

Historical Archaeology

ANTH 2530

Days/Times/Location

COURSE SYLLABUS

INSTRUCTOR:

Historical Archaeology is the interdisciplinary study of past human cultures through oral and written records and through physical cultural remains. It introduces students to the ways these different types of historic and archaeological evidence can be used to understand and re-interpret the past.

REQUIRED TEXTBOOKS:

1. James Deetz, *In Small Things Forgotten: An Archaeology of Early American Life* (Anchor Books, 1996).
2. Charles E. Orser, Jr. *Historical Archaeology* (HarperCollins, 2004).

LEARNING OUTCOMES:

Substantive Knowledge

Students will demonstrate understanding of:

- A) theoretical paradigms used in the fields of archaeology and history
- B) the history of theoretical explanation in historical archaeology
- C) the key issues and debates in global historical archaeology
- D) the unique challenges of archaeologists who work in historically documented periods
- E) how historical archaeologists combine evidence from a range of artifactual, textual/archival, architectural, and other sources to understand past lifeways

Communication

Students will demonstrate the ability to write and speak effectively, using appropriate field-specific terminology, about historical archaeology including:

- A) development of a professional research design plan and report
- B) development in their essay writing
- C) the ability to read complex ideas and arguments within historical documents
- D) the ability to communicate their own critical arguments based on research
- E) gather and analyze archival information

Quantitative Literacy

Students will develop quantitative literacy used by archaeologists. Specifically, students will

- A. Use and interpret quantitative data generated through archaeological research and create original graphics and charts

- B. Engage in cartographical analysis such as interpreting topographical and archaeological site map

Critical Thinking

Students will demonstrate the ability to think critically about historic archaeological-related topics

Specifically, students will:

- A) analyze and evaluate issues and debates within historical archaeology and relate the evidence for particular local practices or events to wider global forces and trends
- B) demonstrate the ability to use the written record to inform and contextualize cultural remnants and to synthesize information from disparate sources
- C) evaluate the ways archaeological evidence complements or conflicts with historical records
- D) analyze the ways heritage preservation is a political act that includes or excludes parts of the past to support a particular interpretation of the present

GENERAL EDUCATION STATEMENT

This course fulfills the Interdisciplinary (ID) requirement for the General Education Program at SLCC

COURSE STRUCTURE:

This course meets for a 3-hour block. Class meetings will include lectures, in-class exercises, films, and visits to lab and field sites. Students may be asked to participate in class by sharing their ideas with the rest of the class in informal discussions. Throughout the semester, students may be assigned readings or handouts not listed in this syllabus; such items will provide you with the opportunity to examine more specific subjects in historical archaeology than those outlined in the required texts.

ASSESSMENTS:

Assessments for this course will include two in-class exams, 10 in-class or take-home exercises, and a final group project and presentation with an e-portfolio component.

Exams: There will be two in-class exams, each of which is worth a maximum of 50 points. Each exam will consist of about 20 multiple choice problems worth 2 points each, and a single 10 point short answer question.

In-Class Exercises: Ten exercises will engage the students with specific topics. These exercises might be done in-class from discussion or written exercises, but several will be take-home exercises that the student will bring and/or share at the next regularly scheduled class meeting. Final Paper, Presentation & E-Portfolio: The class will be divided into four groups by the instructor and produce a scholarly project about a historical archaeology site (see attached description for more information).

GRADING POLICY:

Course will be graded on a straight 325 total point system, with NO curve. I will assign +/- grades and final grades will be based upon the following average scores for the exams, writing assignment, and inclass exercises: 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).

POINTS PER ASSIGNMENT:

1 st Exam*	50 points
2 nd Exam*	50 points
Article Review/Response	20 points
In-class exercises (10 pts. Each)	100 points
Final Paper*	100 points
E-Portfolio Component of Final Paper	25 points
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TOTAL	345 points

*Make-up exams will be given ONLY in cases of verified and unavoidable emergencies. You must notify me IN ADVANCE if you are unable to take the regularly scheduled exam.

ATTENDANCE:

Attendance will be taken during each class and will help make decisions about a student’s final grade in borderline cases. Also, the in-class exercises require attendance to get full points.

EPORTFOLIO STATEMENT

Each student in General Education courses at SLCC maintains a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio, and accompany it with reflective writing. It is a requirement in this class for you to add to your ePortfolio, and this syllabus details the assignments and reflections you are to include. Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio will then be a multi- media showcase of your educational experience. For detailed information visit <http://www.slcc.edu/gened/eportfolio> or <http://eportresource.weebly.com>

After you have picked an ePortfolio platform, go to the corresponding help site to watch the tutorials and look at the examples so you can get started on your own:

<http://slcceportfolio.weebly.com>

<http://slcceportfolio.wix.com/slcceportfolio> <http://slcchelpsite.jimdo.com>

<https://slccwordpresshelpsite.wordpress.com>

<https://sites.google.com/site/slcchelpsite/>

If you would like to start your ePortfolio in a computer lab with a person there to help you, please visit an ePortfolio Lab on the Taylorsville-Redwood, Jordan or South City Campus during business hours, and staff will help you without an appointment. For lab hours and locations please see the following site: <http://eportresource.weebly.com/lab-information.html>

Finally, questions regarding the ePortfolio can be directed to Emily.Dibble@slcc.edu.

ACCOMODATIONS FOR PERSONS WITH DISABILITIES:

Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, should contact the Disability Resource Center (DRC). The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college. Please contact the DRC at the Student Center, Suite 244, Redwood Campus, 4600 So. Redwood Rd, 84123. Phone: (801) 957-4659, TTY: 957-4646, Fax: 957- 4947 or by drc@slcc.edu.

Faculty can refer students who disclose a disability to the DRC. If a student is struggling in your class but has not disclosed a disability, we recommend that you provide a list of resources which includes the DRC. For example, you might refer the student to Academic Advising, the Learning Center as well as the DRC. You can include any resources you think might be beneficial to that student. This is an effective way to let the student know that the DRC is an option, but you are not telling them that you regard them as having a disability.

PLAGIARISM STATEMENT

Plagiarism is taking credit for another person's words, works, and ideas or failing to acknowledge that person's words, works, and ideas. If you borrow from someone else you must give that person credit through proper citations.

The first offense in which students are caught plagiarizing or cheating on assignments and tests will result in the failure of that assignment. A second offense may result in course failure. For more information, see http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf

RESPONSIBILITIES

In order to maintain a high-quality learning environment for this course, a few basic rules need to be followed: 1) Prolonged and/or loud in-class discussions between students must be avoided. This ensures that your fellow classmates will not be distracted as they write notes and will allow me to maintain my concentration as I lecture. 2) All cell phones and pagers must be turned off during class - allow your messaging system to take care of incoming calls. If you absolutely have to use your phone during class, simply get up and leave the room to place or receive a call. 3) Allow yourself plenty of time to arrive at the classroom before class sessions begin. Arriving late to class (especially after the first 5 or 10 minutes of the period) is disruptive, and should be avoided whenever possible.

COURSE SCHEDULE:

#1 Introduction

Course Introduction, Syllabus, What is Historical Archaeology?

Assigned Readings

#2 Historical Archaeology

Historical Culture, Society, and Historical Sites
A Brief History of Historical Archaeology

Assigned Readings

Orser (Chapter 1, 2, 3)

#3 Material Culture (Pt. 1).

Historical Artifacts and Identification

Assigned Readings

Orser (Chapter 4)
Historic Artifact Guide

#4 Material Culture (Pt 2).		Assigned Readings
Historical Artifacts and Identification		Deetz (pp. 89--186)
#5 Historical Research in Historical Archaeology		Assigned Readings
Time and Space		Orser (Chapter 5, 7)
Pre-fieldwork: Historical Research		Fliess (2000)
#6 Survey	(EXAM I)	Assigned Readings
Historical Site Survey and Location		Orser (Chapter 6)
Utah Topics: Architecture in Utah		
#6 Architectural Studies		(Assigned Readings)
Architecture as Artifact?		Orser (pp. 184-190)
Utah Topics: Architecture in Utah		Deetz (pp. 125-164)
#7 Field & Laboratory Work		Assigned Readings
Historical Archaeology and Fieldwork		Orser (Chapter 8),
Field and Laboratory Work		SAA (2003)
Artifact Curation & Artifact Databases		
#8 Laboratory or Field Visit	(Article Response Due)	Assigned Readings
	N/A	
#9 Interpreting the Historical Past		Assigned Readings
Post-Fieldwork Analysis and Preparation		Orser (Chapter 9)
Theoretical Paradigms		Leone (2005)
History of Theoretical Explanation in Historical Archaeology		
#10 The Archaeology of Groups		Assigned Readings
Global Historical Archaeology		Orser (Chapter 10-11), Deetz (pp. 187-211) Dixon (2006)
#11 African Burial Ground in Manhattan		Assigned Readings
Ethnicity and Race		LaRoche et al. (1997),
African American Archaeology		Heath (2000)
#12 Asian American Archaeology		Assigned Readings
Asian American Archaeology		Voss (2005) Wegars (1991)
#13 Historical Archaeology in the West		Assigned Readings
Historical Archaeology of the American West		Hardesty (1991)

Historical Archaeology in Utah, Industrial Archaeology

Scarlett (2007)

#14 Historical Archaeology in the West

Hole-in-the-Rock Trail, Black Hawk Wars
Battlefield Archaeology

Assigned Readings

Fox (1991)

#15 Presentations

(First Round of Presentations)

#16 Presentations/Final Paper Due

Final Paper/Project Presentations

Final Exam Week

Readings Bibliography

Dixon, Kelly J.

2006 Survival of Biological Evidence on Artifacts: Applying Forensic Techniques at the Boston Saloon, Virginia City, Nevada. *Historical Archaeology*, 40(3):20-30.

Fliess, Kenneth H.

2000 There's Gold in Them Thar---Documents? The Demographic Evaluation of Nevada's Comstock, 1860 through 1910, and the Intersection of Census Demography and Historical Archaeology. *Historical Archaeology*, 34(2):65-86.

Fox, Richard and Douglas Scott

1991 The Post-Civil War Battlefield Pattern: An Example from the Custer Battlefield. *Historical Archaeology*, 25(2):92-103.

Hardesty, Donald H.

1991 Toward an Historical Archaeology of the Intermountain West. *Historical Archaeology*, 25(3):3-7

Heath, Barbara and Adele Bennett

2000. The Little Spots Allow'd Them: The Archaeological Study of African American Yards. *Historical Archaeology* 34(2) 38:55.

LaRoche, Cheryl J., and Michael L. Blakey

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

Leone, Mark P., James M. Harmor, and Jessica L. Neuwirth

2005 Perspective and Surveillance in Eighteenth-Century Maryland Gardens, Including Paca's Garden on Wye Island. *Historical Archaeology*, 39(4):138-158.

Scarlett, Timothy James, Robert J. Speakman, and Michael D. Glascock
2007 Pottery in the Mormon Economy: an Historical and Archaeometric Study. *Historical Archaeology* 41(4):70-95.

Society for American Archaeology
2003 The Archaeological Curation Crisis: An Integrated Action Plan for SAA and its Partners. Electronic Document: <http://staff.washington.edu/sdenton/saawp.pdf>

Wegars, Priscilla
1991 Who's Been Workin' on the Railroad?: An Examination of the Construction, Distribution, and Ethnic Origins of Domed Rock Ovens on Railroad-Related Sites. *Historical Archaeology* 25(1):37-65.

Voss, Barbara L.
2005 The Archaeology of the Overseas Chinese Communities. *World Archaeology* 37(3):424-439.

Recommended Readings

Anschuetz, Kurt F., Richard H. Wilshusen, and Cherie L. Scheick
2001 An Archaeology of Landscapes: Perspectives and Directions. *Journal of Archaeological Research*, 9:157-211

Hardesty, Donald H.
1988 The Archaeology of Mining and Miners: A View from the Silver State. Society for Historical Archaeology, Special Publication, No. 6.

Longenecker, Julia G. and Darby C. Stapp
1993 The Study of Faunal Remains from an Overseas Chinese Mining Camp in Northern Idaho. In *Hidden Heritage: Historical Archaeology of the Overseas Chinese*, Priscilla Wegars, ed, pp. 97-122. Baywood Publishing Company, Inc.: Amityville, NY.

Praetzellis, Adrian and Mary Praetzellis
2001 Mangling Symbols of Gentility in the Wild West. *American Anthropologist*, 103(3):645-654.

Purser, Margaret
1991 Several Paradise Ladies are Visiting in Town: Gender Strategies in the Early Industrial West. *Historical Archaeology*, 25(4):6-16.

Final Project & Paper

You will select a historical archaeological site(s) within Utah. You will then construct a research design centered around the investigation of this site(s). A proper research design will include a historical context, methods for investigation, and a series of research questions to be answered. Project will be submitted on finals week (through Canvas) and provide a 15-20 minute presentation on their site during the last class of instruction and during finals week class. **Minimum of 8-10 pages of double-spaced text excluding figures.** Papers are to be of professional quality and will follow style guidelines for the Society for American Archaeology found at:

<http://www.saa.org/AbouttheSociety/Publications/StyleGuide/tabid/984/Default.aspx>

Project Guidelines

The research design itself will have a series of main parts:

- a. *Site Name, Location, Map references.* Who owns the property? Introduction...
- b. *Current Condition of the Site* (what is there now?), Is your project site being impacted negatively, is so, by what and how?
- c. *Why does this site matter for investigation?* You will always be asked in any archaeological or other endeavor, why you feel this proposed work is necessary. How would you answer this? Sell me on it as if I am a granting institution. Use standard National Register criteria for this section, and I will provide links to the relevant websites and bulletins.
- d. *Historical Background:* Give me info on the site itself, but also try to connect to broader roles of history and thought.
- e. *Research Questions:* This is where you can let your creativity go. Why do you want to study this site? What are the important things this site has to say to you, and to the world? Research questions can extend from broad to site-specific (and from historical to archaeological).
- f. *Methods:* Okay now you have told me about where the site is, what it is all about, and what questions you want to ask. Now tell me how you are going to answer these questions! What archaeological/technological techniques are you going to employ. For example, my questions above were to be addressed by excavation, survey, pollen analysis, metal detector and pedestrian survey, and Neutron Activation Analysis. What are you going to need to do? You should all have a variety of options in your mind from this class' discussion of survey techniques, etc. etc. If you are going to excavate, how big of units are you going to do, how many units do you need to do, are you going to remotely sense the area before work begins? If you are surveying, how many people surveying and at what intervals? How long are going to be working at the site? Tell me what you are going to do! You don't have to think within a constrained project budget, so just stay reasonable in money and technology, but think creatively. This is an opportunity to show us how much you have learned through this class, and other classes you have taken during your time at this school.
- g. *Conclusions.* Summarize your paper for me, and make sure your points for the site significance is laid out plain here and make me as excited for this as possible.
- h. *Bibliography:* If you have used any info out of Deetz or Orser, or other books or articles, cite them here. If you use someone else's ideas make sure to cite them. If you plagiarize, you will suffer, so make sure you keep it on the up and up. You are required to use a minimum of five peer-reviewed, scholarly articles or books as part of your paper.

In general, I foresee a project culminating in approximately a 8-10 page double spaced paper for this project. Yes, it is longer than most of you have worked on before, but it will fill up quick. I would say that a breakdown would follow:

- a. 1 page

- b. 1/2 page
- c. 1-2 pages
- d. 3 - 5 pages
- e. 1- 2 pages
- f. 1 - 2 pages
- g. ½ - 1 page
- h. Variable

You may include some pictures or site map, but keep them to a minimum. I will not allow the filling of space with figures versus text. Under Historical Background figures will not count towards space. So if you have 2 pages of text and figures taking 2 pages, you only have 2 pages for me. For methods, it might not hurt to put a figure in showing where you are going to survey/excavate on your site map that you create for the site form.

Projects are due on finals week. During this class period you will provide the rest of us with a 15–20minute presentation on your completed project. This is the culmination of your project, as this is almost like a sales pitch. Here you can present what you have found, why it is important, what you want to do, how you are going to do it, and what you are going to do with it. 75 of the 100 points will come from the project itself, with the remaining 25 points coming from your presentation. An additional 25 points will come from your personal E-portfolio page, where you will 1) discuss your decision process regarding the site, 2) what you learned, and 3) post the paper/presentation as appropriate.

If you have any questions or comments, please let me know. If you get a draft of a certain part done, feel free to show it to me and I'll give you some feedback. That is my job ya know!