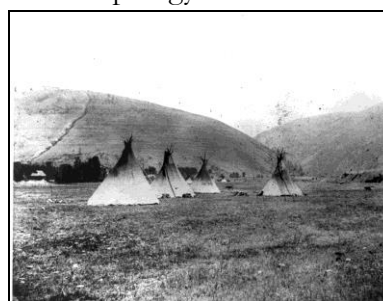


Anthropology 551
Graduate Seminar in Historical Archaeology
Course Syllabus

Fall 2017

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 Cunzio and Herman's (2005) *Unlocking the Past*; Salish tipis in the Clark Fork Valley, late 19th century.

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
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Office hours: Tues. 1:30-3:00 pm and by appointment
Mansfield Library Research Guide: <http://libguides.lib.umt.edu/anty551>

1. Course Description: ANTY 551 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, writing assignments, seminar discussions, ethical case studies, and the development of graduate research projects. Students will develop skills to be able to carry out autonomous field projects, including bibliography creation, literature/records research/synthesis/organization, research proposal preparation, public presentation training, and an understanding of the steps associated with reporting and publication. Ultimately, we will consider practical ways to apply [or not to apply] the influences of historical archaeological scholarship to CRM/CHM circumstances and/or various student research projects. We will consider how student research can contribute to broad understandings of cultural heritage issues and global changes in the "Modern World."

2. Readings

Required Textbook:

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

Optional Textbooks:

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.

Wilcox, Michael
2009 *The Pueblo Revolt and the Mythology of Conquest: An Indigenous Archaeology of Contact*. University of California Press, Berkeley.

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 (related to participation points noted in “Grades” below).

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
2a. Assignment 1 – preliminary abstract	10 points
2b. Assignment 2 – preliminary bibliography	10 points
2c. Assignment 3 – annotated bibliography	40 points
2d. Assignment 4 – proposal outline with preliminary observations	40 points
3. Final Presentation and Paper (Proposal or Thesis Chapter)	100 points
4. Participation* (includes leading discussions, presenting on proposal progress, etc.)	100 points

Total	500 points
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* Participation points are given when students attend class and contribute to discussion.

Take Note: Red Font in the Course Schedule below denotes when various assignments are 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 if 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**. 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 (umt.edu/dss), 406.243.2373, Lommasson Center 154) for more information.

5. Course Schedule

Week 1 - Tuesday, September 5

Topics

- Course Introduction
- Historical Archaeology, the modern world, global change, cultural and natural landscapes, and more
- Discuss students' backgrounds, graduate research ideas, and preliminary final project plans

Readings

Initial readings will be discussed in class [Kimmerer 2013; Kent Lightfoot (2005)]

Assignment(s)

Assignment 1: Prepare an abstract summarizing your graduate research goals – **this is due on September 12**. As a heads-up, you will be emailing me a preliminary working bibliography of at least 10 references on Tuesday, September 19.

Week 2 - Tuesday, September 12

Topics

- What is Historical Archaeology?
- What ethical dilemmas face archaeologists/historical archaeologists in the 21st century? IRB Intro
- What is the relevance of your field to the so-called “modern world” and all of its economic, environmental, and social issues?
- How will **your** thesis research be relevant to issues we are facing in the modern world?
- Style Guidelines
- Mansfield Library Research Tools

Readings

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

- **Chapter 1 (Introduction), in Hall and Silliman** (editors); then choose one of these unless I have already assigned you one or the other: Carter, et al 2005; Nash, et al. 2011.
- Additional readings for bioanthropology/forensic students (choose one for your readings journal): Davidson 2004, 2015; Haglund 2001; Novak and Kopp 2003.
- Recommended Readings (**no journal entry necessary, but we will discuss these if there is time**): Moss 2005; Orser 2010; Beaudry 2011.

Field Trip

Field Trip to the Mansfield Library for a tutorial with Jill Howard, Buckhous Room, MLIB 284, 10-11:30 am

As preparation for our field trip to the Library today, [click here](#) to explore the Mansfield Library Research Guide for our class.

Assignments

Assignment 1 Due Today: Turn in a preliminary abstract that presents a rough sketch of your research goals. 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 in class next week.

Start working on Assignment 2: Turn in a working bibliography reflecting your growing list of publications next Tuesday, September 19.* As part of this assignment, please peruse the course bibliography and copy/paste in references that you will want in your own project bibliography. For those of you with projects in the American West, you will also want to peruse the regional bibliographies associated with Dixon (2014).

* As background for Assignment 2, explore the online bibliographies here: <https://sha.org/resources/>, as well as the course bibliography attached to this syllabus. I may also decide to send students “starter kit” references relevant to their individual research to be included in this bibliography assignment.

Week 3 - Tuesday, September 19

Topics

- Connecting ANTY 551 student topics with HA literature
- Research Proposal Development – and Introduction
- HA in the West – a case study of bibliography building and providing a regional context and scale for student projects (e.g., Canadian West and Métis studies)
- Ethics (cont'd): Historical Archaeology and IRB Review

Readings

Readings to be completed by this class meeting and summarized in your Readings Journal will be tailored to students' research interests and may include: Silliman 2008a; Dixon 2014 (others TBD). **NOTE:** Dixon is creating small, starter bibliographies for each student and will distribute these during class on September 12 as prep for the readings journal entries this week.

Also, examine the basic **IRB application found at the [UM IRB website](http://www.umt.edu/research/complianceinfo/IRB/forms.aspx):**

<http://www.umt.edu/research/complianceinfo/IRB/forms.aspx>.

Assignment(s)

Assignment 2 Due Today: Preliminary bibliography; 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/>).

Week 4 - Tuesday, September 26

Topics

- Indigenous Archaeologies
- Colonialism and the Occupation of Western North America
- Métis Case Study: <https://www.ualberta.ca/research/research-initiatives/exploring-metis-identity-through-archaeology>

Readings

Readings to be completed by this class meeting and summarized in your Readings Journal will include selections from the following: Lightfoot 2006 (chapter 14 in Hall and Silliman, editors); Burley 1989; Burley 2000; Ross and Pickering 2002; Lightfoot 2005; Moss 2005; Watkins 2005; Silliman 2005; Silliman 2008b; Bayman 2009; Wilcox 2009; Silliman 2010; Murray 2011; Atalay 2012 (Preface and Intro excerpt); Jordan 2016; Watkins 2017.

Assignment(s)

Be prepared to discuss project progress and directions your bibliography is heading.

Week 5 - Tuesday, October 3

Topics

- Archaeologies of Indian Wars
- KOCOA Analysis of Battlefield Landscapes
- Transportation Corridors (?) TBA

Readings

Readings to be completed by this class meeting and summarized in your Readings Journal will include selections from the following: Scott and Fox 1991; Scott and McFeaters 2011; Merritt, et al. 2014; Scott 2015 (trails); Wilcox 2009; **others TBA.**

Assignment(s)

Be prepared to discuss your annotated bibliography assignment, due October 17.

Week 6 - Tuesday, October 17

Topics

- NAGPRA
- Post-Colonialism and the Prehistoric-Historic “Divide”

Readings

Each student will be assigned papers from this list (and others TBA) to summarize in a Readings Journal entry: Harms 2012; NAGPRA FORUM (Spude and Scott 2013; Lees 2013; McManamon 2013; Watkins 2013); SAA NAGPRA Survey Results 2016; others TBA.

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

Galloway 2006 (chapter 3 in Hall and Silliman, editors).

Assignment(s)

Assignment 3 (Annotated Bibliography) Due Today! See directions for annotations at the end of this syllabus as a guide for this assignment. You only need to annotated 10-15 of your references, but if you have more, please turn in the whole kitten caboodle! Please post those assignments on Moodle or send via email. I will also accept hard copies.

Be prepared to share your overview takeaways from the compilations of literature in your annotated bibliographies; we will discuss how you can take that information to develop literature reviews/contextual overviews for your graduate research.

Week 7 - Tuesday, October 24

Topics

- Environmental and Biological Approaches to Historical Archaeology
- Implications for Landscape-Oriented Research
- Discuss** students’ working bibliographies turned in last week and the potential for student contributions to decision-making, stewardship, global change, etc.

**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.

Readings

Readings journal entry required for: Mrozowski 2006 (chapter 2 in Hall and Silliman, editors).

Additional readings from this list will be assigned for Readings Journal entries, ideally having each student read papers that dovetail with their research interests. Here is a sample of the types of readings I expect to assign for journals this week: Tall Bull 1995; Church 2002; Hardesty 2007; Teeman 2008; Little 2009; Allen 2010b; Bain 2010; Rockman 2010; Rockman and Flatman 2012 (Introduction chapter); Dongoske, et al. 2015.

Assignments

Proposal **outline and preliminary topic observations due next week!**

Week 8 - Tuesday, October 31

Topics

- Archaeologies of Indian Wars
- KOCOA Analysis of Battlefield Landscapes
- Roads and Trails
- Student Discussion Leader: [Name, Topic](#)

Readings

Individual journal entry TBA, but will likely include readings like these: Scott and Fox 1991; Wilcox 2009; Scott and McFeaters 2011; Merritt, et al. 2013; Scott 2015 (trails); Church 2017.

Student Discussion Leader

STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL DEVELOPMENT: STUDENT NAME TBA

Student discussion leader's assigned reading(s) TBA.

Assignment(s)

A. Assignment 4 (Proposal Outline and Preliminary Background Observations) Due Today! Using your own outline or the sample proposal outline given in class, please prepare an outline for your graduate research proposal (or other outline/starter kit for other final "paper"), *including preliminary observations* about the literature related to your topic [as summarized in your annotated bibliography assignment] and describing the types of scholarship and management directions your research will contribute to...[additional details to be discussed in the weeks leading up to this assignment].

B. Student discussion leader's assignment is to present their research to date, assign relevant readings, and lead a discussion in order to practice teaching and research presentation skills. **Students in the audience also have an assignment:** to review the assigned readings and come to class prepared to ask questions about the readings, serve as a peer-reviewer during student presentations, and contribute to classmates' ongoing research.

Week 9 - Tuesday, November 7

Topics

- Holistic Approaches to Changing Landscapes: Donner Summit Case Study
- Segue to Asian American Archaeology: A Prolific Subfield
- Student Discussion Leader: [Name, Topic](#)

Readings

TBD - Readings Journal assignments will be individual readings tailored to students' research interests, but will likely include selections from this list:

- Re: Donner Party: additional selections from Dixon, et al. (editors) 2011).
- Re: Asian American Archaeology: Baxter 2008; Baxter and Allen 2015; 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); Molenda 2015; Mullins 2008; Williams 2008; Voss 2008; Voss 2015; Voss and Allen 2008; Wegars 1993 (xxiii-xxvi; Fee's chapter 65-96); Williams and Voss 2008; and Yu 2008; Church 2017.

Special Treat: Voss' (2018) forthcoming *Current Anthropology* paper on futurity.

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

Student Discussion Leader

STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL DEVELOPMENT: STUDENT NAME TBA

Student discussion leader's assigned reading(s) TBA.

Assignment(s)

Student discussion leader's assignment is to present their research to date, assign relevant readings, and lead a discussion in order to practice teaching and research presentation skills. **Students in the audience also have an assignment:** to review the assigned readings and come to class prepared to ask questions about the readings, serve as a peer-reviewer during student presentations, and contribute to classmates' ongoing research.

Week 10 - Tuesday, November 14

Topics

- "Race" & the Archaeology of Identity
- African Diaspora Archaeology
- Métis Archaeology
- Student Discussion Leader: [Name, Topic](#)

Readings

Individual journal entry TBA, but will likely include readings like these:

[Palus et al 2006 \(chapter 5 in Hall and Silliman, editors\)](#); Fennell 2011; White, III and Fennell 2017 (eds.); others TBA.

Or 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

STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL DEVELOPMENT: STUDENT NAME TBA

Student discussion leader's assigned reading(s) TBA.

Assignment(s)

Student discussion leader's assignment is to present their research to date, assign relevant readings, and lead a discussion in order to practice teaching and research presentation skills. **Students in the audience also have an assignment:** to review the assigned readings and come to class prepared to ask questions about the readings, serve as a peer-reviewer during student presentations, and contribute to classmates' ongoing research.

Week 11 - Tuesday, November 21

Thanksgiving Week – no class

Week 12 - Tuesday, November 28

Topics

- Archaeologies of Capitalism
- Ethical Archaeologies of Tourism (case studies on monuments)
- Student Discussion Leader: Name, Topic

Readings

Individual journal entry TBA, but will likely include readings like these: Shackel 2001; Silliman 2006 and Wurst 2006 (chapter 8 and 10 in Hall and Silliman, editors); Walker 2003; Walker 2017.

Or these: 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.

Explore!: Students can do a search for peer-reviewed treatments of memory politics and monuments.

Student Discussion Leader

STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL DEVELOPMENT: STUDENT NAME TBA

Student discussion leader's assigned reading(s) TBA.

Assignment(s)

Student discussion leader's assignment is to present their research to date, assign relevant readings, and lead a discussion in order to practice teaching and research presentation skills. **Students in the audience also have an assignment:** to review the assigned readings and come to class prepared to ask questions about the readings, serve as a peer-reviewer during student presentations, and contribute to classmates' ongoing research.

Week 13 - Tuesday, December 5

Topics

- Engendered Archaeologies
- Intersectionalism
- Living in Cities (Urban Archaeology – explore local case studies)
- How to conduct archaeologies of the 20th-century with 21-century resources and settings?
- Student Discussion Leader: Name, Topic

Readings

Individual journal entry TBA, but will likely include readings like these:

Voss 2006 (chapter 6 in Hall and Silliman, editors); Baxter 2006; Yoder 2014; Voss 2015 *Ethnogenesis* (excerpt).

Or like 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.

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Student Discussion Leader

STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL DEVELOPMENT: STUDENT NAME TBA

Student discussion leader's assigned reading(s) TBA.

Assignments

A. Everyone should have working proposal drafts by this point. Please bring draft proposals, including your latest bibliography draft to class and we will review them. **Please use a consistent and appropriate style guide for your bibliography** (e.g., <https://sha.org/publications/publication-style-guide-submission-guidelines/>).

B. Student discussion leader's assignment is to present their research to date, assign relevant readings, and lead a discussion in order to practice teaching and research presentation skills. **Students in the audience also have an assignment:** to review the assigned readings and come to class prepared to ask questions about the readings, serve as a peer-reviewer during student presentations, and contribute to classmates' ongoing research.

Week 14 - Tuesday, December 12 - Last day of class (aside from the final)

Topics

- Final Project Preparation
- Student Discussion Leader: Name, Topic

Readings

TBA

Student Discussion Leader

STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL DEVELOPMENT: STUDENT NAME TBA

Student discussion leader's assigned reading(s) TBA.

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.

Assignments

A. COMPLETE Readings Journals Entries 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.

B. Student discussion leader's assignment is to present their research to date, assign relevant readings, and lead a discussion in order to practice teaching and research presentation skills. **Students in the audience also have an assignment:** to review the assigned readings and come to class prepared to ask questions about the readings, serve as a peer-reviewer during student presentations, and contribute to classmates' ongoing research.

Week 15 - Thursday, December 14

Topic

- Final Exam Time Slot: 10:10 am-12:10 pm

Assignment(s)

Final projects due on or before the 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 areas.

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*. University of Arizona Press, Tucson.

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*. Vintage Books, London.

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.

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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. Altamira Press, Lanham, Maryland.

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

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Useful Online Source: Society for Historical Archaeology (SHA): 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
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