Spring 2-1-2020

ANTY 456.01: Historical Archaeology

Kelly J. Dixon

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Anthropology 456

Historical Archaeology
Course Syllabus
Spring 2020
Tuesday and Thursday 11:00 to 12:20 PM, SS 262

Instructor:  Kelly J. Dixon, Professor, Department of Anthropology
Office:  University of Montana, Missoula
        Social Sciences Building, Room 235
Email, phone:  kelly.dixon@mso.umt.edu; 612.247.6414 (text)
Office Hours:  Tuesday ~3:30-5:00 pm and also by appointment
Library Research Guide:  https://libguides.lib.umt.edu/anthropology

Guest Instructor and Teaching Assistant: Nikki Manning, Ph.D. Student, Department of Anthropology
Office:  University of Montana, Missoula
        Social Sciences Building, Room 244
Email:  nikki.manning@umontana.edu
Office Hours:  Contact to make 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 – and 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, 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 are 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 heritage education, management, and stewardship.
The course bibliography may appear biased toward research in the American West. This is a result of your instructor’s bias and many students’ interests in finding careers in this region; nevertheless, Historical Archaeology is inherently a transnational field and we will consistently explore the connections of local or regional topics with issues in international cultural heritage, as well as the ways in which regional studies can contribute to matters relevant to global change and sustainability. After attending and participating in class and completing 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.

TEXTBOOKS

All textbooks are optional/recommended (graduate students may wish to use these for review projects)


**Working Course Bibliography**¹ (Attached as a Separate Document)

Additional readings listed in the course bibliography will be assigned and discussed throughout the semester.

**COURSE STRUCTURE:**

This course meets for 80 minutes, two days a week, throughout the semester. Class meetings will include lectures, in-class exercises, documentary clips, and visits to lab, archive, and library facilities. Students may be asked to participate in class by sharing their ideas with the rest of the class in informal discussions and/or in brief written assignments. We will examine various archaeological investigations and related data analyses.

¹ We will frequently update this bibliography.
**GRADING POLICY:**
Course grades will be based upon student performance on assignments, or examinations, and a series of in-class exercises. Graduate students will be responsible for all of these tasks as well as selected book reviews (e.g., can choose from optional readings) and projects tailored to their own research.

**Points per Assignment:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Development (divided into several assignments)</td>
<td>100 [total] points</td>
</tr>
<tr>
<td>Readings Summaries</td>
<td>100 [total] points</td>
</tr>
<tr>
<td>Final Project</td>
<td>100 points</td>
</tr>
<tr>
<td>In-class exercises/participation</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Undergraduate Student Total</strong></td>
<td><strong>400 points</strong></td>
</tr>
<tr>
<td>2 Book Reviews (Graduate Students Only)</td>
<td>200 points</td>
</tr>
<tr>
<td>TBA, “tailored” projects (Graduate Students Only)</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Graduate Student Total</strong></td>
<td><strong>700 points</strong> (includes undergrad. points/projects)</td>
</tr>
</tbody>
</table>

I will assign +/- grades for this course and final grades will be based upon the following average scores for the exams, in-class exercises, and graduate student book reviews: 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).

**ATTENDANCE:**
I pay attention to student attendance, and, you should know that, if I see you in class all the time, dedicated and eager, this will be considered when I make decisions about your final grade in borderline cases. Similarly, if you rarely come to class, that, too will be considered.

**CLASS CONDUCT:**
Respect and listen to each other and the teaching team. Turn off cell phone during class and do not use laptops/notebooks for non-class activities

**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.

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2 Paraphrase assigned reading(s) as directed in a précis (a summary that is very similar to an abstract) that is at least 200 words in length, but no more than 400 words

3 You must be present to get full points for the in-class exercises. These will include short writing assignments, artifact identification via “Artifact of the Day”, and other tasks TBA depending on student progress and the course directions.
**COURSE SCHEDULE:**

<table>
<thead>
<tr>
<th>Week, Date</th>
<th>Topic(s)</th>
<th>Readings</th>
</tr>
</thead>
</table>
| Week 1, Jan. 14, 16 | Introduction to Historical Archaeology (HA)  
What is HA?  
For deep background, see also Orser 2010, 21st-century HA.  
If there is time, we will review Dixon’s new ms. on Historical Archaeologies of the North American West (publication 2020). |
| Week 2, Jan. 21, 23 | Indigenous Approaches in Archaeology; Visual Anthropology  
Special Guest, Marty Lopez, ANTH PhD Program | Wilcox 2010; Brien et al. 2020 (excerpt)  
Wilcox 2009, *The Pueblo Revolt*, OPTIONAL BOOK |
| Week 3, Jan. 28, 30 | Primary Sources and the Power of the Archives  
Colonialism and post-Colonialism  
|                   | **Field Trip to the Mansfield Library Archives on Jan 28**  
**PhD Student Marty Lopez Visit on Jan. 30**  
**Reading Summary/Review (~one page) DUE Jan. 30**  
**REMINDER: Sample Reading Summary will be available on our Moodle page.** |                                                                                                   |
| Week 4, Feb. 4, 6 | Anarchy [Theory] and Archaeologies of Listening  
Cultural Landscapes and Battlefields | SAA *Archaeological Record* (excerpts on Anarchy Theory and Listening); Fox and Scott 1991, Post-Civil War Pattern; Scott and McFeaters, 2011, Archaeology of Historic Battlefields; Merritt, et al. 2014, Rosebud Battlefield; Brien, et al. 2020 excerpt; others TBD and/or TBD based on student projects. |
<p>| Week 5, Feb. 11, 13 | Environmental Archaeology and Human-Environment Interactions | Allen 2010a Alta Ca Missions; Church, 2002, <em>The Grant and the Grid</em>; Fisher 2009, Cattle in Hawai‘i; Hämäläinen |</p>
<table>
<thead>
<tr>
<th>Week 6, Feb. 18, 20</th>
<th>Graduate Students 1st Book Review Due Feb. 13</th>
<th>2010, Politics of Grass; Mrozowski 2010, Environments of History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal of the Week: <em>American Antiquity</em></td>
<td>Reading Summary/Review (~one page) Due Feb. 20</td>
<td></td>
</tr>
<tr>
<td>Journal of the Week: <em>Current Anthropology</em>; <em>Asian American Comparative Collection Newsletter</em></td>
<td>Wrap up Asian American Archaeologies and transition to Engendered Archaeologies and African Diaspora Archaeologies, Structural Racism</td>
<td></td>
</tr>
<tr>
<td>Journal of the Week: <em>Journal of African Diaspora Archaeology and Heritage</em></td>
<td><strong>Topic Development, Part 2 DUE Mar. 5:</strong> Conduct your own academic search for a paper published in roughly the last decade that dovetails with the research topic you chose for Part 1. Paraphrase that article in a precis (a summary that is very similar to an abstract) that is at least 200 words in length, but no more than 400 words. Turn in your summary, along with a pdf of the article; be prepared to discuss your article in class.</td>
<td></td>
</tr>
<tr>
<td>Week 9, Mar. 10, 12</td>
<td>Review Digital Archaeological Archive of Comparative Slavery (DAACS) (<a href="http://www.daacs.org/">http://www.daacs.org/</a>)</td>
<td>African Diaspora Archaeologies, Cont’d</td>
</tr>
<tr>
<td>Journal of the Week: <em>Journal of African Diaspora Archaeology and Heritage</em></td>
<td>Readings TBA</td>
<td></td>
</tr>
<tr>
<td>NO CLASS on Thursday, March 12 THIS WEEK -- students to use extra time work on independent research in preparation for Topic Development,</td>
<td></td>
<td></td>
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<tr>
<td>Week 10, Mar. 17, 19</td>
<td><strong>NO CLASSES THIS WEEK</strong></td>
<td><strong>SPRING BREAK</strong></td>
</tr>
<tr>
<td>Week 11, March 24, 26</td>
<td><strong>NO CLASS on Tuesday, March 24 THIS WEEK -- students to use extra time work on independent</strong></td>
<td>Orser 2017, Chapters 4, 6-8; Others TBA</td>
</tr>
</tbody>
</table>
research in preparation for **Topic Development, Part 3 due next week.**

Summary of Method and Theory in HA:
Field and Laboratory Methods, Artifact ID, Dating Techniques, Faunal Analysis

*Journal of the Week: Journal of Archaeological Method and Theory*

**Graduate Students 2nd book review due April 6**

<table>
<thead>
<tr>
<th>Week 12, Mar31, Apr2</th>
<th>History of Theoretical Explanation in Historical Archaeology</th>
<th>Orser 2017, Chapter 10; Deetz 1996, <em>In Small Things Forgotten</em>, OPTIONAL BOOK – see pp. for 89-124 for example of material culture interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic Development, Part 3 DUE April 2</strong>: Turn in a working bibliography* for your topic/final project.</td>
<td></td>
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<tr>
<td><strong>Journal of the Week: Annual Review of Anthropology</strong></td>
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<tbody>
<tr>
<td><strong>Journal of the Week: World Archaeology</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Week 14, Apr. 14, 16</th>
<th>Maritime/Underwater Archaeology</th>
<th>Work on final projects now!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic Development, Part 4 DUE April 24</strong>: Turn in a working title and abstract** for your topic/final project. I suggest everyone’s final project is an annotated bibliography.***</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Project Updates and Presentations of Final Projects (25 points)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NO CLASS ON APRIL 16 (UM Collections Board)</strong></td>
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</tbody>
</table>

| Week 15, Apr. 21, 23 | Student Project Updates and Presentations of Final Projects (cont’d) | Work on final projects now, too! |

<table>
<thead>
<tr>
<th>Week 16, Apr. 28, 30</th>
<th>Student Project Updates and Presentations of Final Projects (cont’d)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NOTE: Friday, April 30 is the last day of classes.</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FINALS WEEK Monday, May 4</th>
<th>Final Exam Time Slot: 8-10 am on May 4 (ouch!)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FINAL PROJECT DUE (75 points)</strong></td>
<td></td>
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</tbody>
</table>

* **BIBLIOGRAPHY**

Prepare a bibliography relevant to your thesis or dissertation research. You should have ~15 references (but span 10-20 and find balance depending on whether you are reading a pile of books or shorter journal articles) compiled for this assignment. Please use a consistent and appropriate style guide (e.g.,

*Historical Archaeology Syllabus* 6
NOTE: the Society for Historical Archaeology has an impressive set of bibliographies here: https://sha.org/resources/.

** ABSTRACT ASSIGNMENT DESCRIPTION **

SUMMARIZE what you learned about the general background of the topic you researched in a succinct, descriptive paragraph of ~150-250 words. In order to write this abstract, you will need to review and synthesize all of the references in your project bibliography and then figure out how you would write up a concise summary of the topic. Ideally, your abstract will outline ideas for future research related to that topic, noting how such research will make relevant contributions to certain fields, communities, the store of knowledge about the human condition, and so on. In a perfect world, this abstract could set the stage for a senior thesis and/or for a M.A. or Ph.D. project someday. 😊

*** ANNOTATED BIBLIOGRAPHY ***

What is an annotated bibliography? An annotated bibliography is a list of citations, including books, articles, and other documents, such as government reports. Each citation is followed by a brief descriptive paragraph, the annotation (each descriptive paragraph is usually from 150-200 words in length, but you may go up to 300 or 400 words if it is necessary. The purpose of the annotation is to inform the reader [namely, yourself] of the relevance, accuracy, and quality of the sources cited.

I expect each of you to compile at least 15-20 citations for this assignment. These should include a mix of articles from major refereed journals, books or book chapters, articles from popular publications (e.g., Smithsonian, National Geographic), and other relevant material such as conference proceedings, government reports, primary historical records, etc. Ideally, the references will be from historical archaeological or anthropological archaeological sources, but I am open to you all going interdisciplinary if necessary and finding relevant sources from History, Native American Studies, Political Science, Ecosystems Science, etc.

Please use a consistent and appropriate style guide (e.g., https://sha.org/publications/publication-style-guide-submission-guidelines/).

SAMPLE ANNOTATIONS

Biolsi, Tomas and Larry J. Zimmerman (eds.)


Both anthropologists and non-anthropologists examine the relationship between the discipline and the Native American community. This book focuses on how the undulating relationship between these two
groups has changed in the last quarter century i.e., since Vine Deloria Jr.’s 1969 release of *Custer Died for Your Sins*— a scathing and controversial critique of anthropologists. This collection includes a chapter by Vine Deloria Jr. himself.

Errington, Shelly


This book explores the different conceptions of the history of primitive art, Nationalism, modernization and development that utilizes a cultural past. While it does not directly address the issue of archaeological ethics, Errington successfully explores the issue of how westerners present and conceive of the “primitive” and the past. The book is therefore extremely relevant to archaeologists (and anthropologists) for their complicity in creating “the primitive” through the presentation of material culture.

Said, Edward


Edward Said’s *Orientalism* is a scholarly and controversial examination of how scholars and other writers in the West have long viewed—and presented—the East. Said argued that these writers and scholars have cultivated a long tradition of false and romanticized images of Asia and the Middle East in Western culture, and this, in turn, has implicitly helped justify for European and the American colonial ambitions. Said also condemned Middle Eastern leaders who internalized and perpetuated US and British Orientalists' ideas of Arabic culture. The result of this work has polarized the distinction between Europeans/Americans (i.e. “the West”) and Asians (i.e. the “Oriental world”) so that the Oriental becomes more Oriental, and the Westerner more Western.
ANTS 456 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.

Allen, R., Huddleson, J., Wooten, K., and Farris, G. (editors)
2017 Ceramic Identification in Historical Archaeology: The View from California 1822-1940. Germantown, Maryland: Society for Historical Archaeology.

Alonzi, Elise

Arkush, Brooke S.

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

Armstrong, Douglas V.

Atalay, Sonya
2012 Community Based Archaeology: Research with, by, and for Indigenous and Local Communities. Left Coast Press, Walnut Creek, California.

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

Barile, Kerri S.
2004  Race, the National Register, and Cultural Resource Management: Creating an Historic Context for Postbellum Sites. Historical Archaeology 38(1):90–100.

Baxter, Jane Eva

Baxter, R. Scott

Baxter, R. Scott and Rebecca Allen
2015 The View from Summit Camp. Historical Archaeology 49(1):34–45.

Baxter, Carey L. and Michael Hardgrave

Bayman, J. M.

Beaudry, Marcy C.

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

Bentz, L. and Braje. T.J.

Biolsi, Thomas and Larry J. Zimmerman (editors)

Blaut, J.M.

Boardman, John

Braje, T.J., and Bentz, L.

Braje, T.J., Erlandson, J. and Rick, T.C.

Brauner, David R., compiler

Brien, Aaron
2015 Bilishíissaannuua: The Importance of Fasting to the Apsáalooke. Master’s Thesis, Department of Anthropology, University of Montana.

Brien, Aaron, Marty Lopez, and Kelly J. Dixon
2019 Ammachiio/Where They Fight: A Study of Apsáalooke Spirituality on the Battlefield, American Battlefield Protection Program (ABPP) Grant Agreement No. 2287-17-018. DRAFT on file, University of Montana, Department of Anthropology, Missoula and ABPP offices, Washington, DC.

Brooks, J.F.

Brown, Dee

Brumfiel, Elizabeth

Burke, H. and C. Smith

Burley, David V.


Chang, Gordon H.

Chang, Gordon H. and Shelley Fisher-Fishkin (editors)

Clark, Kate

Clark, Andrew J. and Douglas B. Bamforth (editors)

Cleland, Charles E.


Colwell-Chanthaphonh, Chip, T. J. Ferguson, Dorothy Lippert, et al.

Cooper, D. C., and Spude, Catherine H.

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

Corbin, Annalies, and Russell, Matthew A.
2010  *Historical Archaeology of Tourism in Yellowstone National Park*. Springer, in partnership with the Society for Historical Archaeology, New York.

Costello, Julia G.
1998  Bread Fresh From the Oven: Memories of Italian Breadbaking in the California Mother Lode. *Historical Archaeology* 32(1):66-73.
Cowie, Sarah E., Teeman, Diane L., and LeBlanc, Christopher C., editors
2019  *Collaborative Archaeology at Stewart Indian School*, University of Nevada Press, Reno.

Crist, Thomas

Cummings, Linda Scott, Barbara L. Voss, Connie Yung Yu, Peter Kovacik, Kathryn Puseman, Chad Yost, Ryan Kennedy, and Megan S. Kane
2014  Fan and Tsai: Intracommunity Variation in Plant-Based Food Consumption at the Market Street Chinatown, San Jose California.  *Historical Archaeology* 48(2):143-172.

Dalglish, C.

Danforth, Marie Elaine, J. Lynn Funkhouser, and D. C. Martin

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.


Davis, Carl

DeCorse, Christopher R.
2001  *An Archaeology of Elmina: Africans and Europeans on the Gold Coast, 1400-1900*. Smithsonian Institution Press, Washington, DC.

De Cunzo, Lu Ann

De Cunzo, Lu Ann and John H. Jameson Jr., editors

De Leon, Jason

Deloria, Vine


Deetz, James A.


Delle, James

Diaz-Andreu, Margarita

Dixon, Kelly J.


Dixon, Kelly J. and Carrie E. Smith

Dixon, Kelly J., Julie M. Schablitsky, and Shannon A. Novak, editors

Dongoske, Kurt E., Theras Pasqual, and Thomas F. King
2015 The National Environmental Policy Act (NEPA) and the Silencing of Native American World Views. Environmental Practice 17(1):36-45.

Douglass, J.G. and W.M. Graves

Dovey, C.

Edwards, Kyle W. and Heather B. Trigg

Ellis, Meredith A.B., Christopher W. Merritt, Shannon A. Novak, and Kelly J. Dixon

Fagan, Brian

Fee, Jeff

Fennell, Christopher

Fischer, J. R.  

Fisher, A. H.  

Fisher, C. T., Hill, J. B., and Feinman, G. M. (editors)  

Fitzsimons, G.  

Flexner, J. L.  
2012  An Institution that was a Village: Archaeology and Social Life in the Hansen’s Disease Settlement at Kalawao, Moloka‘i, Hawai‘i. *International Journal of Historical Archaeology* 16: 135-163.

Flores, Dan  

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*. University of Iowa Press, Iowa City.

Frank, Andre Gunder  

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

Gale, S.J. and Haworth, R.J.

Galloway, Patricia

Given, Michael

Goes Ahead, Elias, Eckroth, David, Howard Boggess, and Mike Penfold

González-Tennant, Edward
2016 Recent Directions and Future Developments in Geographic Information Systems for Historical Archaeology. *Historical Archaeology* 50(3):24-49.

Goody, Jack

Gosden, Chris
2004 *Archaeology and Colonialism: Cultural Contact from 5000 BC to the Present*. Cambridge University Press.

Greene, Jerome A., and Douglas D. Scott

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.
Grijalva, Rep. R.M.

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

Guilfoyle, David, Myles Mitchell, Cat Morgan, Harley Coyne, and Vernice Gillies
2013  Exploring the Role of Archaeology within Indigenous Natural Resource Management: A Case Study from Western Australia. In Transcending the Culture-Nature Divide in Cultural Heritage: Views from the Asia-Pacific, edited by Sally Brockwell, Sue O'Connor, and Denis Byrne, Australian National University, Canberra.

Guilfoyle, David, Myles Mitchell, and Wayne Webb

Gutiérrez, R. A.

Guttormsen, Togrim Sneve

Haglund, William D.

Haines, F.

Hall, Martin and Stephen W. Silliman

Hall, Martin and Stephen W. Silliman

Hämäläinen, P.

Hamilton, S.

Hardesty, Donald L.


Hardesty, Donald L. and Don D. Fowler

Hardesty, Donald L. and Barbara J. Little

Harms, Cecily

Harriss, J.A.

Harrison, Rodney

Hattori, Eugene M.

Hattori, Eugene M., and Maria A. Thompson

Hegmon, Michelle

Herrman, E.W., Nathan, R.A., Rowe, M.J., and McCleary, Timothy P.

James, Ronald M.

Jamieson, Ross W.
Jordan, Kurt A.

Joseph, J.W.

Joyce, Rosemary A. and Jeanne Lopiparo

Kahn, Joel S.

Kardulias, P. Nick

Kehoe, Alice Beck and P.R. Schmidt

Kelly, Robert

Kimmerer, Robin Wall

Knapp, Bernard, editor

LaPier, Rosalyn R.

Landes, David

Landon, David B.
Lawrence, Susan

Layton, Thomas N.

Leech, B.J.

Lees, William B.
2013  Comment on Spude and Scott, NAGPRA, and History. *Historical Archaeology* 47(4):142-143.

Leone, Mark P.

Leone, Mark P., Cheryl Janifer LaRoche, and Jennifer J. Babiarz

Lewis, Kenneth E.

Liebmann, M.

Lightfoot, Kent G.


Lightfoot, Kent G. and Antoinette Martinez
Limerick, Patricia Nelson  

Little, Barbara J.  

Little, Barbara J. and Paul A. Shackel  

Loren, Diana DiPaolo  
2008 *In Contact: Bodies and Spaces in the Sixteenth- and Seventeenth-Century Eastern Woodlands*. AltaMira Press, Lanham, Maryland.

Lozny, L.  

Majewski, Teresita and David Gaimster, editors  

Marks, Robert B.  

Matsuda, Akira  

McBride, Brooke Baldouf, Fernando Sanchez-Trigueros, Stephen J. Carver, Alan E. Watson, Linda Moon Stumpff, Roian Matt, and Wiliam T. Borrie  

McDonald, J. D., Zimmerman, L. J., McDonald, A. L., Tall Bull, W., and Sun, T. R.  

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

McManamon, Francis P.

McNiven, I. and L. Russell

Means, Bernard K., Ashley McCuistion, and Courtney Bowles

Meinig, D.W.

Melnick, Robert Z.


Menzies, Charles R., editor
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