

9-2013

ANTY 551.01: Graduate Seminar in Historical Archaeology

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THE UNIVERSITY OF MONTANA, DEPARTMENT OF ANTHROPOLOGY FALL 2013
ANTHROPOLOGY 551
MONDAYS 9:10 AM-12:00 PM, SS 252

**Graduate Seminar in
Historical Archaeology**



Historic Map of Fort Missoula; Malakoff Diggins State Park, Mining Landscape, Nevada County, California, Gold Rush Country Mining Landscape; tipis in the Clark Fork Valley, late 19th-early 20th c., K. Ross Toole Archives, Digital Collection.

COURSE SYLLABUS

INSTRUCTOR: Kelly J. Dixon

Office: Social Sciences Building, Room 235

Mobile (voice/text): 612.247.6414; if you text, please be sure to identify yourself

Email: kelly.dixon@mso.umt.edu

Office hours: Check office door or make an appointment

Course Website: <http://www.cas.umt.edu/departments/anthropology/courses/anth551/>

Mansfield Library Guide: <http://libguides.lib.umt.edu/aecontent.php?pid=241017&sid=1989605>

Historical Archaeology is the study of post-prehistoric human cultures using physical remains, historical records, and a range of multidisciplinary techniques.

Course Objectives: This is an advanced course in historical archaeology; the lower-division companion to this course is ANTH 456 (Historic Sites Archaeology). Whereas ANTH 456 provides students with a general introduction to the topic, ANTH 551 will delve deeper into the discipline's scholarship through intensive readings, reading journals, essays, and discussions. Ultimately, we will consider practical ways to apply [or not to apply] the influences of such scholarship to "real world" (e.g., CRM) circumstances. All the while, we will scrutinize historical archaeology at global and regional levels to consider how our own research might contribute to broad understandings of cultural heritage issues and global changes associated with the relatively recent past.

THERE IS ONE REQUIRED TEXTBOOK:

Martin Hall and Stephen W. Silliman, editors

2006 *Historical Archaeology*, Blackwell Studies in Global Archaeology. Wiley-Blackwell, 2006.

ADDITIONAL READINGS -- WILL BE PDF FORMAT

See attached course bibliography. Certain readings from [or in addition to] the attached bibliography may be assigned as appropriate throughout the semester. Also, we are sure to add readings to this “starter” bibliography as we evolve over the next 15 weeks.

ASSESSMENT OF OUTCOMES (I.E. GRADING)

ATTENDANCE:

Mandatory.

Because we will be addressing a range of topics and case studies in historical archaeology, all assigned readings should be done before class so that you can contribute to class discussions linked with the course goals. In addition, you will be graded on a readings journal, which will be collected and used in class discussions (for grades) throughout the semester. Readings journal directions are listed on the last page of this syllabus. Please follow those directions, as your grade depends upon it. Other deliverables will take the form of essays assigned throughout the semester. Your final project for this course will be announced during the latter portion of the semester.

GRADES:

You will be assessed on the following:

- | | |
|--|------------|
| 1. Readings Journal | 100 points |
| 2. Assignments (e.g, IRB, prelim bibliography, abstract, and others TBA) | 100 points |
| 3. Final Paper/Proposal | 100 points |
| 4. Participation (includes leading discussions, presenting on proposal progress, etc.) | 100 points |

TOTAL	400 points
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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).

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 DSS (243.2373, Lommasson Center 154) for more information.

COURSE SCHEDULE:

Week 1

Monday, August 26 Course Introduction: Historical Archaeology, the modern world, global change, cultural and natural landscapes, relevance.

Discuss students’ potential graduate research ideas; final project plans; and other activities to expect in this semester. You need to compile an abstract summarizing your graduate research goals – **this is**

due when you are back in class on September 9. Make sure you check the homework to prep for the next class meeting – see entry for September 9.

Week 2

Monday, September 2 NO CLASS – LABOR DAY

Week 3

Monday, September 9 What is Historical Archaeology?; What is the relevance of this field to the so-called “modern world”?; What will the relevance of YOUR thesis research to issues we are facing in the modern world?; SHA (and other) Style Guidelines

Library Visit: 9:10-10:00 am: Academic Search Engines, tips for conducting literature searches, and more! Instruction by Library Faculty Julie Biando Edwards.

PLEASE NOTE: WE WILL MEET IN THE STUDENT LEARNING CENTER (SLC) FOR THE FIRST HOUR OF CLASS THIS DAY; the SLC is in the Mansfield Library on the 2nd floor – go down the stairs after you entered on the 3rd floor/ground level. Start compiling readings that are relevant to your graduate research interests and that you would use in your research proposal. EVERY WEEK in this class, you should be AT LEAST finding 3-5 publications relevant to your own research. **You will turn in a working bibliography reflecting your growing list of publications on October 14, 2013.**

Readings to be completed by this class meeting and summarized in your Readings Journal: Chapter 1 (Introduction), in Hall and Silliman (editors); Orser 2010

Recommended Readings – no journal entry necessary unless you want to include this: Orser 2013-14 (book manuscript)

BE READY TO TURN IN A PRELIMINARY ABSTRACT FOR YOUR PROPOSAL TODAY: All you need to do is SUMMARIZE YOUR PROPOSED GRADUATE RESEARCH IDEAS in a succinct, descriptive paragraph. In about 150-250 words, write up your major research question or objectives, the methods you need to carry out those research goals, and the ways in which you expect the conclusions to make relevant contributions to certain fields, communities, or other. We will discuss everyone’s early semester thoughts about thesis research, as well as the topics noted above.

Week 4

Monday, September 16 Environmental and Biological Approaches and Implications for Landscape-Oriented Research; consider the evolution of relevant contributions to global change (including climate change) decision-making.

Readings to be completed by this class meeting and summarized in your Readings Journal: Mrozowski 2006 (chapter 2 in Hall and Silliman, editors); Allen 2010b; Rockman 2010; Dalgish 2012

Recommended Readings – no journal entry necessary unless you want to include these: Bain 2010; Church 2002; Hattori and Thompson 1987; Little 2009; Rockman and Flatman 2012 (Introduction chapter)

Week 5

Monday, September 23

Colonialism, Landscapes, and the Occupation of Western North America

Readings to be completed by this class meeting and summarized in your Readings Journal:

Lightfoot (chapter 14 in Hall and Silliman, editors); Ross and Pickering 2002; Watkins 2003; Moss 2005; Wilcox 2010; Scott 2013

Recommended Readings – no journal entry necessary unless you want to include these:

Lightfoot 2005; McKoy 2002-2003; Bayman 2009; Schrieber and Clark (editors) 2009; Murray 2011

Week 6

Monday, September 30 IRB and Preparing Oral History Research

“Frontiers” and the Landscapes of Homesteads, the Mining West, etc.

9:30 am-10:30/11:00 am -- UM's Institutional Review Board (IRB): An Overview and Preparation for Graduate Research Proposals. Guests from UM's IRB: Dan Corti and Paula Baker.

HOMEWORK: Fill out the basic IRB application found at the UM IRB website

(<http://www.umt.edu/research/complianceinfo/IRB/forms.aspx>). Due October 14, 2013.

We will also take the rest of the class period to discuss progress on research proposal topics, the IRB homework, and a JADAH ARTICLE REVIEW for next week.

Recommended Readings – no journal entry necessary unless you want to include these:

Hardesty 2003; Lightfoot 2005; Hardesty 2010 (excerpt); McKoy 2002-2003; Bayman 2009; Schrieber and Clark (editors) 2009;

Week 7

Monday, October 7

Asian American Archaeology

Readings to be completed by this class meeting and summarized in your Readings Journal:

Gonzalez-Tennant 2011; Merritt et al. 2012).

Selected papers from special issue of *Historical Archaeology*: The Archaeology of Chinese Immigrant and Chinese American Communities (2008); each will be assigned to certain students: Baxter 2008; Fosha and Leatherman 2008; Mullins 2008 + Williams 2008; Voss 2008; Voss and Allen 2008; all read Williams and Voss 2008 and Yu 2008.

Others to choose from:

Recommended Readings – no journal entry necessary unless you want to include these:

Merritt 2010 (Find Christopher Merritt's Dissertation on Mansfield Library Website and peruse)

SKIM: Greenwood 1978; Wegars 1993 (xxiii-xxvi; Fee's chapter 65-96); browse this website:

<http://www.uidaho.edu/LS/AACC/> and this online bibliography:

http://www.sha.org/research_resources/documents/AAOC.pdf.

Week 8

Monday, October 14

Dixon will be returning from a trip to Stanford to attend a session dedicated to the archaeology of Chinese RR workers; class will either be cancelled or we will have a guest speaker.

If back in time, Dixon will debrief with the class to share info gathered from the Stanford trip last week.

HOMEWORK DUE TODAY:

1. IRB DRAFT applications for your real (or pending) graduate research ARE DUE TODAY!

2. ALSO DUE TODAY: working bibliography representing the literature you have compiled thus far that is relevant to your proposal. Please use a consistent and appropriate style guide for your bibliography (e.g., http://www.sha.org/publications/style_guide.htm).

Since Dixon is traveling, please TURN IN THESE HOMEWORK ASSIGNMENTS as email attachments, preferably in Word so I can give you all comments using the track changes option.

Week 9

Monday, October 21

Archaeologies along Rivers: A Springboard for Modern World Issues and Integrated Anthropogenic and Natural Systems Approaches

Readings to be completed by this class meeting and summarized in your Readings Journal: Hardesty 2007; Murray 2011; Scott 2013 (proposal and/or paper); Mary Bobbitt's (three) suggested readings; Erika Blecha's (three) suggested readings.

Recommended Readings – no journal entry necessary unless you want to include these: Grimm et al. 2008; others TBA.

STUDENT DISCUSSION LEADERS; THESIS PROPOSAL DEVELOPMENT: Mary Bobbitt and Erika Blecha.

Week 10

Monday, October 28

African Diaspora Archaeology; "Race" & the Archaeology of Identity; a connection with the archaeologies of children (?); African Americans in the West

Readings to be completed by this class meeting and summarized in your Readings Journal: Palus et al 2006 and (chapter 5 in Hall and Silliman, editors); Fennell 2011; Ayme Swartz's suggested (three) readings; discuss the JADAH review article.

Recommended Readings – no journal entry necessary unless you want to include these: Orser 2001 (excerpt – intro chapter – from *Race and the Archaeology of Identity*); skim Ferguson 1992; skim Dixon 2005, 2011; Pikirayi 2006 (chapter 12 in Hall and Silliman, editors).

STUDENT DISCUSSION LEADER; THESIS PROPOSAL DEVELOPMENT: Ayme Swartz; Guest Speaker Nikki Manning on the Historic Missoula Underground Project.

Week 11

Monday, November 4

Engendered Archaeologies, Children, Communities, and Mortuary Archaeology; Kids of Colonialism

Readings to be completed by this class meeting and summarized in your Readings Journal:

Voss 2006 (chapter 6 in Hall and Silliman, editors); Baxter 2006; TBA Paper on Chief Charlo's march; TBA children's accounts of wars in the region (e.g., Rosebud, Little Bighorn); Nicole Lane's suggested (three) readings.

Recommended Readings – no journal entry necessary unless you want to include these:

Hardesty 1994b; 1998; Siefert 1991; Crist 2005; Spude 2005.

STUDENT DISCUSSION LEADER; THESIS PROPOSAL DEVELOPMENT: Nicole Lane

PROJECT DUE DATE:

EVERYONE SHOULD HAVE WORKING PROPOSAL DRAFTS – BRING DRAFTS TO CLASS AND WE WILL GO OVER THEM.

IF TIME, SPECIAL TOPIC: Coloma Mining Ghost Town: A Tangle of Engendered Interpretations and an Enduring Presence of Children

Week 12

Monday, November 11

NO CLASS – VETERAN'S DAY

Week 13

Monday, November 18

SPECIAL TOPICS in ARCHAEOLOGY

Readings to be completed by this class meeting and summarized in your Readings Journal:

TBA as the semester progresses; Marty Lopez' suggested (three) readings; Charles Gatlin's suggested (three) readings.

Recommended Readings – no journal entry necessary unless you want to include these:

TBA

STUDENT DISCUSSION LEADERS; THESIS PROPOSAL DEVELOPMENT: Marty Lopez and Charles Gatlin.

YOU DO NOT HAVE TO JOURNAL THESE...IF TIME, we will discuss: Socioeconomic Status/Class, with related readings from your textbook:

Silliman 2006 and Wurst 2006 (chapter 8 and 10 in Hall and Silliman, editors); see also Delle 1999; McGuire and Reckner 2002; Praetzelis and Praetzelis 2001; McGuire 2002 (xxvii-xx); Miller 1991; Schmitt and Zeier 1993; Paynter 1999; Wurst and Fitts 1999.

Week 14

Monday, November 25

SPECIAL TOPICS in ARCHAEOLOGY

Readings to be completed by this class meeting and summarized in your Readings Journal:

TBA as the semester progresses; Jason Plainfeather's suggested (three) readings; Kayde Kaiser's suggested (three) readings.

Recommended Readings – no journal entry necessary unless you want to include these:
TBA

STUDENT DISCUSSION LEADERS; THESIS PROPOSAL DEVELOPMENT: Jason Plainfeather and Kayde Kaiser.

Update on everyone's proposals; each student will take a few minutes to give an overview of their research questions/objectives to date and report on the status of their proposals; discuss the potential for funding with some of these proposals; and finalize readings journal development since those are due in class next week.

Week 15

Monday, December 2 **COMPLETE Readings Journals Due by the end of the day!!**

Final papers/proposals will be accepted on this date if students are finished; proposals are due any time between now and next week's final exam time slot.

Week 16:

Monday, December 9

Final Exam Time Slot

10:10 am-12:10 pm

Final project (proposal) due

READINGS JOURNAL EXPECTATIONS

You will be required to keep a readings journal in which you review and *respond analytically* to each assigned reading. You must maintain a "table of contents" for your journal; please keep it attached to your journal and update journal page numbers accordingly.

You may want to use a loose-leaf binder for your journal, so that even while I have your journal, you can continue to take notes and insert them later. I prefer that you type your journal but will accept *legible*, handwritten journal entries. And please, before each new entry, provide the author(s) names and the title of the book, article, or chapter. That will help me with grading, but more importantly, you will find it handy as you go back and reference your journal, which I know you will want/need to do throughout the semester.

In order to receive a top grade, your journal **MUST** do more than merely summarize and must therefore demonstrate the following attributes:

1) Demonstrate that you have done the reading. The easiest way to do this is to take reading notes in your journal, with passages or quotations (and their associated page numbers) written out that intrigue you -- or that you may wish to dispute and/or discuss further). You must include enough written discussion to show that you are familiar with the content.

2) Illustrate your thought processes and how you are interacting with the readings. Please take your thoughts deeper than, "I don't like this," or "this is a load of rubbish." Rather, make sure your notes clearly establish that you have at least tried to understand what the author is writing about. Every author usually has a reason for writing something and they usually have some sort of a point to make; your journal entries therefore should include explanations of what you think the authors are getting at or what they believe is truly important about their work. I want to know what you think about the authors' points and why. You may have to read things over a second or third time or just

sit back and really think about a section to assess the point(s) various authors try to make, but this is part of the learning exercise.

3) Draw connections between the various materials you have already read. As the semester progresses, I expect you to make comparisons with earlier readings. In doing so, I want you to draw upon the ideas of one author versus other authors, between the themes of various readings, and between the themes we touch upon in this course. Ideally, you will start to construct a literature review as your journal progresses. You will then use information you have compiled in the journal in the literature review of your proposal project; there is an “Implications...Intellectual Merit” section in the class proposal template. On that section, you need to demonstrate the general contributions of your research to grand questions of “Historical Archaeology,” “Archaeology,” “Anthropology,” and beyond.

READINGS JOURNAL “DUE DATES”

Your journal entries should be completed before each class meeting (for which there are assigned readings) to assist you in preparing for discussions. I will check your journals to give you points during class meetings. If you do not have the journal (or if you do not have any journal entries for the day’s readings), you will lose journal points (actually, you will receive a “0” in my journal grade book for the week or weeks that you do not turn in your journal). So, **PRETTY PLEASE, BRING JOURNALS TO CLASS WITH YOU EACH TIME WE MEET** so that you can get full points and be prepared for lively discussion.

ASSIGNMENTS

These will be announced and given throughout the semester and will include each student leading at least one discussion.

FINAL PAPER: RESEARCH PROPOSAL

You will be required to lay out your plan for graduate research using a proposal template (I will provide you all with the template in a separate document).

STYLE GUIDELINES FOR YOUR WRITING PROJECTS

Everything you write for this course, from your journal to any other writing assignments **MUST FOLLOW STYLE GUIDELINES**. Since this is a course in historical archaeology, your papers will not get full points if they do not follow the Society for Historical Archaeology’s (SHA’s) Style Guide: http://www.sha.org/publications/style_guide.htm. Other style guides permitted upon justifiable request.

ANTH 551 Graduate Seminar in Historical Archaeology

Course Bibliography

Abraham, Terry and Priscilla Wegars

2005 Respecting the Dead: Chinese Cemeteries and Burial Practices in the Interior Pacific Northwest. In *Chinese American Death Rituals: Respecting the Ancestors*, edited by Sue Fawn Chung and Priscilla Wegars, pp. 147-173. Lanham, MD: Altamira Press.

Allen, Rebecca

2010a Rethinking Mission Land Use and the Archaeological Record in California: An Example from Santa Clara. *Historical Archaeology* 44(2):72-96.

2010b Alta California Missions and the Pre-1849 Transformation of Coastal Lands *Historical Archaeology* 44(3):69-80.

Anschuetz, Kurt F., Richard H. Wilshusen, and Cherie L. Scheick

2001 An Archaeology of Landscapes: Perspectives and Directions. *Journal of Archaeological Research*, 9:157-211.

Armstrong, Douglas V.

2001 Attaining the Full Potential of Historical Archaeology, response to Charles E. Cleland's "Historical Archaeology Adrift?" *Historical Archaeology*, 35(2): 9-13.

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

2004 The Cultural Landscape Approach: A Methodological Case Study from Hite's Cove, California, A Hard-Rock Gold Mining Site. Paper presented at the 37th Annual Meeting of the Society for Historical and Underwater Archaeology, St. Louis, Missouri.

Baxter, Jane Eva

2006 Making Space for Children in Archaeological Interpretations. *Archeological Papers of the American Anthropological Association* 15:77-88.

Baxter, R. Scott

2008 The Response of California's Chinese Populations to the Anti-Chinese Movement. *Historical Archaeology*, 42(3):29-36.

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

1991 Artifacts and Active Voices: Material Culture as Social Discourse, in *The Archaeology of Inequality*, edited by Randall H. McGuire and Robert Paynter, pages 150-191, Blackwell Publishers, Oxford.

Biolsi, Thomas and Larry J. Zimmerman (editors)

1997 *Indians and Anthropologists: Vine Deloria, Jr., and the Critique of Anthropology*. Tucson: University of Arizona Press 1997.

Blaut, J.M.

1993 *The Colonizer's Model of the World: Geographical Diffusionism and Eurocentric History*. New York: Guilford.

Boardman, John

2001 Aspects of "Colonization." *Bulletin of the American Schools of Oriental Research*, 322:33-42.

Brauner, David R., compiler

2000 *Approaches to Material Culture Research for Historical Archaeologists*, 2nd Edition. California, PA: Society for Historical Archaeology.

Brown, Dee

1970 *Bury my Heart at Wounded Knee: An Indian History of the American West*. Holt, Rinehart, and Winston: New York.

Brumfiel, Elizabeth

2003 It's a Material World: History, Artifacts, and Anthropology. *Annual Review of Anthropology* 32:205-223.

Burke, H. and C. Smith

2010 Vestiges of colonialism: Manifestations of the culture/nature divide in Australian heritage management. In P.M. Messenger and G.S. Smith (eds.), *Cultural Heritage Management: A Global Perspective*, pp.21-37/ Gainesville: University of Press of Florida, Gainesville.

Casella, Eleanor Conlin and James Symonds (editors)

2005 *Industrial Archaeology: Future Directions*. New York: Springer Media.

Césaire, Aimé

2000 *Discourse on Colonialism*. New York: Monthly Review Press.

Chung, Sue Fawn

1998 Their Changing World: Chinese Women on the Comstock, 1860-1910. In *Comstock Women: The Making of a Mining Community*, edited by Ronald M. James and C. Elizabeth Raymond, pp. 203-228. Reno: University of Nevada Press.

Chung, Sue Fawn and Priscilla Wegars, editors

2005 *Chinese American Death Rituals: Respecting the Ancestors*. Lanham, MD: Altamira Press.

Chung, Sue Fawn and Priscilla Wegars

- 2005 Introduction. In *Chinese American Death Rituals: Respecting the Ancestors*, pp. 1-17. Lanham, MD: Altamira Press.
- Church, Minette C.
2002 The Grant and the Grid: Homestead Landscapes in the Late Nineteenth-century Borderlands of Southern Colorado. *Journal of Social Archaeology* 2(2):220-244.
- Clark, Kate
2005 From Valves to Values: Industrial Archaeology and Heritage Practice. In *Industrial Archaeology: Future Directions*, edited by Eleanor Conlin Casella and James Symonds, pp. 95-120. New York: Springer Media.
- Cleland, Charles E.
2001 Historical Archaeology Adrift? *Historical Archaeology* 35(2):1-8.
2001 Reply to Douglas V. Armstrong, Lu Ann De Cunzo, Gregory A. Waselkov, Donald L. Hardesty, and Roberta S. Greenwood. *Historical Archaeology*, 35(2):28-30.
- Corbin, Annalies
2006 *The Life and Times of the Steamboat Red Cloud, or How Merchants, Mounties, and the Missouri Transformed the West*. College Station: Texas A&M University Press.
- Costello, Julia G.
1998 Bread Fresh From the Oven: Memories of Italian Breadbaking in the California Mother Lode. *Historical Archaeology* 32(1):66-73.
- Crist, Thomas
2005 Babies in the Privy: Prostitution, Infanticide, and Abortion in New York's Five Points District. *Historical Archaeology*, 39(1):19-46.
- Dalglish, C.
2012 Archaeology and landscape ethics. *World Archaeology* 44(3): 327-341.
- David, Bruno and Julian Thomas, editors
2008 *Handbook of Landscape Archaeology*. Oxford: Berg Publishers.
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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.
- DeCorse, Christopher R.
2001 *An Archaeology of Elmina: Africans and Europeans on the Gold Coast, 1400-1900*. Washington, D.C.: Smithsonian Institution Press.
- De Cunzo, Lu Ann
2001 Comments on "Historical Archaeology Adrift? A Forum," response to Charles E. Cleland's "Historical Archaeology Adrift?" *Historical Archaeology*, 35(2): 20-22.

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1969 *Custer Died for Your Sins: An Indian Manifesto*. New York: MacMillan.
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- Deetz, James A.
1990 Prologue: Landscapes as Cultural Settlements. In *Earth Patterns: Essays in Landscape Archaeology*, edited by William Kelso and Rachel Most, pp. 1-4. University Press of Virginia, Charlottesville.
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- Delle, James
1999 The Landscapes of Class Negotiations on Coffee Plantations in the Blue Mountains of Jamaica: 1790-1850. *Historical Archaeology*, 33(1):136-158.
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2008 *A World History of Nineteenth-Century Archaeology: Nationalism, Colonialism, and the Past*. Oxford: Oxford University Press.
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- 2011 "A place of recreation of our own": Archaeology of the Boston Saloon. In Barnes, J. A. (ed.), *The Materiality of Freedom: Archaeologies of Post-Emancipation Life*, University of South Carolina Press, Columbia, pp. 115-135.
- n.d. (2014?) Historical Archaeologies of the American West. *Journal of Archaeological Research*, in review.
- Dixon, Kelly J., Shannon A. Novak, Gwen Robbins, Julie M. Schablitsky, G. Richard Scott, and Guy L. Tasa
2010 "'Men, Women, and Children Starving': Archaeology of the Donner Family Camp." *American Antiquity* 75 (2010): 627-56.
- Dixon, Kelly J., Julie M. Schablitsky, and Shannon A. Novak, editors
2011 *An Archaeology of Desperation: Exploring the Donner Party's Alder Creek Camp*. Norman, OK: University of Oklahoma Press.

Ellis, Meredith A.B., Christopher W. Merritt, Shannon A. Novak, and Kelly J. Dixon

2010 The Signature of Starvation: A Comparison of Bone Processing at a Chinese Encampment in Montana and the Donner Party Camp in California. *Historical Archaeology* 45(2):97-112.

Fagan, Brian

1998 *Clash of Cultures*, Second Edition. Walnut Creek, CA: Altamira Press.

Fee, Jeff

1993 Idaho's Chinese Mountain Gardens. In *Hidden Heritage, Historical Archaeology of the Overseas Chinese*, edited by Priscilla Wegars, pp. 65-96. New York: Baywood Publishing Company, Amityville, New York.

Fennell, Christopher

2007a BaKongo Identity and Symbolic Expression in the Americas. *The Archaeology of Atlantic Africa and the African Diaspora*. Bloomington: Indiana University Press, pp. 210-50.

2007b *Crossroads and Cosmologies: Diasporas and Ethnogenesis in the New World*. University Press of Florida.

2011 Early African America: Archaeological Studies of Significance and Diversity. *Journal of Archaeological Research* 19.1 (2011): 1-49.

Fosha, Rose Estep and Christopher Leatherman

2008 The Chinese Experience in Deadwood, South Dakota. *Historical Archaeology*, 42(3):97-110.

Fox, Richard A., Jr. and Douglas D. Scott

1991 The Post-Civil War Battlefield Pattern: An Example from the Custer Battlefield. *Historical Archaeology* 25(2):92-103.

Francaviglia, Richard F.

1991 *Hard Places: Reading the Landscape of America's Historic Mining Districts*. Iowa City: University of Iowa Press.

Frank, Andre Gunder

1998 *ReOrient: Global Economy in the Asian Age*. Berkeley: University of California Press.

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

1999 *Historical Archaeology: Back from the Edge*. London and New York: Routledge.

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

2002 Beyond the Limits of Location: Human Environmental disturbance prior to official European contact in Early Colonial Australia. *Archaeology in Oceania* 37:123-136.

Galloway, Patricia

2006 Material Culture and Text: Exploring the Spaces Within and Between. In *Historical Archaeology*, edited by Martin Hall and Stephen W. Silliman, pp. 42-64. Oxford: Wiley-Blackwell.

Given, Michael

2004 Landscapes of Resistance. Book Manuscript chapter based in paper, entitled, "Whiskey and Resistance: Illicit Distilling Sites in the Eighteenth and Nineteenth Century Scottish Highlands," presented at the 37th Annual Meeting of the Society for Historical Archaeology, St. Louis, Missouri.

Goody, Jack

2006 *The Theft of History*. Cambridge: Cambridge University Press.

Gosden, Chris

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

Greenwood, Roberta S.

1978 The Overseas Chinese at Home: Life in a Nineteenth-Century Chinatown in California. *Archaeology* 31(4):73-86.

1993 Old Approaches and New Directions: Implications for Future Research. In *Hidden Heritage, Historical Archaeology of the Overseas Chinese*, edited by Priscilla Wegars, pp. 375-403. New York: Baywood Publishing Company, Amityville, New York.

2001 Historical Archaeology Adrift?: Comments from CRM/West, response to Charles E. Cleland's "Historical Archaeology Adrift?" *Historical Archaeology*, 35(2):25-27.

Grimm, Nancy B., Grove, J. Morgan, Pickett, Steward T.A., and Redman, Charles L.

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Society for Historical Archaeology (SHA): www.sha.org

Publications pages on the SHA website with a searchable pdf option for journal articles; go to the link below, scroll to the bottom of the page and click on the SHA Publications Explorer: <http://www.sha.org/publications/default.htm>

Research resources on sha.org: http://www.sha.org/research_resources/default.htm

- Historical Artifact Conservation FAQs
- Curation Standards
- Historic Bottle Identification
- Parks Canada Publications
- Newsletter Articles
- Online Bibliographies (includes an Overseas Chinese bibliography!)

General Artifact Identification Resources:

Bottle Identification:

<http://www.sha.org/bottle/>

Brick (and tile) bibliography:

<http://www.mtsu.edu/~kesmith/TNARCHNET/Pubs/brickbib.html>

Button bibliography:

http://www.buttonimages.com/collector_info/bibliogr.htm

Cartridge and gun bibliographies:

<http://www.digitalpresence.com/histarch/cartridg.html>

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