Seminar: Historical Archaeology
Course Syllabus

INSTRUCTOR: Kelly J. Dixon
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**Historical Archaeology** is the study of post-prehistoric human cultures using physical remains, historical records, and a range of multidisciplinary techniques.

Course Objectives: This is an advanced course in historical archaeology; the lower-division companion to this course is ANTH 456 (Historic Sites Archaeology). Whereas ANTH 456 provides students with a general introduction to the topic, ANTH 551 will delve deeper into the discipline’s scholarship through intensive readings, reading journals, essays, and discussions. Ultimately, we will consider practical ways to apply [or not to apply] the influences of such scholarship to “real world” (e.g., CRM) circumstances. All the while, we will scrutinize historical archaeology at global and regional levels to consider how our own research might contribute to broad understandings of cultural heritage issues associated with the relatively recent past.

Required Textbooks:

DeCorse, Christopher R.  

Deetz, James A.  

Dixon, Kelly J.  

Fennell, Christopher C.  

Hardesty, Donald L.

Lawrence, Susan


RECOMMENDED TEXTBOOKS:

Deetz, James

McGuire, Randall H.

Noel-Hume, Ivor

Orser, Charles Jr.

Stanley South

Wegars, Priscilla

ADDITIONAL READINGS:
See attached course bibliography. Certain readings from [or in addition to] the attached bibliography may be assigned as appropriate throughout the semester.

ASSESSMENT OF OUTCOMES (I.E. GRADING)

ATTENDANCE:
Mandatory.

Because we will be addressing a range of topics and case studies in historical archaeology, all assigned readings should be done before class so that you can contribute to class discussions linked with the course goals. In addition, you will be graded on a readings journal, which will be collected and used in class discussions (for grades) throughout the semester. Readings journal directions are listed on the last page of this syllabus. Please follow those directions, as your grade depends upon it. Other deliverables will take the form of essays assigned throughout the semester. Your final project for this course will be announced during the latter portion of the semester.
**GRADES:**
You will be assessed on the following:

1. Readings Journal (collected at random) 100 points
2. Assignments 100 points
3. Final Paper 100 points
4. Participation 100 points

TOTAL 400 points

I will assign +/- grades and final grades will be based upon the following average scores for the journals, exam, research paper and in-class, exercises and participation: 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), and F (59 or less).

**STUDENTS WITH DISABILITIES:**
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 the staff of the Disability Services for Students (DSS) to formulate a plan for accommodations. Please contact Jim Marks in DSS (243.2373, Lommasson Center 154) for more information.

**COURSE SCHEDULE:**

**Week 1**
Wednesday, August 27  Course Introduction.
Start reading Deetz 1996 (*In Small Things Forgotten*) since the whole book is due during Week 2.

**Week 2**
Wednesday, September 3  What is Historical Archaeology?

**Readings**
Deetz 1996 (whole book); skim Orser 2004 (1-22).
Also, for next week, start reading Lightfoot 2006 (*Indians, Missionaries, and Merchants*), as the whole book is due next week.

**Week 3**
Wednesday, September 10
Sept. 7-11, 2008: National Summit of Mining Communities, Mining, Butte, Montana

Cultures in Contact in California; Tobacco and Culture Contact

**Readings**
**Week 4**  
Wednesday, September 17  
Historical Archaeology: “Frontiers” and the Landscapes of the Mining West  
**Readings**  

**Week 5**  
Wednesday, September 24  
Archival Records, Oral Histories, Skeletal Remains, and a Massacre  
**Readings**  
Novak 2008 whole book; supplementary readings to be announced.

**Week 6**  
Wednesday, October 1  
Historical Archaeology Adrift?: Interpretation of Historical Archaeological Topics  
**Readings**  
Leone 1988; Cleland 2001 & responses; Little and Shackel 1989; Orser 2001 (*American Anthropologist* article); Crist 2005; start reading DeCorse 2001 (*Archaeology of Elmina*) as the whole book is due next week.

**Week 7**  
Wednesday, October 8  
African Diaspora Archaeology: A Case Study from Elmina on Africa’s Gold Coast; also a discussion on “Race” & the Archaeology of Identity.  
**Readings**  
DeCorse 2001 whole book; Orser 2001 (excerpt from *Race and the Archaeology of Identity*)

**Week 8**  
Wednesday, October 15  
Asian American Archaeology  
**Readings**  
Selected papers from special issue of *Historical Archaeology*: The Archaeology of Chinese Immigrant and Chinese American Communities (2008); each will be assigned to certain students: Baxter 2008; Fosha and Leatherman 2008; Mullins 2008 + Williams 2008; Voss 2008; Voss and Allen 2008; all read Williams and Voss 2008 and Yu 2008.  

**Week 9**  
Wednesday, October 22  
Trans-Atlantic Diasporas and Ethnogenesis  
**Readings**  
Fennell 2007 (whole book); supplementary readings to be announced.
Week 10
Wednesday, October 29  Gender and Socioeconomic Status/Class; Landscapes

Readings

SKIM: Miller 1991; Seifert 1991; Schmitt and Zeier 1993; Paynter 1999; Wurst and Fitts 1999; Hardesty 1994b; start reading Lawrence 2000 (*Dolly's Creek*) as the whole book is due next week.

Week 11
Wednesday, November 5  Gender, “Class,” “Ethnicity,” and Mining = Community: Follow up from last week and case study from Australia

Readings
Lawrence 2000 whole book; start reading Hardesty 1997 (*Archaeology of the Donner Party*), as the whole book is due next week.

Week 12
Wednesday, November 12  Archaeologies of Desperation

Readings
Hardesty 1997 (whole book); Rautman and Fenton 2005; start reading Dixon 2005 (*Boomtown Saloons*) as the whole book is due next week.

Week 13
Wednesday, November 19  Saloon archaeology and related topics

Readings
Dixon 2005 whole book; supplementary readings to be announced.

Week 14
Wednesday, November 26  THANKSGIVING

Week 15
Wednesday, December 3  COMPLETE Readings Journals Due!!

Discuss final papers; final papers will be accepted in this date if students are finished.

Readings

Week 16:  Final Exam Time Slot
Wednesday, December 10  8:00-10:00 am
Final paper (review essay) due  (e.g., follow format in Orser 2000)

NOTE: ADDITIONAL READINGS MAY BE ASSIGNED THROUGHOUT THE SEMESTER

READINGS JOURNAL EXPECTATIONS
You will be required to keep a readings journal in which you review and respond analytically to each assigned reading. You must maintain the checklist (attached) as a sort of “table of contents” for your journal; please keep it attached to your journal and update journal page numbers accordingly.

You may want to use a loose-leaf binder for your journal, so that even while I have your journal, you can continue to take notes and insert them later. I prefer that you type your journal but will accept
legible, handwritten journal entries. And please, before each new entry, provide the author(s) names and the title of the book, article, or chapter. That will help me with grading, but more importantly, you will find it handy as you go back and reference your journal, which I know you will want/need to do throughout the semester.

In order to receive a top grade, your journal MUST do more than merely summarize and must therefore demonstrate the following attributes:

1) **Demonstrate that you have done the reading.** The easiest way to do this is to take reading notes in your journal, with passages or quotations (and their associated page numbers) written out that intrigue you -- or that you may wish to dispute and/or discuss further). You must include enough written discussion to show that you are familiar with the content.

2) **Illustrate your thought processes and how you are interacting with the readings.** Please take your thoughts deeper than, “I don’t like this,” or “this is a load of rubbish.” Rather, make sure your notes clearly establish that you have at least tried to understand what the author is writing about. Every author usually has a reason for writing something and they usually have some sort of a point to make; your journal entries therefore should include explanations of what you think the authors are getting at or what they believe is truly important about their work. I want to know what you think about the authors’ points and why. You may have to read things over a second or third time or just sit back and really think about a section to assess the point(s) various authors try to make, but this is part of the learning exercise. Welcome to higher education.

3) **Draw connections between the various materials you have already read.** As the semester progresses, I expect you to make comparisons with earlier readings. In doing so, I want you to draw upon the ideas of one author versus other authors, between the themes of various readings, and between the themes we touch upon in this course.

**Readings Journal “Due Dates?”**

Your journal entries should be completed before each class meeting (for which there are assigned readings) to assist you in preparing for discussions. I will randomly collect your journals for grading throughout the semester. If you do not have the journal when I call your name for random collection, you will lose journal points (actually, you will receive a “0” in my journal grade book for the week or weeks that you do not turn in your journal). So, **PRETTY PLEASE, BRING JOURNALS TO CLASS WITH YOU EACH TIME WE MEET** so that you can get full points and be prepared for lively discussion.

**Assignments**

These will be announced and given throughout the semester and may include leading discussions.

**Final Paper/Review Essay**

This will be discussed and assigned later in the semester.

**Style Guidelines for your Writing Projects**

Everything you write for this course, from your journal to any other writing assignments **MUST FOLLOW STYLE GUIDELINES.** Since this is a course in historical archaeology, your papers will not get full points of they do not follow the Society for Historical Archaeology’s (SHA’s) Style Guide: [http://www.sha.org/publications/style_guide.htm](http://www.sha.org/publications/style_guide.htm).