



ANTH 4803, Fall 2005, MWF, 11:30a-12:20p

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Classroom: Old Main 422

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Office Hours: MWF 8:00a-9:00a (Old Main 111) or by appointment

Course Web Site: <http://www.projectpast.org/jcbrandon/courses/4803/index.html>

Class Description

This course will provide an overview of the field of historical archaeology—a field which is currently experiencing extremely rapid growth. Because of this rapid growth, it is a field with numerous theoretical and methodological approaches to a wide range of case studies from all corners of the world. We will sample historical archaeology by...

1. Examining the history of the sub-discipline
2. Looking at current (2000-2005) theoretical approaches
3. Doing some "hands on" methodological exercises with artifacts and data.

Topics covered include: the history of historical archaeology, archaeologies of class, gender and race, landscape archaeology, cemeteries, battlefields, representation & historical memory. Material culture workshops (labs) will cover the analysis of bottles, historic ceramics, architectural materials, hardware and small finds.

Required Texts

- *In Small Things Forgotten: An Archaeology of Early American Life: Revised Edition* (1996) by James Deetz.
- *Creating Freedom: Material Culture and African-American Identity at Oakley Plantation, Louisiana, 1840-1950* (2000) by Laurie A. Wilkie.
- *Archaeology and the Modern World: Colonial Transcripts in South Africa and the Chesapeake* (2000) by Martin Hall.
- Other readings (articles and book chapters) will be provided by the instructor. You can access these readings on the course web page (see above URL) or you can avail yourself of the hardcopies that have been placed on file in the James Scholtz Reading Room (Old Main Rm 332). Due to copyright considerations, you will have to use a password to access the on-line reader. This semester's password is **histarch05**.

Class Format

The class will meet regularly on Monday, Wednesday & Fridays in Old Main room 422. I will begin each class with brief introductory comments and then general discussion will commence led by one of the students. You are expected to come to class prepared to contribute to discussion. Participation in class discussion will be considered in assignment of final grades. **However, class lectures and discussions will cover material that supplements the readings, so please come to class—even if you are unprepared.** Please see schedule for a list of topics to be discussed.

The discussions in class will largely revolve around theoretical approaches to historical archaeology. In order to "bridge the gap" between method and theory we will: 1) work with 3 or 4 data exercises which will accustom you to thinking critically about the connection between method & theory and 2) participate in 4 material culture workshops. These "hands-on" workshops will cover the basics of identifying and dating historical material culture (i.e., ceramics, bottles, hardware, etc.).

Attendance

Regular attendance is expected, and excessive absences may result in the student being dropped from class or receiving a failing grade.

Grading

Grading will be determined on the traditional straight scale (A=90-100%, B=80-89%, C=70-79%, etc.). Each assignment is worth a set number of points.

Assignment	Points Per	Total Points	% of Grade
Critical Essays (2)	50	100	20%
Material Culture Workshops (4)	10	40	8%
DHA Exercises (3)	20	60	12%
Class Participation (30)	3	100	20%
Leading Discussion (2)	50	100	20%
Final Synthesis Paper (1)	100	100	20%
		500 points	100%

Assignments

Leading Class Discussion (2)

Each student will be expected to lead (or co-lead) at least two discussion periods throughout the semester. Leading a class discussion requires you to be very familiar with the material, to solicit questions from your colleagues and facilitate and steer discussion to keep it on track. Topics will be assigned at the beginning of the semester.

Critical Reaction Papers (2)

Two critical reaction papers, based on subjects and themes raised by the readings (5-7 typed pages, double-spaced), are due throughout the course of the term.

Each paper contains three components: **1)** a review or summary of the assigned material; **2)** a critique of the material; and **3)** your interpretations and reaction to the book.

A guide to writing reaction papers can be found on the course web site.

More specific information on each paper will come in the form of a handout. Additionally, this information will be posted on <http://www.projectpast.org/jcbrandon/courses/4803/index.html>.

Material Culture Workshops (4)

These "hands on" workshops are designed to familiarize you with the identification of historical material culture and how historical archaeologists "tell time." As this is not the major goal of the class, the workshops will only be overviews (or reviews for those of you familiar with historical material culture). You will be graded on a mix of short descriptive assignments and identification quizzes as well as your participation in the workshops.

Data Exercises (3)

Short exercises that will provide you with the opportunity to work with data sets commonly found in historical archaeology. I would like for you to think of your report on these exercises as a technical archaeological report or a scholarly article . . . this will be good practice for your future career as an anthropologist or archaeologist.

Final Synthesis Paper (1)

More specific information on this paper will come soon in the form of a handout and on <http://www.projectpast.org/jcbrandon/courses/4803/index.html>.

Academic Honesty

Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process at the University of Arkansas. Included is an act by which a student gains or attempts to gain an academic advantage for himself or herself or another by misrepresenting his or her or another's work or by interfering with the completion, submission, or evaluation of work. Provisions of the Code of Conduct of the University (see Section 6, Academic Regulations in the 2005-2006 University Catalog for details and sanctions) will be followed in this course.

Inclement Weather Policy

Classes will be canceled due to inclement weather only when the university officially closes. When this happens announcements are usually made on KUAF, KXUA and on the university web site. On days when the university closes, I will put a class cancellation message on the course home page.

<http://www.projectpast.org/jcbrandon/courses/4803/index.html>

Course Schedule

Notice: This schedule **WILL** change. . .
check <http://www.projectpast.org/jcbrandon/courses> often!

M	22-Aug	Introduction & Syllabus Review	
W	24-Aug	Jim Deetz & What is Historical Archaeology?	
F	26-Aug	<i>Small Things</i> Discussion	
M	29-Aug	<i>Small Things</i> Discussion	
W	31-Aug	<i>Small Things</i> Discussion	
F	2-Sep	<i>Small Things</i> Discussion	
M	5-Sep	Labor Day: No Class	
W	7-Sep	History of Historical Archaeology 1	
F	9-Sep	History of Historical Archaeology 2	
M	12-Sep	History of Historical Archaeology 3	
W	14-Sep	Objects & Their Meanings	
F	16-Sep	Material Culture Workshop #1: Ceramics	<i>Small Things Paper Due</i>
M	19-Sep	Case Studies: Current Archaeologies 1	
W	21-Sep	Case Studies: Current Archaeologies 2	
F	23-Sep	MCW #2: Ceramics	
M	26-Sep	Archaeology of Race	DE #1 Due
W	28-Sep	Case Study: Van Winkle's Mill	
F	30-Sep	Case Study: Cross or Cosmogram? Problems with Artifacts as Ethnic Markers	
M	3-Oct	No Class: Excavations at Van Winkle's Mill	
W	5-Oct		
F	7-Oct		
M	10-Oct	<i>Creating Freedom</i> Discussion	
W	12-Oct	<i>Creating Freedom</i> Discussion	
F	14-Oct	<i>Creating Freedom</i> Discussion	

M	17-Oct	<i>Creating Freedom</i> Discussion	
W	19-Oct	Historical Landscapes	
F	21-Oct	Historical Landscapes	
M	24-Oct	MCW #3: Bottles	<i>Creating Freedom Paper due</i>
W	26-Oct	Household Archaeology	
		Historic Cemeteries	
F	28-Oct	Last Day to drop the course with a mark of 'W'	
M	31-Oct	Guest Lecture: Greg Vogel on the Evergreen Cemetery Project (this will count as a workshop).	DE #2 Due
W	2-Nov	Historical Memory & Representation	
F	4-Nov	Historical Memory & Representation	
M	7-Nov	Case Study: The Ludlow Massacre	
W	9-Nov	Case Study: The Lowell Boott Mills	
F	11-Nov	Case Study: The African Burial Ground	
M	14-Nov	Case Study: Five Points and the Gangs of New York	
W	16-Nov	Postprocessual Archaeologies	
F	18-Nov	MCW #4: Architectural Material	
M	21-Nov	<i>Modern World</i> Discussion	
W	23-Nov	Fall Break: No Class	
F	25-Nov	Thanksgiving Day: No Class	
M	28-Nov	<i>Modern World</i> Discussion	DE #3 Due
W	30-Nov	<i>Modern World</i> Discussion	
F	2-Dec	<i>Modern World</i> Discussion	
M	5-Dec	<i>Modern World</i> Discussion	
W	7-Dec	Dead Day: No Class	
	TBA	<i>Final Synthesis Paper Due</i>	