

Anthropology 551
Graduate Seminar in Historical Archaeology
Course Syllabus

Fall 2019

Tuesdays 9:00 am-11:50 pm, SS 262

the University of Montana, Department of Anthropology



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

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Mansfield Library Research Guide: <https://libguides.lib.umt.edu/anthropology>

1. Course Description: ANTY 551 is an advanced course in historical archaeology; the lower-division companion to this course is ANTY 456 (Historic Sites Archaeology). While ANTY 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. We will consider how your research can contribute to holistic understandings of cultural heritage issues in the "Modern World." Students will develop skills to be able to carry out autonomous field projects, including bibliography creation, literature/records/synthesis/organization, research proposal preparation, public outreach/dissemination, and exposure to reporting and publication in some cases.

2. Readings

Recommended Textbooks:

Davis, Carl

2019 *Six Hundred Generations: An Archaeological History of Montana*. Riverbend Publishing, Helena, Montana.

De León, Jason

2015 *Land of Open Graves: Living and Dying on the Migrant Trail*. University of California Press, Berkeley.

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.

Hall, Martin 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.**

Kelly, Robert
2016 *The Fifth Beginning: What Six Million Years of Human History Can Tell Us about Our Future*. 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.

Links to Documentary Films:

Indigenous Smoke: <https://www.pbs.org/video/indigenous-smoke-04tiun/>

Wadandi Custodians: Story of a River: <https://vimeo.com/344238079>

Community Archaeology and CRM:
<https://www.arcgis.com/apps/Cascade/index.html?appid=24349b08a5ab4c21a6e4100aa331c240>

3. Assessment of Outcomes (i.e. Grading)

Attendance: Mostly mandatory (related to participation points noted in “Grades” below).

Preparation and Planning: Because we review a range of topics and case studies in historical archaeology, all assigned readings and assigned homework should be done before class so that you can contribute to class discussions linked with the course goals. 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. Public Impact Product	100 points
2. Assignments (e.g., prelim bibliography, abstract, and others TBA)	100 points
2a. Assignment 1 – preliminary abstract	10 points
2b. Assignment 1a – informal article review	10 points
2c. Assignment 2 – public outreach example	10 points
2d. Assignment 3 – preliminary bibliography	20 points
2e. Assignment 4 – annotated bibliography	30 points
2f. Assignment 5 – proposal outline with preliminary observations	20 points
3. Presentation, Paper (Proposal or Thesis Chapter)	100 points
3a. Presentation	40 points
3b. Paper/Product	60 points
4. Participation* (discussions, in-class exercises, informal project updates, etc.)	100 points
5. Additional assignments	TBA

Total 400 points

* 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, August 27

Topics

- Course Introduction, Objectives, and Structure
- Discuss students' backgrounds, graduate research ideas, and preliminary final project plans
- What are students' past experiences with "Historical" Archaeology?
- Style Guidelines

Readings

Initial readings will be discussed in class, but for the next class meeting, you should choose your own article, ideally one that is pertinent to your own research, and published between 2017-2019 in "HA" flagship journals such as *Historical Archaeology* and *International Journal of Historical Archaeology* and other journals TBD. If you like to review a book, report, oral history, or other document, this will be fine, too. Just be prepared to discuss as per Assignment 1a below.

Those reading the Robert Kelly book, *Fifth Beginning*, should start reading that immediately so we can discuss its relevance to the ANTY 551 objectives and your own research directions.

Assignment(s) for next week:

Assignment 1: Prepare an abstract summarizing your graduate research goals – **this and Assignment 1a are due next week**. As a heads-up, you will be emailing me a preliminary working bibliography of at least 20 references on Tuesday, September 17, so start working on that now, too!

Assignment 1a: Summarize recent research article [or book] you chose and determine its relevance to your own research. Be prepared to discuss in class and turn in a brief, one paragraph – one-page summary of the relevance [or not] of this to your work.

Week 2 - Tuesday, September 3 (Monday, September 2, Labor Day)

Topics

- What ethical dilemmas face archaeologists/historical archaeologists in the 21st century? **Discuss Robert Kelly's book**
- Assignment 1 and 1a: Each student needs to summarize the article they chose and determine whether and how that paper will have a home in their project bibliography. Students should also be prepared to discuss whether there is any relevance between the goals of thesis or dissertation research abstracts and this recent research in HA.

- Research Proposal/Thesis-Dissertation Chapter Development
- 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/dissertation research be relevant to issues we are facing today and in a future we can hardly imagine?
- Field Trip to SS 244 Lab, Discussion of Recent Salvage Archaeology in Missoula
- Ethics and IRB

IRB Discussion via the [UM IRB website](http://www.umt.edu/research/complianceinfo/IRB/forms.aspx); and application at <http://www.umt.edu/research/complianceinfo/IRB/forms.aspx>.

Readings for today [and beyond]

Choose your own reading this week: Review HA and IJHA publications, as well as the ANTY 551 course bibliography [and others TBD] as per assignment 1b.

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>.

Recommended Readings:

- Robert Kelly, *The Fifth Beginning* (See also PBS.org for video of Robert Kelly speaking about the book: <https://www.pbs.org/video/dr-robert-kelly-the-fifth-beginning-5fjbyk/>)
- **Chapter 1 (Introduction)**, in Hall and Silliman (editors); Carter, et al 2005; Nash, et al. 2011; Moss 2005; Orser 2010; Beaudry 2011.
- Additional readings for bioanthropology/forensic students: Davidson 2004, 2015; Haglund 2001; Novak and Kopp 2003.

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.

Assignment 1a Due Today: Summarize recent research article [or book] you chose and determine its relevance to your own research. Be prepared to discuss in class and turn in a brief, one paragraph – one-page summary of the relevance [or not] of this to your work.

Start working on Assignment 2, Due Next Week: Search for Cool, Engaging, Paradigm-shifting “Public” Archaeology, Anthropology/History Projects/Products.

Week 3 - Tuesday, September 10

Topics

- Connecting ANTY 551 student topics with HA literature, meaningful impacts via effective, broad dissemination
- Visit with Public Archaeologist, Kevin Obriant; be prepared to discuss the results of your search for engaging and cool “Public” Archaeology-type projects
- Ethics (cont’d): IRB Review amid context of dissemination

Readings

Required reading(s):

Matsuda 2016, available here: <https://www.tandfonline.com/doi/full/10.1080/14655187.2016.1209377>

Think about your dissemination goals and consider how they align [or not] with the frameworks and goals associated with educational, public relations, pluralist, and/or critical theories as presented in Matsuda (2016). Be prepared to discuss in class.

Recommended reading(s):

Guttormsen 2018 (note that this will be required reading when we tackle the monuments and ethics topic later on this semester...but good for backdrop-style consideration as we consider past and present sociohistorical realities of public impact products).

Assignment(s)

Assignment 2 Due Today: Search for Cool, Engaging, Paradigm-shifting “Public” Archaeology/ Anthropology/History Projects/Products: For this assignment, please take time to explore engaging, best-practice-style “outreach” formats/products. Choose one [or more if you must] that inspire/s ideas for your *public impact product* for this class. What would *you* like to do to ensure excellence in dissemination? Examples you might review include Marty Lopez’s *Indigenous Smoke* (<https://www.pbs.org/video/indigenous-smoke-o4tiun/>); Wadandi Custodians: Story of a River: <https://vimeo.com/344238079>; recent NPR show *Hidden Brain* podcast (<https://www.npr.org/podcasts/510308/hidden-brain>); recent podcast featuring Jason De León’s research related to *Land of Open Graves* book (thanks, Mary!): <https://www.archaeologypodcastnetwork.com/heritagevoices>; podcast featuring Aaron Brien speaking about Tribal Historic Preservation: <https://www.archaeologypodcastnetwork.com/heritagevoices/23>; a cool website; a video game; Instagram page, a visual story intended for publication in a newspaper or magazine, a newspaper column, moving speech by a leader who emphasizes heritage preservation, etc.

For additional ideas, see the following, mostly random recommendations; but remember, a big part of this assignment is to conduct the exploring part – and to think about which format and media will best suit your project and also where you can draw from your own style and strengths. Imagine being artistic if you have the skills:

<https://www.saa.org/education-outreach/public-outreach/outreach-skills-strategies>

<https://sha.org/blog/2013/09/public-outreach-anytime-anywhere/>

http://explorer.monticello.org/?_ga=2.123257102.428467543.1566878969-1737686665.1566878969

https://www.nationalgeographic.com/culture/2019/08/tantalizing-clue-marks-end-amelia-earhart-expedition/?cmpid=org=ngp::mc=crm-email::src=ngp::cmp=editorial::add=History_20190902&rid=1161B81D3C5231751478F434218C604A

#indigenousarchaeology (<https://www.instagram.com/p/BuUfwVdFv28/>)

Think about how you’d like to publicly present your own research and be prepared to discuss during our class meeting next week as we review the results of everyone’s searches and visit with public archaeologist, Kevin Obriant.

Assignment 3 Due Next Week: Turn in a working bibliography reflecting your growing list of publications.* As part of this assignment, please peruse the course bibliography and copy/paste in references that you will want in your own project bibliography. Be prepared to discuss project progress and directions your bibliography is heading.

Week 4 - Tuesday, September 17

Topics

- Post-Colonialism, Decolonization, Blurring the Prehistoric-Historic “Divide”
- Indigenous Archaeologies
- Blurring the Divide Between Past and Present: The Whanganui River (New Zealand) is a Legal Person
- Thinking of the Past in Terms of Generations

Readings

Required readings:

Teeman 2008; Zedeño et al. 2014; Brien et al. (excerpt) 2019 – be prepared to compare and discuss these in class

Warne 2019, available at: www.nationalgeographic.com/culture/2019/04/maori-river-in-new-zealand-is-a-legal-person/ (accessed 10 August 2019).

Recommended readings:

Carl Davis, *600 Generations*

Lightfoot 2006 (chapter 14 in Hall and Silliman, editors); Ross and Pickering 2002; Lightfoot 2005; Moss 2005; Watkins 2005; Silliman 2005; Silliman 2008b; Bayman 2009; Wilcox 2009; Colwell-Chanthaphonh et al. 2010; Silliman 2010; Murray 2011; Atalay 2012 (Preface and Intro excerpt); Kimmerer 2013; Jordan 2016; Watkins 2017.

Assignment(s)

Assignment 3 Due Today: Preliminary bibliography; you should have at least 20 references so far. Please use a consistent and appropriate style guide (e.g., <https://sha.org/publications/publication-style-guide-submission-guidelines/>).

Week 5 - Tuesday, September 24

Topics

- Continue/Transition from Whanganui River and Personhood Discussion from Last Week (?)
- NAGPRA – Possible Guest Visit
- Bring Sk'aliCh'elh-tenaut Home: Pending Orca Repatriation (July 2019 in *Seattle Times*). Available at: <https://www.seattletimes.com/seattle-news/environment/lummi-nation-could-sue-under-repatriation-act-to-free-captive-orca-in-miami/>

Readings

Required readings:

SAA Arch Record NAGPRA Survey - Alonzi 2016, Watkins 2016

Recommended readings:

Midler 2011; Harms 2012; NAGPRA FORUM (Spude and Scott 2013; Lees 2013; McManamon 2013; Watkins 2013); SAA NAGPRA Survey Results 2016; **others TBA.**

Assignment(s)

Be prepared to discuss your annotated bibliography assignment, due October 1.

Week 6 - Tuesday, October 1

Topic(s)

- Environmental and Biological Approaches to Historical Archaeology
- Implications for Landscape-Oriented Research
- Environmental Anthropologist Guest Visit, Benjamin Gray

Readings

Required readings:

Kimmerer 2013, excerpt "The Grammar of Animacy"

Jamieson 2019, review of *Historical Archaeology and the Environment*, edited by Torres de Souza and Menezes Cosa (2018) [no need to read the whole volume – just the review]

Recommended Readings:

Mrozowski 2006 (chapter 2 in Hall and Silliman, editors)

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.

Assignment(s)

Assignment 4 (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.

Week 7 - Tuesday, October 8

Topic(s)

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- Indigenous Knowledge Systems, TEK, Futurism/Futurity
- Oral History and Archaeology of Place
- Annotated bibliographies and contextual overviews/literature reviews: Since I will have spent the previous week review everyone's annotated bibliographies, be prepared to discuss 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

Required readings:

LaPier 2017, available at: <https://theconversation.com/why-is-water-sacred-to-native-americans-74732> (accessed: 13 June 2019).

Recommended readings:

Kimmerer 2013; McBride et al. 2016; Scott 2015; Church 2017.

Student Discussion Leaders

STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL/PUBLIC PRODUCT DEVELOPMENT:

Oral histories, Glacier National Park

Goal: TBA

Public Component/Product: TBA

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

STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL/PUBLIC PRODUCT DEVELOPMENT:

Indigenous Knowledge Systems, TEK, Western Science, and Saving the Earth

Goal: TBA

Public Component/Product: TBA

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

Assignment(s): Start developing and/or filling in your proposal outline content (or develop your thesis/dissertation chapters) – this assignment is due in two weeks!

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 8 - Tuesday, October 15

Topic(s)

- Battlefield Archaeologies, KOCOIA Framework
- Ashkoota Binnaxchikua case study
- Pilgrimage and the Sacred
- Review Dovey's (2017) Massacre Mapping: <https://www.newyorker.com/culture/culture-desk/mapping-massacres>

Readings

Required readings:

Brien, et al. 2019 (peer review experience)

Recommended readings:

Scott and Fox 1991; Wilcox 2009; Scott and McFeaters 2011; Merritt, et al. 2013;

Student Discussion Leader

STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL/PUBLIC PRODUCT DEVELOPMENT:

Managing Pilgrimage Sites and Cultural Appropriation

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Goal: TBA

Public Component/Product: TBA

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

Assignments

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

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, October 22

Topics

- Holistic Approaches to Changing Landscapes and Stories of Adaptation: Remember the Donner Party!?!)
- Archaeologies of Capitalism – Mirror Before Our Faces
- Social Systems in Collapse – What are the Signs?
- Circle Back to Robert Kelly's *Fifth Beginning* and consider how our work is helping us track

Readings

Selections from Dixon, et al. (editors) 2011)

Student Discussion Leader

STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL/PUBLIC PRODUCT DEVELOPMENT:

When Social Systems Collapse

Goal: TBA

Public Component/Product: TBA

STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL/PUBLIC PRODUCT DEVELOPMENT:

Homesteads, Timber, and Stone Patents – Historical Analysis Informs Archaeological ID, Documentation, and Understanding of the Past

Goal: TBA

Public Component/Product: TBA

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

Assignment(s)

A. Assignment 5 (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 10 - Tuesday, October 29

Topics

- Archaeologies of Asian Americans in the West; Chinese Exclusion and Mistreatment: Segue to a Century Later
- Migrant Trail Experiences, "Borderlands"
- Precarity and Futurity
- Continue student projects from last week if we ran out of time last week

Readings

Required readings:

Voss 2018 *Current Anthropology* forum on futurity.

Recommended readings:

Jason De Leon, *Land of Open Graves*

Jason De Leon, Decoding Stories of Border Crossing (from 2013): <https://www.youtube.com/watch?v=vwhbWikqlkw>

Jason De Leon – RECENT Lecture on Soldiers and Kings...Human Smuggling:

<https://www.youtube.com/watch?v=e2DbckpKl0E>

Documentary film: Stanford Cangdong Village Project: <https://cangdong.stanford.edu/documentary-film>

Recommended readings on Asian American Archaeology: Baxter 2008; Baxter and Allen 2015; Chang 2019; Chang and Fishkin 2019; 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 2018; Voss and Allen 2008; Wegars 1993 (xxiii-xxvi; Fee's chapter 65-96); Williams and Voss 2008; and Yu 2008.

Public Impact Product Example (?): <https://www.sapiens.org/archaeology/chinese-railroad-workers-utah/>

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

Assignment(s)

TBD – might be something fun and interactive in class (?)

Week 11 - Tuesday, November 5

Topics

- Archaeology, Identity, Awareness, Respect
- Archaeologies of All: Education and Awareness of Our Transnational/Multicultural Collective Heritage
- View and discuss collections from downtown Missoula
- Continue student projects from last week if we ran out of time last week
- Student Project Status Discussion: Updates, Fears, Hopes, Dreams, Rebel-thinking

Readings

Required readings:

Séliš-Q̓l̓ispe Culture Committee, Confederated Salish and Kootenai Tribes (<http://www.salishaudio.org/>). Review the website in general and peruse the information contained on the “Documents” page of salishaudio.org.

Required options (to be discussed as the date draws closer):

Maybe White, III 2017

Maybe Review DRAFT SHA (?) paper in progress*

Maybe Survey of who has the book *Boomtown Saloons* and discuss a Boston Saloon-oriented redux that ends up in Missoula...? Discussion will involve special guests like Kate Kolwicz and Nikki Manning and the development of co-authored reporting

Recommended Readings:

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

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STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL/PUBLIC PRODUCT DEVELOPMENT:

Topic TBD – likely Taft Area and RR Camps

Goal: TBA

Public Component/Product: TBA

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

STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL/PUBLIC PRODUCT DEVELOPMENT:

“Pre-Contact” and Pre-Transition

Goal: TBA

Public Component/Product: 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 12 - Tuesday, November 12 (Monday, November 11, Veterans Day)

Topics

- Ethics, Archaeology, Museums, and Democratic Dissemination
- Case Studies re: monument erection and deconstruction amid discrimination, desecration, love/hatred, and violence in the modern world
- Mount Rushmore and Crazy Horse Monument – What if you were the Heritage Manager at these places?

Readings

Required readings:

Guttormsen 2018 Is it Right to Destroy Monuments over Our Dark Past? Available at:

<https://sciencenorway.no/forskningno-norway-opinion/is-it-right-to-destroy-monuments-over-our-dark-past/1455939>

Native Americans and Mount Rushmore, *The American Experience*. Available at:

<https://www.pbs.org/wgbh/americanexperience/features/rushmore-sioux/>

Crazy Horse Memorial: <https://www.smithsonianmag.com/smart-news/memorial-crazy-horse-has-been-under-construction-almost-70-years-180967377/>

View this footage of American Indian protestors at Mount Rushmore from 1970:

<http://indiancountrytodaymedianetwork.com/2012/04/14/different-view-mount-rushmore-108274>

See also footage and discussions here: <https://newsmaven.io/indiancountrytoday/archive/a-different-view-of-mount-rushmore-rgresUhTKkSwAq9JtX17CQ/>

And then, look at this sordid history: <https://www.smithsonianmag.com/history/sordid-history-mount-rushmore-180960446/>

Recommended readings:

Shackel 2001; Silliman 2006 and Wurst 2006 (chapter 8 and 10 in Hall and Silliman, editors); Walker 2003; Shaer 2016; Walker 2017.

Additional recommended readings: 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.

Exploration Assignment!: Students can do a search for examples of memory politics and monuments.

Student Discussion Leader

STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL/PUBLIC PRODUCT DEVELOPMENT:

Archaeology in Museums, Ethics and the Future

Goal: TBA

Public Component/Product: TBA

STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL/PUBLIC PRODUCT DEVELOPMENT:

Curation Crises: A Continuum

Goal: TBA

Public Component/Product: 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, November 19

Topics:

- Engendered Archaeologies and Intersectionalism
- Using Oral History, Archaeology, and Archival Records to Address Big Questions

Readings

Required readings:

Voss 2008c

Recommended readings:

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.

Student Discussion Leader

STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL/PUBLIC PRODUCT DEVELOPMENT:

Crow-Hidatsa Schism

Goal: TBA

Public Component/Product: TBA

Student discussion leader's assigned reading(s) TBA

STUDENT DISCUSSION LEADER; PROJECT/PROPOSAL/PUBLIC PRODUCT DEVELOPMENT:

Fort Drum

Goal: TBA

Public Component/Product 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, November 26

Thanksgiving Week – no class; research time to prepare final course deliverables

Week 15 - Tuesday, December 3 - Last day of class (aside from the final)

Topics

- Final Project Preparation
- Student Project Workshop/Discussion
- How to conduct archaeologies of the 20th-century with 21-century resources and settings? Revisit the “divide” between past and present and think in terms of continuum
- Public Product Review/Evaluation/Where to Go from Here? What appears most impactful at the moment?

Final Project Updates

Update on everyone's proposals; each student will take a few minutes to report on the status of their proposals/chapters/other final class assignments. If students want feedback prior to turning in the proposals, those need to be turned in by now.

Assignments

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

FINAL - Wednesday, December 11

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

1. 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.

1a. REVIEW JOURNAL CONTENTS, COURSE BIBLIOGRAPHY, AND SUMMARIZE ARTICLE

After reviewing the *Historical Archaeology* and *International Journal of Historical Archaeology* journals contents, as well as other journals and indices as discussed with you individually, summarize recent research article [or book] you chose and determine its relevance to your own research. Be prepared to discuss in class and turn in a brief, one paragraph – one-page summary of the relevance [or not] of this to your work.

2. PUBLIC IMPACT PRODUCT RECONN MISSION: Search for Cool, Engaging, Paradigm-shifting “Public” Archaeology/Anthropology/History Projects/Products

For this assignment, please take time to explore engaging, best-practice-style “outreach” formats/products. Choose one [or more if you must] that inspire/s ideas for your *public impact product* for this class. What would *you* like to do to ensure excellence in dissemination? Examples you might review include Marty Lopez’s *Indigenous Smoke* (<https://www.pbs.org/video/indigenous-smoke-o4tiun/>); Wadandi Custodians: Story of a River: <https://vimeo.com/344238079>; recent NPR show *Hidden Brain* podcast (<https://www.npr.org/podcasts/510308/hidden-brain>); recent podcast featuring Jason De León’s research related to *Land of Open Graves* book (thanks, Mary!): <https://www.archaeologypodcastnetwork.com/heritagevoices>; podcast featuring Aaron Brien speaking about Tribal Historic Preservation: <https://www.archaeologypodcastnetwork.com/heritagevoices/23>; a cool website; a video game; Instagram page, a visual story intended for publication in a newspaper or magazine, a newspaper column, moving speech by a leader who emphasizes heritage preservation, etc.

Think about how you’d like to publicly present your own research and be prepared to discuss during our class meeting next week as we review the results of everyone’s searches and visit with public archaeologist, Kevin Obriant.

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/>.

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.

5.1. 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.

5.2. 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. There is a grading rubric for this final project on the ANTY 551 Moodle page.

6. OTHER ASSIGNMENTS

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

**ANTH 551 Graduate Seminar: Archaeology of the Recent Past
(aka Historical Archaeology)**

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