

ANP 461: Method & Theory in Historical Archaeology

(3 credits)

Dr. Stacey L. Camp

Fall 2017

Day/Time: Mondays & Wednesdays 12:40-2pm

Email: campstac@msu.edu

Location: McDonel Hall, Room C103*

Phone: 517-353-6732

Office Location: McDonel Hall, Room E-34

Office Hours: Wednesdays, 2:30pm-4pm,

Thursdays, 1pm-2:30pm, or by appointment via email.

***Meet here AFTER the first day of class, which is in Berkey 210A**

“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 CATALOG DESCRIPTION

Theory and methodology in historical archaeology and its relation to history and anthropology.

COURSE OBJECTIVES

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.

This course provides a roadmap to the discipline of historical archaeology, covering three broad topics: the data historical archaeologists collect and use (Module I: The “Stuff” of Historical Archaeology), how historical archaeologists interpret and theorize data (Module II: Interpreting the “Stuff”), and how historical archaeologists disseminate and present their data to scholarly audiences, descendent communities, stakeholder groups, and the “public” at large (Module III: Presenting the “Stuff”). The primary learning objectives for the course are as follows:

- Weigh, evaluate, and critically assess data, scholarly arguments, and theories
- Apply archaeological theories to historical archaeology data sets
- Know where to find and how to historical data

→ Communicate scholarly findings to the public and your classmates

You will meet the course objectives by doing the following activities and work:

→ Find and locate historical resources and archaeological data through independent research

→ Interpret archaeological data sets using theoretical models in historical archaeology via written assignments

→ Participate in the course through oral presentations and in-class discussion

→ Research and publish on the history of an individual at a local cemetery via a WordPress course blog

COURSE MATERIALS & REQUIREMENTS

A course pack will be available to purchase at MSU's Spartan Bookstore, and it is required for the course. You should bring your course reader to **every single class**.

Internet access is required in order to view your course grades on Desire2Learn, also known as D2L. Dr. Camp will also post lecture materials and other course-related information in D2L.

ASSIGNMENTS

This course comprises of 3 major course components that total **100 points**: participation; integrating theory and data assignments; and the historic cemetery project. Rubrics and additional handouts will be provided for oral presentations, the integrating theory & data assignments, and the historic cemetery project. These components involve the following types of work:

Participation (20% or 20 points)

This is a small course, which means that students will be expected to discuss the course readings in a collegial manner each week. This means students come to class prepared for discussion, with the reading(s) for the day in hand and questions and comments about the reading written down. Expect to be called upon to participate at any point during the semester. Participation includes an oral presentation on an article or chapter for the course

as well as your engagement with students and Dr. Camp during course discussion.

Oral Presentation (10 points)

During the first week of class, students will sign up for an article or chapter

they are comfortable discussing with their classmates. Oral presentations involve formulating questions about the reading to post to classmates, summarizing the reading for the class, and, if possible, connecting the reading to other course readings and authors. Students are encouraged to meet with Dr. Camp prior to their presentation date to discuss the course reading.

Attendance & Discussion (10 points)

While attendance is not required for the course, your contribution to this small course will be observed in each and every class. Regular contribution to class discussion, your willingness to engage in hands-on activities and field trips, and your responses during ice-breakers, pair-shares, and in-class writing assignments will all be counted towards your participation grade. If you are regularly absent, you will not be able to make a substantial contribution to the classroom environment.

Integrating Theory and Data Assignments (60% or 60 points)

These assignments will be in an essay format, and will require you to put your knowledge of historical archaeology into practice by analyzing data sets. More information will be provided in class.

Assignment 1: Documents, Landscapes, and Visual Culture (30 points)

You will learn how to place multiple data sets in dialogue with each other by conducting an analysis of historic documents, maps, and images.

Assignment 2: Interpreting Social Status through the Archaeological Record (30 points)

You will learn how to apply the theory from our course readings, lectures, and discussions to archaeological and archival data sets.

The Historic Cemetery Project (20% or 20 points)

This project involves learning how to do documentary and genealogical research on an individual interred at Mt. Hope Cemetery. We will take class field trips to the Library of Michigan and Mt. Hope Cemetery to work on this project. A rubric will be passed out outlining the requirements and how they will be graded. There are two components of this project, both of which are worth 10 points each.

Part I (10 points): Locate a minimum of three primary documents associated with an individual interred at Mt. Hope Cemetery. Discuss where you found these documents, how you located them, and what they tell you about the individual.

Photograph the headstone of the individual interred at Mt. Hope. **Due October 9th at the beginning of class.**

Part II (10 points): You will communicate and disseminate your findings via a blog posting on our LEADR class blog. Cite resources appropriately, and construct a narrative regarding the individual interred at Mt. Hope Cemetery. **Due November 13th at the beginning of class.**

Assignment Deadlines

Unless otherwise noted, all assignments are due in hardcopy at the beginning of class (not the middle or end of class). The asterik (*) denotes that the assignment is **due in-class at the beginning of class.**

October 9th*	Cemetery Project Part I
October 30th*	Integrating Theory/Data (Assignment #1)
November 13th*	Cemetery Project Part II
December 13th @ 5pm via D2L	Integrating Theory/Data (Assignment #2)

Late Work Policy

No late work will be accepted.

Grading

This class will not be graded on a curve. Grades will be distributed as follows:

4.0 = 90 points and above (90% and above)
3.5 = 85-89 points (85%-89%)
3.0 = 80-84 points (80%-84%)
2.5 = 75-79 points (75%-79%)
2.0 = 70-74 points (70%-74%)
1.5 = 65-69 points (65%-69%)
1.0 = 60-64 points (60%-64%)

Viewing Grades

Grades will be entered into D2L within one week of the assignment's deadline unless Dr. Camp is ill or an emergency arises. Dr. Camp is always happy to meet with students to discuss their grades on assignments, and is willing to review drafts of assignments as long as they are submitted within a week of the assignment deadline.

TWITTER

If you have questions or information you would like share regarding the class via Twitter, please use the hastag **#anp461**. Tweeting is not a requirement of the course, but an option to open up discussion regarding historical archaeology. Make sure to follow MSU’s student conduct code when posting on Twitter. If you are unsure if you should share the data, please contact Dr. Camp via email first. Dr. Camp’s Twitter handle is [@staceylcamp](https://twitter.com/staceylcamp).

CONTACTING DR. CAMP

The best way to contact Dr. Camp is via email at campstac@msu.edu. Dr. Camp does not check email regularly on the weekends or when she is attending a conference. During a normal academic week (Monday through Friday), Dr. Camp will respond to student emails within 24 hours of receipt.

REFERENCES FOR HISTORICAL RESEARCH

1. Seeking Michigan (seekingmichigan.org)
2. Michigan eLibrary (mel.org)
3. Ancestry Library (ancestrylibrary.com)
4. Library of Michigan Finding Aid for Newspapers/Obituararies (http://www.michigan.gov/documents/libraryofmichigan/LM_newspaper_indexes_by_co_487540_7.pdf)
5. Interpretating Sanborn Fire Insurance Maps from the National Archives (<https://www.loc.gov/collections/sanborn-maps/about-this-collection/>)
6. Sanborn Fire Insurance Maps @ MSU Library (<http://libguides.lib.msu.edu/c.php?g=96131&p=625796>)
7. MSU Library Map Archive (<https://www.lib.msu.edu/map/>)
8. Ellis Island Passenger Archive (<https://www.libertyellisfoundation.org/passenger>)

ABBREVIATED COURSE SCHEDULE*

*Note that while we will do our best to stay on task and schedule, this syllabus is subject to change.

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Readings</i>	<i>Activities</i>	<i>Work Due</i>
Week 1	8/30	Intro. to Course	Course Syllabus	Review Course Expectations	
Week 2	9/6	What is Hist. Archaeology?	Mayne	Lecture/Discussion	
Week 3	9/11, 9/13	Maps	Seasholes; Monmonier	Lecture (both days) /Discussion	

Field Trip	9/16	Visit Mt. Hope Cemetery		Document Gravestones	
Week 4	9/18, 9/20	Documents	Rodríguez; Bedell	Lecture/Discussion	
Week 5	9/25, 9/27	Oral Histories & Memory	Loftus; Neisser	Lecture/Discussion; Oral Presentation/Discussion	
Week 6	10/2, 10/4	Landscapes	Leone; Byrne	Lecture/Discussion; Oral Presentation/Discussion	
Week 7	10/9, 10/11	Visual Culture & Multimedia	Williams; Zelizer	Lecture/Discussion; Oral Presentation/Discussion	Cemetery Project Part I Due on 10/9
Week 8	10/16, 10/18	Cemetery Project		Meet at LEADR (see directions below); Meet at Library of Michigan	
Week 9	10/23, 10/25	Cemetery Project & Cemeteries	McGuire	Meet at LEADR (see directions below): Discussion in McDonel	
Week 10	10/30, 11/1	Artifacts	Singleton & Bogard; Wilkie	MNV Exercise in McDonel; Discussion	Integrating Data & Theory Assignment #1 Due on 10/30
Week 11	11/6, 11/8	Gender	Fitts; Casella	Lecture/Discussion; Oral Presentation/Discussion	
Week 12	11/13, 11/15	Class	Spencer-Wood ; Cook et al., Wurst	Lecture/Discussion; Oral Presentation/Discussion	Cemetery Project Part II Due on 11/13

Week 13	11/20, 11/22	Race	Orser, Mullins; Dawdy	Lecture/Discussion; Oral Presentation/Discussion	
Week 14	11/29	Begin Public Archaeology	La Roche & Blakey, Epperson	Lecture/Discussion	
Week 15	12/4, 12/6	Finish Public Archaeology	Shackel, Joyce	Discussion/Reflections & Wrap-Up	Integrating Theory & Data Due on 12/13 @ 5pm

EXPANDED COURSE SCHEDULE

Week 1: Introduction to Course

Wednesday, August 30

Review Syllabus, Course Expectations, & Cemetery Project

MODULE I: The “Stuff” of Historical Archaeology

Week 2: What is Historical Archaeology?

Wednesday, September 6th

Lecture & Discussion

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

Week 3: Maps

Monday, September 11th

Lecture & Discussion

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.

Wednesday, September 13th

Discussion

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

Saturday, September 16th

Field Trip: Meet at MT. HOPE CEMETERY

Week 4: Documents

Monday, September 18th

Lecture & Discussion

Rodríguez, Clara E. (2000) "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.

Wednesday, September 20th

Discussion

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

Week 5: Oral Histories & Memory

Monday, September 25th

Lecture & Discussion

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

Wednesday, September 27th

Discussion & Oral Presentation

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 6: Landscapes

Monday, October 2th

Lecture & Discussion

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.

Wednesday, October 4th

Discussion & Oral Presentation

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

Week 7: Visual Culture & Multimedia

Monday, October 9th

Lecture & Discussion; **Cemetery Project Due (Part I)**

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.

Wednesday, October 11th

Discussion & Oral Presentation

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.

Week 8: Cemetery Project Research Week

Monday, October 16th

Meet in LEADR for Cemetery Project

Wednesday, October 18th

Meet at Library of Michigan for Archival Research;

Week 9: Cemetery Project (continued); Cemeteries

Monday, October 23rd

Meet in LEADR with Data for Cemetery Project

Wednesday, October 25th

Lecture & Discussion on Artifacts;

McGuire, Randall H. (1988) “Dialogues with the Dead: Ideology and the Cemetery. In *The Recovery of Meaning: Historical Archaeology in the Eastern United States*, eds. Mark P. Leone and Parker B. Potter, Jr., pp. 435-481. Washington and London: Smithsonian Institution Press.

Week 10: Artifacts

Monday, October 30th

MNV Exercise; **Integrating Theory & Data Assignment #1 Due (@ beginning of class)**

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.

Wednesday, November 1st

Finish MNV Exercise; Discussion

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.

MODULE II: Interpreting the “Stuff:” Theoretical Models

Week 11: Gender

Monday, November 6th

Lecture & Discussion

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

Wednesday, November 8th

Discussion & Oral Presentation

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

Week 12: Class

Monday, November 13th

Lecture & Discussion; **Cemetery Project Due (Part II)**

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.

Wednesday, November 15th

Discussion & Oral Presentation

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

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.

Week 13: Race

Monday, November 20th

Lecture & Discussion

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.

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.

Wednesday, November 22nd

Discussion & Oral Presentation

Dawdy, Shannon Lee (2006) Thinker-tinkers, Race, and the Archaeological

Critique of Modernity,” in *Archaeological Dialogues* 12(2):143-164.

MODULE III: Presenting the “Stuff” to the Public

Week 14: Begin Public Outreach & Engagement

Monday, November 27th

Brief Lecture & Discussion

La Roche, Cheryl and Michael Blakey (1997) “Seizing Intellectual Power: The Dialogue at the New York African Burial Ground Project,” in *Historical Archaeology* 31(3): 84-106.

Epperson, Terrence W. (2004) “Critical Race Theory and the Archaeology of the African Diaspora,” in *Historical Archaeology* 38(1): 101-108.

Wednesday, November 29th

NO CLASS (Dr. Camp at AAAs)

Week 15: Finish Public Outreach

Monday, December 4th

Discussion

Shackel, Paul A. (2001) “Public Memory and the Search for Power in American Historical Archaeology,” in *American Anthropologist* 103(3): 655-670.

Joyce, Rosemary (August 16, 2017) “Losing the Past or Changing the Future? Archaeologists and Modern Monuments.”

Wednesday, December 6th

Last Day of Class; Reflections & Wrap-Up

Integrating Data & Theory Assignment #2 Due on 12/13 @ 5pm in D2L

RESOURCE CENTER FOR PERSONS WITH DISABILITIES

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at **517-884-RCPD** or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc). Requests received after this date will be honored whenever possible. To make an appointment with a specialist, contact: (517) 353-9642, or TTY: (517) 355-1293
The website for RCPD is <http://MYProfile.rcpd.msu.edu>.

LIMITS OF CONFIDENTIALITY

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

LEADR

The Lab for the Education and Advancement in Digital Research (LEADR) is a joint, student-centered venture of History, Anthropology, and MATRIX. LEADR is a space for undergraduate and graduate students to develop innovative digital and web-based projects in collaboration with other students, faculty, and specialists in digital technologies and design. Visit leadr.msu.edu for more information.

LEADR is located in 112 Old Horticulture. Lab hours for Fall 2017 are Monday-Thursday from 10am-8pm and 10am-1pm on Fridays. If you need extra help with the digital project outside of class, email leadr@msu.edu to set up an appointment with a Graduate Assistant or drop by during lab hours. Laptops and equipment are also available to check-out on a short-term basis.

TECHNICAL ASSISTANCE

If you need technical assistance at any time during the course or to report a problem you can:

- Visit the Distance Learning Services Support Site
- Visit the Desire2Learn Help Site (<http://help.d2l.msu.edu/>)
- Or call Distance Learning Services: (800) 500-1554 or (517) 355-2345

COMMIT TO INTEGRITY: ACADEMIC HONESTY

Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the (insert name of unit offering course) adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit coursework you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the Academic Integrity webpage.)

DROPS AND ADDS

The last day to add this course is the end of the first week of classes. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

COMMERCIALIZATION LECTURE NOTES

Commercialization of lecture notes and university-provided course materials is not permitted in this course.

PUBLICATIONS

Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site.

BUILD RAPPORT

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

DISRUPTIVE BEHAVIOR

Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Judicial Affairs office.

MSU ATTENDANCE POLICY

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course.