

University of Montana

ScholarWorks at University of Montana

University of Montana Course Syllabi

Open Educational Resources (OER)

Spring 2-1-2019

ANTY 456.01: Historical Archaeology

Nikki Manning

University of Montana, Missoula

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Let us know how access to this document benefits you.

Recommended Citation

Manning, Nikki, "ANTY 456.01: Historical Archaeology" (2019). *University of Montana Course Syllabi*. 9186.

<https://scholarworks.umt.edu/syllabi/9186>

This Syllabus is brought to you for free and open access by the Open Educational Resources (OER) at ScholarWorks at University of Montana. It has been accepted for inclusion in University of Montana Course Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

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



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:

Assignment

Weekly Reading Observations (12)	120
Reading Summaries (2)	50
Reading Analysis/Critiques (2)	100
In-class Exercises	30
Annotated Bibliography	200
Final Paper/Project	300
Final Presentation	100
TOTAL POINTS	900

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 Accommodations:

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!

Date	Topic	Readings, Assignments, Etc.
Thursday, January 10	Introductions Syllabus & Moodle	
Week 2: Tuesday, January 15 Thursday, January 17	What is Historical Archaeology? History of Historical Archaeology	<ul style="list-style-type: none"> • Read: Orser 2017 pp. 3-53 • Reading Summary • Two questions/observations
Week 3: Tuesday, January 22 Thursday, January 24	Theoretical Framework Research Design	<ul style="list-style-type: none"> • Read: Orser 2017 pp. 245-266 • Read: Burke 2009 pp. 1-25 • Reading Summary of Orser • Two questions/observations
Week 4: Tuesday, January 29 Thursday, January 31	Text-Aided Research and Oral History	<ul style="list-style-type: none"> • Read: Hicks & Beaudry 2006 pp. 13-33; Stokes & Jones 2012 • Two questions/observations
Week 5: Tuesday, February 5 Thursday, February 7	Methods in the Field: Finding and excavating (or not!) all the cool “stuff”	<ul style="list-style-type: none"> • Read: Orser 2017 pp. 65-84, 121-144; Heilen & Altschul 2013 • Two questions/observations
Week 6: Tuesday, February 12 Thursday, February 14	Methods in the Lab: What to do with all that cool “stuff”	<ul style="list-style-type: none"> • Read: Hicks & Beaudry 2006 pp. 191-204 • https://sha.org/resources/ • Two questions/observations
Week 7: Tuesday, February 19 Thursday, February 21	People in the Archaeological Record: Colonialism, Class, Gender, Ethnicity	<ul style="list-style-type: none"> • Read: Orser 2017 pp. 267-294; TBD – Student Choice from list • Two questions/observations • Reading Analysis/Critique
Week 8: Tuesday, February 26 Thursday, February 28	People in the Archaeological Record: Overseas Chinese and African American Archaeology	<ul style="list-style-type: none"> • Read: Wegars 2008 • Check out “Chinese in Montana” website • Read one: Leone & Fry 1999 or Warner 2001 • Read one: Smits 2008 or Williams 2008 • Two questions/observations
Week 9: Tuesday, March 5 Thursday, March 7	Cultural Resource Management Ethics and Conflict	<ul style="list-style-type: none"> • Read: SAA & SHA Ethics Statements; Roche & Blakey 1997; Colwell-Chanthaphonh et al 2010 • Reading Analysis/Critique • Read Orser 2017 pp. 225-242 (optional) • Two questions/observations

Date	Topic	Readings, Assignments, Etc.
Week 10: Tuesday, March 12 Thursday, March 14	Urban Archaeology Archaeology of Buildings	<ul style="list-style-type: none"> • Read: Hicks & Beaudry 2006 pp. 273-292 • Read Yamin 2001 & Wall 2001 • Read <i>one</i> additional article re: Five Points from the list and be prepared to discuss in class • Two questions/observations
Week 11: Tuesday, March 19 Thursday, March 21	Landscapes, Battlefields, & Maritime Archaeology	<ul style="list-style-type: none"> • Read: Scott & McFeaters 2011 • Skim Preservation Brief 36 • Two questions/observations • Annotated Bibliography Due
Week 12: Tuesday, March 26 Thursday, March 28	Spring Break!	Spring Break!
Week 13: Tuesday, April 2 Thursday, April 4	Industrial Archaeology, Mining, Railroads, and Institutional Life	<ul style="list-style-type: none"> • Read: Hall & Silliman 2006 pp. 167-189; Shackel 2004 • Two questions/observations
Week 14: Tuesday, April 9 Thursday, April 11	Public Archaeology Archaeology in Film and Pop Culture	<ul style="list-style-type: none"> • Read: Dixon 2006; Kristiansen & Holtorf 2008; Paynton 2002; Pitts 2012 • Two questions/observations
Week 15: Tuesday, April 16 Thursday, April 18	Catch-up week	
Week 16: Tuesday, April 23 Thursday, April 25	Final Presentations	
Friday, April 26	Final Paper/Project Due	
Thursday, May 2	8:00-10:00	Final Exam

Course Readings Bibliography

Birnbaum, Charles A.

1994 Preservation Brief 36: Protecting Cultural Landscapes: Planning, Treatment and Management of Historic Landscapes. National Park Service, Washington, D.C.

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

2009 *The Archaeologist's Field Handbook: North American Edition*. AltaMira Press, Lanham, MD.

Colwell-Chanthaphonh, Chip, T. J. Ferguson, Dorothy Lippert, Randall H. McGuire, George P.

Nicholas, Joe E. Watkins, and Larry J. Zimmerman

2010 The Premise and Promise of Indigenous Archaeology. *American Antiquity* 75(2):228–238.

Dixon, Kelly J.

2006 Sidling up to the Archaeology of Western Saloons: Historical Archaeology Takes on the Wild of the West. *World Archaeology* 38(4):576–585.

Hall, Martin, and Stephen W. Silliman, editors

2006 *Historical Archaeology*. Wiley-Blackwell, Hoboken, NJ.

Heilen, Michael, and Jeffery H. Altshul

2003 The Accuracy and Adequacy of In-Field Analysis. *Advances in Archaeological Practice: A Journal of the Society for American Archaeology* pp. 121–138.

Hicks, Dan, and Mary Carolyn Beaudry

2006 *The Cambridge Companion to Historical Archaeology*. Cambridge University Press, Cambridge, England.

Holtorf, Cornelius

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

Kristiansen, Kristian

2008 Should Archaeology Be in the Service of “Popular Culture”? A Theoretical and Political Critique of Cornelius Holtorf’s Vision of Archaeology. *Antiquity* 82(316):488-490.

Leone, Mark P., and Gladys-Marie Fry

1999 Conjuring in the Big House Kitchen: An Interpretation of African American Belief Systems Based on the Uses of Archaeology and Folklore Sources. *The Journal of American Folklore* 112(445):372–403.

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

2012 “American Digger” and Archaeology. *Anthropology Today* 28(3):1–2.

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

1997 Seizing Intellectual Power: The Dialogue at the New York African Burial Ground. *Historical Archaeology* 31(3):84–106.

Shackel, Paul A.

2004 Labor's Heritage: Remembering the American Industrial Landscape. *Historical Archaeology* 38(4):44–58.

Society for American Archaeology.

1996 Principles of Archaeological Ethics. *Principles of Archaeological Ethics*.

<http://www.saa.org/AbouttheSociety/PrinciplesofArchaeologicalEthics/tabid/203/Default.aspx>.

Society for Historical Archaeology

2003 Ethics Statement. *Society for Historical Archaeology Ethics Statement*.

<http://sha.org/index.php/view/page/ethics>.

Smits, Nicholas J.

2008 Roots Entwined: Archaeology of an Urban Chinese American Cemetery. *Historical Archaeology* 42(3):111–122.

Stokes, Robert J., and Thomas Jones

2012 Archaeology and Archival Research at the Hayden Flour Mill in Tempe, Arizona. *KIVA* 77(4):439–457.

Wall, Diana diZerega

2001 Afterword: Becoming New York: The Five Points Neighborhood. *Historical Archaeology* 35(3):133–135.

Warner, Mark

2001 Ham Hocks on Your Cornflakes. *Archaeology* 54(6):48–52.

Wegars, Priscilla

2008 The Asian American Comparative Collection: A Unique Resource for Archaeologists and Historians. *Historical Archaeology* 42(3):166–170.

Williams, Bryn

2008 Chinese Masculinities and Material Culture. *Historical Archaeology* 42(3):53–67.

Yamin, Rebecca

2001 Introduction: Becoming New York: The Five Points Neighborhood. *Historical Archaeology* 35(3):1–5.

Week 7 Readings

Colonialism

Panich, Lee M.

2013 Archaeologies of Persistence: Reconsidering the Legacies of Colonialism in Native North America. *American Antiquity* 78(1):105–122.

Voss, Barbara L.

2015 What's New? Rethinking Ethnogenesis in the Archaeology of Colonialism. *American Antiquity* 80(4):655–670.

Class

Paynter, Robert

1999 Epilogue: Class Analysis and Historical Archaeology. *Historical Archaeology* 33(1):184–195.

Reckner, Paul E., and Stephen A. Brighton

1999 “Free from All Vicious Habits”: Archaeological Perspectives on Class Conflict and the Rhetoric of Temperance. *Historical Archaeology* 33(1):63–86.

Gender

Spude, Catherine Holder

2005 Brothels and Saloons: An Archaeology of Gender in the American West. *Historical Archaeology* 39(1):89–106.

Wilkie, Laurie A., and Katherine Howlett Hayes

2006 Engendered and Feminist Archaeologies of the Recent and Documented Pasts. *Journal of Archaeological Research* 14(3):243–264.

Ethnicity

McGuire, Randall H.

1982 The Study of Ethnicity in Historical Archaeology. *Journal of Anthropological Archaeology* 1(2). June 1:159–178.

Voss, Barbara L.

2005 The Archaeology of Overseas Chinese Communities. *World Archaeology* 37(3):424–439.

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

Bonasera, Michael C., and Leslie Raymer

2001 Good for What Ails You: Medicinal Use at Five Points. *Historical Archaeology* 35(3):49–64.

Brighton, Stephen A.

2001 Prices That Suit the Times: Shopping for Ceramics at the Five Points. *Historical Archaeology* 35(3):16–30.

Crist, Thomas A.

2005 Babies in the Privy: Prostitution, Infanticide, and Abortion in New York City's Five Points District. *Historical Archaeology* 39(1):19–46.

Fitts, Robert

2001 The Rhetoric of Reform: The Five Points Missions and the Cult of Domesticity. *Historical Archaeology* 35(3):115–132.

Griggs, Heather J.

2001 "By Virtue of Reason and Nature": Competition and Economic Strategy in the Needletrades at New York's Five Points, 1855-1880. *Historical Archaeology* 35(3):76-88.

LaRoche, Cheryl J., and Gary S. McGowan

2001 "Material Culture": Conservation and Analysis of Textiles Recovered from Five Points. *Historical Archaeology* 35(3):65-75.

Milne, C., and Pamela J. Crabtree

2001 Prostitutes, a Rabbi, and a Carpenter—Dinner at the Five Points in the 1830s. *Historical Archaeology* 35(3):31-48.

Reckner, Paul E.

2001 Negotiating Patriotism at the Five Points: Clay Tobacco Pipes and Patriotic Imagery among Trade Unionists and Nativists in a Nineteenth-Century New York Neighborhood. *Historical Archaeology* 35(3):103-114.

Scott, Douglas D., and Andrew P. McFeaters

2011 The Archaeology of Historic Battlefields: A History and Theoretical Development in Conflict Archaeology. *Journal of Archaeological Research* 19(1):103-132.

Yamin, Rebecca

1998 Lurid Tales and Homely Stories of New York's Notorious Five Points. *Historical Archaeology* 32(1):74-85.

2001 From Tanning to Tea: The Evolution of a Neighborhood. *Historical Archaeology* 35(3):6-15.

2005 Wealthy, Free, and Female: Prostitution in Nineteenth-Century New York. *Historical Archaeology* 39(1):4-18.