

Department of Anthropology; University of California, Los Angeles

ANTHRO 118
HISTORICAL ARCHAEOLOGY

Fall Quarter 2014

Lectures: MWF 11:00-11:50 am

Classroom: Geology 4660

Course webpage: <https://moodle2.sscnet.ucla.edu/course/view/14F-ANTHRO118-2>
(or if above is not available: <http://1drv.ms/1yBrrUJ>)



Instructor: Danny Zborover
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Office location and hours: Haines 351B; Wednesdays 1:30-3:30 pm

Historical archaeology is the archaeology of historical periods. For some this means the study of ancient literate societies, for others it is the archaeology of the modern world. For most, it is the methodological integration of material, documentary, and oral evidence. Considered as such, archaeology as a modern discipline began as a form of historical archaeology, and later approaches (Culture History, Processual, Postprocessual, etc.) subsequently shaped the sub-discipline. Current practices and debates in historical archaeology are also contingent on the field's respective disciplinary position between anthropology and history, so a global perspective is essential to understand the different reconstructions of the ancient and more recent pasts.

This course examines how historical archaeology is different from other type of archaeologies, and why it is important to both academics and the public. Through weekly readings, in-class exercises, group projects, and independent research papers, students will explore different theoretical and methodological approaches in case studies from North America, Mesoamerica, South America, Europe, Africa, and the Near East, and look at diverse themes such as colonialism, capitalism, ethnicity, slavery, and human sacrifice, among others. Students will further develop critical thinking skills by practicing the interdisciplinary integration of archaeological, historical, and ethnographic sources, and the intricate ways these corroborate, complement, and contrast each other.

Readings

In lieu of a textbook, book chapters and journal articles will be posted on the class website. Before each class you are expected to read those articles indicated on the syllabus. It is generally recommended to read those in the order specified in the schedule. Throughout the quarter I will update and post additional reading material, handouts, assignment instructions, etc, so check the website frequently. The articles and lectures are closely linked, so previous reading of the material will help you to better contextualize the discussion and make your note-taking more effective. The assignments and exams will also draw heavily from these readings, so you are better off reading those sooner rather than later.

Recommended websites:

Society for Historical Archaeology

<http://sha.org/>

Historical Archaeology in California State Parks

http://www.parks.ca.gov/?page_id=22647

Requirements and Participation

You are expected to attend all the class meetings, do the respective class readings in advance, and actively participate in the assignments. There is always allotted time for questions and discussion, so make yourself heard. I usually use a lot of images in my presentations and do not post written class notes, so the best way to absorb this visual subject matter is to simply attend the lectures. Note that some of these images will also be included in your exams. Laptops are only allowed in class for note-taking, and cell phones should not be used and remain muted. If you cannot attend class due to extenuating circumstances, email me in advance and be prepared to show supporting documentation.

Grading:

The grading will be based on these components (see schedule for dates):

- 1) Midterm exam (30%)
- 2) Two in-class exercises (5% each; total 10%)
- 2) Final group project, consisting of:
 - a) Group presentation (15%)
 - b) Individual research paper (15%)
- 3) Final exam (30%)

There will be two in-class exercises, each worth 5% of your grade. You will be graded on your active participation. There is no specific preparation for these exercises other than the assigned readings.

The final group project will be based on an original "field" and library research project conducted in and about UCLA, and incorporate the course readings and lectures. The grading is based on active participation in a group presentation, and a short research paper (3 pages,

double spaced) submitted individually by each student. Further details will be discussed in the second week of the course.

The midterm and final exams will draw from the class lectures, readings, exercises, assignments, videos, guest lectures, and any other materials shown or distributed throughout the quarter. These will most likely include a map quiz, slide identifications, short-answer identifications, and essay questions.

Makeup exams and exercises will only be given to students with properly documented extenuating circumstances. Incomplete grades will not be granted except under extraordinary circumstances approved by the instructor.

Graduate students working on any thesis topics *relevant to historical archaeology* and who would like to advance their research through this course, please come to see me in the first week of classes to discuss options.

Students with disabilities and special needs

Please contact me at the first two weeks of the quarter if you require special arrangements, and consult with the Office for Students with Disabilities

<http://www.osd.ucla.edu>

Academic Integrity

Cheating, plagiarism, and any breach of academic integrity will not be tolerated and could result in failure of the course, suspension, and other administrative sanctions. Your responsibilities and rights can be found at

<http://www.studentgroups.ucla.edu/dos/students/integrity/>

Syllabus Changes

Any element of this syllabus may be amended by the instructor and will be discussed previously in class.

WEEK 1: INTRODUCTION

Oct. 3: Course overview: definitions, structure, and objectives

WEEK 2: DEFINITIONS, HISTORY, & THEMES

Oct. 6: What is Historical Archaeology? History, Definitions, Approaches

Reading:

Schuyler, Robert L.

1970 Historical and Historic Sites Archaeology as Anthropology: Basic Definitions and Relationships. In *Historical Archaeology* 4:83-89.

Orser, Charles E., and Brian M. Fagan

1995 *Historical Archaeology*. HarperCollins, New York.

Chapter 1: What is historical archaeology? (pp. 1-22)

Andrén, Anders

1998 *Between Artifacts and Texts: Historical Archaeology in Global Perspective*. Plenum Press, New York.

Chapter 1: The paradox of historical archaeologies (pp. 1-8).

Oct. 8: Historical/Documentary/Text-Aided Archaeology: is it Historical or Anthropological?

Readings:

Binford, Lewis R.

1977 Historical Archaeology: Is It Historical or Archaeological? In *Historical Archaeology and the Importance of Material Things*, edited by L. Ferguson, pp. 13-22. Society for Historical Archaeology, Tucson.

Hodder, Ian

1987 *Archaeology as Long-Term History*. Cambridge University Press, Cambridge.

Chapter 1: The historical approach in archaeology (pp. 1-8).

Deetz, James

1988 American Historical Archeology: Methods and Results. *Science* 239(4838):362-367.

Oct. 10: Integrative Research Methods in Historical Archaeology; Introduction to Final Project: A Historical Archaeology of UCLA

Readings:

Orser, Charles E., and Brian M. Fagan

1995 *Historical Archaeology*. HarperCollins, New York.

Chapter 7: Pre-excavation fieldwork: documents, interviews, buildings (pp. 141-156).

Little, Barbara (editor)

1992 *Text-Aided Archaeology*. CRC Press, Boca Raton.

Chapter 1: Text-Aided Archaeology (pp. 1-6).

Leone, Mark P., and Constance A. Crosby

1987 Middle-Range Theory in Historical Archaeology. In *Consumer Choice in Historical Archaeology*, edited by Suzanne M. Spencer-Wood, pp. 397-410. Plenum Press, New York.

WEEK 3: NORTH AMERICAN HISTORICAL ARCHAEOLOGY: BROAD THEMES

Oct. 13: Columbus Day Special: Culture Contact & Colonialism

Readings:

Lightfoot, Kent G.

1995 Culture Contact Studies: Redefining the Relationship between Prehistoric and Historic Archaeology. *American Antiquity* 60(2):199-217.

Rubertone, Patricia E.

1996 Matters of Inclusion: Historical Archaeology and Native Americans. *World Archaeological Bulletin* 7:77-86.

Oct. 15: Ethnicity, Race, & Slavery

Readings:

Jones, Siân

1999 Historical categories and the praxis of identity: the interpretation of ethnicity in historical archaeology. In *Historical Archaeology: Back from the Edge*, edited by Pedro Paulo A. Funari, Martin Hall, and Siân Jones, pp. 219-232. Routledge, London.

Singleton, Theresa

1992 Using written record in the archaeological study of slavery: an example from the Butler Island Plantation. In *Text-Aided Archaeology*, edited by Barbara Little, pp. 55-66. CRC Press, Boca Raton

Posnansky, Merrick

2002 Revelations, Roots, and Reactions- Archaeology of the African Diaspora. *Ufahamu: A Journal of African Studies*, 29(1):45-64.

Oct. 17: Capitalism and the 'Modern World'

Readings:

Orser, Charles E.

1996 *A Historical Archaeology of the Modern World*. Plenum Press, New York.
Chapter 3: The Haunts of Historical Archaeology (pp. 57-88).

WEEK 4: NORTH AMERICAN HISTORICAL ARCHAEOLOGY: CASE STUDIES

Oct. 20: Colonialism in California

Readings:

Lightfoot, Kent G.

2008 Oral traditions and Material Things: Constructing Histories of Native People in Colonial Settings. In *Small Worlds: Method, Meaning, and Narrative in Microhistory*, edited by James F. Brooks, Christopher R. N. deCorse, and John Walton, pp. 265-288. School for Advanced Research Press, Santa Fe.

Oct. 22: Archaeologies of the Recent Californian Past

Readings:

Voss, Barbara

2005 The archaeology of Overseas Chinese communities. *World Archaeology* Vol. 37(3): 424-439.

Ellis, Meredith, Christopher Merritt, Shannon Novak, and Kelly Dixon

2010 The Signature of Starvation: A Comparison of Bone Processing at a Chinese Encampment in Montana and the Donner Party Camp in California. *Historical Archaeology* 45(2):97-112.

Oct. 24: In-Class Exercise I: AD 3014: Past and Future Historical Archaeology in Los Angeles

Readings:

Friedman, Jay D.

1992 The Pastoral Period in Los Angeles: Life on the Ranchos and in the Pueblo, 1800-1850. In *Historical Archaeology of Nineteenth-Century California*, pp 1-52. William Andrew Clark Memorial Library, UCLA.

WEEK 5: MESOAMERICAN HISTORICAL ARCHAEOLOGY: FORMATIVE TO REPUBLICAN PERIODS

Oct. 27: Decolonizing Historical Archaeology in Southern Mexico

Readings:

Zborover, Danny

Forthcoming Decolonizing Historical Archaeology in Southern Oaxaca, and Beyond. In *Bridging the Gaps: Integrating Archaeology and History in Oaxaca*, edited by Danny Zborover and Peter Kroefges. University Press of Colorado, Boulder.

Oct. 29: The Postclassic 'International Styles' in Objects, Iconography, and Writing

Readings:

Pohl, John M. D.

2004 The Archaeology of History in Postclassic Oaxaca. In *Mesoamerican Archaeology: Theory and Practice*, edited by Julia Hendon and Rosemary Joyce, pp. 217-238. Blackwell, Cornwall.

Oct. 31: 'Day of the Dead' Special: Maya Warfare and Aztec Human Sacrifice; *Final project proposals due*

Readings:

Houston, Stephen D.

1989 Archaeology and Maya Writing. *Journal of World Prehistory* 3(1):1-32.

Mendoza, Rubén G.

2007 Aztec Militarism and Blood Sacrifice: the archaeology and ideology of ritual violence. In *Latin American Indigenous Warfare and Ritual Violence*, edited by Richard J. Chacon and Rubén G. Mendoza, pp. 34-54. The University of Arizona Press, Tucson.

WEEK 6: NEW SPAIN AND SOUTH AMERICA: AFTER THE SPANISH CONQUEST

Nov. 3: Historical Archaeology of the Spanish-American in New Spain

Readings:

Gasco, Janine, Greg Charles Smith, and Patricia Fournier-García

1997 Introduction. In *Approaches to the Historical Archaeology of Mexico, Central & South America*, edited by Janine Gasco, Greg Charles Smith, and Patricia Fournier García, pp. 1-4. The Institute of Archaeology, UCLA, Los Angeles.

Alexander, Rani T.

1997 Haciendas and Economic Change in Yucatán: Entrepreneurial Strategies in the Parroquia de Yaxcabá, 1775-1850. *Journal of Archaeological Method and Theory* 4(3/4): 331-351.

Nov. 5: South American Historical Archaeology: Colonial to Dictatorship Eras

Readings:

Zarankin, Andrés, and Melisa A. Salerno

2008 "Looking South": Historical Archaeology in South America. *Historical Archaeology* 42(4):38-58.

Nov. 7: *Midterm Exam*

WEEK 7: EUROPEAN APPROACHES: CLASSICAL, MEDIEVAL, INDUSTRIAL

Nov. 10: Classical (Historical) Archaeology

Readings:

Moreland, John

2006 Archaeology and Texts: Subsistence or Enlightenment. *Annual Review of Anthropology* 35:135-151.

David B. Small

1999 The tyranny of the text: lost social strategies in current historical period archaeology in the classical Mediterranean. In *Historical Archaeology: Back from the Edge*, edited by Pedro Paulo A. Funari, Martin Hall, and Siân Jones, pp. 122-136. Routledge, London.

Nov. 12: Medieval (Historical) Archaeology

Readings:

Young, Bailey K.

1992 Text-aided or text-misled? Reflection on the uses of Archaeology in Medieval History. In *Text-Aided Archaeology*, edited by Barbara Little, pp. 135-148. CRC Press, Boca Raton.

Driscoll, Stephen T.

2010 Scottish Historical Archaeology: International Agendas and Local Politics. *International Journal of Historical Archaeology* 14:442-462.

Nov. 14: Industrial (Historical) Archaeology

Readings:

Symonds, Jane, and Eleanor Casella

2006 Historical Archaeology and industrialization. In *The Cambridge Companion to Historical Archaeology*, edited by Dan Hicks and Mary C. Beaudry, pp. 143-167. Cambridge University Press, New York.

WEEK 8: HISTORICAL ARCHAEOLOGY IN AFRICA

Nov. 17: Archaeology, History, and Oral Traditions

Readings:

Schmidt, Peter, and Jonathan R. Walz

2007 Re-representing African Pasts through Historical Archaeology. *American Antiquity* 72(1):53-70.

Nov. 19: African-European Contacts and Identities

Readings:

Pikirayi, Innocent

2006 Gold, Black Ivory, and Houses of Stone: Historical Archaeology in Africa. In *Historical Archaeology*, edited by Martin Hall and Stephen W. Silliman, pp. 230-250. Wiley Blackwell, Oxford.

Nov. 21: In-Class Exercise II: Oral History and Archaeology

Readings:

Purser, Margaret

1992 Oral History and Historical Archaeology. In *Text-Aided Archaeology*, edited by Barbara Little, pp. 25-35. CRC Press, Boca Raton.

Beck, Wendy, and Margaret Somerville

2005 Conversations between disciplines: historical archaeology and oral history at Yarrowarra. *World Archaeology* 37(3):468-483.

WEEK 9: HISTORICAL ARCHAEOLOGY IN THE NEAR EAST

Nov. 24: Historical Biblical Archaeology

Readings:

Levy, Thomas E.

2010 The New Paradigm: Integrating Anthropological, Digital, and Historical Biblical Archaeologies. In *Historical Biblical Archaeology and the Future: The New Paradigm*, edited by Thomas E. Levy, pp. 3-42. Equinox, London and Oakville.

Nov. 26: Ottoman Historical Archaeology

Readings:

Carroll, Lynda

2011 Building Farmsteads in the Desert: Capitalism, Colonialism, and the Transformation of Rural Landscapes in Late Ottoman Period Transjordan. In *The Archaeology of Capitalism in Colonial Contexts: Postcolonial Historical Archaeologies*, edited by Sarah K. Croucher and Lindsay Weiss, pp. 105-120. Springer, New York.

Nov. 28: Thanksgiving holiday, no class

WEEK 10: POLITICS, THE PUBLIC, AND APPLIED HISTORICAL ARCHAEOLOGY

Dec. 1: Why Historical Archaeology Matters

Readings:

Little, Barbara

2007 *Historical Archaeology: Why the Past Matters*. Walnut Creek, California. Section 4: Historical Archaeology as Public Scholarship (pp. 135-172).

Dec. 3: Critical Archaeology and Politics

Readings:

Palus, Matthew M., Mark P. Leone, and Matthew D. Cochran

2006 Critical Archaeology: Politics Past and Present. In *Historical Archaeology*, edited by Martin Hall and Stephen W. Silliman, pp. 84-104. Wiley Blackwell, Oxford.

Dec. 5: Community, Museums, & Memory

Readings:

Shackel, Paul

2001 Public Memory and the Search for Power in American Historical Archaeology. *American Anthropologist* 103(3):655-670.

WEEK 11: FINAL PROJECT PRESENTATIONS AND CONCLUSIONS

Dec. 8: *Group Presentations I; individual research papers due*

Dec. 10: *Group Presentations II; individual research papers due*

Dec. 12: **Course Conclusions**

WEEK 12

Thursday Dec. 18: *Final Exam* (8:00am-11:00am).

ANTHRO 118: Historical Archaeology
Instructor: Danny Zborover
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FINAL PROJECT:
***HISTORICAL ARCHAEOLOGY OF
THE UNIVERSITY OF CALIFORNIA, LOS ANGELES***



INTRODUCTION

The research project will focus on the historical archaeology of UCLA. The purpose of this exercise is to help you apply the knowledge gained in this course on a setting close and familiar to you, as well as help you practice teamwork, interdisciplinary research skills, research design, grant application, and conference-style presentation, among others. And no less important, discover in the process more about your daily environment and practices.

The project and grading are composed of two components: 1) a group research activity and a resulting **in-class presentations** (15% of your final grade); and 2) **individual research papers**, based on the above group activity (15% of your final grade).

The class will be divided into research teams of about 5 students each (TBD). Each team will be conducting **original research** in its own designated timeframe, while adhering to the deadlines below. All the students in the team will have to actively participate and creatively contribute to the project. It is up to you to make sure all are contributing, but please let me know of any AWOL students.

You and your team can decide on **any topic relevant to UCLA (your research question)**, but this has to be constructed under the definition and parameters of historical archaeology as discussed in this course. As such, it has to emphasize *both* archaeological-material *and* historical-documentary aspects, and specify how these aspects are *brought together* to address the research question. Your research can be constructed along any methodological or theoretical approach discussed

in class or the readings; it can focus on a specific building or the university as a whole; it can look at the history of a certain individual, location, or concept; it can be related to events specific to this school, or presented in respect to broader themes and processes; etc, etc, etc. The project can be conducted entirely on campus, although off-site research can be useful and is encouraged.

PROJECT PROPOSALS

Once your team decides on a research topic, this will have to be approved by me first in order for you to start your detailed investigation. For this purpose, a well defined research question is highly important. Please submit a short research proposal consisting of 1) the research title; 2) 1-2 paragraph abstract of the proposed research topic and question; and 3) names of the people in your group. **The deadline for the proposal submission is October 31, 2014, emailed directly to me.** However, the sooner your proposal is submitted and approved, the sooner you can start conducting your research. No late submissions!

GROUP PRESENTATION

The results of your research will be first presented in a group presentation, in either one of the two sessions scheduled for **December 8th and December 10th**. Plan your presentation for 10-15 minutes (actual time will depend on the final number of groups and announced in advance), and note that you will get cut short when your time is up. While all the team members *have* to be present in class, you can decide if all, some, or only one will be giving the presentation. Try to present your research orally instead of reading from a paper. You can, and are encouraged, to use PowerPoint or any other audiovisual media you think is needed (if you require any university resources, please let me know a week in advance).

Since obviously you cannot conduct excavations on campus, your presentations will be constructed along the lines of a **research proposal** for a historical archaeology project, directed towards a fictitious granting agency (let's say, **THE ZBOROTECH FOUNDATION FOR VERY INTERESTING RESEARCH, INC**). In your group presentation you will be trying to convince the 'granting committee' (TBD) to fund your proposed historical archaeological research. *Be creative*, but don't lose sight of your research goals the supporting data. You will be graded on the clarity of the argument, your supporting background research, the suitability and feasibility of your methods to answer the research question, the quality of your archaeological and historical resources, and on how your research will contribute to the advancement of knowledge, among others. In addition, the group whose proposal is voted by the 'committee' as the best one will get a bonus prize!

INDIVIDUAL RESEARCH PAPER

In tandem with your group activities, you will also write a short individual research paper based on the above research. The paper should be 3 double-spaced pages of text, not including bibliography, figures, tables, or any appendices (which could be as long as needed). This is not a survey paper or a copy of the group presentation, but rather *your own take on the above research*. It can, and should, focus on what interested you most. In short, this is your chance to think and express yourself outside the group.

These papers are due on the same day your group is presenting (either December 8th or December 10th), and should be emailed directly to me. No late submissions!

RESOURCES

For your team project, group presentation, and individual paper, you should employ as many information sources as possible to back up your arguments, such as documents (*primary* and *secondary* sources), artifacts, architectural features, oral testimonies, photos, maps, and so forth.

The best presentations and papers are those that draw *method* and *theory* from the course lectures and readings (and *additional* bibliography), and from case studies both in North America and the world.

A good place to start is with the book *UCLA: The First Century*, by Marina Dundjerski (2011). I have placed this on Reserve in the Powell Library.

For citations in the text and bibliographic references, use the style guidelines of the journal *Historical Archaeology* (see examples from your readings, or pages 22-38 here: <http://sha.org/assets/documents/SHASStyleGuide-Dec2011.pdf>)

Good Luck!

