Spring 2-1-2019

ANTY 456.01: Historical Archaeology

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University of Montana, Missoula

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**Historical Archaeology (ANTY 456)**

**Course Syllabus – Spring 2019**

**Tuesday and Thursday 11:00-12:20, SS 262**

**Instructor:** Nikki Manning  
**Office:** Historical Archaeology Lab, Social Sciences 244  
**Email:** nikki.manning@umontana.edu  
**Phone:** 978-684-2341 (This is my personal cell phone. Email is the preferred method of contact but if necessary to contact me by phone, I prefer texts because I don’t usually answer unknown numbers. Make sure to identify yourself.)

**Office Hours:** By appointment

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**Historical Archaeology** uses physical (archaeological) remains, primary and secondary sources, and a range of multidisciplinary techniques to study the human condition. Historical archaeologists are trained in the fields of anthropology, history, and related fields; practitioners tend to focus on the migrations, contacts, and changes of various cultures throughout the world over the past 500 years. A text-aided field of archaeology, Historical Archaeology has been referred to as “Historic Sites Archaeology” and “Archaeology of the Modern World.”

The purpose of this course is to demonstrate how archaeological remains, methods, and theories can be integrated with oral and historical sources to understand and interpret cultural heritage from the relatively recent past. The course is intended to prepare students for senior research and/or graduate projects by providing opportunities to develop new or ongoing research topics, create bibliographies, cultivate critical reviewing skills, and become comfortable speaking in public. Such opportunities are also applicable to students bound for—or already working in—careers related to the management and interpretation of cultural and natural resources, including environmental planning, education, historic preservation, public history, land management, law, etc.

A series of projects will be assigned throughout the semester; these projects will be tailored to the class' needs and interests and will be dedicated to having students cultivate and improve ethically- and sustainably-minded, (applied and academic) research skills. Students will be challenged to consider the ways in which their research projects might make contributions to respectful and sustainable decision-making related to cultural and natural heritage management.

After attending and participating in class—and after doing “A” work on all of their assignments—students will depart with a toolkit of information and experiences to make them competitive for careers, research opportunities, and advanced degree programs and that will inspire them to contribute to responsible, educated stewardship of the world’s natural and cultural heritage.
Course structure:
This course meets for 80 minutes, two days a week, throughout the semester. We will examine various archaeological investigations and related data analyses. This will not be a class where I lecture and you take notes and exams. Students will be expected to participate in class by sharing their ideas with the rest of the class in informal discussions and/or in brief written assignments. I want you to be active learners and I hope to learn as much from you as you will from me.

There is no required textbook for this class. This does not mean there will be no reading! We will do a good amount of reading over the semester but the readings will be posted on our course Moodle page. The course bibliography from which readings will be assigned is attached.

Attendance:
As this is an upper-level class, complete attendance is expected, and attendance will help make decisions about a student’s final grade in borderline cases. Also, there will be some in-class projects and participation exercises.

Grading Policy:
I will assign +/- grades as follows: 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). Final grades will be based upon student performance in a variety of areas as shown below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Weekly Reading Observations (12)</td>
<td>120</td>
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<tr>
<td>Reading Summaries (2)</td>
<td>50</td>
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<tr>
<td>Reading Analysis/Critiques (2)</td>
<td>100</td>
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<tr>
<td>In-class Exercises</td>
<td>30</td>
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<tr>
<td>Annotated Bibliography</td>
<td>200</td>
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<tr>
<td>Final Paper/Project</td>
<td>300</td>
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<tr>
<td>Final Presentation</td>
<td>100</td>
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<td><strong>TOTAL POINTS</strong></td>
<td>900</td>
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Graduate Students:
In addition to the required assignments above, graduate students will be required to write an additional readings analysis/critique for any one week of their choice (50 points). Graduate students are also required to complete one book review of publishable quality (100 points). The book must be discussed with me ahead of time.

Weekly Reading Questions/Observations:
In a 400-level class you should have enough background at this point to read critically and analytically. You will not need to write about the readings every week but I do want to make sure that we can have interesting, productive, and insightful discussion. You will be expected to submit two questions or observations (more if you want) about the readings each Sunday by midnight and we will use those to facilitate part of the discussion for that week.

Annotated Bibliography:
This bibliography should contain no less than 20 sources. (Graduate students should have no less than 30!) Because your bibliography should be relevant to your final project, these sources can be a combination of primary and secondary sources. It can be more than 20 sources if you desire. Your bibliography should be properly formatted and each source should have a short (1-3 paragraph) commentary that includes a brief statement of the nature of the reference, the major points made, its significance, and an evaluation of its value/usefulness.
**Final Paper/Project Topics:**
Each student will complete a final paper/project for this class. This is something that you should work on throughout the semester (along with your bibliography) and we will have periodic check-ins during class to see how your project is progressing and for you to have the opportunity to discuss your project with each other. Choose your topic from the ones listed here based on your own research interests and goals.

Option #1
Choose a parcel of land, lot, or building.
You will need to do some basic historical research. This will include finding out the history of the property---when was it first used or built? Who owned it and when? How has the property been used or what is its function? Has any archaeology been conducted on your site previously, if so who, what, and when? You can use primary and secondary resources. This includes maps, deeds, wills, oral history, local history publications, city directories, etc. Then explain how archaeology could help you learn more about the property. Develop archaeological research questions that could be answered by conducting archaeological excavations. (Note you will not be doing any excavation in conjunction with this project.)

Option #2
Artifact Research
For this option you and I will meet to identify a project that involves artifact research in the historical archaeology lab. For example, if you have an interest in historical bottles or ceramics, we will develop a research project around that interest.

Option #3
Archaeological Site
You will choose an archaeological site/project that has been conducted previously. You will give a background of the project (the history, the research design, how it contributed to the field of historical archaeology, etc). You will conduct some of your own analysis and determine what you think was done right or could have been done better then make suggestions (supported by literature and evidence) to improve the research.

**Disability Accomodations:**
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/or the staff of the Disability Services for Students (DSS) (http://www.umt.edu/dss/) to formulate a plan for accommodations. Please contact DSS directly for more information: 406.243.2243, dss@umontana.edu.

**Academic Honesty:**
The University of Montana expects its students to be academically honest, particularly in regard to plagiarism. “Plagiarism is the representing of another’s work as one’s own.” Both copyright laws and University policies are rigid as concerns plagiarism. Consult the current “Student Conduct Code” for details regarding penalties for plagiarism.
## Course Schedule

All readings and assignments (unless otherwise noted) are due at midnight the Sunday of the current class week!

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings, Assignments, Etc.</th>
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</thead>
<tbody>
<tr>
<td>Thursday, January 10</td>
<td>Introductions Syllabus &amp; Moodle</td>
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<tr>
<td>Week 2:</td>
<td>What is Historical Archaeology? History of Historical Archaeology</td>
<td>• Read: Orser 2017 pp. 3-53&lt;br&gt;• Reading Summary&lt;br&gt;• Two questions/observations</td>
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<td>Tuesday, January 15</td>
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<td>Thursday, January 17</td>
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<td>Week 3:</td>
<td>Theoretical Framework Research Design</td>
<td>• Read: Orser 2017 pp. 245-266&lt;br&gt;• Read: Burke 2009 pp. 1-25&lt;br&gt;• Reading Summary of Orser&lt;br&gt;• Two questions/observations</td>
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<td>Tuesday, January 22</td>
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<td>Thursday, January 24</td>
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<td>Week 4:</td>
<td>Text-Aided Research and Oral History</td>
<td>• Read: Hicks &amp; Beaudry 2006 pp. 13-33; Stokes &amp; Jones 2012&lt;br&gt;• Two questions/observations</td>
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<td>Tuesday, January 29</td>
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<td>Thursday, January 31</td>
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<td>Week 5:</td>
<td>Methods in the Field: Finding and excavating (or not!) all the cool “stuff”</td>
<td>• Read: Orser 2017 pp. 65-84, 121-144; Heilen &amp; Altschul 2013&lt;br&gt;• Two questions/observations</td>
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<td>Tuesday, February 5</td>
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<td>Thursday, February 7</td>
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<tr>
<td>Week 6:</td>
<td>Methods in the Lab: What to do with all that cool “stuff”</td>
<td>• Read: Hicks &amp; Beaudry 2006 pp. 191-204&lt;br&gt;• <a href="https://sha.org/resources/">https://sha.org/resources/</a>&lt;br&gt;• Two questions/observations</td>
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<td>Tuesday, February 12</td>
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<td>Thursday, February 14</td>
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<td>Week 7:</td>
<td>People in the Archaeological Record: Colonialism, Class, Gender, Ethnicity</td>
<td>• Read: Wegars 2008&lt;br&gt;• Check out “Chinese in Montana” website&lt;br&gt;• Read one: Leone &amp; Fry 1999 or Warner 2001&lt;br&gt;• Read one: Smits 2008 or Williams 2008&lt;br&gt;• Two questions/observations</td>
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<td>Tuesday, February 19</td>
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<td>Thursday, February 21</td>
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<td>Week 8:</td>
<td>People in the Archaeological Record: Overseas Chinese and African American Archaeology</td>
<td>• Read: SAA &amp; SHA Ethics Statements; Roche &amp; Blakey 1997; Colwell-Chanthaphonh et al 2010&lt;br&gt;• Reading Analysis/Critique&lt;br&gt;• Read Orser 2017 pp. 225-242 <em>(optional)</em>&lt;br&gt;• Two questions/observations</td>
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<td>Tuesday, February 26</td>
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<td>Thursday, February 28</td>
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<td>Week 9:</td>
<td>Cultural Resource Management Ethics and Conflict</td>
<td>• Read: SAA &amp; SHA Ethics Statements; Roche &amp; Blakey 1997; Colwell-Chanthaphonh et al 2010&lt;br&gt;• Reading Analysis/Critique&lt;br&gt;• Read Orser 2017 pp. 225-242 <em>(optional)</em>&lt;br&gt;• Two questions/observations</td>
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<td>Tuesday, March 5</td>
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<td>Thursday, March 7</td>
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<td>Date</td>
<td>Topic</td>
<td>Readings, Assignments, Etc.</td>
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<td><strong>Week 10:</strong>&lt;br&gt;Tuesday, March 12&lt;br&gt;Thursday, March 14</td>
<td>Urban Archaeology&lt;br&gt;Archaeology of Buildings</td>
<td>• Read: Hicks &amp; Beaudry 2006 pp. 273-292&lt;br&gt;• Read Yamin 2001 &amp; Wall 2001&lt;br&gt;• Read one additional article re: Five Points from the list and be prepared to discuss in class&lt;br&gt;• Two questions/observations</td>
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<td><strong>Week 11:</strong>&lt;br&gt;Tuesday, March 19&lt;br&gt;Thursday, March 21</td>
<td>Landscapes, Battlefields, &amp; Maritime Archaeology</td>
<td>• Read: Scott &amp; McFeaters 2011&lt;br&gt;• Skim Preservation Brief 36&lt;br&gt;• Two questions/observations&lt;br&gt;• Annotated Bibliography Due</td>
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<tr>
<td><strong>Week 12:</strong>&lt;br&gt;Tuesday, March 26&lt;br&gt;Thursday, March 28</td>
<td><strong>Spring Break!</strong></td>
<td><strong>Spring Break!</strong></td>
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<td><strong>Week 13:</strong>&lt;br&gt;Tuesday, April 2&lt;br&gt;Thursday, April 4</td>
<td>Industrial Archaeology, Mining, Railroads, and Institutional Life</td>
<td>• Read: Hall &amp; Silliman 2006 pp. 167-189; Shackel 2004&lt;br&gt;• Two questions/observations</td>
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<td><strong>Week 14:</strong>&lt;br&gt;Tuesday, April 9&lt;br&gt;Thursday, April 11</td>
<td>Public Archaeology&lt;br&gt;Archaeology in Film and Pop Culture</td>
<td>• Read: Dixon 2006; Kristiansen &amp; Holtorf 2008; Paynton 2002; Pitts 2012&lt;br&gt;• Two questions/observations</td>
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<td><strong>Week 15:</strong>&lt;br&gt;Tuesday, April 16&lt;br&gt;Thursday, April 18</td>
<td>Catch-up week</td>
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<td><strong>Week 16:</strong>&lt;br&gt;Tuesday, April 23&lt;br&gt;Thursday, April 25</td>
<td>Final Presentations</td>
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<td><strong>Friday, April 26</strong></td>
<td></td>
<td><strong>Final Paper/Project Due</strong></td>
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<tr>
<td><strong>Thursday, May 2</strong></td>
<td></td>
<td>8:00-10:00</td>
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</tbody>
</table>
Course Readings Bibliography

Birnbaum, Charles A.

Burke, Heather, Claire Smith, and Larry J. Zimmerman

Colwell-Chanthaphonh, Chip, T. J. Ferguson, Dorothy Lippert, Randall H. McGuire, George P. Nicholas, Joe E. Watkins, and Larry J. Zimmerman

Dixon, Kelly J.

Hall, Martin, and Stephen W. Silliman, editors
2006 Historical Archaeology. Wiley-Blackwell, Hoboken, NJ.

Heilen, Michael, and Jeffery H. Altshul

Hicks, Dan, and Mary Carolyn Beaudry

Holtorf, Cornelius
2008 Academic Critique and the Need for an Open Mind (a Response to Kristiansen). Antiquity 82(316):490-492.

Kristiansen, Kristian

Leone, Mark P., and Gladys-Marie Fry

Orser, Jr., Charles E.
2017 Historical Archaeology. 3rd edition. Routledge, New York, NY.

Paynton, Ceinwen
2002 Public Perception and “Pop Archaeology”: A Survey of Current Attitudes Toward Televised Archaeology in Britain. SAA Archaeological Record pp. 33–36, 44.

Pitts, Mike
Roche, Cheryl J. La, and Michael L. Blakey

Shackel, Paul A.

Society for American Archaeology.

Society for Historical Archaeology

Smits, Nicholas J.

Stokes, Robert J., and Thomas Jones

Wall, Diana diZerega

Warner, Mark

Wegars, Priscilla

Williams, Bryn

Yamin, Rebecca
**Week 7 Readings**

**Colonialism**
Panich, Lee M.

Voss, Barbara L.

**Class**
Paynter, Robert

Reckner, Paul E., and Stephen A. Brighton

**Gender**
Spude, Catherine Holder

Wilkie, Laurie A., and Katherine Howlett Hayes

**Ethnicity**
McGuire, Randall H.

Voss, Barbara L.

**Five Points, New York - Historical Archaeology Thematic Issue (for Week 10)**

Bonasera, Michael C., and Leslie Raymer

Brighton, Stephen A.

Crist, Thomas A.

Fitts, Robert


