael Stewart, and Timothy Messner. The Utility of Dog Bone (<i>Canis Familiaris</i>) in Stable Isotope Studies for Investigating the Presence of Prehistoric Maize (<i>Zea Mays</i>): A Preliminary Study. <i>North American Archeologist</i> 29(3-4):343-367.</p> <p>2004 Schindler, Bill. Poisoned Water? Latent Piscicide Use in the Prehistoric Delaware Valley. <i>Bulletin of the Archaeological Society of New Jersey</i>, 4-7.</p>	

Week 4	<p><b>Dedicate this week to start your major projects. Arrange an appointment with the instructor to discuss assignment details if needed.</b></p>		
Week 5	<p>A (Not so?) Great Place to Live: A Glimpse inside New Jersey's Old Houses and Communities</p>	<p>Mounier, Alan. Houses and Rockshelters, pp. 130-137.</p> <p>Veit, Richard. The House of John Reading, a West Jersey Proprietor, pp. 34 – 37.</p> <p>Veit, Richard. Salvage Archaeology at the Luyster House, pp. 47 – 54.</p> <p>Veit, Richard. A Free Community in a Slave State, pp. 168 – 172.</p> <p><b>Suggested:</b></p> <p>2011 Gall, Michael J., Richard F. Veit, and Robert W. Craig. Rich Man, Poor Man, Pioneer, Thief: Rethinking Earthfast Architecture in New Jersey. <i>Historical Archaeology</i> 45(4):39-61.</p> <p>2003 Veit, Richard. "Property Claimed by Other Persons": Archaeological Investigations at an 18<sup>th</sup> Century German-American Farm in Rosemont, New Jersey. <i>Bulletin of the Archaeological Society of New Jersey</i>, 53-58.</p> <p>1970 Kraft, Herbert C. Prehistoric House Patterns in New Jersey. <i>Bulletin of the Archaeological Society of New Jersey</i>, 1-11.</p>	
Week 6	<p>Made in New Jersey</p>	<p>Mounier, Alan. Ceramic Artifacts, pp. 85 – 101.</p> <p>Mounier, Alan. Bone and Antler, pp. 104 – 112.</p> <p>Veit, Richard. Making Charcoal and From Sand to Glass in Southern New Jersey,</p>	

		<p>pp. 156 – 162.</p> <p><b>Suggested:</b>  2010. Giordano, Brock and Richard Veit. Archaeological Evidence of 19<sup>th</sup> Century Pottery Manufacturing in Elizabeth, New Jersey: The Keen Pruden Estate Archaeological Site. <i>Bulletin of the Archaeological Society of New Jersey</i>, 20-28.</p> <p>2007 Gall, Michael, Richard Veit, and Alison Savarese. Keeping Edison’s Secrets: Archaeological Documentation of Thomas A. Edison’s Menlo Park Patent Vault. <i>Historical Archaeology</i> 41(4):20-31.</p> <p>2007 Scharfenberger, Gerard. Greetings from Down Under: Early Brick Sewers from Union County, New Jersey <i>Bulletin of the Archaeological Society of New Jersey</i>, 72-79.</p> <p>2003 Scharfenberger, Gerard. People Who Work in Glass Houses: The 18<sup>th</sup> Century Stanger Glassworks. <i>Bulletin of the Archaeological Society of New Jersey</i>, 11-18.</p>	
Week 7	Returning Home: Archaeology in the New Brunswick Area	<p>1998 Bello, Charles A. and Richard Veit. Archaeological Monitoring of the Buccleuch Mansion Fuel Oil Spill Clean-up and Remediation, New Brunswick, NJ. <i>Bulletin of the Archaeological Society of New Jersey</i> 53:28-32.  (AVAILABLE ON SAKAI)</p> <p>Veit, Richard. Raritan Landing and the Development of Regional Culture, 41 – 44.</p> <p>Veit, Richard. No Pain, No Gain, pp. 172 – 176.</p> <p><b>Suggested:</b>  2009. Veit, Richard and</p>	<p><b>Road Trip Paper Due  Object Exhibit + Tour  Due</b></p>

		Robert Wiencek. "You Would Not Know the Landing": Archaeological Evidence for the Revolutionary War at Raritan Landing. <i>Bulletin of the Archaeological Society of New Jersey</i> , 56-69.	
Week 8	Content Test		

**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.

2008 Degrees of Alienation: The Material Evidence of the Irish and Irish American Experience, 1850-1910. *Historical Archaeology* 42(4):132-153.

Cross, Dorothy

1941 *Archaeology of New Jersey*, Vol. I. The Archaeological Society of New Jersey and New Jersey State Museum, Trenton.

1956 *Archaeology of New Jersey*, Vol. II: The Abbott Farm. The Archaeological Society of New Jersey and New Jersey State Museum, Trenton.

Emory, Scott

2007 Archaeological Excavation Yields Evidence of Camden's Earliest Beginnings. *Bulletin of the Archaeological Society of New Jersey*, 20-22.

Geismar, Joan.

2007 Burlington's Lost Burial Ground. *Bulletin of the Archaeological Society of New Jersey*, 41-63.

Hunter, Richard W.

2013-2015 An Archaeological History of the Abbott Farm National Historic Landmark. *Bulletin of the Archaeological Society of New Jersey*, 48-82.

Kraft, Herbert C.

1969 There are Petroglyphs in New Jersey. *Bulletin of the Archaeological Society of New Jersey*, 13-16.

1986 *The Lenape: Archaeology, History, and Ethnography*. New Jersey Historical Society, Newark.

Lurie, Maxine N. and Richard Veit

2012 *New Jersey: A History of the Garden State*. Rutgers University Press, New Brunswick.

Mounier, R. Alan.

2005 The Indian Head Site, Cumberland County, New Jersey. *Bulletin of the Archaeological Society of New Jersey*, 43-53.

Pagoulatos, Peter

2001 Late Woodland Settlement Pattern of New Jersey. *North American Archaeologist* 22(3):201-230.

2003 Late Archaic Settlement Patterns of the Inner Coastal Plain of New Jersey. *North American Archaeologist* 24(2):85-127

Rutsch, Edward S. and Kim M. Peters.

1977 Forty Years of Archaeological Research at Morristown National Historical Park, Morristown, New Jersey. *Historical Archaeology* 11:15-38.

Sansevere, Keri

2014 "In the Dark and Rather Lost": An Examination of the mid-18<sup>th</sup> Century American Indian Landscape in Central New Jersey. *Bulletin of the Archaeological Society of New Jersey*, 47-56.

Stewart, R. Michael and NJHPO.

2013-2015 Archaeology and Cultural History of the Abbott Farm: A Summary. *Bulletin of the Archaeological Society of New Jersey*, 10-29.

Sivilich, Daniel M. and Garry Wheeler Stone.

2005 The Battle of Monmouth: The Archaeology of Molly Pitcher, the Royal Highlanders, and Colonel Cilley's Light Infantry. *Bulletin of the Archaeological Society of New Jersey*, 27-36.

Veit, Richard and David Orr

2014 *Historical Archaeology of the Delaware Valley, 1600-1850*. University of Tennessee Press, Knoxville.