ANTH 442A/642A: Historical Archaeology

Spring 2015; University of Nevada, Reno
Tues & Thurs 2:30-3:45; AB 213

Instructor: Dr. Sarah E. Cowie
Office: Ansari (AB) 507. Office Phone: 682-7524
Office Hours: Tues and Wed 10:30am-noon, and by appointment. Outside of office hours, please do not just “drop in” without an appointment. Make every effort to attend office hours instead of making appointments; if an appointment is necessary, it is best arranged by email.

Email: scowie@unr.edu Be sure to include the course number in the subject line of emails.

Course Description: As Silliman and Hall (2006:1) observe, “‘Historical archaeology’ means different things to different people.” Variably, it has been defined as the study of European colonialization, as the archaeology of capitalism, or as the study of any literate society. For the purposes of this class, we will examine mostly post-Columbian (ca. 1492), literate societies and societies with whom they interacted. The first two-thirds of semester addresses societies throughout the world, and the last third focuses on historical archaeology in the American West. While we will address method and theory, we will do so in the context of overviewing the main trajectories of research in the current practice of our field (e.g., gender, ethnicity, class, colonialism, agency, and social/cultural change). We will examine how historical archaeologists interpret lifeways using (sometimes conflicting) data from historical documents, oral history, ethnohistory, artifacts, ecofacts, landscapes, and built environments. We will also address the relevance of historical archaeology for understanding politics, intersectional identities, economies, and power relationships into the present.

Core Objectives

CO 11 – Students will apply and evaluate modes of academic inquiry, creative expression, or results of research to problems in historical and contemporary global contexts. Students will articulate connections among local, national, and international contexts and evaluate the ways that historical and contemporary global influences affect their current situations.

This course engages students with the beginnings of globalization to the present day and the transition to capitalism. As such, it will provide them with a global and comparative view of European colonization and nation building from an archaeological perspective by reconstructing lifeways and events. Thus, assigned case studies and readings will familiarize students with the mechanisms of globalization past and present and, from this perspective, students will gain a knowledge of the circulation of artifacts and ideas from a global context showing the interlinkages between different cultures and societies, noting the impacts of colonization and expansion, highlighting how these mechanisms impact the actual cross-currents of globalization.

Student Learning Outcomes:

Upon completion of this course, students will be able to:

- Describe archaeological methods specific to historical archaeology.
- Interpret material culture and historic documents (and documents as artifacts themselves).
- Explain a variety of archaeological theories and how they shed light on humanity.
- Apply critical theory to case studies in historical archaeology and contemporary practice.
- Practice critical thinking skills and further develop writing skills.
- Evaluate the utility and implications of divisions between prehistory, history, and modern.

Required Reading:


Dixon, Kelly J.

Revised 01/21/2015
Reasonable Accommodations for Students with Disabilities: If you have a disability and will be requiring assistance, please contact me and the Disability Resource Center (Thompson Building Suite 101) as soon as possible to arrange for appropriate accommodations. The University of Nevada, Reno supports equal access for students with disabilities. For more information visit: http://www.unr.edu/stsv/slservices/drc/

Academic Success Services: Your student fees cover usage of the Math Center (784-443 or www.unr.edu/mathcenter/), Tutoring Center (784-6801 or www.unr.edu/tutoring/), and University Writing Center (784-6030 or http://www.unr.edu/academics/academic-support/writing-center). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

Class Policies:

- Attendance and Absences: Students are expected to attend class and participate regularly. Attendance will be taken each day, and students are expected to sign an attendance sheet. Students may not sign on behalf of their classmates; to do so is a violation of academic integrity and will be dealt with accordingly (see below). You do not need to provide documentation for absences unless you will miss an assignment, an exam, or more than two classes over the course of the semester. You will perform better on assignments when you attend regularly. In addition, you must be present to participate and to earn participation points. If you miss class, you are responsible for consulting with classmates and/or the instructor to find out what was/will be covered in class.
- Late Assignments: All assignments are due at the beginning of class. Assignments turned in after the beginning of class will automatically lose half a letter grade. If you know in advance you will be absent the day an assignment is due, make arrangements with the instructor to submit it early. Without a documented, valid excuse, late assignments will lose half a letter grade for each weekday the assignment is late.
- Laptop and Cell Phone Policy: Use of laptops, cellphones, and other electronic devices is not allowed without permission of the instructor; these items can be very distracting for students. Students using unapproved electronic devices during class will lose participation points and will be asked to leave class for the day.

Academic Integrity: According to UNR’s Catalog, cheating, plagiarism or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university. Cheating is defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one's place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official. Plagiarism (copying all or part of someone else’s work and passing it off as your own) is a serious form of academic misconduct and will not be tolerated in this class. The following definitions and possible courses of action are taken from the Academic Standards section of the university catalog:

Academic dishonesty is defined as: cheating, plagiarism or otherwise obtaining grades under false pretenses. Plagiarism is defined as submitting the language, ideas, thoughts or work of another as one’s own; or assisting in the act of plagiarism by allowing one’s work to be used in this fashion. Disciplinary procedures for incidents of academic dishonesty may involve both academic action and administrative action for behavior against the campus regulations of student conduct. Academic action may include: (1) canceling the student’s enrollment in the class without a grade; (2) filing a final grade of “F”; (3) awarding a failing mark on the test or paper in question. The “work of another” does not just mean whole papers or articles copied from another source. It includes any information, ideas, sentences, or phrases that came from somewhere other than your own head (i.e. books, articles, internet sites, videos, documents, lecture notes or handouts from other courses, and any other sources used in your paper). These must be properly acknowledged by providing references either in the text or in a footnote, along with a revised
bibliography giving the complete publication information for all sources used in your paper. Even if you paraphrase someone else’s ideas and do not quote them directly, you still must acknowledge your source. Citations should also be given for little-known facts and statistics. **Ignorance is not an excuse for plagiarism. If you are not sure whether you need to provide a source for a piece of information or how to cite a source, ask me.**

**Statement on Audio and Video Recording:** Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

**Assignments and Grading: Grading Scale (500 Total Points)**

**For Graduate Students:**
- **Examinations:** (200 points total) Same as below.
- **Writing Assignments #1-3** (40 points each for a total of 120 points). Same as below, except for point value.
- **Participation and attendance:** (40 points). Same as below. In addition, grad students will be expected to participate more than undergrads. They will also occasionally be expected to mentor undergrads in exercises.
- **Keck Museum Tour Activity:** (10 points). Same as below.
- **Two Presentations** (Total of 30 points):
  - March 24 - Read the entirety of Chapter 13 and present a 40 minute lecture on the material which includes a powerpoint and some guided discussion. This is worth 20 points.
  - April 21 – Present with a powerpoint the highlights of the student’s final research project. 20 minute presentation worth 10 points.
- **Research Paper (100 points):** A 10-15 page research paper on a topic of the student’s choice. The paper should meet the writing guidelines stated above. Choose a topic in consultation with the instructor by the end of February, and meet to discuss progress at least once a month.

**For Undergraduate Students:**
- **Examinations:** (200 points total) There will be two exams worth 100 points each. Exam materials will not be cumulative except in the sense that ideas from earlier in the semester provide the foundation materials presented later.
- **Assignments #1-3** (75 points each for a total of 225 points). Each of the writing assignments will address some aspect of historical archaeology and consist of a 3-4 page paper. *Give the paper a title page to protect your privacy.* Assignments must be typed in 12 point font, Times New Roman, double-spaced, with one inch margins. Papers that are shorter than three pages or that use excessive means of taking up space (many long quotes, using extensive headers, etc.) will receive deductions. Graphics and title pages do not count toward the page requirement. All writing assignments should be submitted on paper; *electronic (email) submissions of writing assignments will not be accepted.*
- **Participation and attendance:** (40 points). To be assessed by the instructor once at midterm and again at the end of the semester. To receive full credit, students must regularly and actively participate in class (missing no more than one class for each half of the semester); they must contribute substantive remarks in both larger class discussions and smaller group work. Participation grades may include points from participation in class activities and pop-quizzes to assess whether students are keeping up with reading.
- **Keck Museum Tour Activity:** (10 points). Students will take a self-tour of the Keck Museum and turn in an activity sheet about the tour. Turn it in at the end of class. Thoroughly answered activity sheets will receive 10 points.
- **Discussion Leadership** (25 points). Once in the semester the student (in groups of 2 or 3) will lead discussion for 20 minutes about the day’s readings. Students can prepare either independently or with other students who have also signed up for that day. Leadership will consist of preparing a PowerPoint presentation posing interesting questions, activities, debates, and so forth that generates small-group discussion for fellow students.
Course Outline, Reading Assignments, and Important Dates.

NOTE: This schedule is subject to change. Changes will be announced in class and posted on the course website in the form of a revised syllabus. All readings should be completed before the class for which they are assigned. Readings indicated as PDF are available on the course website.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics, Readings, and Assignments due Tuesday</th>
<th>Topics, Readings, and Assignments due Thurs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Syllabus review, introductions, garbology</td>
<td>Hall and Silliman Ch. 1 Introduction</td>
</tr>
<tr>
<td>Jan 20-22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>PDF: James Deetz: In Small Things Forgotten Ch. 4; Hall and Silliman Ch. 3, pp. 42-52 Material Culture and Texts</td>
<td>TBA – no readings assigned</td>
</tr>
<tr>
<td>Jan 27-29</td>
<td>Assignment #1 (Cemetery Exercise) due for peer review Historical Archaeology at Fayette, Michigan: No reading assigned</td>
<td>Assignment #1 (Cemetery Exercise) Due – turn in at the Library Library Day – Documentary Research in Historical Archaeology - Meet in front of Special Collections; no reading assigned</td>
</tr>
<tr>
<td>Week 3</td>
<td>Draft of Assignment #1 (Cemetery Exercise) due for peer review Historical Archaeology at Fayette, Michigan: No reading assigned</td>
<td>Hall and Silliman Ch. 2: Biological Dimensions</td>
</tr>
<tr>
<td>Feb 3-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Library Day – Documentary Research in Historical Archaeology – Meet in front of Special Collections; no reading assigned</td>
<td>Hall and Silliman Ch. 3: Space and Landscape</td>
</tr>
<tr>
<td>Feb 10-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Hall and Silliman Ch. 4: Space and Landscape</td>
<td>Hall and Silliman Ch. 6: Gender</td>
</tr>
<tr>
<td>Feb 17-19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Hall and Silliman Ch. 7: Ideology</td>
<td>Hall and Silliman Ch. 8: Labor and Identity</td>
</tr>
<tr>
<td>Feb 24-26</td>
<td></td>
<td>Assignment #2 (Archival work) Due</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Points in this Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100 – 97</td>
<td>485-500</td>
</tr>
<tr>
<td>A</td>
<td>96.9 – 93</td>
<td>465-484</td>
</tr>
<tr>
<td>A-</td>
<td>92.9 – 90</td>
<td>450-464</td>
</tr>
<tr>
<td>B+</td>
<td>89.9 – 87</td>
<td>435-449</td>
</tr>
<tr>
<td>B</td>
<td>86.9 – 83</td>
<td>415-434</td>
</tr>
<tr>
<td>B-</td>
<td>82.9 – 80</td>
<td>400-414</td>
</tr>
<tr>
<td>C+</td>
<td>79.9 – 77</td>
<td>385-399</td>
</tr>
<tr>
<td>C</td>
<td>76.9 – 73</td>
<td>365-384</td>
</tr>
<tr>
<td>C-</td>
<td>72.9 – 70</td>
<td>350-364</td>
</tr>
<tr>
<td>D+</td>
<td>69.9 – 67</td>
<td>335-349</td>
</tr>
<tr>
<td>D</td>
<td>66.9 – 63</td>
<td>315-334</td>
</tr>
<tr>
<td>D-</td>
<td>62.9 – 60</td>
<td>300-314</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td>0-299</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics, Readings, and Assignments due Tuesday</th>
<th>Topics, Readings, and Assignments due Thurs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 7</td>
<td>Hall and Silliman Ch. 9: Institutions</td>
<td>Hall and Silliman Ch. 10: Class</td>
</tr>
<tr>
<td>March 3-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>MIDTERM EXAM</td>
<td>Read ONE of the following: Hall and Silliman Ch.11 (Latin America); Ch.12 (Africa); Ch. 15 (Pacific); Ch. 16 (Europe)</td>
</tr>
<tr>
<td>March 10-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>SPRING BREAK</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>Mar 17-19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Hall and Silliman Ch. 13 (pp. 251-259): America; Ch. 14 Missions</td>
<td>Methods: artifact identification and analysis. Miller’s Telling Time for Archaeologists</td>
</tr>
<tr>
<td>March 24-26</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised 01/21/2015
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics, Readings, and Assignments due Tuesday</th>
<th>Topics, Readings, and Assignments due Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>March 31-</td>
<td>Methods Continued, Guest Lecture. Busch’s Bottle article; Miller’s Revised CC index article</td>
<td>Artifact activity (foundation for Assignment 3)</td>
</tr>
<tr>
<td></td>
<td>April 2</td>
<td></td>
<td>Review Miller and Kimball readings and bring a copy to class.</td>
</tr>
<tr>
<td>12</td>
<td>April 7-9</td>
<td>Dixon: Introduction and Ch. 1&amp;2 Boontown Saloons</td>
<td>Dixon Ch. 3&amp;4</td>
</tr>
<tr>
<td>13</td>
<td>April 14-16</td>
<td>Dixon Ch. 5&amp;6</td>
<td><strong>KECK Museum tour activity. Meet at the Keck Museum</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Assignment #3 (Artifact analysis) Due – turn in at the Museum</strong></td>
</tr>
<tr>
<td>14</td>
<td>April 21-23</td>
<td>Dixon Ch. 7 and Conclusion <strong>Graduate Student Presentation on Research</strong></td>
<td>Hall and Silliman Ch. 5</td>
</tr>
<tr>
<td>15</td>
<td>April 28-30</td>
<td>Saitta Ch. 1, 2, 3: Archaeology of Collective Action</td>
<td>Saitta Ch. 4, 5, 6</td>
</tr>
<tr>
<td>16</td>
<td>May 5</td>
<td>Critical archaeology, public memory and future of the discipline; Exam Review</td>
<td><strong>FINAL EXAM Thursday May 7 at 12:30pm; same room</strong></td>
</tr>
</tbody>
</table>