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Spring 1-2016

### ANTY 456.01: Historical Archaeology

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ANTY 456 Spring Semester 2016

## H i s t o r i c a l   S i t e s   A r c h a e o l o g y

**Time:** Tue. & Thur. 12:40 TO 2:00 PM   **ROOM:** JEANNETTE RANKIN 202

**INSTRUCTOR:** Dr. C. Riley Augé  
**Office:** Social Sciences Building, Room 224  
**Telephone:** 406.249.5851  
**Email:** [cynthiariley.auge@mso.umt.edu](mailto:cynthiariley.auge@mso.umt.edu)  
**Office hours:** By appointment  
**Library Guide:** <http://libguides.lib.umt.edu/content.php?pid=94895&sid=709448>



**Historical Archaeology** uses material (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 and history and tend to focus on the migrations, contacts, and changes of various cultures throughout the world over the past 500 years. A text-aided field of archaeology, Historical Archaeology has also 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 students’ needs and interests and will be dedicated to having students cultivate and improve ethical and sustainable, (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 and natural heritage management.

The course bibliography may appear biased toward research in the American West. This is a consequence of our geographical placement 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 after doing “A” work on all their 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 hopefully inspire them/you to contribute to responsible, educated stewardship of the world’s natural and cultural heritage.

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### TEXTBOOKS

1. Orser, Charles Jr., (2004). *Historical Archaeology*, 2<sup>nd</sup> edition, Pearson, Prentice Hall: Upper Saddle River, NJ.
2. Baxter, Jane Eva. (2005). *The Archaeology of Childhood: Children, Gender, and Material Culture*. Altamira Press: Lanham, MD.
3. Deetz, James A. (1996). *In Small Things Forgotten: An Archaeology of Early American Life*. Anchor Books: New York.

## OPTIONAL TEXTBOOK (REQUIRED FOR GRADUATE STUDENTS):

1. Hall, Martin and Silliman, Stephen W. (2006) *Historical Archaeology*, Blackwell Studies in Global Archaeology. Wiley-Blackwell: Oxford, UK.

## COURSE BIBLIOGRAPHY (ATTACHED):

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, documentaries, 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.

## GRADING POLICY:

Course grades will be based upon student performance on assignments, examinations, and a series of in-class exercises. A detailed grading rubric will be provided to you for each project. Follow the Society for American Archaeology Style Guide or Society for Historical Archaeology Style Guide; NO handwritten assignments, please. Graduate students will be responsible for all these tasks *as well as* selected book reviews (e.g., can choose from optional readings) and projects tailored to their own research.

## Assignment Points (Undergraduate and Graduate Students):

1st Exam*	50 points
2nd Exam*	50 points
Final Exam*	100 points
In-class exercises	235 points
<b>TOTAL</b>	<b>435 points</b>

## Graduate Students Only

2 Book Reviews	100 points (50 each)
Journal Article Analysis	50 points
<b>GRADUATE TOTAL</b>	<b>585 points (includes all undergraduate and graduate requirements)</b>

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 (87-84), B- (83-80), C+ (79-78), C (77-74), C- (73-70), D+ (69-68), D (67-64), D- (63-60), F (59 or less).

\* Make-up exams will be given ONLY in cases of verified and unavoidable emergencies. You must notify me IN ADVANCE if you are unable to take the regularly scheduled exam.

## ATTENDANCE:

Attendance will be taken during each class and will help make decisions about a student's final grade in borderline cases. Also, the in-class exercises require attendance to get full points.

## 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 to discuss appropriate accommodations to ensure equity in grading, classroom experiences, and outside assignments. 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 Jim Marks in DSS (243.2373, Lommasson Center 154) for more information.

**COURSE SCHEDULE:**

<b>Week 1: Introductions</b>		<b>Assigned Readings</b>
January 26	Syllabus Handout & Course Outline Class Assignment for the week: By Feb. 3 Read all of Deetz <i>In Small Things Forgotten</i>	
January 28	Intro to Historical Archaeology	Orser (Ch.1) Orser (Ch. 2)
<b>Week 2: What is Historical Archaeology?</b>		<b>Assigned Readings</b>
February 2	Types of Historical Archaeological Sites	Orser (Ch. 3), Allison
February 4	Using historical documents	
<b>Week 3: Research Methods in Historical Archaeology</b>		<b>Assigned Readings</b>
February 9	Artifacts and Material Culture: Gravestone Art Review	Deetz (pp. 89-124)
February 11	Using Artifacts to Interpret the Past Surface vs. Deep Culture	Orser (Ch. 4) Review Deetz (pp. 165-186)
<b>Week 4: Research Methods in Historical Archaeology</b>		<b>Assigned Readings</b>
February 16	How to Get a Date; Time and Space	Orser (Ch. 5), Adams
February 18	Montana Topics: Battle of the Little Bighorn	Fox & Scott
<b>Week 5: Research Methods in Historical Archaeology</b>		<b>Assigned Readings</b>
February 23	Montana Topics: Public Archaeology	
February 25	Pre-fieldwork: Historical Research Historical Research in the Library at the U of M	Orser (Ch. 7, pp. 171-184)
<b>Week 6: Research Methods in Historical Archaeology</b>		<b>Assigned Readings</b>
March 1	Architecture as Artifact?	Orser (pp. 184-190); Review Deetz (pp. 125-164)
March 3	X-marks the Spot: Survey and Location	Orser (Chapter 6)
<b>Week 7: Explanation in Historical Archaeology</b>		<b>Assigned Readings</b>
March 8	Theoretical Paradigms History of Theoretical Explanation in Historical Archaeology	Orser (Chapter 9) All Week 7 readings
March 10	1st Exam Due No Class	
<b>Week 8: Research Methods in Historical Archaeology</b>		<b>Assigned Readings</b>
March 15	Field and Laboratory Work	Orser (Chapter 8)
March 17	Artifact Curation & Artifact Databases	Bawaya; Kersel 2015, 2015a; Beck and Jones
<b>Week 9: Historical Archaeology - Globalization and Social Groups</b>		<b>Assigned Readings</b>
March 22	Sensory and Affective Phenomenology	Rainbird; Tilley

March 24	Globalization and the Archaeology of Frontiers People without History	Orser (Ch. 11) Review Deetz (pp. 187-211) Hardesty
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**Week 10: Historical Archaeology – Social Groups** **Assigned Readings**

March 29	Class, Capitalism, and Culture Change Gender and Artifact Interpretation	Orser (Ch. 10) All Week 10 readings
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March 31	Archaeology of Childhood	Read all of Baxter's <i>Archaeology of Childhood</i>
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**April 4 - April 8 NO CLASS – SPRING BREAK**

**Week 11: Historical Archaeology and Social Groups** **Assigned Readings**

April 12	Ethnicity and Race	Review Orser (pp. 251-261)
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April 14	2nd Exam Due No Class	
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**Week 12: Historical Archaeology and Social Groups** **Assigned Readings**

April 19	African American Archaeology African Burial Ground in Manhattan	Review Deetz (pp. 212-252); Young; Fennell; Seeman
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April 21	No Class	
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**Week 13: Historical Archaeology and the American West** **Assigned Readings**

April 26	Asian American Archaeology Asian American Material Culture ** Discuss final exam	Greenwood
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April 28	Folk belief on the Western Frontier	Davidson
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**Week 14: Historical Archaeology Special Topics** **Assigned Readings**

May 3	Landscape Archaeology and Industrial Archaeology	Hardesty; Clark; Ballard; Anschuetz
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May 5	Underwater Archaeology Assessing Site Significance	Flatman & Staniforth Orser (Ch. 12)
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**Week 15: Finals Week**

May 9	Final Due 8am-10am	
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ASSIGNMENT DUE DATES:

DUE DATE	ASSIGNMENT
Tue., Feb. 2	“What is Historical Archaeology?” (in-class)
Thur., Feb. 11	“Exercise 1: Source Analysis”
Thur., Feb. 18	“Exercise 15: Mean Ceramic Dating”
Thur., Mar. 3	“Architectural Remains” (in-class)
Thur., Mar. 10	Exam 1
Thur., Mar. 17	“Exercise 13: Typology”
Thur., Mar. 24	“Exercise 6: Regional Settlement Pattern Analysis”
Tue., Mar. 29	“Archaeology of the Senses” (in-class)
Thur., Mar. 31	“Exercise 8: Social Analysis of Architecture”
Thur., Apr., 7	“Exercise 5: Integrating Documents and Archaeological Data”
Thur., Apr., 14	Exam 2
Tue., Apr., 19	“Race and Ethnicity” (in-class)
Thur., May 5	“Exercise 17: Functional Analysis”
Mon., May 9	Final Research Proposal
	<b>Graduate Student Additional Assignments</b>
Thur., Mar. 3	Book Review #1
Tue., Mar. 29	Journal Article Analysis and Evaluation
Tue., Apr. 19	Book Review #2
	In-class assignments will be handwritten, but all other assignments must be typed.