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

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
Red font in the course schedule below denotes readings from this book.

OPTIONAL TEXTBOOKS:
De Cunzo, Lu Ann and John H. Jameson Jr., editors

Dixon, Kelly J., Julie M. Schablitsky, and Shannon A. Novak, editors

Majewski, Teresita and David Gaimster, editors
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.

GRADERS
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

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.

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**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.

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**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: 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/](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:

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:

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);
ANTH 551 Seminar in Historical Archaeology Syllabus

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.

Weekly Home Work 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:

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.)
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

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

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

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

Arkush, Brooke S.

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

Armstrong, Douglas V.

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

Ballard, Hannah

Baxter, Jane Eva

Baxter, R. Scott

Baxter, R. Scott and Rebecca Allen
2015  The View from Summit Camp. *Historical Archaeology* 49(1):34–45.

Bayman, J. M.

Beaudry, Marcy C.

Beaudry, Mary C., Lauren J. Cook, and Stephen A. Mrozowski

Biolsi, Thomas and Larry J. Zimmerman (editors)

Blaut, J.M.

Boardman, John

Brauner, David R., compiler

Brown, Dee

Brumfiel, Elizabeth

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*


Colwell-Chanthaphonh, Chip, T. J. Ferguson, Dorothy Lippert, et al.

Cooper, D. C., and Spude, Catherine H.

Corbin, Annalies
2006  *The Life and Times of the Steamboat Red Cloud, or How Merchants, Mounties, and the Missouri Transformed the West*. College Station: Texas A&M University Press.

Corbin, Annalies, and Russell, Matthew A.
2010  *Historical Archaeology of Tourism in Yellowstone National Park*. New York: Springer, in partnership with the Society for Historical Archaeology.

Costello, Julia G.
1998  Bread Fresh From the Oven: Memories of Italian Breadbaking in the California Mother Lode. *Historical Archaeology* 32(1):66-73.

Crist, Thomas

Cummings, Linda Scott, Barbara L. Voss, Connie Yung Yu, Peter Kovacik, Kathryn Puseman, Chad Yost, Ryan Kennedy, and Megan S. Kane
2014  Fan and Tsai: Intracommunity Variation in Plant-Based Food Consumption at the Market Street Chinatown, San Jose California. *Historical Archaeology* 48(2):143-172.

Dalglish, C.

David, Bruno and Julian Thomas, editors

Davidson, James M.
2004  Rituals Captured in Context and Time: Charm Use in North Dallas Freedmen’s Town (1869-1907), Dallas, Texas. *Historical Archaeology* 38(2):22-54.

DeCorse, Christopher R.

De Cunzo, Lu Ann

De Cunzo, Lu Ann and John H. Jameson Jr., editors  

Deloria, Vine  


Deetz, James A.  


Delle, James  

Diaz-Andreu, Margarita  

Dixon, Kelly J.  


Dixon, Kelly J., Julie M. Schablitsky, and Shannon A. Novak, editors

Ellis, Meredith A.B., Christopher W. Merritt, Shannon A. Novak, and Kelly J. Dixon

Fagan, Brian

Fee, Jeff

Fennell, Christopher


Fischer, J. R.

Fisher, A. H.

Fisher, C. T., Hill, J. B., and Feinman, G. M. (editors)

Fitzsimons, G.

Flexner, J. L.
2012 An Institution that was a Village: Archaeology and Social Life in the Hansen’s Disease Settlement at Kalawawo, Moloka‘i, Hawai‘i. International Journal of Historical Archaeology 16: 135-163.
Flores, Dan

Fosha, Rose Estep and Christopher Leatherman

Fox, Richard A., Jr. and Douglas D. Scott

Francaviglia, Richard F.
1991 *Hard Places: Reading the Landscape of America’s Historic Mining Districts*. Iowa City: University of Iowa Press.

Frank, Andre Gunder

Funari, Pedro, Martin Hall, and Siân Jones, editors

Gale, S.J. and Haworth, R.J.

Galloway, Patricia

Given, Michael

Goody, Jack

Gosden, Chris

Greene, Jerome A., and Douglas D. Scott
Greenwood, Roberta S.


2001  Historical Archaeology Adrift?: Comments from CRM/West, response to Charles E. Cleland’s “Historical Archaeology Adrift?” *Historical Archaeology*, 35(2):25-27.

Grimm, Nancy B., Grove, J. Morgan, Pickett, Steward T.A., and Redman, Charles L.

Guilfoyle, David, Bill Bennell, Wayne Webb, Vernice Gillies, and Jennifer Strickland

Guilfoyle, David, Myles Mitchell, Cat Morgan, Harley Coyne, and Vernice Gillies
2013  Exploring the Role of Archaeology within Indigenous Natural Resource Management: A Case Study from Western Australia. In *Transcending the Culture-Nature Divide in Cultural Heritage: Views from the Asia-Pacific*, edited by Sally Brockwell, Sue O'Connor, and Denis Byrne, Australian National University, Canberra.

Guilfoyle, David, Myles Mitchell, and Wayne Webb

Gutiérrez, R. A.

Hämäläinen, P.

Haines, F.

Hall, Martin and Stephen W. Silliman

Hall, Martin and Stephen W. Silliman

Hamilton, S.  

Hardesty, Donald L.  


2010  Metal Mining Archaeology on the American West: A View from the Silver State. Norman, University of Nebraska Press.

Hardesty, Donald L. and Don D. Fowler

Hardesty, Donald L. and Barbara J. Little

Hattori, Eugene M.

Hattori, Eugene M., and Maria A. Thompson

Hegmon, Michelle

James, Ronald M.

Joseph, J.W.

Joyce, Rosemary A. and Jeanne Lopiparo

Kahn, Joel S.

Kardulias, P. Nick

Knapp, Bernard, editor
Landes, David

Landon, David B.

Lawrence, Susan

Layton, Thomas N.

Liebmann, M.

Lees, William B.
2013 Comment on Spude and Scott, NAGPRA, and History. *Historical Archaeology* 47(4):142-143.

Leone, Mark

Lewis, Kenneth E.

Lightfoot, Kent G.


Lightfoot, Kent G. and Antoinette Martinez
Limerick, Patricia Nelson

Little, Barbara J.

Little, Barbara J. and Paul A. Shackel

Loren, Diana DiPaolo
2008 In Contact: Bodies and Spaces in the Sixteenth- and Seventeenth-Century Eastern Woodlands. Lanham, MD: AltaMira Press.

Lozny, L.

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

Marks, Robert B.

McDonald, J. D., Zimmerman, L. J., McDonald, A. L., Tall Bull, W., and Sun, T. R.

McKoy, P. I.

McGuire, Randall H.


McGuire, Randall H. and Paul Reckner  

McManamon, Francis P.  

McNiven, I. and L. Russell  

Means, Bernard K., Ashley McCuistion, and Courtney Bowles  

Meinig, D.W.  

Melnick, Robert Z.  


Menzies, Charles R., editor  

Merritt, Christopher  

Merritt, C. W., Weisz, G., and Dixon, K. J.  
2012  “Verily the Road was Built with Chinaman’s Bones”: An Archaeology of Chinese Line Camps in Montana. *International Journal of Historical Archaeology* 16: 666-695.

Meskell, Lynn  
Miller, George L.  

Milner, Clyde A., Carol A. O'Connor, and Martha A. Sandweiss (editors)  

Mitchell, P.  

Moreland, John  

Moss, Madonna  

Mrozowski, Stephen A.  


Mrozowski, Stephen A., Grace H. Ziesling, and Mary C. Beaudry  
1996 *Living on the Boott: Historical Archaeology at the Boott Mills Boardinghouses, Lowell, Massachusetts.* Amherst:University of Massachusetts Press.

Mullins, Paul R.  

Mullins, Paul R. and Warner, Mark S.  

Murray, T.  

Murphy, Mary Martin

Nassaney, Michael S.

Nassaney, Michael S., Deborah L. Rotman, Daniel O. Sayers, and Carol A. Nickolai

Nighthorse Campbell, Ben

Noel-Hume, Ivor

Novak, Shannon A.

Novak, Shannon A. and D. Kopp

Orser, Charles E., Jr.


Orser, Charles E., Jr., editor

Osborn, A. J.
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