Historical Archaeology uses physical (archaeological) remains, primary and secondary sources, and a range of multidisciplinary techniques to study the human condition. Historical archaeologists are trained in the fields of anthropology, history, and related fields; practitioners tend to focus on the migrations, contacts, and changes of various cultures throughout the world over the past 500 years. A text-aided field of archaeology, Historical Archaeology has been referred to as “Historic Sites Archaeology” and “Archaeology of the Modern World.”

The purpose of this course is to demonstrate how archaeological remains, methods, and theories can be integrated with oral and historical sources to understand and interpret cultural heritage from the relatively recent past. The course is intended to prepare students for senior research and/or graduate projects by providing opportunities to develop new or ongoing research topics, create bibliographies, cultivate critical reviewing skills, and become comfortable speaking in public. Such opportunities are also applicable to students bound for—or are already working in—careers related to the management and interpretation of cultural and natural resources, including environmental planning, education, historic preservation, public history, land management, law, etc. A series of projects will be assigned throughout the semester; these projects will be tailored to the class’ needs and interests and will be dedicated to having students cultivate and improve ethically- and sustainably-minded, (applied and academic) research skills. Students will be challenged to consider the ways in which their research projects might make contributions to respectful and sustainable decision-making related to cultural and natural heritage management.

The course bibliography may appear biased toward research in the American West. This is a result of your instructor’s bias and many students’ interests in finding careers in this region; nevertheless, Historical Archaeology is inherently a transnational field and we will consistently explore the connections of local or regional topics with
issues in international cultural heritage, as well as the ways in which regional studies can contribute to matters relevant to global change and sustainability. After attending and participating in class—and after doing “A” work on all of their assignments—students will depart with a toolkit of information and experiences to make them competitive for careers, research opportunities, and advanced degree programs and that will inspire them to contribute to responsible, educated stewardship of the world’s natural and cultural heritage.

REQUIRED TEXTBOOK

OPTIONAL/RECOMMENDED TEXTBOOKS (GRADUATE STUDENTS May want to use these for review projects):

COURSE BIBLIOGRAPHY (ATTACHED):
Additional readings listed in the course bibliography will be assigned and discussed throughout the semester.

COURSE STRUCTURE:
This course meets for 80 minutes, two days a week, throughout the semester. Class meetings will include lectures, in-class exercises, documentaries, and visits to lab, archive, and library facilities. Students may be asked to participate in class by sharing their ideas with the rest of the class in informal discussions and/or in brief written assignments. We will examine various archaeological investigations and related data analyses.

GRADING POLICY:
Course grades will be based upon student performance on assignments, or examinations, and a series of in-class exercises. Graduate students will be responsible for all of these tasks as well as selected book reviews (e.g., can choose from optional readings) and projects tailored to their own research.

POINTS PER ASSIGNMENT:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Development (divided into several assignments)</td>
<td>100 [total points]</td>
</tr>
<tr>
<td>Readings Summaries¹</td>
<td>100 [total points]</td>
</tr>
<tr>
<td>Final Project</td>
<td>100</td>
</tr>
<tr>
<td>In-class exercises/participation²</td>
<td>100</td>
</tr>
<tr>
<td><strong>UNDERGRADUATE STUDENT TOTAL</strong></td>
<td><strong>400 points</strong></td>
</tr>
<tr>
<td>2 Book Reviews (Graduate Students Only)</td>
<td>200</td>
</tr>
<tr>
<td>TBA, “tailored” projects (Graduate Students Only)</td>
<td>100</td>
</tr>
<tr>
<td><strong>GRADUATE STUDENT TOTAL</strong></td>
<td><strong>600 points</strong> (includes undergrad. points/projects)</td>
</tr>
</tbody>
</table>

I will assign +/- grades for this course and final grades will be based upon the following average scores for the

¹ Paraphrase assigned reading(s) as directed in a précis (a summary that is very similar to an abstract) that is at least 200 words in length, but no more than 400 words
² You must be present to get full points for the in-class exercises. These will include short writing assignments, artifact identification via “Artifact of the Day”, and other tasks TBA depending on student progress and the course directions.

Historical Archaeology Syllabus 2
exams, in-class exercises, and graduate student book reviews: 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).

ATTENDANCE:
I pay attention to student attendance, and, you should know that, if I see you in class all the time, dedicated and eager, this will be considered when I make decisions about your final grade in borderline cases. Similarly, if you rarely come to class, that, too will be considered.

DISABILITY ACCOMMODATIONS:
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/or the staff of the Disability Services for Students (DSS) (http://www.umt.edu/dss/) to formulate a plan for accommodations. Please contact DSS directly for more information: 406.243.2243, dss@umontana.edu.

COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Week, Date</th>
<th>Topic(s)</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1, Jan. 24, 26</td>
<td>Introduction to Historical Archaeology (HA). Journals of the Week: Historical Archaeology, International Journal of Historical Archaeology</td>
<td>Orser 2017, Chapters 1-3</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Reading Summary/Review (~one page) DUE Mar. 9</strong></td>
<td><strong>Week 14, Apr. 18, 20</strong></td>
<td><strong>Theory and Explanation, Cont’d</strong></td>
</tr>
<tr>
<td><strong>Theory and Explanation, Cont’d</strong></td>
<td><strong>Topic Development, Part 2 DUE March 14</strong>: Conduct your own academic search for a paper published in roughly the last decade that dovetails with the research topic you chose for Part 1. Paraphrase that article in a précis (a summary that is very similar to an abstract) that is at least 200 words in length, but no more than 400 words. Turn in your summary, along with a pdf of the article; be prepared to discuss your article in class.</td>
<td>Readings same as above, but we may add more.</td>
</tr>
<tr>
<td><strong>Readings same as above, but we may add more.</strong></td>
<td><strong>NO CLASSES THIS WEEK</strong></td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td><strong>Topic Development, Part 2 DUE March 14</strong></td>
<td><strong>African Diaspora Archaeologies, Structural Racism Documentary Study: Slave Island</strong></td>
<td>Orser 2017, Chapters 4, 6-8;</td>
</tr>
<tr>
<td><strong>Transition to Theory and Explanation</strong></td>
<td><strong>Graduate Students 2nd book review due</strong></td>
<td>Fox and Scott 1991, Post-Civil War Pattern; Wilcox 2010, Marketing Conquest; Scott and McFeaters, 2011,</td>
</tr>
<tr>
<td><strong>Week 9, Mar. 21, 22</strong></td>
<td><strong>NO CLASSES THIS WEEK</strong></td>
<td>Historical Archaeology Syllabus 4</td>
</tr>
</tbody>
</table>
| Week 15, May 25, 27 | Landscapes, Ancestral Homelands, and Battlefields  
**Journal of the Week:** *Post-Medieval Archaeology*  
**Topic Development, Part 4 DUE April 18:** Turn in a working title and abstract for your topic/final project.  
Archaeology of Historic Battlefields; Merritt, et al. 2014, Rosebud Battlefield |
|-------------------|--------------------------------------------------------------------------------------------------|
| Week 16, May 2, 4 | Maritime/Underwater Archaeology  
**Journals of the Week:** *Journal of Maritime Archaeology; International Journal of Nautical Archaeology*  
Student Project Updates and **Presentations of Final Projects** |
| FINALS WEEK, Tuesday, May 9 | Final Exam Time Slot, 8-10 am  
**FINAL PROJECT DUE** |
ANTHROPOLOGY 456, Historical Archaeology

Working3 Course Bibliography, Spring 2017

Allen, Rebecca

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

Allen, R., Huddleston, J. E., Wooten, K. J., and Farris, G. J. (eds.) 2013 *Ceramic Identification in Historical Archaeology: The View from California*, Lincoln: University of Nebraska Press and Society for Historical Archaeology.

Basso, K. H.

Baxter, Jane Eva


Baxter, R. Scott

Baxter, R. Scott and Rebecca Allen

Bayman, J. M.

Brooks, J., DeCorse, C. R., and Walton, J. (eds.)


---

3 We will frequently update this bibliography.
Carlson, Catherine C.

Carter, T., Chappell, E., and McCleary, T.

Cassell, M. S.

Church, Minette C.


Cleland, Charles E.

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.

Crist, Thomas

Deetz, James F.

Dixon, Kelly J.


Dixon, Kelly J., Julie M. Schabbitsky, and Shannon A. Novak (eds.)


*Historical Archaeology Syllabus*

Emmons, D. M.

Fennell, Christopher

Fischer, J.R.

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

Flores, Dan


Fosha, R. E., and Leatherman, C.

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

Fukita-Rony, Dorothy

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

Gonzalez-Tennant, Edward

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

Hall, Martin and Stephen W. Silliman

Hämäläinen, P.


Hardesty, Donald L.


2010  *Mining Archaeology in the American West: A View from the Silver State*. University of Nebraska Press, Lincoln.

Hegmon, Michelle

Johnson, Susan Lee

Jordan, T. G., Kilpinen, J. T., and Gritzner, C. F.

Joyce, Rosemary A. and Jeanne Lopiparo

Katz, William L.

Laumbach, K. W.

Lang, William L.

Leone, Mark P.

Lightfoot, Kent G.


Little, Barbara J.

Limerick, Patricia Nelson

Lozny, L.

Mallea-Olaetxe, J.

Mallios, Seth

Malone, M.

Mann, Charles C.

Maniery, Mary L.

Maniery, Mary L., Rebecca Allen, and Sarah Christine Heffner, editors

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

McGee, R.

McGuire, Randall H., and Reckner, Paul

McNiven, I. and L. Russell

Meredith, S.

Merritt, Christopher W.

Merritt, Christopher W., Minter, Thomas, and Dixon, Kelly J.
2014 Archeological Investigations of the Rosebud Battlefield (24BH2461), Southeastern Montana. Report to the National Park Service, American Battlefield Protection Program (ABPP), for Grant GA-2255-11-024, Washington, DC.

Merritt, Christopher W., Weisz, Gary, and Dixon, Kelly 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.

Meyer, M. D., Gibson, E. S., and Costello, Julia G.

Miller, George L.

Moss, Madonna

Mrozowski, Stephen A.

2010 New and Forgotten Paradigms: The Environment and Economics in Historical Archaeology as

Mueller, Jackson C.

Mullins, Paul R.


Murray, T.

Murphy, Mary Martin

Novak, Shannon A.

Novak, Shannon A., and Kopp, D.

O’Connor, J.

Orser, Charles E., Jr.


Paterson, A.

Pavao-Zuckerman, B. and LaMotta, V.M.

Paynter, Robert


Pomeranz, Kenneth

Pomeroy, E.
2008  *The American Far West in the Twentieth Century*, Yale University Press, New Haven, CT.

Praetzelis, Adrian and Mary Praetzelis

Pred, A.

Preucel, R. W. (ed.)

Purser, Margaret
1991  Several Paradise ladies are Visiting in Town”: Gender Strategies in the Early Industrial West. *Historical Archaeology* 25(4): 6-16.


Quivik, Fred L.
2000  Landscapes as Industrial Artifacts: Lessons from Environmental History. *Industrial Archaeology* 26: 55-64.

Rockman, Marcy

Rockman, Marcy, and Flatman, Joseph (eds.).

Rockman, Marcy and James Steele (eds).

Rodseth, Lars and Bradley J. Parker

Rohe, R. E.


Ross, D. E.

Ross A. and K. Pickering

Schulz, Peter D., and Allen, Rebecca (eds.)

Scott, Douglas D., Fox, Richard, Jr., Connor, Melissa A., and Harmon, D.

Scott, Douglas D., and McFeaters, A. P.

Seifert, Donna J. (ed.)

Silliman, Stephen W.


Skiles, S. A., and Clark, Bonnie J.


Smith, A.


Smith, Stacey Leigh


Spielmann, K. A., Hawkey, D., Rainey, K., and Fish, S. K.


Spude, Catherine Holder


Spude, Catherin Holder, Mills, Robin O., Gurcke, Karl, and Sprague, Roderick (eds.)


Staski, Edward


Tainter, Joseph A.

Thomas, David H. (ed.)
1989  Columbian Consequences, Volume 1, Archaeological and Historical Perspectives on the Spanish Borderlands West, Washington, DC: Smithsonian Institution.

Towner, R. H., and Creasman, P. P.

Trigg, Heather

Turner, Frederick Jackson
1893  The Significance of the Frontier in American History. Lecture delivered to the American Historical Association, World’s Columbian Exposition, Chicago.

Turner, N. J., Ignace, M. B., and Ignace, R.

Turpin, S. A.

Urbaniak, Timothy R., and Rust, T.

Van Bueren, Thad M.

2008  Late-Nineteenth-Century Chinese Farm Workers in the California Mother Lode. Historical Archaeology 42(3): 80-96.

Veltre, D. W., and McCartney, A. P.

Voss, Barbara L.


Voss, Barbara L. and Rebecca Allen

Wadewitz, Lissa

Walker, M.

Watkins, J. E.

Watts, D.

Wegars, Priscilla W.


Wegars, Priscilla W. (ed.)

West, Elliott


Wilcox, Michael V.

*Historical Archaeology* Syllabus 17


Witgen, Michael

Wolf, Eric R.

Wood, W. Raymond

Worster, D.


Wrobel, D. M., and Steiner, M. C.
1997  *Many Wests: Place, Culture, and Regional Identity*, University Press of Kansas, Lawrence.

Zappia, N. A.

Zedeño, Maria N.
2007  Blackfeet Landscape Knowledge and the Badger-Two Medicine Traditional Cultural District. *The SAA Archaeological Record* 7(2): 9-12, 22.

Zedeño, M. N., and Bowser, B. J.