Anthropology 456

Historical Archaeology
Course Syllabus
Spring 2020
Tuesday and Thursday 11:00 to 12:20 PM, SS 262

Instructor: Kelly J. Dixon, Professor, Department of Anthropology
Office: University of Montana, Missoula
Social Sciences Building, Room 235
Email, phone: kelly.dixon@mso.umt.edu; 612.247.6414 (text)
Office Hours: Tuesday ~3:30-5:00 pm and also by appointment
Library Research Guide: https://libguides.lib.umt.edu/anthropology

Guest Instructor and Teaching Assistant: Nikki Manning, Ph.D. Student, Department of Anthropology
Office: University of Montana, Missoula
Social Sciences Building, Room 244
Email: nikki.manning@umontana.edu
Office Hours: Contact to make appointment

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 – and 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, 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 heritage education, management, and stewardship.
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 completing 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.

**TEXTBOOKS**

All textbooks are optional/recommended (graduate students may wish to use these for review projects)


**Working Course Bibliography**¹ (Attached as a Separate Document)

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, documentary clips, 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.

¹ We will frequently update this bibliography.
**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.

<table>
<thead>
<tr>
<th>Points per Assignment</th>
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<tr>
<td><strong>Topic Development (divided into several assignments)</strong></td>
<td>100 [total] points</td>
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<tr>
<td><strong>Readings Summaries</strong></td>
<td>100 [total] points</td>
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<td><strong>Final Project</strong></td>
<td>100 points</td>
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<tr>
<td><strong>In-class exercises/participation</strong></td>
<td>100 points</td>
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<tr>
<td><strong>Undergraduate Student Total</strong></td>
<td>400 points</td>
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<tr>
<td><strong>2 Book Reviews (Graduate Students Only)</strong></td>
<td>200 points</td>
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<tr>
<td><strong>TBA, “tailored” projects (Graduate Students Only)</strong></td>
<td>100 points</td>
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**Graduate Student Total** 700 points (includes undergrad. points/projects)

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

**CLASS CONDUCT:**
Respect and listen to each other and the teaching team. Turn off cell phone during class and do not use laptops/notebooks for non-class activities.

**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.

**ACADEMIC HONESTY**
The University of Montana expects its students to be academically honest, particularly in regard to plagiarism. “Plagiarism is the representing of another’s work as one’s own.” Both copyright laws and University policies are rigid as concerns plagiarism. Consult the current “Student Conduct Code” for details regarding penalties for plagiarism.

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2 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
3 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*
**COURSE SCHEDULE:**

<table>
<thead>
<tr>
<th>Week, Date</th>
<th>Topic(s)</th>
<th>Readings</th>
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| Week 1, Jan. 14, 16 | Introduction to Historical Archaeology (HA)  
What is HA?  
Archaeologies of the Modern World in the Modern World: Relevant Lessons, Community Connections, and Theoretical Frameworks  
For deep background, see also Orser 2010, 21st-century HA.  
If there is time, we will review Dixon’s new ms. on Historical Archaeologies of the North American West (publication 2020). |
| Week 2, Jan. 21, 23 | Indigenous Approaches in Archaeology; Visual Anthropology  
Special Guest, Marty Lopez, ANTH PhD Program  
Journal of the Week: *Journal of Archaeological Research* | Wilcox 2010; Brien et al. 2020 (excerpt)  
[Wilcox 2009, *The Pueblo Revolt*; OPTIONAL BOOK](#) |
| Week 3, Jan. 28, 30 | Primary Sources and the Power of the Archives  
Colonialism and post-Colonialism  
Ancestral Homelands, Cultural Landscapes  
Journal of the Week: *Journal of Anthropological Archaeology*  
Field Trip to the Mansfield Library Archives on Jan 28  
[Cowie, et al. 2019, *Collaborative Archaeology at Stewart Indian School*, OPTIONAL BOOK](#) |
| Week 4, Feb. 4, 6 | Anarchy [Theory] and Archaeologies of Listening  
Cultural Landscapes and Battlefields  
Journal of the Week: *American Anthropologist*  
**Topic Development, Part 1 DUE Feb. 6:** choose a cultural, ecological, historical, or social topic that would benefit from archaeology; prepare a title and ~one paragraph-long summary of your topic. Please turn it in via email to me (kelly.dixon@mso.umt.edu). | SAA Archaeological Record (excerpts on Anarchy Theory and Listening); Fox and Scott 1991, Post-Civil War Pattern; Scott and McFeaters, 2011, Archaeology of Historic Battlefields; Merritt, et al. 2014, Rosebud Battlefield; Brien, et al. 2020 excerpt; others TBD and/or TBD based on student projects. |
| Week 5, Feb. 11, 13 | Environmental Archaeology and Human-Environment Interactions  
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<thead>
<tr>
<th>Week 8, Feb. 18, 20</th>
<th>Graduate Students 1st Book Review Due Feb. 13</th>
<th>2010, Politics of Grass; Mrozowski 2010, Environments of History</th>
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<tr>
<td>Week 9, Mar. 10, 12</td>
<td>African Diaspora Archaeologies, Cont’d Journal of the Week: Journal of African Diaspora Archaeology and Heritage Review Digital Archaeological Archive of Comparative Slavery (DAACS) (<a href="http://www.daacs.org/">http://www.daacs.org/</a>)</td>
<td>Readings TBA</td>
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<tr>
<td>Week 10, Mar. 17, 19</td>
<td><strong>NO CLASSES THIS WEEK</strong></td>
<td><strong>SPRING BREAK</strong></td>
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<td>Week 11, March 24, 26</td>
<td><strong>NO CLASS on Tuesday, March 24 THIS WEEK</strong> -- students to use extra time work on independent</td>
<td>Orser 2017, Chapters 4, 6-8; Others TBA</td>
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</table>
**Research in preparation for Topic Development, Part 3 due next week.**

Summary of Method and Theory in HA:
Field and Laboratory Methods, Artifact ID, Dating Techniques, Faunal Analysis

**Journal of the Week: Journal of Archaeological Method and Theory**

Graduate Students 2nd book review due April 6

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<tr>
<th>Week 12, Mar31, Apr2</th>
<th>History of Theoretical Explanation in Historical Archaeology</th>
<th>Orser 2017, Chapter 10; Deetz 1996, <em>In Small Things Forgotten</em>, OPTIONAL BOOK – see pp. for 89-124 for example of material culture interpretation</th>
</tr>
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<tbody>
<tr>
<td>Week 14, Apr. 14, 16</td>
<td>Maritime/Underwater Archaeology Journals of the Week: Journal of Maritime Archaeology; International Journal of Nautical Archaeology</td>
<td>Work on final projects now!</td>
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<td><strong>Topic Development, Part 4 DUE April 24: Turn in a working title and abstract</strong> for your topic/final project. I suggest everyone’s final project is an annotated bibliography.***</td>
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<td>Student Project Updates and Presentations of Final Projects (25 points)</td>
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<td></td>
<td>NO CLASS ON APRIL 16 (UM Collections Board)</td>
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<tr>
<td>Week 15, Apr. 21, 23</td>
<td>Student Project Updates and Presentations of Final Projects (cont’d)</td>
<td>Work on final projects now, too!</td>
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<tr>
<td>Week 16, Apr. 28, 30</td>
<td>Student Project Updates and Presentations of Final Projects (cont’d)</td>
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<td></td>
<td>NOTE: Friday, April 30 is the last day of classes.</td>
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<tr>
<td>FINALS WEEK Monday, May 4</td>
<td>Final Exam Time Slot, 8-10 am on May 4 (ouch!)</td>
<td>FINAL PROJECT DUE (75 points)</td>
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</tbody>
</table>

* **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.,

*Historical Archaeology Syllabus* 6
NOTE: the Society for Historical Archaeology has an impressive set of bibliographies here: https://sha.org/resources/.

**ABSTRACT ASSIGNMENT DESCRIPTION**

SUMMARIZE what you learned about the general background of the topic you researched in a succinct, descriptive paragraph of ~150-250 words. In order to write this abstract, you will need to review and synthesize all of the references in your project bibliography and then figure out how you would write up a concise summary of the topic. Ideally, your abstract will outline ideas for future research related to that topic, noting how such research will make relevant contributions to certain fields, communities, the store of knowledge about the human condition, and so on. In a perfect world, this abstract could set the stage for a senior thesis and/or for a M.A. or Ph.D. project someday. 😊

***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.

Please use a consistent and appropriate style guide (e.g., https://sha.org/publications/publication-style-guide-submission-guidelines/).

SAMPLE ANNOTATIONS

Biolsi, Tomas and Larry J. Zimmerman (eds.)


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.
ANTY 456 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.

Allen, R., Huddleson, J., Wooten, K., and Farris, G. (editors)
2017 Ceramic Identification in Historical Archaeology: The View from California 1822-1940. Germantown, Maryland: Society for Historical Archaeology.

Alonzi, Elise

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

Ballard, Hannah

Barile, Kerri S.
2004 Race, the National Register, and Cultural Resource Management: Creating an Historic Context for Postbellum Sites. *Historical Archaeology* 38(1):90–100.

Baxter, Jane Eva

Baxter, R. Scott

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

Baxter, Carey L. and Michael Hardgrave

Bayman, J. M.

Beaudry, Marcy C.

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

Bentz, L. and Braje. T.J.

Biolsi, Thomas and Larry J. Zimmerman (editors)

Blaut, J.M.

Boardman, John

Braje, T.J., and Bentz, L.

Braje, T.J., Erlandson, J. and Rick, T.C.

Brauner, David R., compiler

Brien, Aaron
2015  Bilisïsiisaannuu: The Importance of Fasting to the Apsáalooke. Master’s Thesis, Department of Anthropology, University of Montana.

Brien, Aaron, Marty Lopez, and Kelly J. Dixon
2019  Ammachiiio/Where They Fight: A Study of Apsáalooke Spirituality on the Battlefield, American Battlefield Protection Program (ABPP) Grant Agreement No. 2287-17-018. DRAFT on file, University of Montana, Department of Anthropology, Missoula and ABPP offices, Washington, DC.

Brooks, J.F.

Brown, Dee

Brumfiel, Elizabeth

Burke, H. and C. Smith

Burley, David V.


Church, Minette C.

Chang, Gordon H.

Chang, Gordon H. and Shelley Fisher-Fishkin (editors)

Clark, Kate

Clark, Andrew J. and Douglas B. Bamforth (editors)

Cleland, Charles E.


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. Texas A&M University Press, College Station.

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

Costello, Julia G.
1998 Bread Fresh From the Oven: Memories of Italian Breadbaking in the California Mother Lode. Historical Archaeology 32(1):66-73.
Cowie, Sarah E., Teeman, Diane L., and LeBlanc, Christopher C., editors
2019  *Collaborative Archaeology at Stewart Indian School*, University of Nevada Press, Reno.

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.

Danforth, Marie Elaine, J. Lynn Funkhouser, and D. C. Martin

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.


Davis, Carl

De Cunzo, Lu Ann
2001  *An Archaeology of Elmina: Africans and Europeans on the Gold Coast, 1400-1900*. Smithsonian Institution Press, Washington, DC.

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

De Leon, Jason

Deloria, Vine


Deetz, James A.


Delle, James

Diaz-Andreu, Margarita

Dixon, Kelly J.


Dixon, Kelly J. and Carrie E. Smith

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

Dongoske, Kurt E., Theras Pasqual, and Thomas F. King

Douglass, J.G. and W.M. Graves

Dovey, C.

Edwards, Kyle W. and Heather B. Trigg

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 Kalawao, 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*. University of Iowa Press, Iowa City.

Frank, Andre Gunder

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

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

Galloway, Patricia

Given, Michael

Goes Ahead, Elias, Eckroth, David, Howard Boggess, and Mike Penfold

González-Tennant, Edward
2016 Recent Directions and Future Developments in Geographic Information Systems for Historical Archaeology. *Historical Archaeology* 50(3):24-49.

Goody, Jack

Gosden, Chris
2004 *Archaeology and Colonialism: Cultural Contact from 5000 BC to the Present*. Cambridge University Press.

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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.

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Grijalva, Rep. R.M. 

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. 

Guttormsen, Togrim Sneve 

Haglund, William D. 

Haines, F. 

Hall, Martin and Stephen W. Silliman 

Hall, Martin and Stephen W. Silliman 

Hämäläinen, P.

Hamilton, S.

Hardesty, Donald L.


Hardesty, Donald L. and Don D. Fowler  

Hardesty, Donald L. and Barbara J. Little  

Harms, Cecily  

Harriss, J.A.  

Harrison, Rodney  

Hattori, Eugene M.  

Hattori, Eugene M., and Maria A. Thompson  

Hegmon, Michelle  

Herrman, E.W., Nathan, R.A., Rowe, M.J., and McCleary, Timothy P.  

James, Ronald M.  

Jamieson, Ross W.  
Jordan, Kurt A.

Joseph, J.W.

Joyce, Rosemary A. and Jeanne Lopiparo

Kahn, Joel S.

Kardulias, P. Nick

Kehoe, Alice Beck and P.R. Schmidt

Kelly, Robert

Kimmerer, Robin Wall

Knapp, Bernard, editor

LaPier, Rosalyn R.

Landes, David

Landon, David B.
Lawrence, Susan

Layton, Thomas N.

Leech, B.J.

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

Leone, Mark P.

Leone, Mark P., Cheryl Janifer LaRoche, and Jennifer J. Babiarz

Lewis, Kenneth E.

Liebmann, M.

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. AltaMira Press, Lanham, Maryland.

Lozny, L.

Majewski, Teresita and David Gaimster, editors

Marks, Robert B.

Matsuda, Akira

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Meinig, D.W.

Melnick, Robert Z.


Menzies, Charles R., editor
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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.

Merritt, Christopher W. and Thomas Milter, with contributions by Kelly J. Dixon  
2013  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.


Meskell, Lynn  

Midler, Aaron H.  

Miller, George L.  

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

Mitchell, P.  


Moreland, John  

Moss, Madonna  

Mrzowski, Stephen A.  

1993 The Dialectics of Historical Archaeology in a Post-Processual World, Historical Archaeology 27(2):106-111.


Mrozowski, Stephen A., Grace H. Ziesling, and Mary C. Beaudry

Mullins, Paul R.

Mullins, Paul R. and Warner, Mark S.

Murray, T.

Murphy, Mary Martin

Nash, Steven, Chip Colwell-Chanthaphonh, and Steven Holen

Nassaney, Michael S.

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

National Aeronautics and Space Administration (NASA)

Nicholas, George
2017 Lessons Learned from Listening. SAA Archaeological Record, 17 (4), pp. 30-31.
Nighthorse Campbell, Ben

Noel-Hume, Ivor

Novak, Shannon A.

Novak, Shannon A. and D. Kopp

Novak, Shannon A. and Lars Rodseth

Orser, Charles E., Jr.


Orser, Charles E., Jr., editor

Osborn, A. J.

O'Sullivan, D.M. and R. L. Young


Pomeranz, Kenneth

Praetzellis, Adrian and Mary Praetzellis

Prentiss, Anna Marie

Prentiss, Anna Marie (editor)
2017 The Last House at Bridge River: The Archaeology of an Aboriginal Household in British Columbia During the Fur Trade Period. Salt Lake City: University of Utah Press.

Preucel, Robert W. (editor)

Prince, Gene

Prown, Jules David Prown, Nancy K. Anderson, and William Cronon (editors)

Purser, Margaret

Rautman, Alison E. and Todd W. Fenton

Riezzo, Irene, Margherita Neri, Marcello Rendine, Alessandro Bellifemina, Santina Cantatore, Carmela Fiore, and Emanuela Turillazzi.

Ritchie, Neville

Robbins, William

Rockman, Marcy

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Rockman, Marcy and James Steele (editors)
2003  *Colonization of Unfamiliar Landscapes: The Archaeology of Adaptation.* Routledge, New York

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Rothschild, Nan A.

Rotman, Deborah L. and Michael S. Nassaney

Said, Edward


Sahlins, Marshall

Saitta, Dean

Scarlett, Timothy J.
Scarlett Timothy J., R. J. Speakman, and M. D. Glascock

Schaepe, David M., Bill Angelback, David Snook, and John R. Welch

Scheiber, L. L. and B. J. Clark (eds.),

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

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