

ANTH 431/531: Introduction to Historical Archaeology
Tuesdays, Thursdays, 11am-12:15pm
Room: Phinney Conference Room (Rm. 102)
University of Idaho, Moscow

Instructor: Stacey Lynn Camp, Assistant Professor
Office: Phinney Hall, Room 117
Phone: (208) 885-6736

Email: scamp@uidaho.edu
Office Hours: T/Th 2pm-3pm OR by appointment

"Artifacts set the mind in the body, the body in the world," Henry Glassie, Material Culture (1999:42)

"It is terribly important that the "small things forgotten" be remembered. For in the seemingly little and insignificant things that accumulate to create a lifetime, the essence of our existence is captured," James Deetz, In Small Things Forgotten (1977:259)

COURSE DESCRIPTION

Historical archaeology, in its broadest definition, is the archaeological and archival study of literate societies. This course examines the development of historical archaeology as a discipline and the differing and complementary methodologies and theoretical approaches that have been introduced since its formation. This course is by no means an exhaustive survey of the numerous methodologies and theoretical frameworks in historical archaeology. Rather, we will pay close attention to a few of the core debates that have shaped and continue to influence the discipline. Some of these issues include critically assessing the data we collect and the methods we use to collect it, studying class, race, gender, and sexuality through the archaeological record, and how to present our findings to the public.

In this course, you will learn the following things:

- the history of historical archaeology as a discipline
- how to identify historic artifacts
- the major theoretical debates in historical archaeology
- the challenges of using multiple data sources (oral histories, archives, visual culture, archaeology, etc.)
- how to critically analyze an academic article or book

REQUIRED TEXTBOOKS

Deetz, James (1996) *In Small Things Forgotten*. 2nd Edition. New York: Anchor Books.

The majority of the course readings will be available on Blackboard. You can log into Blackboard by going to this website: <https://www.blackboard.uidaho.edu/>

REQUIRED ASSIGNMENTS

Your grade in this course consists of 4 components, totaling **100 points**. These components include:

Participation (30% or 30 points):

Oral Presentation (10 points) - *Undergraduates* will be responsible for leading group discussion and presenting on one article in pairs or small groups. *Graduate students* will be expected to lead discussion on one article in the semester by themselves.

Reading Responses (20 points): Undergraduate and graduate students will be expected to write **2 short responses** on topics we've discussed in-class. Reading responses should be between 2-3 pages, double-spaced, and in size 12 Times New Roman font (with normal margins). The content of these responses will be circulated in-class.

Attendance (10% or 10 points): Students are expected to attend **all** scheduled classes unless an emergency arises. If this is the case, please meet with me to make up your absence and go over the material you missed. If you miss more than **1 class** this semester, your participation grade will be reduced by 5 points each time you miss class. If you miss **3 classes**, your attendance grade will be reduced to **0 points**.

NOTE: *Graduate students* will be expected to read additional readings noted on the syllabus and meet at dates to be announced.

Integrating Theory and Data Assignments (40% or 40 points): These assignments will draw upon the methodological and theoretical ideas we cover in-class; each assignment requires that you analyze and interpret an archaeological data set. You will be given more information on each assignment in-class.

Assignment 1 – Documents, Landscapes, and Visual Culture
(20% or 20 points)

Assignment 2 – Interpreting Social Status through the Archaeological Record (20% or 20 points)

Final Exam (20% or 20 points) (*undergraduates only*) or **Research Project** (*graduate students only*): The final exam will consist of keywords and essay

responses; more information on the exam structure will be handed out towards the end of the semester. Graduate students will be expected to design their own research project for the semester that ideally relates to their thesis topic. Graduate students should plan to meet with Professor Camp during the first weeks of the semester to develop a plan of action for their research project.

COURSE ASSIGNMENT DEADLINES

September 25th (in-class) – Reading Response 1

October 14th (in class) – Assignment 1

November 4th (in-class) – Reading Response 2

November 20th (in-class) – Assignment 2

December 15th, 10am-12pm – Final Exam

ACADEMIC DISHONESTY

Plagiarism of any form will not be tolerated. Plagiarism, in its simplest form, involves copying someone else's work and claiming it as your own. To avoid university penalties, always make sure to properly cite your sources, including books, websites, journal articles, unpublished materials, and discussions with your classmates. Please review the university's policy on academic dishonesty and citation rules before completing your first written assignment in class. These guidelines can be found here:

<http://www.uhome.uidaho.edu/default.aspx?pid=56158>

STUDENT ACCOMODATIONS

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through Disability Support Services located in the Idaho Commons Building, Room 306 in order to notify Professor Camp as soon as possible regarding accommodation(s) needed for this course. You can contact Disability Support Services at 208-884-6307, dss@uidaho.edu, or www.access.uidaho.edu.

CLASSROOM CODE OF CONDUCT

There are a few "ground rules" I ask that we all follow in this classroom. My intent in setting these rules of engagement and conduct is to help foster an environment conducive to critical, yet respectful discussion. In my classroom, everyone's views and perspectives deserve to be heard. Creating this sort of classroom requires everyone following these rules:

RULE 1 – Cell phones, laptops, and other electronic devices are not permitted in my classroom. They are a distraction and detract from your learning experience.

RULE 2 – Come to class prepared! Do the reading out of respect for your peers.

RULE 3 – Everyone has a chance to speak. Do not dominate the discussion; do not speak while someone else is talking.

RULE 4 – If you are confused, lost, or have a question, **ASK for help** or ASK the question in class! If you are confused, you're probably not the only one. I am here to help you learn. Don't be afraid to come to my office hours or email me if you prefer discussing your question one-on-one.

COURSE SCHEDULE

Week 1: Introduction to Course and Historical Archaeology

Tuesday, August 26th ~ Course Overview

Thursday, August 28th ~ Origins of Historical Archaeology

Mayne, Alan (February 2008) "On the Edges of History: Reflections on Historical Archaeology," in *American Historical Review*.

MODULE I: THE "STUFF" OF HISTORICAL ARCHAEOLOGY - ARTIFACTS, ARCHIVES, AND VISUAL CULTURE

Week 2: Maps

Tuesday, September 2nd ~ Introduction to Documents and Maps

Seasholes, Nancy S. (1988) "On the Use of Historical Maps," in *Documentary Archaeology in the New World*, Mary C. Beaudry, ed., pp. 92-118. Cambridge: Cambridge University Press.

Thursday, September 4th ~ Introduction to the University Archives

Monmonier, Mark (1991) "Chapter: Maps for Political Propaganda," in *How to Lie with Maps*, 2nd Edition, pp. 87-112. Chicago and London: The University of Chicago Press.

Week 3: Documents

Tuesday, September 9th ~ Census Schedules, Probate Records, Diaries, etc.

Rodríguez, Clara E. (2000) "Chapter 4: Whites and Other Social Races," in *Changing Race: Latinos, the Census, and the History of Ethnicity in the United States*, pp. 65-86. New York and London: New York University Press.

Thursday, September 11th ~ On-campus fieldtrip to Library (meet at Special Collections!)

ISTF "Recalling Things Forgotten: Archaeology and the American Artifact," pp. 1-37.

Week 4: Oral History

Tuesday, September 16th ~ Probate Discussion (continued) & Oral History Methodologies

Bedell, John (Autumn 2000) "Archaeology and Probate Inventories in the Study of Eighteenth-Century Life," in *Journal of Interdisciplinary History* XXXI:2: 223-45.

Thursday, September 18th ~ Memory and Remembering

Loftus, Elizabeth F. (September 1997) "Creating False Memories," in *Scientific American*, pp. 71-75.

Neisser, Ulric (1982) "John Dean's Memory: A Case Study," in *Memory Observed: Remembering in Natural Contexts*, Ulric Neisser, ed., pp. 139-59. San Francisco: W.H. Freeman and Company.

Week 5: Landscapes

Tuesday, September 23rd ~ Landscapes of Power

Leone, Mark P. (1996) "Interpreting Ideology in Historical Archaeology: Using the Rules of Perspective in the William Paca's Garden in Annapolis, Maryland," in *Images of the Recent Past: Readings in Historical Archaeology*, Charles E. Orser, Jr., pp. 371-91.

READING RESPONSE #1 DUE IN-CLASS ON SEPTEMBER 25TH

Thursday, September 25th ~ Racialized Landscapes

Byrne, Denis R. (2003) "Nervous Landscapes: Race and Space in Australia," in *Journal of Social Archaeology*, 3(2):169-93.

Week 6: Visual Culture

Tuesday, September 30th ~ Photographs, Dime Novels, and Postcards

Williams, Carol J. (2003) "'An Outpost of the Empire Welcomes You: The Merging of Government and Commercial Interests in Photography,'" in *Framing the West: Race, Gender, and the Photographic Frontier in the Pacific Northwest*, pp. 50-84. Oxford: Oxford University Press.

Thursday, October 2nd ~ Public Responses to Media

Zelizer, Barbie (1998) "Chapter 1: Collective Memories, Images, and the Atrocity of War," and "Chapter 2: Before the Liberation: Journalism, Photography, and the Early Coverage of Atrocity," in *Remembering to Forget: Holocaust Memory through the Camera's Eye*, pp. 1-38. Chicago: The University of Chicago Press.

GRADUATE READING

Moser, Stephanie (2002) "Archaeological Representation: The Visual Conventions for Constructing Knowledge about the Past," in *Archaeological Theory Today*, Ian Hodder, ed., pp. 262-82. Cambridge: Polity Press.

Week 7: Ceramics

Tuesday, October 7th ~ Brief Introduction to Ceramic Identification

ISTG "The Anglo American Past," pp. 38-67, "All the Earthenware Plain and Flowered," pp. 68-88, and "The African American Past," pp. 212-52.

Thursday, October 9th ~ Ceramics and Identity

Singleton, Theresa A. and Mark Bogard (2000) "Breaking Typological Barriers: Looking for the Colono in Colonoware," in *Lines that Divide: Historical Archaeologies of Race, Class, and Gender*, James A. Delle, Stephen A. Mrozowski, and Robert Paynter, eds., pp. 3-21. Knoxville: The University of Tennessee Press.

Week 8: Glass

ASSIGNMENT #1 DUE IN CLASS ON OCTOBER 14TH

Tuesday, October 14th ~ Brief Introduction to Glass Identification

Busch, Jane (2000) "Second Time Around: A Look at Bottle Reuse," in *Approaches to Material Culture Research for Historical Archaeologists*, David R. Brauner, ed., pp. 175-88. The Society for Historical Archaeology.

Thursday, October 16th ~ Alternative Usages of Glass

Wilkie, Laurie (2000) "Glass-Knapping at a Louisiana Plantation: African-American Tools," in *Approaches to Material Culture Research*

for *Historical Archaeologists*, David R. Brauner, ed., pp. 189-201. The Society for Historical Archaeology.

GRADUATE READING

Harrison, Rodney (2003) "The Magical Virtue of These Sharp Things': Colonialism, Mimesis, and Knapped Bottle Glass Artefacts in Australia," in *Journal of Material Culture* 8(3):311-336.

Week 9: Toys

Tuesday, October 21st ~ Brief Introduction to Toy Identification

Yamin, Rebecca (2002) "Children's Strikes, Parents' Rights: Paterson and Five Points," in *International Journal of Historical Archaeology* 6(2): 113-26.

Thursday, October 23rd ~ The Politics of Play

Chin, Elizabeth (2001) "Prologue and Chapter 6: Ethnically Correct Dolls: Toying with the Race Industry," in *Purchasing Power: Black Kids and American Consumer Culture*, pp. vii-x, 143-73. Minneapolis: University of Minnesota Press.

MODULE II: INTERPRETING THE PAST – THEORETICAL MODELS

Week 10: Gender

Tuesday, October 28th ~ The Cult of Domesticity

Fitts, Robert F. (1999) "The Archaeology of Middle-Class Identity and Domesticity in Victorian Brooklyn," in *Historical Archaeology* 33(1):39-62.

Thursday, October 30th ~ Sexuality

Casella, Eleanor Conlin (2000) "Bulldaggers and Gentle Ladies: Archaeological Approaches to Female Homosexuality in Convict-Era Australia," in *Archaeologies of Sexuality*, Robert A. Schmidt and Barbara L. Voss, eds., pp. 143-59. London and New York: Routledge

GRADUATE READING

Voss, Barbara L. (June 2008) "Domesticating Imperialism: Sexual Politics and the Archaeology of Empire," in *American Anthropologist* 110(2):191-203.

Week 11: Class

READING RESPONSE #2 DUE IN-CLASS ON NOVEMBER 4TH

Tuesday, November 4th ~ Introduction to Class & Socio-economic Scaling

Spencer-Wood, Suzanne M. (1987) "Miller's Indices and Consumer-Choice Profiles: Status-Related Behaviors and White Ceramics," in *Consumer Choice in Historical Archaeology*, Suzanne Spencer-Wood, ed., pp. 321-58. New York and London: Plenum Press.

Thursday, November 6th ~ Symbolic Approaches to Class

Cook et al. (1996) "Shopping as a Meaningful Action: Toward a Redefinition of Consumption in Historical Archaeology," in *Historical Archaeology* 30(4):50-65.

Week 12: Class (cont.) and Introduction to Race

Tuesday, November 11th ~ Marxist Approaches to Class

Wurst, LouAnn (1999) "Immaculate Consumption: A Critique of the "Shop till you drop" School of Human Behaviour," in *International Journal of Historical Archaeology* 3(3):191-99.

Thursday, November 13th ~ Introduction to Race

Orser, Charles E. Jr., (2007) "Chapter 1: Race, Racialization, and Why Archaeologists Should Care," in *The Archaeology of Race and Racialization in Historic America*, pp. 1-14. Gainesville: University Press of Florida.

Sanjek, Roger (1994) "The Enduring Inequalities of Race," in *Race*, Steven Gregory and Roger Sanjek, eds., pp. 1-17. New Brunswick: Rutgers University Press.

Week 13: Race (cont.)

Tuesday, November 18th ~ Race in Colonial America

ISTF, "Remember Me as You Pass By," (pp. 89-124), "Parting Ways," (pp. 187-211)

ASSIGNMENT #2 DUE IN-CLASS ON NOVEMBER 20TH

Thursday, November 20th ~ Race in Contemporary America

Mullins, Paul (2001) "Racializing the Parlor: Race and Victorian Bric-a-Brac Consumption," in *Race and the Archaeology of Identity*, Charles E. Orser, Jr., ed., pp. 158-76. Salt Lake City: The University of Utah Press.

Week 14: THANKSGIVING BREAK! NO CLASS

MODULE III: CIVIC ENGAGEMENT AND THE PRESENTATION OF THE PAST

Week 15: Public Outreach and Civic Engagement

Tuesday, December 2nd ~ The African Burial Ground Project

La Roche, Cheryl and Michael Blakey (1997) "Seizing Intellectual Power: The Dialogue at the New York African Burial Ground Project," in *Historical Archaeology* 31.

Thursday, December 4th ~ The Levi Jordan Plantation Project

McDavid, Carol (2004) "From 'Traditional' Archaeology to Public Archaeology to Community Action: The Levi Jordan Plantation Project," in *Places in Mind: Public Archaeology as Applied Anthropology*, Paul A. Shackel and Erve J. Chambers, eds., pp. 35-56. New York and London: Routledge.

GRADUATE READING

Weiss, Lindsay (2007) "Heritage-making and Political Identity," in *Journal of Social Archaeology* 7(3):413-31.

Week 16: The Future of Historical Archaeology - Archaeology of the Present (cont.)

Tuesday, December 9th ~ Changing the Future through a Study of the Past

Wood, Margaret C. (September 2002) "Moving Towards Transformative Democratic Action through Archaeology," in *International Journal of Historical Archaeology* 6(3):187-98.

Thursday, December 11th ~ Course Wrap-up and Exam Review

December 15th (10am-12pm) Final Exam!