

**University of Montana, Anthropology 551**  
**Graduate Seminar in Historical Archaeology**  
Course Syllabus, Autumn 2020  
Tuesdays 9:00 am-11:50 pm, LOCATIONS TBD



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**[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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**INSTRUCTORS:**

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As a fun and engaging adaptation to our pandemic world, **we will take as many field trips as possible** to provide you with socially/geographically distant, experiential education. The various outdoor class meeting locations are listed on the Course Schedule below. Many of these are still TBD and will depend on many factors that we will discuss as the semester evolves. By the latter part of the semester, we may transition to Zoom sessions as determined by weather and/or health climate shifts. So let's explore Missoula's/the region's spectacular outdoors while we can!

**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.

**Learning Outcomes:** 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. Students will be challenged to ensure that their research is relevant to cultural heritage [and other] issues facing people living in the "Modern World."

*We realize that these are strange times and want to be flexible with our pace and expectations. At a minimum, we want to make sure that you will be able to complete tasks that will demonstrate the knowledge and skills you acquire in this class and that will also help you develop some aspect of your graduate research.*

**Safety Message: Pandemic Precautions and Protocols**

In order to communicate expectations and important safety messages to students returning to the classroom, please review the following important information:



- Mask use is required within the classroom and during field trips where we are in contact
- Each student is provided with a cleaning kit. The expectation is that students will clean their personal work space when they arrive for class, and before they leave the classroom
- Classrooms may have one-way entrances / exits to minimize crowding
- Students should be discouraged from congregating outside the classroom before and after class
- Specific seating arrangements will be used to ensure social distancing and support contact tracing efforts
- Class attendance will be recorded to support contact tracing efforts
- Drinking liquids and eating food is discouraged within the classroom (which requires mask removal); hopefully most of our time will be spent outdoors so you will have opportunities for drink breaks
- Information on the nearest "refill" stations for cleaning supplies/hand sanitizer if applicable
- If the class is being recorded, students must be notified of the recording
- Stay home if you feel sick and/or if exhibiting COVID-19 symptoms
- If a student is sick or displaying symptoms, please contact the Curry Health Center at (406) 243-4330
- Up-to-Date COVID-19 Information from the University of Montana can be found here: UM Coronavirus Website: <https://www.umt.edu/coronavirus> and here: UM COVID-19 Fall 2020 website: <https://www.umt.edu/coronavirus/fall2020.php>
- All of us must remain vigilant outside the classroom in mitigating the spread of COVID-19

## Readings

### **Recommended Textbooks:**

Cowie, Sarah E., Teeman, Diane L., and LeBlanc, Christopher C. (editors) (2019). *Collaborative Archaeology at Stewart Indian School*. University of Nevada Press, Reno. ISBN-10: 1948908255.

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.

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 will be assigned as appropriate throughout the semester. You will also be searching for your own readings. If you need help finding sources, see the [Mansfield Library Anthropology Research Guide](#).

While it will not be required, students are encouraged to keep a reading journal throughout the semester. Not only will this be useful when completing your annotated bibliography assignment, it is a generally useful tool in graduate research and writing.

### **Assessment of Outcomes (i.e. Grading)**

**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 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 product. Please adhere to the due dates for each assignment since in most cases they all build on each other.

**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](#) **OR** the style guide associated with a journal most likely to publish your work.

**Grade assessment will be based on the following assignments. Each assignment is described in greater detail in the course schedule.**

**Assignment 1:** Preliminary Abstract

10 points

**Due:** September 1

**Assignment 2:** Article Analysis

25 points

**Due:** September 9

**Assignment 3:** Preliminary Bibliography

25 points

**Due:** September 15

<b>Assignment 4:</b> Annotated Bibliography Due: October 6	50 points
<b>Assignment 5:</b> Proposal Outline & Preliminary Observations Due: October 20	50 points
<b>Assignment 6:</b> Final Project Drafts Due: November 3	50 points
<b>Assignment 7:</b> Discussion Leader Due: Varies	40 points
<b>Final Project</b> Due: November 24 by 5:00 pm	100 points
<b>Final Exam:</b> Public Archaeology Project Presentation Due: November 25 – 10:10 am – 12:10 pm	50 points
<b>Attendance and Participation</b>	100 points
<hr/> <b>Total</b>	<hr/> <b>500 points</b>

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).

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### **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.

Detailed course schedule is below.



## Course Schedule

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### Week 1 - Tuesday, August 25



**Outdoor, Place-based Location:** [Memorial Row](#), UM Campus, East Side of Social Science Building

#### Welcome and Course Introduction

- Syllabus/Moodle
- Class Location & Field Trips Discussion
- Student Introductions (Discuss students' backgrounds, graduate research ideas, and preliminary final project plans)
- Course Overview
- Using Archaeology and Archival Records to Address Big Questions

#### Upcoming Assignments

There is an assignment due each week for the next three weeks. It is recommended that you get started on all of these as soon as possible. Don't panic – it calms down a bit after this! It is important to follow through with these first assignments early in order to prepare for the rest of the semester's assignments and the final project.

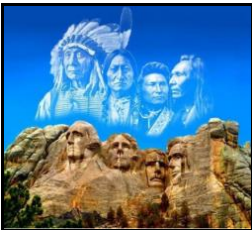
**Assignment 1 due next week (9/1):** Prepare a preliminary 1-2 paragraph “abstract” summarizing a rough sketch of your graduate research goals. In a succinct, descriptive way, write up your major research question or objectives, the methods you need to carry out those research goals, and the ways in which you expect the conclusions to make relevant contributions to certain fields, communities, or other way. We will discuss everyone's early semester thoughts about thesis research, as well as the topics noted above in class next week.

**Assignment 2 due in two weeks (9/8):** Choose your own article, ideally one that is pertinent to your own research, and published between 2017-2020 in Historical Archaeology flagship journals such as *Historical Archaeology* and *International Journal of Historical Archaeology* or other peer-reviewed journals. If you'd like to review a book, report, or other document, this will be fine, too. Write a comprehensive review/analysis of the article and determine its relevance to your own research. Be sure to include a full bibliographic reference, using appropriate style guidelines, for the article or book you chose. Be prepared to discuss very briefly in class that week.

**Assignment 3 due in three weeks: (9/15):** Preliminary bibliography; you should have at least 20 references for this. Please use a consistent and appropriate style guide. Turn in a working bibliography reflecting your growing list of publications. As part of this assignment, please feel free to peruse the course bibliography for references that you will want in your own project bibliography. Be prepared to discuss project progress and directions your bibliography is heading. NOTE: the Society for Historical Archaeology has an impressive set of bibliographies here: <https://sha.org/resources/>.

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### Week 2 - Tuesday, September 1



**Outdoor, Place-based Location:** Base of the 'M' Trail

## Archaeology and Social Justice

- Ethical dilemmas that face archaeologists/historical archaeologists in the 21<sup>st</sup> century?
- Monuments and Memory
- Heritage Management amidst Controversy

## Readings:

- [Society for Historical Archaeology Ethics Principles](#)
- [Executive Order on Protecting American Monuments, Memorials, and Statues and Combating Recent Criminal Violence](#)
- [Right and Left on Removal of Confederate Statues](#)
- [Is it Right to Destroy Monuments over Our Dark Past?](#)
- [Why We Should Keep the Confederate Monuments Right Where They Are](#)
- [Removing Confederate Monuments Does Not Erase History](#)
- [Native Americans and Mount Rushmore](#)
- [A Different View of Mount Rushmore](#)
- [The Sordid History of Mount Rushmore](#)
- [The Memorial to Crazy Horse Has Been Under Construction for Almost 70 Years](#)
- [Who Speaks for Crazy Horse?](#)
- Shoup & Monteiro 2008
- Yoder 2014
- Thomas 2004
- Kelly 2016 (Begin)

## Watch:

- [“As the Statues Fall: A Conversation about Monuments and the Power of Memory”](#)
- [Confederate Monuments: Past, Present, and Future](#)
- [American Indian protestors at Mount Rushmore from 1970](#)

## Optional/Recommended Readings:

- Beaudry 2011
- Hall & Silliman 2016 Chapter 1
- Moss 2005
- Orser 2010
- [Plateau Peoples' Web Portal: Séliš u Q̓lispé Place Names Map and Curriculum](#) (we will return to this in the future!)

## **Assignment 1 Due Today**

Prepare a preliminary 1-2 paragraph “abstract” summarizing a rough sketch of your graduate research goals. In a succinct, descriptive way, 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 way. We will discuss everyone’s early semester thoughts about thesis research.

**Assignment 2 due next week (9/8):** Article Review/Analysis

**Assignment 3 due in two weeks: (9/15):** Preliminary bibliography

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**Week 3 - Tuesday, September 8 (Monday, September 7, Labor Day)**



**Outdoor, Place-based Location:** TBD or Zoom

**Archaeology and Social Justice, Cont'd**

- “Archaeology in the Time of Black Lives Matter”
- National Trust for Historic Preservation, Buildings, and Heritage
- Research Proposal/Thesis-Dissertation Chapter Development
  - What is the relevance of your research in 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?
  - Discussion of article reviews/analyses (assignment 2)

**Readings:**

- Review readings from last week as some of them will be part of this week’s continued discussion
- Palus et al 2006 (Chapter 5 in Hall & Silliman)
- White III & Fennell 2017
- Dixon 2011
- Fennell 2011
- Kelly 2016 (continue)

**Watch:**

- [Archaeology in the Time of Black Lives Matter](#)
- [Dr. Robert Kelly – “The Fifth Beginning”](#)

**Optional/Recommended Readings:**

- Hall & Silliman 2016 Chapter 1
- Beaudry 2011
- Moss 2005
- Orser 2010

**Optional/Recommended Readings of potential interest to Bioanthropology/Forensic students:**

- Davidson 2004
- Davidson 2015
- Haglund 2001
- Novak & Kopp 2003

**Assignment 2 Due Today:** Choose your own article, ideally one that is pertinent to your own research, and published between 2017-2020 in Historical Archaeology flagship journals such as *Historical Archaeology* and *International Journal of Historical Archaeology* or other peer-reviewed journals. If you’d like to review a book, report, or other document, this will be fine, too. Write a comprehensive review/analysis of the article and determine its relevance to your own research. Be sure to include a full bibliographic reference, using appropriate style guidelines, for the article or book you chose. Be prepared to discuss very briefly in class.

**Assignment 3 due next week: (9/15):** Preliminary bibliography

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**Week 4 - Tuesday, September 15**



**Outdoor, Place-based Location:** Salish Homeland, Hellgate Canyon, Kim Williams Trail, Clark Fork River

### Post-Colonial & Indigenous Archaeologies

- Decolonization, Blurring the Prehistoric-Historic “Divide”
- Blurring the Divide Between Past and Present: The Whanganui River (New Zealand)
- Thinking of the Past in Terms of Generations

### Readings:

- [Why is Water Sacred to Native Americans](#)
- [The Whanganui River in New Zealand is a Legal Person](#)
- Brien et al 2020 (excerpt)
- Carter et al 2005
- Teeman 2008
- Zedeno et al 2014
- [Plateau Peoples’ Web Portal: Séliš u Ql̓ispé Place Names Map and Curriculum](#)

### Watch:

- [Bilisshiissaannuua: the Importance of Fasting to the Apsaalooke](#)

### Optional/Recommended Readings:

- Atalay 2012 (Preface and Intro excerpt)
- Bayman 2009
- Colwell-Chanthaphonh et al. 2010
- Cowie et al 2019
- Davis 2019
- Jordan 2016
- Kimmerer 2013
- Lightfoot 2006 (Chapter 14 in Hall & Silliman)
- McBride et al. 2016
- Murray 2011
- Ross and Pickering 2002
- Scott 2015
- Silliman 2005, 2008b, 2010
- Watkins 2005, 2017
- Wilcox 2009

**Assignment 3 Due Today:** Preliminary bibliography; you should have at least 20 references for this. Please use a consistent and appropriate style guide. Turn in a working bibliography reflecting your growing list of publications. As part of this assignment, please feel free to peruse the course bibliography for references that you will want in your own project bibliography. Be prepared to discuss project progress and directions your bibliography is heading.

**Assignment 4 due in three weeks (10/6):** 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. Examples of annotated bibliography entries are shown on the last page of this syllabus.

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.



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## Week 5 - Tuesday, September 22 (Fall Equinox)



**Outdoor, Place-based Location:** TBD or Zoom

### Native American Graves Protection and Repatriation Act (NAGPRA)

- Continue/Transition from Whanganui River and Personhood Discussion from Last Week
- NAGPRA – Letter and Spirit of the Law

### Readings:

- [Lummi Tribal Members Could Sue Under Repatriation Act to Free Captive Orca in Miami](#)
- Alonzi 2016 and Response by Watkins 2016
- Midler 2011

### Optional/Recommended Readings:

- Harms 2012
- Spude and Scott 2013 and Responses by Lees 2013, McManamon 2013, and Watkins 2013

**Assignment 4 due in two weeks (10/6):** Annotated Bibliography

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## Week 6 - Tuesday, September 29



**Outdoor, Place-based Location:** Brennan's Wave Overlook, Downtown Missoula

### Environmental Approaches

- Environmental Approaches to Historical Archaeology
- Intro to Urban Archaeology

### Readings

- Kimmerer 2013 (excerpt "The Grammar of Animacy")
- Jamieson 2019
- Allen 2005
- Staski 2008
- Mrozowski 2006 (chapter 2 in Hall and Silliman)

### Optional/Recommended Readings:

- Allen 2010b
- Bain 2010
- Dongoske, et al. 2015.
- Hardesty 2007
- Little 2009
- Low 1996

- Rockman 2010
- Tall Bull 1995

**Assignment 4 due next week (10/6):** Annotated Bibliography

**Assignment 5 due in three weeks (10/20):** Proposal Outline and Preliminary Observations - 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...

\*\*\*Student Presentation Discussion and Sign-up\*\*\*

**Week 7 - Tuesday, October 6**



**Outdoor, Place-based Location:** Downtown Missoula

**Social Archaeologies**

- Social Archaeologies (Inequality, Racism, Sexism, Poverty, Perseverance, and More)
- Engendered Archaeologies and Intersectionalism
- Urban Archaeology & Historical Research in Missoula

**Readings:**

- [Remnants of a 19<sup>th</sup>-Century Red Light District and Chinatown Unearthed in Montana](#)
- Smith 2014
- Metraux 2011
- Fitts 2001
- Milne & Crabtree 2001
- Yamin 2005

**Optional/Recommended Readings:**

- Baxter 2008
- Crist 2005
- Dixon 2011
- Mrozowski 2008
- Mullins and Warner 2008
- Spude 2005
- Van Buren and Gensmer 2017
- Voss 2006 (in Hall & Silliman), 2008b, 2008c

**Assignment 4 Due Today:** 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. Examples of annotated bibliography entries are shown on the last page of this syllabus.

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 *ANTH 551 Graduate Seminar, Historical Archaeology Syllabus*

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.

**Student Discussion Leaders next week (10/13):** Two students will present their research to date, assign a relevant reading, and lead a discussion in order to practice teaching and research presentation skills. Students not presenting should come to class prepared to ask questions about the readings, serve as a peer-reviewer during student presentations, and contribute to classmates' ongoing research.

**Assignment 5 due in two weeks (10/20):** Proposal Outline and Preliminary Observations

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## Week 8 - Tuesday, October 13



**Outdoor, Place-based Location:** TBD or Zoom

### Battlefield Archaeology

- KOCOA Framework
- Ashkoota Binnaxchikua case study

### Student Leader Discussions

#### Readings:

- [The Mapping of Massacres](#)
- Brien et al 2019

#### Watch:

- Documentary: Where They Fight (Flicker Feather Films)

#### Optional/Recommended Readings:

- Scott and Fox 1991
- Scott and McFeaters 2011
- Merritt, et al. 2013

**Assignment 5 due next week (10/20):** Proposal Outline and Preliminary Observations

**Assignment 6 due in three weeks (11/3):** Final Project Rough Drafts!!

**Student Discussion Leaders next week (10/20):** Two students will present their research to date, assign a relevant reading, and lead a discussion in order to practice teaching and research presentation skills. Students not presenting should come to class prepared to ask questions about the readings, serve as a peer-reviewer during student presentations, and contribute to classmates' ongoing research.

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## Week 9 - Tuesday, October 20



**Outdoor, Place-based Location:** Zoom (to accommodate the archives virtual tour)

### Changing Landscapes & Adaptation

- Holistic Approaches to Changing Landscapes
- Stories of Adaptation: Remember the Donner Party!?!

### Also...

- Archival Research Crash Course
- Donna McCrea, Mansfield Archives and Special Collections will join us!

### Student Leader Discussions

#### Readings:

- Selections from Dixon, et al. 2011
- Fliess 2000
- Leone 1988
- Stokes & Jones 2012

**Assignment 5 Due Today:** Proposal Outline and Preliminary Observations - 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...

**Assignment 6 due in two weeks (11/3):** Final Project Rough Drafts!!

**Student Discussion Leaders next week (10/27):** Two students will present their research to date, assign a relevant reading, and lead a discussion in order to practice teaching and research presentation skills. Students not presenting should come to class prepared to ask questions about the readings, serve as a peer-reviewer during student presentations, and contribute to classmates’ ongoing research.

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## Week 10 - Tuesday, October 27



**Outdoor, Place-based Location:** Downtown Missoula

### Precarity & Futurity

- Archaeologies of Asian Americans in the West
- Chinese Exclusion and Mistreatment: Segue to a Century Later
- Migrant Trail Experiences, “Borderlands”

## Student Leader Discussions

### Readings:

- Voss 2018
- [Remembering the Forgotten Chinese Railroad Workers](#)
- [Check out the Asian American Comparative Collection at University of Idaho](#)

### Watch:

- [Decoding Stories of Border Crossing](#)
- [Jason De Leon – Soldiers and Kings...Human Smuggling Across Mexico](#)
- [Making Ties: The Cangdong Village Project](#)

### Optional/Recommended Readings:

- Jason De Leon 2015
- Baxter 2008
- Baxter and Allen 2015
- Chang 2019
- Chang and Fishkin 2019
- Cummings et al. 2014
- Fosha and Leatherman 2008
- Gonzalez-Tennant 2011
- Manning 2014
- Merritt et al. 2012
- Merritt 2010
- Molenda 2015
- Mullins 2008
- Williams 2008
- Voss 2008, 2015, Voss 2018
- Voss and Allen 2008
- Wegars 1993 (xxiii-xxvi; Fee's chapter 65-96)
- Williams and Voss 2008
- Yu 2008

**Assignment 6 due next week (11/3):** Final Project Rough Drafts!!

**Student Discussion Leaders next week (11/3):** Two students will present their research to date, assign a relevant reading, and lead a discussion in order to practice teaching and research presentation skills. Students not presenting should come to class prepared to ask questions about the readings, serve as a peer-reviewer during student presentations, and contribute to classmates' ongoing research.

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## **Week 11 - Tuesday, November 3 (Election Day)**



**Outdoor, Place-based Location:** TBD or Zoom



## Archaeology & Identity

- Archaeology, Identity, Awareness, Respect
- Archaeologies of All: Education and Awareness of Our Transnational/Multicultural Collective Heritage
- Chasing Ghosts – Archival Research and Missoula's Multicultural Past

## Student Leader Discussions

### Readings:

- Shackel 2001
- Silliman 2006 (Chapter 8 in Hall & Silliman)
- Wurst 2006 (Chapter 10 in Hall and Silliman)
- Walker 2003
- Walker 2017

### Optional/Recommended Readings:

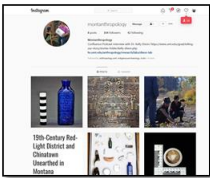
- Delle 1999
- McGuire 2002 (xxvii-xx)
- McGuire and Reckner 2002
- Miller 1991
- Paynter 1999
- Praetzelis and Praetzelis 2001
- Schmitt and Zeier 1993
- Wurst and Fitts 1999

**Assignment 6 Due Today:** Final Project Rough Drafts!!

**Student Discussion Leaders next week (11/10):** Two students will present their research to date, assign a relevant reading, and lead a discussion in order to practice teaching and research presentation skills. Students not presenting should come to class prepared to ask questions about the readings, serve as a peer-reviewer during student presentations, and contribute to classmates' ongoing research.

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**Week 12 - Tuesday, November 10 (Wednesday, November 11, Veterans Day)**



**Outdoor, Place-based Location: TBD or Zoom**

## Community-based Archaeology

- Dissemination and Public Archaeology
- Public Outreach & Collaboration

## Student Leader Discussions

### Readings:

- Matsuda 2016
- Edwards-Ingram 1997
- Kristiansen 2008 and Response in Holtorf 2008
- [Society for Historical Archaeology Outreach Skills & Strategies](#)
- [Public Outreach: Anytime, Anywhere](#)

### Optional/Recommended Readings:

- Dixon 2006
- Paynton 2002
- Pitts 2012
- Richardson & Almansa-Sanchez 2015

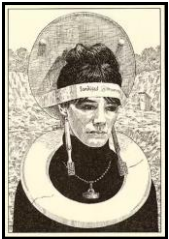
**Final Exam due in two weeks (11/25):** Public Archaeology/Dissemination Project - **Search for Cool, Engaging, Paradigm-shifting “Public” Archaeology/Anthropology/History projects or products.** Think about your dissemination goals and consider how they align [or not] with the frameworks and goals associated with educational, public relations, pluralist, and/or critical theories as presented in Matsuda 2016 and other things we discussed in class this week. Take time to explore engaging, best-practice-style “outreach” formats/products. It might be 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. **Choose one [or more if you must] that inspires ideas. Think about how you’d like to publicly present your own research.** What would *you* like to do to ensure excellence in dissemination? See below for some examples:

- [Indigenous Smoke](#)
- [Salish-Kootenai College’s Tribal Historic Preservation Program](#)
- [Monticello Explorer](#)
- [Indigenous Archaeology](#) on Instagram
- [Montanthropology](#) on Instagram

**Student Discussion Leaders next week (11/17):** Two students will present their research to date, assign a relevant reading, and lead a discussion in order to practice teaching and research presentation skills. Students not presenting should come to class prepared to ask questions about the readings, serve as a peer-reviewer during student presentations, and contribute to classmates’ ongoing research.

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**Week 13 - Tuesday, November 17, Last day of class (aside from the final)**



**Outdoor, Place-based Location: TBD or Zoom**

### The Future of Archaeology

- How to conduct archaeologies of the 20th-century with 21-century resources and settings?
- Final Project Workshop/Discussion

### Final Project Updates

Each student will take a few minutes to report on the status of their proposals/chapters/other final class assignments.

### Student Leader Discussions

#### Readings:

- Orser 2010
- Stutz 2018
- [The Future of Archaeology](#)

**Final Projects are due next Tuesday (11/24) by 5:00 pm!**

**SAMPLE ANNOTATIONS for Annotated Bibliography**

**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 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.