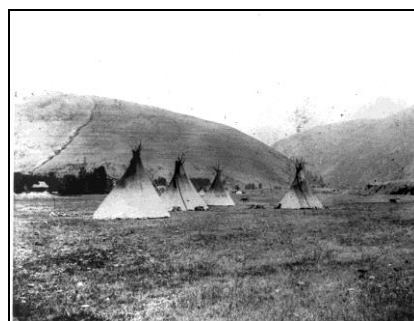


ANTHROPOLOGY 551
Graduate Seminar in Historical Archaeology
COURSE SYLLABUS

FALL 2016

TUESDAYS 9:10 AM-12:00 PM, SS 262

THE UNIVERSITY OF MONTANA, DEPARTMENT OF ANTHROPOLOGY



Historic photo of Summit Camp area at Donner Summit (facing Donner Lake) during CPRR construction; cover image from De Cunzo and Herman's (2005) *Unlocking the Past*; Salish tipis in the Clark Fork Valley, late 19th c., K. Ross Toole Archives, Digital Collection.

Historical Archaeology is an archaeology of the recent past that uses physical remains, historical records, and a range of multidisciplinary techniques.

INSTRUCTOR: Kelly J. Dixon
Office: Social Sciences Building, Room 235
Mobile (voice/text): 612.247.6414
Email: kelly.dixon@mso.umt.edu
Office hours: Tues. 1:30-3:00 pm; by appointment Wed afternoons; other days TBD
Mansfield Library Research Guide: Link TBA

1. COURSE DESCRIPTION: This is an advanced course in historical archaeology; the lower-division companion to this course is ANTH 456 (Historic Sites Archaeology). While ANTH 456 provides students with a general introduction to the topic, ANTH 551 delves deeper into the discipline's scholarship through intensive readings, reading journals, seminar discussions, and the development of graduate research projects. Ultimately, we will consider practical ways to apply [or not to apply] the influences of such scholarship to CRM/CHM circumstances. We will scrutinize historical archaeology at global and regional levels to consider how student research can contribute to broad understandings of cultural heritage issues and global changes in the "Modern World."

2. READINGS AND OTHER RESOURCES

REQUIRED TEXTBOOK:

Martin Hall and Stephen W. Silliman, editors
2006 *Historical Archaeology*, Blackwell Studies in Global Archaeology. Wiley-Blackwell, New York.
Red font in the course schedule below denotes readings from this book.

OPTIONAL TEXTBOOKS:

De Cunzo, Lu Ann and John H. Jameson Jr., editors
2005 *Unlocking the Past: Celebrating Historical Archaeology in North America*, University Press of Florida, Gainesville.

Dixon, Kelly J., Julie M. Schablitsky, and Shannon A. Novak, editors
2011 *An Archaeology of Desperation: Exploring the Donner Party's Alder Creek Camp*, University of Oklahoma Press. Norman.

Majewski, Teresita and David Gaimster, editors
2011 *International Handbook of Historical Archaeology*, Springer, New York.

ADDITIONAL READINGS

See attached course bibliography. Certain readings from [or in addition to] the attached bibliography may be assigned as appropriate throughout the semester.

3. ASSESSMENT OF OUTCOMES (I.E. GRADING)

ATTENDANCE: Mostly mandatory.

PREPARATION AND PLANNING: Because we will be addressing a range of topics and case studies in historical archaeology, all assigned readings should be done before class so that you can contribute to class discussions linked with the course goals. You will also be graded on a readings journal, which will be collected and used in class discussions throughout the semester. Other assignments will take the form of various assignments throughout the semester (e.g., working bibliographies, abstracts, in-class discussions, presentations, etc.). Your final project for this course will be a research proposal, thesis/dissertation chapter, or other agreed-upon document for the final project.

GRADES

You will be assessed on the following:

1. Readings Journal	100 points
2. Assignments (e.g., prelim bibliography, abstract, and others TBA)	100 points
3. Final Paper (Proposal or Thesis Chapter)	100 points
4. Participation (includes leading discussions, presenting on proposal progress, etc.)	100 points

TOTAL	400 points
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Take Note: Yellow highlighter in the Course Schedule below denotes when various assignments are expected to be due.

I will assign +/- grades and final grades will be based upon the following average scores for the journals, exam, research paper and in-class, exercises and participation: A (100-95), A- (94-90), B+ (89-88), B (87-83), B- (82-80), C+ (79-78), C (77-73), C- (72-70), D+ (69-68), D (67-63), D- (62-60), F (59 or less).

GRADING TIP: USE STYLE GUIDELINES

Everything you write for this course **MUST FOLLOW STYLE GUIDELINES**. Your papers will not get full points of they do not follow the Society for Historical Archaeology's (SHA's) Style Guide: <https://sha.org/publications/publication-style-guide-submission-guidelines/> or the style guide associated with a journal most likely to publish your work.

4. STUDENTS WITH DISABILITIES

The Department of Anthropology is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. University policy states that it is the responsibility of students with documented disabilities to contact instructors DURING THE FIRST WEEK OF THE SEMESTER to discuss appropriate accommodations to ensure equity in grading, classroom experiences, and outside assignments. The instructor will meet with the student and the staff of the Disability Services for Students (DSS) to formulate a plan for accommodations. Please contact DSS (243.2373, Lommasson Center 154) for more information.

5. COURSE SCHEDULE

Week 1

Tuesday, August 30

Course Introduction: Historical Archaeology, the modern world, global change, cultural and natural landscapes, relevance.

Discuss students' potential graduate research ideas; final project plans; and other activities to expect in this semester. You need to compile an abstract summarizing your graduate research goals – **this is due on September 6**. You will be emailing me a preliminary working bibliography of at least 10 references on Tuesday, September 9.

Week 2

Tuesday, September 6

What is Historical Archaeology?; What is the relevance of this field to the so-called “modern world” and all of its economic, environmental, and social issues?; What will the relevance of YOUR thesis research to issues we are facing in the modern world?; What ethical dilemmas face archaeologists/historical archaeologists in the 21st century?; Historical Archaeology and IRB review; Style Guidelines

Readings to be completed by this class meeting and summarized in your Readings Journal:

Chapter 1 (Introduction), in Hall and Silliman (editors); Beaudry 2011

Recommended Readings – no journal entry necessary unless you want to include these:

Orser 2010; Moss 2005.

EARN POINTS: TURN IN A PRELIMINARY ABSTRACT FOR YOUR PROPOSAL TODAY: All you need to do is SUMMARIZE YOUR PROPOSED GRADUATE RESEARCH IDEAS in a succinct, descriptive paragraph. In about 150-250 words, write up your major research question or objectives, the methods you need to carry out those research goals, and the ways in which you expect the conclusions to make relevant contributions to certain fields, communities, or other. We will discuss everyone's early semester thoughts about thesis research, as well as the topics noted above.

HOMEWORK to be done for today's class: Examine the basic IRB application found at the UM IRB website (<http://www.umt.edu/research/complianceinfo/IRB/forms.aspx>).

PREPARE TO EARN POINTS: You will turn in a working bibliography reflecting your growing list of publications next week, September 13, 2015.*

* Explore the online bibliographies here: <https://sha.org/resources/>, as well as the course bibliography attached to this syllabus. Dixon will also send students “starter kit” references relevant to their individual research to be included in this bibliography assignment.

Week 3

Tuesday, September 13

Connecting ANTY 551 student topics with HA literature

Readings Journal assignments will be individual readings tailored to students' research interests; these will be assigned mostly from [but not limited to] Majewski and Gaimster (editors) 2011 and De Cunzo and Jameson (editors) 2005; these are two of the OPTIONAL TEXTBOOKS listed above.

EARN POINTS: A DRAFT OF YOUR WORKING BIBLIOGRAPHY IS DUE TODAY (preferably in Word); you should have at least 10-15 (or maybe even 20?) references so far. Please use a consistent and appropriate style guide (e.g., <https://sha.org/publications/publication-style-guide-submission-guidelines/>).

Prepare to earn points: Also begin to develop a list of questions you encounter while building the bibliographies; this will be an assignment due on or before our class meeting with Julie Edwards.

Week 4

Tuesday, September 20

Environmental and Biological Approaches and Implications for Landscape-Oriented Research; consider the evolution of relevant contributions to global change (including climate change) decision-making.

Readings to be completed by this class meeting and summarized in your Readings Journal:

Tall Bull 1995; Mrozowski 2006 (chapter 2 in Hall and Silliman, editors); Allen 2010b; Atalay 2012 (Preface and Intro excerpt)

Recommended Readings – no journal entry necessary unless you want to include these:

Bain 2010; Church 2002; Hattori and Thompson 1987; De Cunzo and Jameson 2005 (Introduction Chapter by De Cunzo); Hardesty 2007; Little 2009; Rockman 2010; Rockman and Flatman 2012 (Introduction chapter)

Discussion of bibliographies turned in last week; be prepared to talk about how the readings you have perused thus far (in this class, other classes, and related to your own research) are making you understand how your work will contribute to “grand questions” and larger issues related to the science, art, and application of cultural heritage to such questions.

Your assignment due on or before our class period next week, Tuesday, September 27, 2016, will be to turn in a small list of specific questions you have encountered while you have been building your project bibliographies over the past few weeks. You can email these to me or turn them in during class. Your questions will be used to guide a mini-workshop by Julie Edwards at the Mansfield Library.

Week 5

Tuesday, September 27 Holistic Approaches to Changing Landscapes: Donner Summit Case Study
Segue to Asian American Archaeology

Readings to be completed by this class meeting and summarized in your Readings Journal:

Selected chapters from Dixon et al. (editors) 2011 [this is one of the OPTIONAL TEXTBOOKS noted above]; Baxter and Allen 2015

Recommended Readings – no journal entry necessary unless you want to include these:

Re: Donner Party: additional selections from Dixon, et al. (editors) 2011).

Re: Asian American Archaeology: Baxter 2008; Cummings et al. 2014; Fosha and Leatherman 2008; Gonzalez-Tennant 2011; Merritt et al. 2012; Merritt 2010 (Find Christopher Merritt’s Dissertation on Mansfield Library Website and peruse); Mullins 2008; Williams 2008; Voss 2008; Voss and Allen 2008; Wegars 1993 (xxiii-xxvi; Fee’s chapter 65-96); Williams and Voss 2008; and Yu 2008.

See also, Asian American Comparative Collection: <http://webpages.uidaho.edu/aacc/>

EARN POINTS: Turn in a small list of specific questions and/or problems you have encountered while you have been building your project bibliographies over the past few weeks.

Week 6

Tuesday, October 4 Developing Literature Searches in Preparation for Lit Reviews

Library Visit: 9:10-11:00 am/12 noon: Academic Search Engines, tips for conducting literature searches, and more! Instruction by Library Faculty Julie Biando Edwards. We will have one hour of instruction and then will be able to spend some time conducting our own research.

PLEASE NOTE: WE WILL MEET IN THE BUCKHOUS ROOM IN THE MANSFIELD LIBRARY FOR CLASS THIS DAY. Start compiling readings that are relevant to your graduate research interests and that you would use in your research proposal or thesis chapter Introduction/Literature Review. EVERY WEEK in this class, you should be finding AT LEAST 3-5 publications relevant to your own research.

PREPARE TO EARN MORE POINTS: Add new references gathered from this visit to your working bibliography and then created an annotated bibliography. **DUE NEXT WEEK!**

Week 7

Tuesday, October 11 Colonialism, Landscapes, and the Occupation of Western North America (& project progress)

Readings to be completed by this class meeting and summarized in your Readings Journal:

Lightfoot 2006 (chapter 14 in Hall and Silliman, editors); Moss 2005; Wilcox 2010a; Dixon 2014

Recommended Readings – no journal entry necessary unless you want to include these:

Lightfoot 2005; Ross and Pickering 2002; Bayman 2009; Murray 2011

PREPARE TO EARN MORE POINTS: Add new references gathered from this visit to your working bibliography and then created an annotated bibliography. DUE NEXT WEEK!

Week 8

Tuesday, October 18 Archaeologies of Indian Wars; Ancient Transportation Corridors; TBA

Readings to be completed by this class meeting and summarized in your Readings Journal:

Buffalo Road Trail Paper in Scott 2014; Scott and McFeaters 2011; others TBA.

Recommended Readings – no journal entry necessary unless you want to include these:

Scott and Fox 1991; others TBA.

STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL DEVELOPMENT:

Week 9

Tuesday, October 25 NAGPRA; Post-Colonialism and the Prehistoric-Historic “Divide”

Readings to be completed by this class meeting and summarized in your Readings Journal:

NAGPRA FORUM (Joseph 2013; Spude and Scott 2013; Lees 2013; McManamon 2013; Watkins 2013); others TBA.

Recommended Readings – no journal entry necessary unless you want to include these:

Galloway 2006 (chapter 3 in Hall and Silliman, editors); Hardesty 1994b; 1998; Siefert 1991; Crist 2005; Spude 2005; Wilcox 2009.

STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL DEVELOPMENT:

STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL DEVELOPMENT:

Week 10

Tuesday, November 1 “Race” & the Archaeology of Identity; African Diaspora Archaeology;

Readings to be completed by this class meeting and summarized in your Readings Journal:

Palus et al 2006 (chapter 5 in Hall and Silliman, editors); Fennell 2011; others TBA.

Recommended Readings – no journal entry necessary unless you want to include these:

Orser 2001 (excerpt – intro chapter -- from *Race and the Archaeology of Identity*); skim Ferguson 1992; skim Dixon 2005, 2011; Pikirayi 2006 (chapter 12 in Hall and Silliman, editors).

STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL DEVELOPMENT:

STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL DEVELOPMENT:

Week 11

Tuesday, November 8 ELECTION DAY – UM CAMPUS/OFFICES CLOSED

Week 12

Tuesday, November 15 Archaeologies of Capitalism -- and Tourism (?)

Required for Journal Entry: Silliman 2006 and Wurst 2006 (chapter 8 and 10 in Hall and Silliman, editors);

Recommended – no journal entry necessary: see also Delle 1999; McGuire and Reckner 2002; Praetzellis and Praetzellis 2001; McGuire 2002 (xxvii-xx); Miller 1991; Schmitt and Zeier 1993; Paynter 1999; Wurst and Fitts 1999.

**STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL DEVELOPMENT:
STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL DEVELOPMENT:**

Week 13

Tuesday, November 22 Engendered Archaeologies; Living in Cities (Urban Archaeology)

Readings to be completed by this class meeting and summarized in your Readings Journal:

Voss 2006 (chapter 6 in Hall and Silliman, editors); Baxter 2006; others TBA.

Recommended Readings – no journal entry necessary unless you want to include these:

Hardesty 1994b; 1998; Siefert 1991; Crist 2005; Spude 2005. If time, see Mrozowski 2008 and Mullins and Warner 2008 for insights relevant to urban archaeology.

**STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL DEVELOPMENT:
STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL DEVELOPMENT:**

HOMEWORK DUE:

1. EVERYONE SHOULD HAVE WORKING PROPOSAL DRAFTS BY THIS POINT! BRING DRAFT PROPOSALS TO CLASS AND WE WILL GO OVER THEM.

2. ALSO DUE TODAY: working bibliography representing the literature you have compiled thus far that is relevant to your proposal. Please use a consistent and appropriate style guide for your bibliography (e.g., <https://sha.org/publications/publication-style-guide-submission-guidelines/>).

Week 14

Tuesday, November 29 Relationships between Archaeology, History, American Indian Studies and Stakeholders: A Springboard for Modern World Issues and Integrated Anthropogenic and Natural Systems Approaches

Readings to be completed by this class meeting and summarized in your Readings Journal:

Murray 2011; Watkins 2003.

Recommended Readings – no journal entry necessary unless you want to include these:

McKoy 2002-2003; Hardesty 2007; others TBA.

STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL DEVELOPMENT:

Update on everyone's proposals; each student will take a few minutes to give an overview of their research questions/objectives to date and report on the status of their proposals and finalize readings journal development since those are due in class next week. If students want feedback prior to turning in the proposals, those need to be turned in by now.

Week 15

Tuesday, December 6 Last day of class (aside from the final)

COMPLETE Readings Journals Due by the end of the day!!

FINAL PROJECT (proposals or thesis chapters, with accompanying bibliography) is due any time between now and next week's final exam time slot.

Week 16

Tuesday, December 13 NO CLASSES – PRE-FINALS STUDY/READING DAY

Week 17

Monday, December 19

Final Exam Time Slot

10:00 am-12:00 pm

Final project due on or before this final time slot.

6. DESCRIPTION OF ASSIGNMENTS

6.1. READINGS JOURNAL

You will be required to keep a readings journal in which you review and *respond analytically* to each assigned reading. You must maintain a “table of contents” for your journal; please keep it attached to your journal and update journal page numbers accordingly.

You may want to use a loose-leaf binder for your journal, so that even while I have your journal, you can continue to take notes and insert them later. I prefer that you type your journal but will accept *legible*, handwritten journal entries. And please, before each new entry, provide the author(s) names and the title of the book, article, or chapter. That will help me with grading, but more importantly, you will find it handy as you go back and reference your journal, which I know you will want/need to do throughout the semester.

In order to receive a top grade, your journal **MUST** do more than merely summarize and must therefore demonstrate the following attributes:

1) Demonstrate that you have done the reading. The easiest way to do this is to take reading notes in your journal, with passages or quotations (and their associated page numbers) written out that intrigue you -- or that you may wish to dispute and/or discuss further). You must include enough written discussion to show that you are familiar with the content.

If you are not confident about having critical reading and writing skills, you may wish to start by writing “prolusions,” which are intended to “break the code” of a larger work using only a single phrase or sentence from the larger work; the term “prolusion” was coined by John Milton (thanks to Dr. Riley Augé for her introduction to this method). So to write a prolusion, you type/write the phrase(s) or sentence of your choice and then write two paragraphs. In one paragraph, you analyze the sentence or phrase, looking for key words or other information relevant to your research interests; in the second paragraph (usually longer), you can describe how the chosen phrase/sentence defines the entire text or another concept. By then, you will be warmed up and likely be wanting to write more (or so I hope).

2) Illustrate your thought processes and how you are interacting with the readings. Please take your thoughts deeper than, “I don’t like this,” or “this is a load of rubbish.” Rather, make sure your notes clearly establish that you have at least tried to understand what the author is writing about. Every author usually has a reason for writing something and they usually have some sort of a point to make; your journal entries therefore should include explanations of what you think the authors are getting at or what they believe is truly important about their work. I want to know what you think about the authors’ points and why. You may have to read things over a second or third time or just sit back and really think about a section to assess the point(s) various authors try to make, but this is part of the learning exercise.

3) Draw connections between the various materials you have already read. As the semester progresses, I expect you to make comparisons with earlier readings. In doing so, I want you to draw upon the ideas of one author versus other authors, between the themes of various readings, and between the themes we touch upon in this course. Ideally, you will start to construct a literature review as your journal progresses. You will then use information you have compiled in the journal in the literature review of your proposal project; there is an “Implications...Intellectual Merit” section in the class proposal template. In that section, you need to demonstrate the general contributions of your research to grand questions of “Historical Archaeology,” “Archaeology,” “Anthropology,” and beyond.

4) General Length of Each Readings Journal Entry. This might vary, depending on how important the reading is to your own research. In general, shoot for about 2-3 paragraphs or an average of one page per entry.

“DUE DATES”

Your journal entries should be completed before each class meeting (for which there are assigned readings) to assist you in preparing for discussions. I will check your journals to give you points during class meetings. If you do not have the journal (or if you do not have any journal entries for the day’s readings), you will lose journal points (actually, you will receive a “0” in my journal grade book for the week or weeks that you do not turn in your journal). So, **PRETTY PLEASE, BRING JOURNALS TO CLASS WITH YOU EACH TIME WE MEET** so that you can get full points and be prepared for lively discussion.

6.2. ABSTRACT

SUMMARIZE YOUR PROPOSED GRADUATE RESEARCH IDEAS in a succinct, descriptive paragraph of ~150-250 words. In this paragraph, you will write up your project question(s) or objective(s); the methods you need to carry out the goals needed to complete this research; and the ways in *which you expect* the conclusions to make relevant contributions to certain fields, communities, or other.

6.3. BIBLIOGRAPHY

Prepare a bibliography relevant to your thesis or dissertation research. You should have ~15 references (but span 10-20 and find balance depending on whether you are reading a pile of books or shorter journal articles) compiled for this assignment. Please use a consistent and appropriate style guide (e.g., <https://sha.org/publications/publication-style-guide-submission-guidelines/>).

NOTE: the Society for Historical Archaeology has an impressive set of bibliographies here: <https://sha.org/resources/>.

6.4 ANNOTATED BIBLIOGRAPHY

What is an annotated bibliography? An annotated bibliography is a list of citations, including books, articles, and other documents, such as government reports. Each citation is followed by a brief descriptive paragraph, the annotation (each descriptive paragraph is usually from 150-200 words in length, but you may go up to 300 or 400 words if it is necessary. The purpose of the annotation is to inform the reader [namely, yourself] of the relevance, accuracy, and quality of the sources cited.

I expect each of you to compile at least 15-20 citations for this assignment. These should include a mix of articles from major refereed journals, books or book chapters, articles from popular publications (e.g., *Smithsonian*, *National Geographic*), and other relevant material such as conference proceedings, government reports, primary historical records, etc. Ideally, the references will be from historical archaeological or anthropological archaeological sources, but I am open to you all going interdisciplinary if necessary and finding relevant sources from History, Native American Studies, Political Science, Ecosystems Science, etc.

SAMPLE ANNOTATIONS

Biolsi, Tomas and Larry J. Zimmerman (eds.)
1997 *Indians and Anthropologists: Vine Deloria Jr. and the Critique of Anthropology*.
Tucson: University of Arizona Press.

Both anthropologists and non-anthropologists examine the relationship between the discipline and the Native American community. This book focuses on how the undulating relationship between these two groups has changed in the last quarter century i.e., since Vine Deloria Jr.'s 1969 release of *Custer Died for Your Sins*-- a scathing and controversial critique of anthropologists. This collection includes a chapter by Vine Deloria Jr. himself.

Errington, Shelly
1998 *Death of Authentic Primitive Art and Other Tales of Progress*. Berkeley: University of California Press, California.

This book explores the different conceptions of the history of primitive art, Nationalism, modernization and development that utilizes a cultural past. While it does not directly address the issue of archaeological ethics, Errington successfully explores the issue of how westerners present and conceive of the "primitive" and the past. The book is therefore extremely relevant to archaeologists (and anthropologists) for their complicity in creating "the primitive" through the presentation of material culture.

Said, Edward
1978 *Orientalism*. London: Vintage Books.

Edward Said's *Orientalism* is a scholarly and controversial examination of how scholars and other writers in the West have long viewed—and presented—the East. Said argued that these writers and scholars have cultivated a long tradition of false and romanticized images of Asia and the Middle East in Western culture, and this, in turn, has implicitly helped justify for European and the American colonial ambitions. Said also condemned Middle Eastern leaders who internalized and perpetuated US and British Orientalists' ideas of Arabic culture. The result of this work has polarized the distinction between Europeans/Americans (i.e. "the West") and Asians (i.e. the "Oriental world") so that the Oriental becomes more Oriental, and the Westerner more Western.

6.5. COORDINATE AND LEAD DISCUSSION OF YOUR RESEARCH

Each student will lead at least one discussion, assigning readings, and preparing a general verbal overview of their project goals and progress, as well as describing relevant theoretical frameworks and other research based on literature reviewed in other assignments herein.

6.6. FINAL PAPER: RESEARCH PROPOSAL, THESIS CHAPTER, OR OTHER DOCUMENT RELATED TO YOUR RESEARCH

You will be required to lay out your plan for graduate research using a proposal template (I will provide you all with the template in a separate document). For those of you who already have proposals (including funding proposals) developed, I will work with you on other final projects (e.g., thesis chapter/s) that we can develop as part of your tasks in this class.

6.7. OTHER ASSIGNMENTS

These will be announced and given throughout the semester, depending on the needs/goals of the class.

ANTH 551 Graduate Seminar in Historical Archaeology

Course Bibliography

Abraham, Terry and Priscilla Wegars

2005 Respecting the Dead: Chinese Cemeteries and Burial Practices in the Interior Pacific Northwest. In *Chinese American Death Rituals: Respecting the Ancestors*, edited by Sue Fawn Chung and Priscilla Wegars, pp. 147-173. Lanham, MD: Altamira Press.

Allen, Rebecca

2010a Rethinking Mission Land Use and the Archaeological Record in California: An Example from Santa Clara. *Historical Archaeology* 44(2):72-96.

2010b Alta California Missions and the Pre-1849 Transformation of Coastal Lands *Historical Archaeology* 44(3):69-80.

Arkush, Brooke S.

2011 Native Responses to European Intrusion: Cultural Persistence and Agency Among Mission Neophytes in Spanish Colonial Northern California. *Historical Archaeology* 45(4): 62-90.

Anschuetz, Kurt F., Richard H. Wilshusen, and Cherie L. Scheick

2001 An Archaeology of Landscapes: Perspectives and Directions. *Journal of Archaeological Research* 9:157-211.

Armstrong, Douglas V.

2001 Attaining the Full Potential of Historical Archaeology, response to Charles E. Cleland's "Historical Archaeology Adrift?" *Historical Archaeology*, 35(2): 9-13.

Atalay, Sonya

2012 *Community Based Archaeology: Research with, by, and for Indigenous and Local Communities*. Left Coast Press, Walnut Creek, California.

Bain, Allison and Marie-Annick-Prévost

2010 Environmental Archaeology and Landscape Transformation at the Seventeenth-Century Ferryland Site, Newfoundland. *Historical Archaeology* 44(3):21-35.

Ballard, Hannah

2004 The Cultural Landscape Approach: A Methodological Case Study from Hite's Cove, California, A Hard-Rock Gold Mining Site. Paper presented at the 37th Annual Meeting of the Society for Historical and Underwater Archaeology, St. Louis, Missouri.

Baxter, Jane Eva

2006 Making Space for Children in Archaeological Interpretations. *Archeological Papers of the American Anthropological Association* 15:77-88.

Baxter, R. Scott

- 2008 The Response of California's Chinese Populations to the Anti-Chinese Movement. *Historical Archaeology*, 42(3):29-36.
- Baxter, R. Scott and Rebecca Allen
2015 The View from Summit Camp. *Historical Archaeology* 49(1):34-45.
- Bayman, J. M.
2009 Technological Change and the Archaeology of Emergent Colonialism in the Kingdom of Hawai'i. *International Journal of Historical Archaeology* 13:127-157.
- Beaudry, Marcy C.
2011 Ethical Issues in Historical Archaeology, in *International Handbook of Historical Archaeology*, edited by Teresita Majewski and David Gaimster, pp. 17-29, Springer, New York.
- Beaudry, Mary C., Lauren J. Cook, and Stephen A. Mrozowski
1991 Artifacts and Active Voices: Material Culture as Social Discourse, in *The Archaeology of Inequality*, edited by Randall H. McGuire and Robert Paynter, pages 150-191, Blackwell Publishers, Oxford.
- Biolsi, Thomas and Larry J. Zimmerman (editors)
1997 *Indians and Anthropologists: Vine Deloria, Jr., and the Critique of Anthropology*. Tucson: University of Arizona Press 1997.
- Blaut, J.M.
1993 *The Colonizer's Model of the World: Geographical Diffusionism and Eurocentric History*. New York: Guilford.
- Boardman, John
2001 Aspects of "Colonization." *Bulletin of the American Schools of Oriental Research*, 322:33-42.
- Brauner, David R., compiler
2000 *Approaches to Material Culture Research for Historical Archaeologists*, 2nd Edition. California, PA: Society for Historical Archaeology.
- Brown, Dee
1970 *Bury My Heart at Wounded Knee: An Indian History of the American West*. Holt, Rinehart, and Winston: New York.
- Brumfiel, Elizabeth
2003 It's a Material World: History, Artifacts, and Anthropology. *Annual Review of Anthropology* 32:205-223.
- Burke, H. and C. Smith
2010 Vestiges of Colonialism: Manifestations of the Culture/Nature Divide in Australian Heritage Management. In P.M. Messenger and G.S. Smith (eds.), *Cultural Heritage*

Management: A Global Perspective, pp.21-37. Gainesville: University of Press of Florida, Gainesville.

Burley, David V.

2000 Creolization and Late Nineteenth Century Métis Vernacular log Architecture on the South Saskatchewan River. *Historical Archaeology* 34(3): 27-35.

Carlson, Catherine C.

2006 Indigenous Historic Archaeology of the 19th-century Secwepemc Village at Thompson's River Post, Kamloops, British Columbia. *Canadian Journal of Archaeology* 30: 193-250.

Cassell, M. S.

2005 The Landscape of Iñupiat Eskimo Industrial Labor. *Historical Archaeology* 39(3): 132-151.

Casella, Eleanor Conlin and James Symonds (editors)

2005 *Industrial Archaeology: Future Directions*. New York: Springer Media.

Césaire, Aimé

2000 *Discourse on Colonialism*. New York: Monthly Review Press.

Chung, Sue Fawn

1998 Their Changing World: Chinese Women on the Comstock, 1860-1910. In *Comstock Women: The Making of a Mining Community*, edited by Ronald M. James and C. Elizabeth Raymond, pp. 203-228. Reno: University of Nevada Press.

Chung, Sue Fawn and Priscilla Wegars, editors

2005 *Chinese American Death Rituals: Respecting the Ancestors*. Lanham, MD: Altamira Press.

Chung, Sue Fawn and Priscilla Wegars

2005 Introduction. In *Chinese American Death Rituals: Respecting the Ancestors*, pp. 1-17. Lanham, MD: Altamira Press.

Church, Minette C.

2002 The Grant and the Grid: Homestead Landscapes in the Late Nineteenth-century Borderlands of Southern Colorado. *Journal of Social Archaeology* 2(2):220-244.

Clark, Kate

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Useful Online Source: Society for Historical Archaeology (SHA): www.sha.org

Publications pages on the SHA website include a searchable pdf option for journal articles.

Additional research resources on sha.org:

- Historical Artifact Conservation FAQs
- Curation Standards
- Historic Bottle Identification
- Parks Canada Publications
- SHA Technical Briefs
- Book Reviews
- Newsletter Articles
- Online Bibliographies