9-2013

ANTY 551.01: Graduate Seminar in Historical Archaeology

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Graduate Seminar in Historical Archaeology

Historic Map of Fort Missoula; Malakoff Diggins State Park, Mining Landscape, Nevada County, California, Gold Rush Country Mining Landscape; tipis in the Clark Fork Valley, late 19th-early 20th c., K. Ross Toole Archives, Digital Collection.

Course Syllabus

INSTRUCTOR: Kelly J. Dixon
Office: Social Sciences Building, Room 235
Mobile (voice/text): 612.247.6414; if you text, please be sure to identify yourself
Email: kelly.dixon@mso.umt.edu
Office hours: Check office door or make an appointment
Course Website: http://www.cas.umt.edu/departments/anthropology/courses/anth551/

Historical Archaeology is the study of post-prehistoric human cultures using physical remains, historical records, and a range of multidisciplinary techniques.

Course Objectives: This is an advanced course in historical archaeology; the lower-division companion to this course is ANTH 456 (Historic Sites Archaeology). Whereas ANTH 456 provides students with a general introduction to the topic, ANTH 551 will delve deeper into the discipline’s scholarship through intensive readings, reading journals, essays, and discussions. Ultimately, we will consider practical ways to apply [or not to apply] the influences of such scholarship to “real world” (e.g., CRM) circumstances. All the while, we will scrutinize historical archaeology at global and regional levels to consider how our own research might contribute to broad understandings of cultural heritage issues and global changes associated with the relatively recent past.

There is one required textbook:

Martin Hall and Stephen W. Silliman, editors

ADDITIONAL READINGS -- WILL BE PDF FORMAT
See attached course bibliography. Certain readings from [or in addition to] the attached bibliography may be assigned as appropriate throughout the semester. Also, we are sure to add readings to this “starter” bibliography as we evolve over the next 15 weeks.

ASSESSMENT OF OUTCOMES (I.E. GRADING)

ATTENDANCE:
Mandatory.

Because we will be addressing a range of topics and case studies in historical archaeology, all assigned readings should be done before class so that you can contribute to class discussions linked with the course goals. In addition, you will be graded on a readings journal, which will be collected and used in class discussions (for grades) throughout the semester. Readings journal directions are listed on the last page of this syllabus. Please follow those directions, as your grade depends upon it. Other deliverables will take the form of essays assigned throughout the semester. Your final project for this course will be announced during the latter portion of the semester.

GRADES:
You will be assessed on the following:

1. Readings Journal 100 points
2. Assignments (e.g., IRB, prelim bibliography, abstract, and others TBA) 100 points
3. Final Paper/Proposal 100 points
4. Participation (includes leading discussions, presenting on proposal progress, etc.) 100 points

TOTAL 400 points

I will assign +/- grades and final grades will be based upon the following average scores for the journals, exam, research paper and in-class, exercises and participation: A (100-95), A- (94-90), B+ (89-88), B (87-83), B- (82-80), C+ (79-78), C (77-73), C- (72-70), D+ (69-68), D (67-63), D- (62-60), F (59 or less).

STUDENTS WITH DISABILITIES:
The Department of Anthropology is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. University policy states that it is the responsibility of students with documented disabilities to contact instructors DURING THE FIRST WEEK OF THE SEMESTER to discuss appropriate accommodations to ensure equity in grading, classroom experiences, and outside assignments. The instructor will meet with the student and the staff of the Disability Services for Students (DSS) to formulate a plan for accommodations. Please contact DSS (243.2373, Lommasson Center 154) for more information.

COURSE SCHEDULE:

Week 1
Monday, August 26 Course Introduction: Historical Archaeology, the modern world, global change, cultural and natural landscapes, relevance.

Discuss students’ potential graduate research ideas; final project plans; and other activities to expect in this semester. You need to compile an abstract summarizing your graduate research goals – this is
due when you are back in class on September 9. Make sure you check the homework to prep for the next class meeting — see entry for September 9.

Week 2
Monday, September 2
NO CLASS — LABOR DAY

Week 3
Monday, September 9
What is Historical Archaeology?; What is the relevance of this field to the so-called "modern world"?; What will the relevance of YOUR thesis research to issues we are facing in the modern world?; SHA (and other) Style Guidelines

Library Visit: 9:10-10:00 am: Academic Search Engines, tips for conducting literature searches, and more! Instruction by Library Faculty Julie Biando Edwards.

PLEASE NOTE: WE WILL MEET IN THE STUDENT LEARNING CENTER (SLC) FOR THE FIRST HOUR OF CLASS THIS DAY; the SLC is in the Mansfield Library on the 2nd floor — go down the stairs after you entered on the 3rd floor/ground level. Start compiling readings that are relevant to your graduate research interests and that you would use in your research proposal. EVERY WEEK in this class, you should be AT LEAST finding 3-5 publications relevant to your own research. You will turn in a working bibliography reflecting your growing list of publications on October 14, 2013.

Readings to be completed by this class meeting and summarized in your Readings Journal:
Chapter 1 (Introduction), in Hall and Silliman (editors); Orser 2010

Recommended Readings — no journal entry necessary unless you want to include this:
Orser 2013-14 (book manuscript)

BE READY TO TURN IN A PRELIMINARY ABSTRACT FOR YOUR PROPOSAL TODAY: All you need to do is SUMMARIZE YOUR PROPOSED GRADUATE RESEARCH IDEAS in a succinct, descriptive paragraph. In about 150-250 words, write up your major research question or objectives, the methods you need to carry out those research goals, and the ways in which you expect the conclusions to make relevant contributions to certain fields, communities, or other. We will discuss everyone's early semester thoughts about thesis research, as well as the topics noted above.

Week 4
Monday, September 16
Environmental and Biological Approaches and Implications for Landscape-Oriented Research; consider the evolution of relevant contributions to global change (including climate change) decision-making.

Readings to be completed by this class meeting and summarized in your Readings Journal:
Mrozowski 2006 (chapter 2 in Hall and Silliman, editors); Allen 2010b; Rockman 2010; Dalgish 2012

Recommended Readings — no journal entry necessary unless you want to include these:
Bain 2010; Church 2002; Hattori and Thompson 1987; Little 2009; Rockman and Flatman 2012 (Introduction chapter)
Week 5
Monday, September 23
Colonialism, Landscapes, and the Occupation of Western North America

Readings to be completed by this class meeting and summarized in your Readings Journal:
Lightfoot (chapter 14 in Hall and Silliman, editors); Ross and Pickering 2002; Watkins 2003; Moss 2005; Wilcox 2010; Scott 2013

Recommended Readings – no journal entry necessary unless you want to include these:
Lightfoot 2005; McKoy 2002-2003; Bayman 2009; Schrieber and Clark (editors) 2009; Murray 2011

Week 6
Monday, September 30
IRB and Preparing Oral History Research
“Frontiers” and the Landscapes of Homesteads, the Mining West, etc.


HOMEWORK: Fill out the basic IRB application found at the UM IRB website (http://www.umt.edu/research/complianceinfo/IRB/forms.aspx). Due October 14, 2013.

We will also take the rest of the class period to discuss progress on research proposal topics, the IRB homework, and a JADAH ARTICLE REVIEW for next week.

Recommended Readings – no journal entry necessary unless you want to include these:
Hardesty 2003; Lightfoot 2005; Hardesty 2010 (excerpt); McKoy 2002-2003; Bayman 2009; Schrieber and Clark (editors) 2009;

Week 7
Monday, October 7
Asian American Archaeology

Readings to be completed by this class meeting and summarized in your Readings Journal:
Gonzalez-Tennant 2011; Merrit et al. 2012).

Selected papers from special issue of Historical Archaeology: The Archaeology of Chinese Immigrant and Chinese American Communities (2008); each will be assigned to certain students: Baxter 2008; Fosha and Leatherman 2008; Mullins 2008 + Williams 2008; Voss 2008; Voss and Allen 2008; all read Williams and Voss 2008 and Yu 2008.

Others to choose from:

Recommended Readings – no journal entry necessary unless you want to include these:
Merritt 2010 (Find Christopher Merritt’s Dissertation on Mansfield Library Website and peruse)

SKIM: Greenwood 1978; Wegars 1993 (xxiii-xxvi; Fee’s chapter 63-96); browse this website: http://www.uidaho.edu/LS/AACC/ and this online bibliography: http://www.sha.org/research_resources/documents/AAOC.pdf.

Week 8
Monday, October 14
Dixon will be returning from a trip to Stanford to attend a session dedicated to the archaeology of Chinese RR workers; class will either be cancelled or we will have a guest speaker.

If back in time, Dixon will debrief with the class to share info gathered from the Stanford trip last week.

HOMEWORK DUE TODAY:

1. IRB DRAFT applications for your real (or pending) graduate research ARE DUE TODAY!

2. ALSO DUE TODAY: working bibliography representing the literature you have compiled thus far that is relevant to your proposal. Please use a consistent and appropriate style guide for your bibliography (e.g., http://www.sha.org/publications/style_guide.htm).

Since Dixon is traveling, please TURN IN THESE HOMEWORK ASSIGNMENTS as email attachments, preferably in Word so I can give you all comments using the track changes option.

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**Week 9**

Monday, October 21

Archaeologies along Rivers: A Springboard for Modern World Issues and Integrated Anthropogenic and Natural Systems Approaches

Readings to be completed by this class meeting and summarized in your Readings Journal:

Hardesty 2007; Murray 2011; Scott 2013 (proposal and/or paper); Mary Bobbitt’s (three) suggested readings; Erika Blecha’s (three) suggested readings.

Recommended Readings – no journal entry necessary unless you want to include these:

Grimm et al. 2008; others TBA.

STUDENT DISCUSSION LEADERS; THESIS PROPOSAL DEVELOPMENT: Mary Bobbitt and Erika Blecha.

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**Week 10**

Monday, October 28

African Diaspora Archaeology; “Race” & the Archaeology of Identity, a connection with the archaeologies of children (?); African Americans in the West

Readings to be completed by this class meeting and summarized in your Readings Journal:

Palus et al 2006 and (chapter 5 in Hall and Silliman, editors); Fennell 2011; Ayme Swartz’s suggested (three) readings; discuss the JADAH review article.

Recommended Readings – no journal entry necessary unless you want to include these:


STUDENT DISCUSSION LEADER; THESIS PROPOSAL DEVELOPMENT: Ayme Swartz; Guest Speaker Nikki Manning on the Historic Missoula Underground Project.
Week 11
Monday, November 4
Engendered Archaeologies, Children, Communities, and Mortuary Archaeology; Kids of Colonialism

Readings to be completed by this class meeting and summarized in your Readings Journal:
Voss 2006 (chapter 6 in Hall and Silliman, editors); Baxter 2006; TBA Paper on Chief Charlo’s march; TBA children’s accounts of wars in the region (e.g., Rosebud, Little Bighorn); Nicole Lane’s suggested (three) readings.

Recommended Readings – no journal entry necessary unless you want to include these:

STUDENT DISCUSSION LEADER; THESIS PROPOSAL DEVELOPMENT: Nicole Lane

PROJECT DUE DATE:
EVERYONE SHOULD HAVE WORKING PROPOSAL DRAFTS – BRING DRAFTS TO CLASS AND WE WILL GO OVER THEM.

IF TIME, SPECIAL TOPIC: Coloma Mining Ghost Town: A Tangle of Engendered Interpretations and an Enduring Presence of Children

Week 12
Monday, November 11
NO CLASS – VETERAN’S DAY

Week 13
Monday, November 18
SPECIAL TOPICS in ARCHAEOLOGY

Readings to be completed by this class meeting and summarized in your Readings Journal:
TBA as the semester progresses; Marty Lopez’ suggested (three) readings; Charles Gatlin’s suggested (three) readings.

Recommended Readings – no journal entry necessary unless you want to include these:
TBA

STUDENT DISCUSSION LEADERS; THESIS PROPOSAL DEVELOPMENT: Marty Lopez and Charles Gatlin.

YOU DO NOT HAVE TO JOURNAL THESE...IF TIME, we will discuss: Socioeconomic Status/Class, with related readings from your textbook:
Silliman 2006 and Wurst 2006 (chapter 8 and 10 in Hall and Silliman, editors); see also Delle 1999; McGuire and Reckner 2002; Praetzellis and Praetzellis 2001; McGuire 2002 (xxvii-xx); Miller 1991; Schmitt and Zeier 1993; Paynter 1999; Wurst and Fitts 1999.

Week 14
Monday, November 25
SPECIAL TOPICS in ARCHAEOLOGY

Readings to be completed by this class meeting and summarized in your Readings Journal:
TBA as the semester progresses; Jason Plainfeadier’s suggested (three) readings; Kayde Kaiser’s suggested (three) readings.
Recommended Readings – no journal entry necessary unless you want to include these:
TBA

STUDENT DISCUSSION LEADERS; THESIS PROPOSAL DEVELOPMENT: Jason Plainfeather and Kayde Kaiser.

Update on everyone’s proposals; each student will take a few minutes to give an overview of their research questions/objectives to date and report on the status of their proposals; discuss the potential for funding with some of these proposals; and finalize readings journal development since those are due in class next week.

Week 15
Monday, December 2

COMPLETE Readings Journals Due by the end of the day!!

Final papers/proposals will be accepted on this date if students are finished; proposals are due any time between now and next week’s final exam time slot.

Week 16:
Monday, December 9
Final project (proposal) due

Final Exam Time Slot
10:10 am-12:10 pm

READINGS JOURNAL EXPECTATIONS

You will be required to keep a readings journal in which you review and respond analytically to each assigned reading. You must maintain a “table of contents” for your journal; please keep it attached to your journal and update journal page numbers accordingly.

You may want to use a loose-leaf binder for your journal, so that even while I have your journal, you can continue to take notes and insert them later. I prefer that you type your journal but will accept legible, handwritten journal entries. And please, before each new entry, provide the author(s) names and the title of the book, article, or chapter. That will help me with grading, but more importantly, you will find it handy as you go back and reference your journal, which I know you will want/need to do throughout the semester.

In order to receive a top grade, your journal MUST do more than merely summarize and must therefore demonstrate the following attributes:

1) Demonstrate that you have done the reading. The easiest way to do this is to take reading notes in your journal, with passages or quotations (and their associated page numbers) written out that intrigue you -- or that you may wish to dispute and/or discuss further). You must include enough written discussion to show that you are familiar with the content.

2) Illustrate your thought processes and how you are interacting with the readings. Please take your thoughts deeper than, “I don’t like this,” or “this is a load of rubbish.” Rather, make sure your notes clearly establish that you have at least tried to understand what the author is writing about. Every author usually has a reason for writing something and they usually have some sort of a point to make; your journal entries therefore should include explanations of what you think the authors are getting at or what they believe is truly important about their work. I want to know what you think about the authors’ points and why. You may have to read things over a second or third time or just
sit back and really think about a section to assess the point(s) various authors try to make, but this is part of the learning exercise.

3) **Draw connections between the various materials you have already read.** As the semester progresses, I expect you to make comparisons with earlier readings. In doing so, I want you to draw upon the ideas of one author versus other authors, between the themes of various readings, and between the themes we touch upon in this course. Ideally, you will start to construct a literature review as your journal progresses. You will then use information you have compiled in the journal in the literature review of your proposal project; there is an “Implications…Intelectual Merit” section in the class proposal template. On that section, you need to demonstrate the general contributions of your research to grand questions of “Historical Archaeology,” “Archaeology,” “Anthropology,” and beyond.

**READINGS JOURNAL “DUE DATES”**
Your journal entries should be completed before each class meeting (for which there are assigned readings) to assist you in preparing for discussions. I will check your journals to give you points during class meetings. If you do not have the journal (or if you do not have any journal entries for the day’s readings), you will lose journal points (actually, you will receive a “0” in my journal grade book for the week or weeks that you do not turn in your journal). So, **PRETTY PLEASE, BRING JOURNALS TO CLASS WITH YOU EACH TIME WE MEET** so that you can get full points and be prepared for lively discussion.

**ASSIGNMENTS**
These will be announced and given throughout the semester and will include each student leading at least one discussion.

**FINAL PAPER: RESEARCH PROPOSAL**
You will be required to lay out your plan for graduate research using a proposal template (I will provide you all with the template in a separate document).

**STYLE GUIDELINES FOR YOUR WRITING PROJECTS**
Everything you write for this course, from your journal to any other writing assignments **MUST FOLLOW STYLE GUIDELINES.** Since this is a course in historical archaeology, your papers will not get full points if they do not follow the Society for Historical Archaeology’s (SHA’s) Style Guide: [http://www.sha.org/publications/style_guide.htm](http://www.sha.org/publications/style_guide.htm). Other style guides permitted upon justifiable request.
ANTH 551 Graduate Seminar in Historical Archaeology

Course Bibliography

Abraham, Terry and Priscilla Wegars

Allen, Rebecca

2010b Alta California Missions and the Pre-1849 Transformation of Coastal Lands Historical Archaeology 44(3):69-80.

Anschuetz, Kurt F., Richard H. Wilshusen, and Cherie L. Scheick

Armstrong, Douglas V.

Bain, Allison and Marie-Annick-Prévost
2010 Environmental Archaeology and Landscape Transformation at the Seventeenth-Century Ferryland Site, Newfoundland. Historical Archaeology 44(3):21-35.

Ballard, Hannah

Baxter, Jane Eva

Baxter, R. Scott

Beaudry, Mary C., Lauren J. Cook, and Stephen A. Mrozowski

Biolsi, Thomas and Larry J. Zimmerman (editors)

Blaut, J.M.


Boardman, John


Brauner, David R., compiler

Brown, Dee

Brumfiel, Elizabeth

Burke, H. and C. Smith

Casella, Eleanor Conlin and James Symonds (editors)

Césaire, Aimé

Chung, Sue Fawn

Chung, Sue Fawn and Priscilla Wegars, editors

Chung, Sue Fawn and Priscilla Wegars

Church, Minette C.

Clark, Kate

Cleland, Charles E.


Corbin, Annalies
2006 The Life and Times of the Steamboat Red Cloud, or How Merchants, Mounties, and the Missouri Transformed the West. College Station: Texas A&M University Press.

Costello, Julia G.
1998 Bread Fresh From the Oven: Memories of Italian Breadbaking in the California Mother Lode. Historical Archaeology 32(1):66-73.

Crist, Thomas

Dalglish, C.

David, Bruno and Julian Thomas, editors

Davidson, James M.
2004 Rituals Captured in Context and Time: Charm Use in North Dallas Freedmen’s Town (1869-1907), Dallas, Texas. Historical Archaeology 38(2):22-54.

DeCorse, Christopher R.

De Cunzo, Lu Ann
Deloria, Vine


Deetz, James A.


Delle, James

Díaz-Andreu, Margarita

Dixon, Kelly J.


Dixon, Kelly J., Julie M. Schablitsky, and Shannon A. Novak, editors
Ellis, Meredith A.B., Christopher W. Merritt, Shannon A. Novak, and Kelly J. Dixon


Fagan, Brian

Fee, Jeff

Fennell, Christopher


Fosha, Rose Estep and Christopher Leatherman

Fox, Richard A., Jr. and Douglas D. Scott

Francaviglia, Richard F.
1991 *Hard Places: Reading the Landscape of America's Historic Mining Districts*. Iowa City: University of Iowa Press.

Frank, Andre Gunder

Funari, Pedro, Martin Hall, and Sián Jones, editors

Gale, S.J. and Haworth, R.J.
2002 Beyond the Limits of Location: Human Environmental disturbance prior to official European contact in Early Colonial Australia. *Archaeology in Oceania* 37:123-136.

Galloway, Patricia

Given, Michael  

Goody, Jack  

Gosden, Chris  

Greenwood, Roberta S.  


2001  Historical Archaeology Adrift?: Comments from CRM/West, response to Charles E. Cleland's “Historical Archaeology Adrift?” Historical Archaeology, 35(2):25-27.

Grimm, Nancy B., Grove, J. Morgan, Pickett, Steward T.A., and Redman, Charles L.  

Guilfoyle, David, Bill Bennell, Wayne Webb, Vernice Gillies, and Jennifer Strickland  

Hall, Martin and Stephen W. Silliman  

Hardesty, Donald L.  


2010 *Mining Archaeology on the American West: A View from the Silver State*. Norman, University of Nebraska Press.

Hardesty, Donald L. and Don D. Fowler

Hardesty, Donald L. and Barbara J. Little
Hattori, Eugene M., and Maria A. Thompson

Hegmon, Michelle

James, Ronald M.

Joyce, Rosemary A. and Jeanne Lopiparo

Kahn, Joel S.

Kardulias, P. Nick

Knapp, Bernard, editor

Landes, David

Landon, David B.

Lawrence, Susan

Layton, Thomas N.

Leone, Mark

Lewis, Kenneth E.

Lightfoot, Kent G.


Lightfoot, Kent G. and Antoinette Martinez

Limerick, Patricia Nelson

Little, Barbara J.

Little, Barbara J. and Paul A. Shackel

Lozny, L.

Marks, Robert B.

McKoy, P. I.
McGuire, Randall H.


1982 The Study of Ethnicity in Historical Archaeology. *Journal of Anthropological Archaeology* 1:159-178.

McGuire, Randall H. and Paul Reckner

McNiven, I. and L. Russell

Meinig, D.W.

Melnick, Robert Z.


Merritt, Christopher

Merritt, C. W., Weisz, G., and Dixon, K. J.
2012 “Verily the Road was Built with Chinaman’s Bones”: An archaeology of Chinese line camps in Montana. *International Journal of Historical Archaeology* 16: 666-695.

Meskell, Lynn

Miller, George L.

Milner, Clyde A., Carol A. O’Connor, and Martha A. Sandweiss (editors)

Mitchell, P.

Moreland, John

Moss, Madonna

Mrozowski, Stephen A.


1993  The Dialectics of Historical Archaeology in a Post-Processual World, Historical Archaeology 27(2):106-111.

Mrozowski, Stephen A., Grace H. Ziesling, and Mary C. Beaudry

Mullins, Paul R.

Murray, T.

Murphy, Mary Martin

Nassaney, Michael S.

Nassaney, Michael S., Deborah L. Rotman, Daniel O. Sayers, and Carol A. Nickolai
Noel-Hume, Ivor

Novak, Shannon A.
2008 *House of Mourning: A Biocultural History of the Mountain Meadows Massacre.* Salt Lake City, University of Utah Press.

Orser, Charles E., Jr.


2010 *Twenty-First Century Historical Archaeology.* *Journal of Archaeological Research* 18:111-150.


Orser, Charles E., Jr., editor

Palus, Matthew M., Mark P. Leone, and Matthew D. Cochran

Paterson, A.
2003 *The texture of agency: an example of culture-contact in Central Australia.* *Archaeology in Oceania* 38:52-65.

Pauls, Elizabeth P.

Pavao-Zuckerman, B. and LaMotta, V.M.

Paynter, Robert


Paynter, Robert

Peet, Richard


Pikirayi, Innocent


Plenty Coups and Linderman, Frank Bird


Pomeranz, Kenneth


Praetzellis, Adrian and Mary Praetzellis


Prince, Gene


Prown, Jules David Prown, Nancy K. Anderson, and William Cronon (editors)


Rautman, Alison E. and Todd W. Fenton


Ritchie, Neville


Robbins, William


Rockman, Marcy

Rockman, Marcy, and Flatman, Joseph (editors).


Rockman, Marcy and James Steele (editors)


Ross A. and K. Pickering


Rotman, Deborah L. and Michael S. Nassaney


Said, Edward


Sahlins, Marshall


Saitta, Dean


Schmitt, Dave N., and Charles D. Zeier


Scheiber, L. L. and Clark, B. J. (eds.),


Schuyler, Robert L.


Scott, Elizabeth M., editor

1994  *Those of Little Note: Gender, Race, and Class in Historical Archaeology*. Tucson, AZ: University of Arizona Press.
Scott, Sara A.

Seifert, Donna

Silliman, Steve


South, Stanley

Spier, Robert F. G.

Spude, Catherine Holder

Staski, Edward


Towner, Ronald H. and Pearce Paul Creasman

Trigg, Heather

Trinder, Barrie

Voss, Barbara L.


Voss, Barbara L. and Bryn Williams, editors 2008  The Archaeology of Chinese Immigrant and Chinese American Communities. *Historical Archaeology*, Volume 42, Number 3.

Waselkov, Gregory A. 2001  Historical Archaeology, with Sails Set and Tacking into the Wind, response to Charles E. Cleland’s “Historical Archaeology Adrift?” *Historical Archaeology*, 35(2): 20-22.


Williams, Bryn

Williams, Bryn and Barbara L. Voss

Wood, W. Raymond

Wolf, Eric R.

Wong, Bin
*China Transformed: Historical Change and the Limits of European Experience*. Ithaca: Cornell University Press.

Wurst, Lou Ann

Wurst, Lou Ann and Robert K. Fitts, editors

Wylie, Alison

Yamin, Rebecca and Karen Bescherer Methany, editors
1996 *Landscape Archaeology: Reading and Interpreting the American Historical Landscape*. Knoxville: University of Tennessee Press.

Yang, Jeannie K. and Virginia R. Hellmann

Young, Robert J.C.

Yu, Connie Young

Zumdofer, Harriet T.

Online Sources:
Society for Historical Archaeology (SHA): www.sha.org

Publications pages on the SHA website with a searchable pdf option for journal articles; go to the link below, scroll to the bottom of the page and click on the SHA Publications Explorer: http://www.sha.org/publications/default.htm

Research resources on sha.org: http://www.sha.org/research_resources/default.htm
- Historical Artifact Conservation FAQs
- Curation Standards
- Historic Bottle Identification
- Parks Canada Publications
- Newsletter Articles
- Online Bibliographies (includes an Overseas Chinese bibliography!)

General Artifact Identification Resources:

Bottle Identification:
http://www.sha.org/bottle/

Brick (and tile) bibliography:
http://www.mtsu.edu/~kesmith/ TNARCHNET/Pubs/brickbib.html

Button bibliography:
http://www.buttonimages.com/collector_info/bibliogr.htm

Cartridge and gun bibliographies:
http://www.digitalpresence.com/histarch/cartridg.html
http://www.mtsu.edu/~kesmith/ TNARCHNET/Pubs/gunbib.html

Catalogues (historic reprints) bibliography:
http://www.mtsu.edu/~kesmith/ TNARCHNET/Pubs/catbib.html

Ceramic bibliography:
http://www.mtsu.edu/~kesmith/ TNARCHNET/Pubs/ cerambib.html
Foodways bibliography:
http://www.mtsu.edu/~kesmith/TNARCHNET/Pubs/foodbib.html

Fur Trade bibliography:
http://www.digitalpresence.com/histarch/furtrade.html

Glass bibliography:
http://www.mtsu.edu/~kesmith/TNARCHNET/Pubs/glassbib.html

Gunflint bibliography:
http://wings.buffalo.edu/anthropology/Documents/gunflints.html

Health/Hygiene bibliography:
http://www.mtsu.edu/~kesmith/TNARCHNET/Pubs/milmed.html

Horse Accoutrement bibliography:
http://www.mtsu.edu/~kesmith/TNARCHNET/Pubs/horsebib.html

Marble bibliography:
http://www.digitalpresence.com/histarch/marble.html

Military Uniforms/Buttons bibliography:
http://www.mtsu.edu/~kesmith/TNARCHNET/Pubs/milcloth.html

Nail bibliography:
http://www.digitalpresence.com/histarch/nails.html

Pipe (smoking) bibliographies:
http://www.digitalpresence.com/histarch/pipe.html
http://www.claypipes.com/index.html

Rubber and plastic artifact bibliography:
http://www.mtsu.edu/~kesmith/TNARCHNET/Pubs/plastbib.html

Slag and metallurgy info:
http://www.digitalpresence.com/histarch/slag.html

Window and Flat Glass bibliography:
http://www.digitalpresence.com/histarch/glass.html