

ANTH 235: Historical Archaeology of American Identity - Spring 2020

Professor: Dr. April M. Beisaw - Blodgett Hall 318 - apbeisaw@vassar.edu
Course days/times: Mondays & Wednesdays - Blodgett Hall 101 - 10:30-11:45 am
Office hours: Mondays 3-4:30pm BH 318 or by appointment



Figure 1. "Darkness is hidden in plain sight. The realities are out there but light is required to see them." Section of Alisse Waterston's "What of Us as Anthropologists in these Dark Times?" as illustrated by Charlotte Hollands.

Course Description

History tells us a version of the past that is knowable through written records. Historical archaeology provides alternative histories based on the things people left behind. This course begins with the archaeological record of colonial America and ends with the archaeology of today. Throughout, we focus on sites and artifacts of those who are often left out of American history books: the young, the poor, the working class, and a variety of marginalized groups. The remains of their lives help us to see how the past continues to function in the present.

Objectives

By the end of this course students will have;

- 1) Explored how historical archaeology challenges common understandings of America's past and present,
- 2) Developed an understanding of how archaeological theory provides context for interpreting the material record,
- 3) Gained experience critiquing primary sources, compiling annotated bibliographies, and writing book reviews.

Required Textbooks

There are two required textbooks. Both are available in the library on 4-hr reserve, but students are encouraged to purchase their own copy of each book so it can be worked with in class. Electronic versions of the books are acceptable but students electing to use this format should bring an e-book reader to class so the textbook contents are available to them during class discussion.

Battle-Baptiste, Whitney

2011 *Black Feminist Archaeology*. Left Coast Press, Walnut Creek, CA.

Agbe-Davies, Anna

2015 *Tobacco, Pipes, and Race in Colonial Virginia: Little Tubes of Mighty Power*. Left Coast Press. Walnut Creek, CA.

Additional Readings

Underlined names are links to author profiles. Use these links to consider who is speaking and what their credentials are.

Baxter, Jane Eva

2008 The Archaeology of Childhood. *Annual Review of Anthropology* 37:159-175.

Blackmore, Chelsea

2011 How to Queer the Past Without Sex: Queer Theory, Feminisms and the Archaeology of Identity. *Archaeologies* 7(1):75-96.

Beisaw, April M.

2016 Water for the City, Ruins for the Country: Archaeology of New York City's Watershed. *International Journal of Historical Archaeology* 20(3):614-626.

2019 Stress and Shifting Identities in the Susquehanna Valley Around the Time of European Arrival. In *Contact and Cultural Identity: Recent Studies of the Susquehannocks*. edited by Paul Raber. pp. 73-90. Penn State University Press.

Brighton, Stephen A.

2011 Middle-Class Ideologies and American Respectability: Archaeology and the Irish Immigrant Experience. *International Journal of Historical Archaeology* 15(1):30-50.

Camp, Stacey L.

2011 Consuming Citizenship? The Archaeology of Mexican Immigrant Ambivalence in Early Twentieth-Century Los Angeles *International Journal of Historical Archaeology* 15(3):305-328.

Cook, Katherine

2019 EmboDIYing Disruption: Queer, Feminist and Inclusive Digital Archaeologies. *European Journal of Archaeology*, 22(3): 398-414.

de la Cova, Carlina

2011 Race, Health, and Disease in 19th-Century-Born Males. *American Journal of Physical Anthropology* 144(4): 526-537.

2012 Patterns of Trauma and Violence in 19th-Century-Born African American and Euro-American Females. *International Journal of Paleopathology* 2(2-3):61-68.

Dozier, Crystal A.

2016 Finding Children Without Toys: The Archaeology of Children at Shabbona Grove, Illinois. *Childhood in the Past* 9(1):58-74.

Fitts, Robert K.

2002 Becoming American: The Archaeology of an Italian Immigrant. *Historical Archaeology* 36(2):1-17.

Geller, Pamela L.

2008 Conceiving Sex: Fomenting a Feminist Bioarchaeology. *Journal of Social Archaeology* 8(1):113-138.

Gosden, Chris

2006 Race and Racism in Archaeology: Introduction. *World Archaeology* 38(1):1-7.

Horning, Audrey

2019 Removal and Remembering: Archaeology and the Legacies of Displacement in Southern Appalachia. In *The Archaeology of Removal in North America*. edited by Terrance Weik. pp. 127-157. University Press of Florida, Gainesville.

Odewale, Alicia

2019 An Archaeology of Struggle: Material Remnants of a Double Consciousness in the American South and Danish Caribbean Communities. *Transforming Anthropology* 27:114-132.

Orser Jr., Charles E.

2011 The Archaeology of Poverty and the Poverty of Archaeology. *International Journal of Historical Archaeology* 15(4):533-543.

Reilly, Matthew C.

2016 "Poor White" Recollections and Artifact Reuse in Barbados: Considerations for Archaeologies of Poverty. *International Journal of Historical Archaeology* 20(2):318-340.

Stone, Pamela K.

2012 Binding Women: Ethnology, Skeletal Deformations, and Violence Against Women. *International Journal of Paleopathology* 2(2-3):53-60.

Voss, Barbara L.

2000 Feminisms, Queer Theories, and the Archaeological Study of Past Sexualities. *World Archaeology* 32(2): 180-192.

2015 The Historical Experience of Labor: Archaeological Contributions to Interdisciplinary Research on Chinese Railroad Workers. *Historical Archaeology* 49(1):4-23.

Grading

Final course grades will be assigned using a 1000 point scale. To receive an A in the course, 950 or more points must be earned. Below 950 points the following scale will apply.

A- = 900 to 949 points

B+ = 867 to 899 points

B = 834 to 866 points

B- = 800 to 833 points

C+ = 767 to 799 points

C = 734 to 766 points, etc.

Class Participation = 20% (up to 200 points)

Class participation points can only be earned by being present and active in class each and every week. Active participation in class means that you regularly ASK and answer questions, challenge or defend positions, and generally help move the entire class towards new levels of understanding without dominating class discussion. Your overall course participation will receive a single grade based on the following criteria: more than five absences (0 pts), passive but present (100 pts), present and occasionally active (150 pts), or present and regularly active (200 pts).

Book Reviews = 30% (2 @ 150 points each)

Each student will submit professional-style book-reviews of Agbe-Davies (2015) and Battle-Baptiste (2011). A good review includes an analysis of the book and how it should be used to learn about a subject. The review begins with specifics about this book and moves into larger ideas. It captures the essence of the book without relying on the book's author's own words.

Book reviews must be 600-900 words in length and include the following elements:

1. General description of the problem addressed by the book,
2. Summary of the book's argument or thesis,
3. Description of the author's qualifications to speak on this topic,
4. Summary of the book's content including the methods used and the material covered,
5. Two properly cited direct quotes that serve as evidence for an argument,
6. Description of the book's strengths and weaknesses pointing out where the book shines and where it could be improved,
7. Conclusion that summarizes your opinion and identifies the proper audience for this book.

Reviews should not include citations or references to any works other than the book being reviewed. The title of your review should follow the following format:

Book Title. BOOK AUTHOR FIRST NAME LAST NAME. Publication Year. Publisher, City. # of pages pp.
\$price (paperback), ISBN #

Reviewed by Your First Name Last Name, Vassar College, Poughkeepsie, NY.

Annotated Bibliography = 20% (1 @ 200 points)

By the start of Week 13, each student must submit an annotated bibliography of 8-10 archaeological books, book chapters, or journal articles **that address a single identity-related topic through historical archaeology**. None of these sources can be assigned course readings and none can be blogs, news article, or web-only content. The bibliography must have an appropriate title and an abstract that summarizes the topic being addressed and how the sources contribute to understanding it through historical archaeology.

Each source must be presented using the complete reference details, properly formatted to the SAA style, followed by a 100-200 word summary of the content of that reference as it relates to your independent project. This summary is not the abstract nor the introduction or conclusion. It is written in your own words and set off from the reference details using a space and tabs. An example is provided below:

Beisaw, April M. and Jane E. Baxter

2017 America's One-Room Schools: Sites of Regional Authority and Symbols of Local Autonomy, after 1850. *International Journal of Historical Archaeology* 21(4):806-826.

This article summarizes how local communities organized, maintained, and preserved one-room schoolhouses throughout time. The examples provided are all from the midwestern United States. Artifacts used include pamphlets produced by school districts and memorials erected after schoolhouses were closed and demolished. With this article I can consider how childhood is constructed by adults and how adults work to maintain their associations with these institutions long after childhood has passed.

Field Experience = 10 % (1 @ 100 points)

Each student is expected to complete one 5 hour field experience, the schedule for which is weather and project dependent. One or more class meetings will be cancelled in order to minimize the impact of fieldwork on student schedules. Those who cannot participate due to other obligations or physical limitations will be given an alternate lab project to help process collected field data. Do not sign up for fieldwork if you get carsick - or be sure to take medication before we leave campus. Additional field/lab experiences may be available for extra credit.

Comprehensive Exam = 20% (1 @ 200 points each)

A single comprehensive exam will assess comprehension of course readings, lectures, and activities. This open-notes essay exam will require you to write two essays complete with proper citations and reference lists. **Keeping excellent reading notes throughout the semester will prepare you for this exam.**

Extra Credit

Opportunities for extra credit will be announced as they arise. Each student can apply up to 100 extra credit points to their course total. Be sure to take these opportunities as they come up. There is no guarantee that there will be opportunities at the end of the semester.

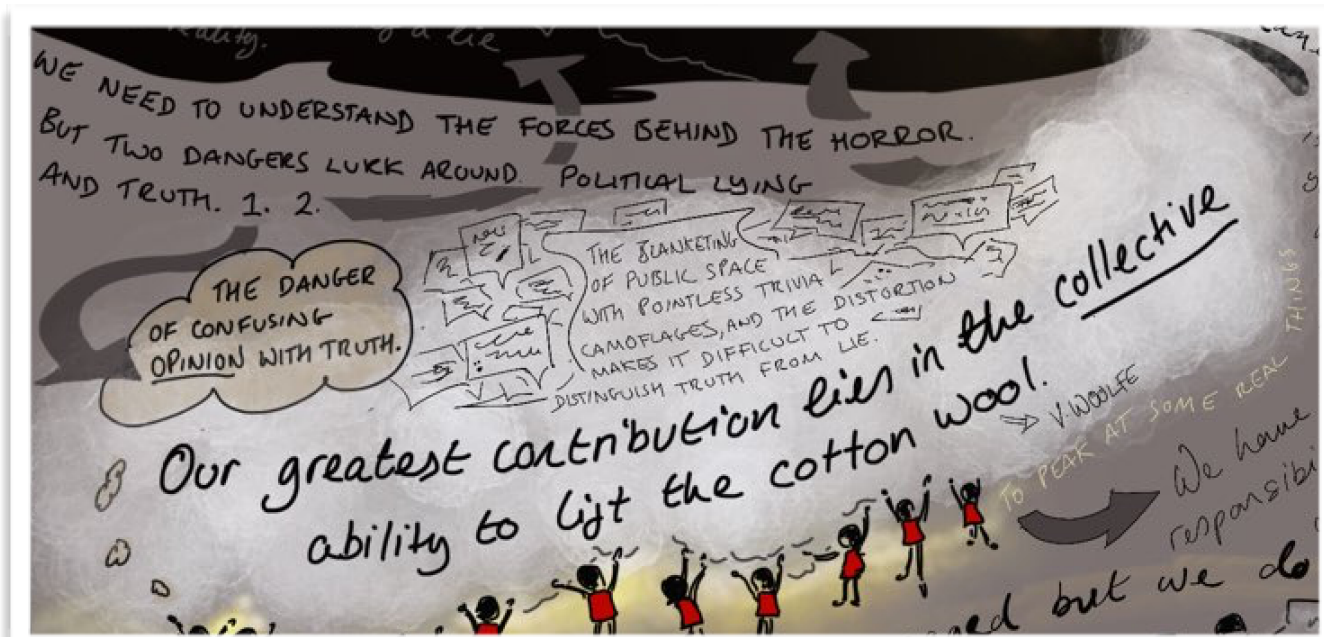


Figure 2. "We need to understand the forces behind the horror... Our greatest contribution lies in the collective ability to lift the cotton wool." Section of Alisse Waterston's "What of Us as Anthropologists in these Dark Times?" as illustrated by Charlotte Hollands.

Written Assignment Formatting

Word Counts

For assignments completed in this course, word counts include title and body text. Word counts do not include the reference list or figure captions or abstract. Abstracts have their own word count guidelines.

Titles

The title of a written work reflects the thesis of that work. The title must be specific to the argument your paper will make, revealing both the topic covered and method, theory, and or case study being used to explore that topic.

If your paper does not have a title then you probably aren't sure what your thesis is.

If your paper title is vague then you probably aren't sure what your thesis is.

If your title would work for a murder mystery novel then it is a bad title for an academic paper.

Abstracts

An abstract is a brief summary (150-200 words) of what a longer piece is attempting to argue. It should include a sentence for each of the following:

1. Problem to be addressed
2. Method you are using to assess the problem
3. Theory or perspective used to find the solution
4. Solution being proposed
5. Region(s) for which problem and solution are addressed
6. Applicability of this case to others and the wider problem

Figures

All tables, charts, and images included within written work must have a numbered caption that explains the figure and what it represents. This caption is an abbreviated form of the description that appears within the text. Every figure must be cited within the text and cited in the order in which they appear. An example is below.

On the first day of the course I brought the students to the house and asked them to write down what they thought of it. Most students had never noticed the distinctive octagon-shaped building (Figure 1) that they walked past to arrive at our classroom.



Figure 1. The Octagon house on the campus of Heidelberg University, Tiffin, Ohio. Photograph by April M. Beisaw.

Bibliography vs References or Works Cited

A reference list is **not** the same as a bibliography. A bibliography is a list of recommended readings. A reference list is a list of what you have **read** and **used** to make your argument. A reference list is the same as "works cited" because all references must be cited to show where and how they informed your research. References are your evidence.

Referencing and Citing Sources

In this course, we will use the Society for American Archaeology's format for references and citations. The full style guide is available through this [link](#). Every source you cite must be in your reference list and every source in your reference list must be cited in your text.

The basic reference formats are below. Additional authors are listed First Name Last Name after the first author's Last Name, First Name entry. Reference lists are sorted alphabetically by that first author's last name. Two sources with the same authorship are sorted chronologically with the oldest first. There are two spaces before and after the date.

Last Name, First Name

Date Article Title. *Journal Name* Volume(No):page-page.

Last Name, First Name

Date Title. Publisher, Publisher City.

The city in which a book was published is always included. If the city is not well known, then a two letter abbreviation for the state or country is added after a comma to clarify the location of publication. Such as:

White, Tim D. and Pieter A. Folkens

2005 *The Human Bone Manual*. Elsevier, Burlington, VT.

Some books include chapters written by different authors. When citing and referencing such works you must use the specific chapter title and author, not the book title and editor. Each chapter you use gets its own line in the reference list. See the list of additional readings for more examples of properly formatted references.

Last Name, First Name

Date Chapter Title. In *Book Title*, edited by First Name Last Name, pp. page-page. Publisher, Publisher City.

Citations point a reader to your reference list so that they can find the same exact information in the source you used. Ask yourself "could I have made this statement without having read a specific work?". If the answer is no, add a citation to that statement. Use author and date when the concept being pointed to occurs throughout the source. Specific page numbers are included in citations when the information being pointed to occurs only on a certain page of the source. The title of the source is never included in the citation. Examples of citations are below.

- Facial recognition is a forensic technique of last resort and is rarely used (Ubelaker 2008).
- "Social identities are deeply rooted in historical visions which are strongly defined along intersecting axes of race/ethnicity, class, and gender" (Reckner 2002:97).
- According to Beisaw (2016:12), citing sources is not fun, but it is necessary. This perspective helps to contextualize the suffering of her students.

Quoting and Paraphrasing Sources

When you use the exact words of someone else, you must put those words within quotes and cite the source. Direct quotes should be reserved for instances when the way the original author said something is the point of the quote.

- During ethnographic fieldwork with ghost hunters, Michelle Hanks recorded the thoughts of one ghost tourist: "you get to know a lot of history doing this. ...Certainly more than I learned at school" (Hanks 2015:130).

When using a direct quote that will take up more than 3 lines of your paper, you must set that quote off as a block quote using a space before and after the quote and tab each line. This makes it obvious when the bulk of your paper is relying heavily on the words of others. Block quotes are discouraged.

The majority of your citations should **not** be direct quotes. Instead you should paraphrase the words of others and restate them in a way that is applicable to the argument you are making. Those citations do not get direct quotes because it is the idea that matters, not the exact words used to convey that idea.

- Archaeology, once the stuff of exciting stories (Holtorf 2010), took on the unfathomable labels of "boring" and "tedious."
- One archaeologist advocated storytelling as a way to enhance archaeological practice by presenting possible explanations along with much-needed imagination (Lewis 2000:7). Another archaeologist suggested that the fear of seeming unscientific has kept archaeologists from developing better ways of speaking to and writing for the public (Majewski 2000:18).

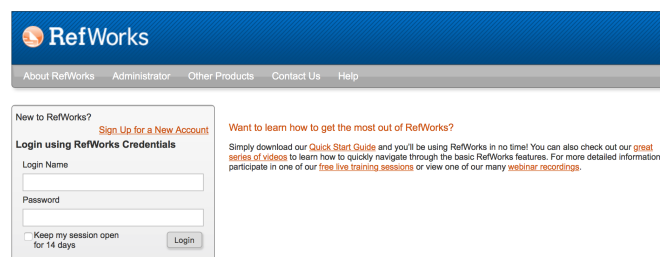
Whether or not a paraphrased citation gets a page number depends on whether the idea being cited occurred throughout the source (was the subject of the paper) or appeared in only one place in the source (may have been a tangential idea just touched on).

Generating Reference Lists With Refworks

All Vassar students have a free Refworks account that is accessible through the library home page. Refworks can expedite the creation of bibliographies and reference lists.

library.vassar.edu -> Research -> Citation Tools -> Refworks

Create an account if you don't already have one

The screenshot shows the RefWorks website interface. At the top is a blue header with the RefWorks logo and navigation links: About RefWorks, Administrator, Other Products, Contact Us, and Help. Below the header, there are two main sections. On the left, under 'New to RefWorks?', there is a 'Sign Up for a New Account' link and a 'Login using RefWorks Credentials' section with input fields for 'Login Name' and 'Password', a 'Keep my session open for 14 days' checkbox, and a 'Login' button. On the right, under 'Want to learn how to get the most out of RefWorks?', there is a paragraph of text and links to 'Quick Start Guide', 'free live training sessions', and 'webinar recordings'.

Go back to library.vassar.edu -> Databases to do your searching

For peer-reviewed sources in sciences, social sciences, humanities try Scopus

For peer-reviewed anthropology & archaeology sources try Anthropology Plus, AnthroSource, and Annual Review of Anthropology

When you find sources to use for your paper choose Export -> Refworks

In Refworks

Select the sources you want to include in your paper's reference list

Put them all in one folder for handy access

Create Bibliography -> Style Editor OR Manage Output Styles

Search for American Antiquity

Authors Publish Date (Year) Title. Edition ed. Vol. Volume, Pages (other) Publisher, Place of Publication.

Create Bibliography

You now have a **draft** of your reference list that you need to check for accuracy

Check every capitalization and every punctuation for consistency

Delete any references that you don't end up citing in your paper

Policies

Academic Integrity

As a Vassar student, you have agreed to the academic integrity policy in "[Vassar College Regulations](#)." This includes:

1. Each student's work shall be the product of the student's own effort.
2. Each student shall give due and appropriate acknowledgement of the work of others when that work is incorporated into the writing of papers.
3. Unless otherwise directed, every student working in a laboratory is expected to make all necessary measurements, drawings, etc., independently, from his or her own observations of the material provided.
4. Collaboration in preparation of written work may take place only to the extent approved by the instructor.

Penalties for violating Vassar's academic integrity policy can be found in the same regulations document.

Appointments

Students are welcome to drop in unannounced during office hours. This time is available on a first-come first-served basis. If you need to speak with me outside of those scheduled times, use the [Google Calendar link](#) on Moodle to schedule an appointment. Make sure you have your Google Calendar set to Eastern Standard Time zone before reserving an appointment time.

Assignment Submission

Unless otherwise indicated, all work is to be submitted electronically through Moodle. Files cannot be sent through email or handed in on paper or electronic media. Work not submitted according to the assignment's instructions or by the assignment deadline will be subject to the Late Work Policy.

Attendance

Class content and assigned readings are related but they are not the same. Therefore all students are expected to attend every class as well as complete every assignment. Some class meetings may take place in alternate locations and during alternate times. Attention to the course schedule is essential. Tardiness may result in a missed exercise. Accommodations for health-related issues require a health advisory from Health Services. Accommodations for personal issues require communication from the class Dean.

Changes and Moodle

This syllabus is general outline of the course content. The professor reserves the right to deviate from this outline. All changes will be posted on Moodle. Therefore the content on Moodle is what students are expected to follow for successful completion of this course.

Class Participation

This is an interactive course that requires full participation in order to meet the course objectives. Students who find it difficult to speak in class are expected to discuss course material with the instructor during office hours or by email. When course exercises take place outside of the classroom students are expected to maintain classroom behaviors: pay attention, stay with the group, and stay engaged. Unacceptable behaviors include listening to music, reading material not related to this course, and napping while being transported to a field site.

Collaboration

Unless otherwise indicated, each student's work should be easily distinguishable from that of any other student in multiple ways. Don't share files. Do share ideas. Don't produce one result and turn it in with different names. Do work independently alongside one another. Don't rely on anyone else to get you through. Do be sure you can and do complete your own work. See Academic Integrity policy above.

Disability

If you have a condition that requires special accommodations (speech or hearing problems, attention disorder, etc.) it is your responsibility to have that disability documented by the Office for Accessibility and Educational Opportunity and provide me with a copy of your AEO accommodation letter before accommodations are needed.

Late Work

Unless otherwise indicated, all late work will be penalized according to the following schedule: 10% for first 12 hours, 20% for second 12 hours, 50% for the third 12 hours. Beyond 36 hours past an assigned deadline, late work is only accepted when accompanied by a communication from Health Services or the Dean's office.

Letters of Recommendation

Requests for letters of reference or recommendation must be made two weeks before the submission deadline for that letter. Before I consider a request, you must provide the following: 1) who the letter should be addressed to, 2) the submission deadline, 3) why you are applying for the position/funding, and 4) what you hope to get out of the experience/funding.

I am happy to write letters for students who go beyond the basic requirements of attending class and completing assignments. Before requesting a letter from any professor, consider how well the professor knows you as an individual. The best letters of recommendation tell stories about how students work independently or as part of a team, how they deal with adversity, what their goals and aspirations are, and what related strengths or weaknesses they have. If I don't know these things about you I cannot write a good letter.

Office Hours

See Appointments above.

Textbooks

I do my best to keep the of textbooks under \$100/course. Students are expected to obtain a copy of each required textbook but are encouraged to explore cheaper options such as purchasing used or electronic copies or renting books. Anyone who elects to use an electronic version of a text should be able to bring an e-reader to class so that they have access to the textbook material for class discussion and exercises.

Schedule

- Week 1 - Introduction to Historical Archaeology
Wednesday - Watch the [Time Team America Episode on Josiah Henson](#) before class
- Week 2 - How Archaeology and Archaeologists Work
Monday - Read Agbe-Davies Chapters 1 & 2 (11-70) - Classification exercise in class
Wednesday - Read Agbe-Davies Chapter 3 (71-106) - Classification exercise in class
- Week 3 - Archaeology Sites and Structures
Monday - Read Agbe-Davies Chapter 4 & 5 (107-170) - Sites and historical context exercise in class
Wednesday - Read Agbe-Davies Chapter 6 (171-198) & draft book review #1 - Conclusions exercise in class
Sunday - Book review due by 5pm
- Week 4 - Indigenous Cultures and Colonialisms Erasures
Monday - Watch [The Return of the Sacred Pole](#) before class- [State of Indian Nations](#) in class
Wednesday - Read Beisaw (2019) - NAGPRA as decolonial practice in class
- Week 5 - The Role of Theory in Interpretation
Monday - Read Battle-Baptiste Introduction (19-32) - Theory exercise in class
Wednesday - Read Battle-Baptiste Chapter 1 (33-72)
- Week 6 - The Impact of Theory on New Directions
Monday - Read Battle-Baptiste Chapters 2 & 3 (73-134) - Gould evening lecture for extra credit
Wednesday - Read Battle-Baptiste Chapters 4 & 5 (135-172)
Sunday - Book review due by 5pm
- Week 7 - Applications of Agbe-Davies and Battle-Baptiste - Following Citations
Monday - Read Odewale (2019) and one article you found from Odewale's reference list
Wednesday - Read Cook (2019) and one article you found from Cook's reference list
- Spring Break
- Week 8 - Queering the Past/Present
Monday - Read Voss (2000) and Blackmore (2011)
Wednesday - Read Gellar (2008)
- Week 9 - The Young and The Poor
Monday - Read Baxter (2008) and Dozier (2016)
Wednesday - Read Orser (2011) and Reilly (2016)
- Week 10 - The Bodily Trauma
Monday - Read de la Cova (2011, 2012) and Stone (2012) - Skeletal exercise in class
Wednesday - Read Brighton (2011) and Camp (2011)
- Week 11 - Americans, "Immigrants" and "Others"
Monday - Read Fitts (2002) and Voss (2015)
Wednesday - Read Beisaw (2016) and Horning (2019)
Friday or Saturday - Fieldwork (as weather allows)
- Week 12 - Field Work, Lab Work, and Library Work
Monday - No class to make-up time for fieldwork
Wednesday - Finding and Evaluating Sources - [Meet in library room 160](#)
- Week 13 - Annotated Bibliography Projects OR Fieldwork - As Weather Allows
Monday - Read for bibliography - In class = lab work from the field experience
Wednesday - Bring draft annotated bibliographies to class - In class we will watch part of [Waterston's speech](#)
- Week 14 - Conclusions
Monday - [Annotated bibliographies due BEFORE class](#) - 3-minute presentations in class & course evals
- Finals Week** - Final Exam date, time, location to be posted on Moodle