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ANTY 456.01: Historical Archaeology

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HISTORICAL ARCHAEOLOGY (ANTY 456)
COURSE SYLLABUS – SPRING 2022
The University of Montana, Department of Anthropology
Tuesdays & Thursdays 10:00 a.m. -11:20p.m.
Social Sciences 254



Instructor: Nikki Manning
Email: nikki.manning@umontana.edu
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.

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 from you as you will from me.

About this Class:

Over the course of this semester, remember that this is your class. What you get out of this class is a direct result of what you are willing to put into it. It is understood that these are strange times and flexibility with pace and expectations is necessary. Deadlines for tasks, preparation for each class session, and full engagement (class participation) are all imperative not only to receive a good grade but for your own edification. You must take responsibility for your own intellectual growth and success.

Each class meeting will be recorded (assuming instructor remembers to hit record – HELP ME WITH THIS!) and those recordings will be available in Moodle for review or in the case that you must miss class.

If you must miss a class, you are required to contact the instructor and make arrangements to make up the work. You will not receive attendance/participation points for any unexcused absence.

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

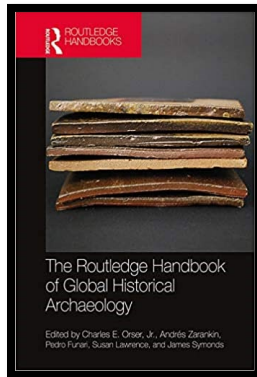
Attendance and Participation	100
Weekly Reading Observations (13)	130
Paper Topics	10
Due: Feb 4th	
Article Presentation/Discussion Leader	25
Due: Varies – See Schedule	
Article Written Critique	50
Due: Varies – See Schedule	
Preliminary Bibliography	50
Due: Feb 25th	
Archives Assignment	25
Due: Feb 25th	
Annotated Bibliography	100
Due: April 1st	
Final Paper Draft (if desired)	NG
Due: April 24th	
Final Paper	200
Due: May 9th	

TOTAL POSSIBLE POINTS **690**

Course Readings and Discussion:

Required Textbook:

Jr, Charles E. Orser, Andres Zarankin, Pedro Funari, Susan Lawrence, and James Symonds, editors, 2020 The Routledge Handbook of Global Historical Archaeology. Routledge, New York, NY.



The hardcover is extremely expensive but there is an E-Textbook version at Amazon.

https://www.amazon.com/Routledge-Handbook-Global-Historical-Archaeology-ebook/dp/B08CQKX9GC/ref=sr_1_1?crid=8HKUE17F39LX&keywords=routledge+handbook+global+archaeology&qid=1642453094&prefix=routledge+handbook+global+archaeolog%2Caps%2C115&sr=8-1

Other readings will be posted on our course Moodle page.

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 one question and one observation (more if you want) via Moodle about the readings each ***Wednesday by midnight*** and we will use those to facilitate part of the discussion for that week.

In addition to being prepared to discuss the readings for each class meeting, each student will “become the teacher” once during the semester. This means that you will present an assigned reading to the class and will lead the class discussion about that article. In order to do this, you will review the article (summarize and present your analysis of the reading), and to stimulate discussion you will prepare/pose at least three questions to the class. Presentations can be somewhat casual (PowerPoint encouraged; not required) but you must be organized and prepared. Discussion leader schedule has been randomly generated.

Preliminary and Annotated Bibliography:

This bibliography should contain no less than 15 sources. **(Graduate students should have no less than 20!)** 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 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.

Option #4

Theory

This course fulfills the Anthropology major theory requirement. As such, we spend some time discussing various anthropological theories as they relate to Historical Archaeology. For this option, chose one of these theories and discuss the theory's central tenets and underlying assumptions. Give a brief history of the development of the theory, identifying the major proponents of the theoretical position and their contributions. Critically analyze the strengths and weaknesses of the theory. (This is the bulk of your paper.) Discuss its relationship to other theoretical positions. Give a clear conclusion which highlights the contribution to anthropological knowledge.

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.

Safety Message:

The University of Montana has implemented the following pandemic precautions and protocols:



- Mask use is required within the classroom and during field trips where we are in contact.
- Each student is provided with a cleaning kit. The expectation is that students will clean their personal workspace when they arrive for class, and before they leave the classroom.
- Classrooms may have one-way entrances / exits to minimize crowding.
- Students should be discouraged from congregating outside the classroom before and after class.
- Specific seating arrangements will be used to ensure social distancing and support contact tracing efforts. A seating chart will be created and submitted to the Registrar.
- Class attendance will be recorded to support contact tracing efforts.
- Drinking liquids and eating food is discouraged within the classroom (which requires mask removal).
- If the class is being recorded, students must be notified of the recording.
- Stay home if you feel sick and/or if exhibiting COVID-19 symptoms.
- If a student is sick or displaying symptoms, please contact the Curry Health Center at (406) 243-4330.
- Up to Date COVID-19 Information from the University of Montana can be found here: UM Coronavirus Website: <https://www.umt.edu/coronavirus>.
- Please consider being vaccinated if you have not already. All of us must remain vigilant outside the classroom in mitigating the spread of COVID-19.

Attached:

- **Course schedule and topics**

COURSE SCHEDULE

Week 1: January 18 & 20

Syllabus and Introductions
What is Historical Archaeology?
History of Historical Archaeology

Week 2: January 25 & 27

Death by Theory – Overview of Archaeological Theory

Readings:

- Orser 2017 p. 245-266
- Orser 2020 p. 289-316 (optional)

Assignment:

- Two questions/observations/comments about the reading due Wednesday, 1/26

Week 3: February 1 & 3

Where do we start?

- Research Design
- Text-aided Research
- Oral History & IRB
- Interdisciplinarity
- Ethics

Readings:

- Orser 2020 p. 264-288
- Fliess 2000
- Orser 2020 p. 478-495 (optional)

Assignment:

- Two questions/observations/comments about the reading due Wednesday 2/2
- Paper topics are due Friday, 2/4

Week 4: February 8 & 10

Field Methods (Finding the Cool Stuff)

Readings:

Discussion Leaders for Thursday 2/10: Maeve and Christina

- Heilen & Altshul 2013
- Conyers 2006
- Crist 2001
- Wheeler 2000

Assignment:

- Two questions/observations/comments about the reading due Wednesday, 2/9
- Discussion leader article critiques due Friday, 2/11

Week 5: February 15 & 17

Indigenous Archaeology

Decolonizing Archaeology

Guest Instructor: Kelly Dixon

Readings:

Discussion Leaders for Thursday 2/17: Lisa and Skyla

- Belarde_Lewis and Kostelecky 2021
- Brien and Dixon 2022
- Riggs 2017
- Urwin 2020

Assignment:

- Two questions/observations/comments about the reading due Wednesday, 2/16
- Discussion leader article critiques due Friday, 2/18

Week 6: February 22 & 24

NO CLASS TUESDAY, FEBRUARY 22nd

Lab Methods (What to DO with the Cool Stuff)

Readings:

No Discussion Leaders this week

- Orser 2020 p. 443-457

Assignment:

- *No questions/observations this week.*
- Preliminary bibliographies due Friday, 2/25
- Archives assignment due Friday, 2/25

Week 7: March 1 & 3

People in the Archaeological Record

- Class
- Ethnicity & Race
- Gender

Readings:

Discussion Leaders for Thursday 3/3: Tanessa and Sarah

- Orser 2020 p. 80-132

Assignment:

- Two questions/observations/comments about the reading due Wednesday, 3/2
- Discussion leader article critiques due Friday, 3/4

Week 8: March 8 & 10

People in the Archaeological Record

- Chinese Diaspora

Guest Lecture: Kate Kolwicz

Readings:

Discussion Leaders for Thursday 3/10: Elaina and Bailey

- Praetzellis & Praetzellis 2020
- Yu 2020

Assignment:

- Two questions/observations/comments about the reading due Wednesday, 3/9
- Discussion leader article critiques due Friday, 3/11

Week 9: March 15 & 17

People in the Archaeological Record

- African Diaspora

Readings:

Discussion Leaders for Thursday 3/17: Megan and Andrea

- Orser 2020 p. 133-149
- Blakey 2010
- McDavid 2002

Assignment:

- Two questions/observations/comments about the reading due Wednesday, 3/16
- Discussion leader article critiques due Friday, 3/18

Week 10: SPRING BREAK – NO CLASSES

Week 11: March 29 & 31

Archaeology at Dark Heritage Sites

Readings:

Discussion Leaders for Thursday 3/31: Ruby and Robert

- Colls 2015
- Crossland 2000
- Mitchell 2020 (Sapiens.org article)

Assignment:

- Two questions/observations/comments about the reading due Wednesday, 3/30
- Discussion leader article critiques due Friday, 4/1
- Annotated bibliographies due Friday, 4/1

Week 12: April 5 & 7

Urban Archaeology

Archaeology of Buildings

Readings:

Discussion Leaders for Thursday 4/7: Jocelyn, Ethan, Michael

- Orser 2020 p. 517-535
- Mitchell 2017
- Yamin 1998
- Milne & Crabtree 2001

Assignment:

- Two questions/observations/comments about the reading due Wednesday, 4/6
- Discussion leader article critiques due Friday, 4/8

Week 13: April 12 & 14

Archaeology of Institutions

- Asylums
- Orphanages
- Schools
- Prisons

Readings:

- Longhurst 2017
- Davies 2013
- Bush 2000
- Beisaw & Baxter 2017

Assignment:

- Two questions/observations/comments about the reading due Wednesday, 4/13

Week 14: April 19 & 21

Public Archaeology
Archaeology and Pop Culture

Readings:

- Kristiansen 2008; Whitmore 2008; Holtorf 2008
- Colley 2007
- Paynton 2002
- Przystupa 2019
- Maldonado 2016
- Shanks 2009

Assignment:

- Two questions/observations/comments about the reading due Wednesday, 4/20
- Paper rough drafts (if desired) are due Sunday, 4/24

Week 15: April 26 & 28

Contemporary Archaeology

Readings:

- Readings TBD

Assignment:

- Two questions/observations/comments about the reading due Wednesday, 4/27

Final Papers are Due Monday, May 9th