

ANTH 346*01
Historical Archaeology
Fall 2019

Class Meeting times: 3:05-4:20, Tuesdays and Thursdays
Location: BRTH 110

Instructor: Dr. David Palmer

Office: 223 Brittain Hall

Office Hours: Tuesdays, 2:00-2:45 pm, Wednesdays
10:00am-12:00pm, 1:00-2:15 pm, and by appointment

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If archaeology is a way of thinking, it is equally a way of doing. Archaeological doing starts not with a trowel but with questions. (Wilkie 2014:58)

Such a concern for the material objects of the past, the "small things forgotten," is central to the work of historical archaeologists. (Deetz 1996:4)

Upgrade your grey matter, 'cause one day it may matter.
(Nakamura and Jones 2000)

Course description:

ANTH 346 Historical Archaeology. (3 credits) Historical archaeology is the archaeological study of colonial expansion and subsequent post-Columbian peoples, or, more broadly defined, it is the archaeological study of people for whom textual evidence is available. This course introduces students to historical archaeology through a sample of research from around the world (but with an emphasis on sites in the New World). Students are also exposed to the major theoretical orientations and methods of historical archaeology. F, S, Su

Course Objectives (general things you should learn):

Students in this class will:

- Apply anthropological and archaeological theories and methods to examine human lives in the past
- Analyze colonial and post-colonial archaeological sites and artifacts
- Discuss the effects of European contact and colonization, as informed by historical archaeology
- Understand how historical archaeology contributes to our knowledge of past human lives
- Apply methods and theory from historical archaeology to local, regional, and global research questions

Student Learning Outcomes (more specific things you should learn):

More precisely, upon successful completion of this course you can expect to be able to:

- Explain critical concepts in historical archaeology
- Describe the contributions of historical archaeology to our understanding of the human past and present
- Analyze the global effects of colonial expansion
- Demonstrate an understanding of the methods used to acquire material evidence (archaeological and other data)
- Analyze and handle archaeological and related (e.g. archival) materials
- Apply the broader concepts of historical archaeology to the lifeways of people from any part of the world

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The Americans with Disabilities Act indicates "title II and title III entities must permit service animals to accompany people with disabilities in all areas where members of the public are allowed to go." As such, service animals are permitted in lab settings at Coastal Carolina University. Emotional support animals are not permitted in lab settings unless it is approved as a classroom accommodation. Students with service animals are strongly encouraged, but not required, to inform lab instructors of the use of a service animal. This communication provides both the student and the

instructor with an opportunity to discuss and plan for the safety of the service animal as well as any other safety concerns. Students and instructors should contact Accessibility & Disability Services (843-349-2503 or <https://www.coastal.edu/disabilityservices/>) regarding any potential accommodations or for support and assistance.

Course requirements and grade distribution:

Class participation	100
Reading interaction essays	100
Activity worksheets	100
Topic exploration paper proposal	25
Topic exploration paper draft	50
Topic exploration presentation	50
Topic exploration paper revision	50
Field trip report 1	100
Regional Research Exploration (RREP) proposal	25
RREP draft report	50
RREP presentation	50
RREP revised report	100
Midterm Exam	100
Final Exam	100
TOTAL POINTS	1000

Grading Scale: A 1000-900; B+ 899-870; B 869-800; C+ 799-770; C 769-700; D+ 699-670; D 669-600; F 599-0.

I reserve the right to make adjustments to the grading scheme, the number of assignments, due dates, and the overall course plan as necessary.

Texts, course materials:

- Barber, Russel J. 1994 *Doing Historical Archaeology: Exercises Using Documentary, Oral, and Material Evidence*. Prentice Hall, New Jersey.
- Deetz, James 1996 *In Small Things Forgotten: An Archaeology of Early American Life. Revised and Expanded*. Anchor Books, New York.
- Orser, Charles E., Jr. 2016 *Historical Archaeology. Edition 3*. Taylor and Francis, New York
- Wilkie, Laurie A. 2014 *Strung Out on Archaeology: An Introduction to Archaeological Research*. Left Coast Press, Walnut Creek.
- Online readings and links posted on Moodle.

Descriptions of course requirements:

Class participation:

This is an upper-level course, so participation is essential. Active and respectful engagement in all discussions, assignments, and other class activities (including necessary logistical tasks, e.g. putting away equipment and cleaning up work spaces) is expected of you, as is completion of all assignments.

Reading interaction essays:

Most weeks you will write a brief essay about your assigned readings, following a prompt posted on the class Moodle site.

Activity Worksheets:

At various times you will have hands-on assignments (e.g. artifact analysis, working with historical documents) inside and outside of class. You will be provided with a worksheet that includes instructions.

Topic Exploration:

Review topic proposal: You will choose a topic within historical archaeology to explore further through a review of the literature. Your proposal will include a brief description of your topic and a preliminary list of 2-3 scholarly works (books, articles, reports, etc.) that you propose to review. We will spend time in class discussing possible topics, and I also encourage you to meet with me during office hours about your topic. Guidelines and an upload link will be posted on Moodle.

Review draft: This will be a draft of your literature review paper. Guidelines for the format and an upload link will be posted on Moodle. One purpose of the draft is to get you used to the process of professional writing (i.e. working through drafts) and meeting deadlines; another is for me to have sufficient time to provide you with feedback on your review in order for you to improve your final version.

Review presentation: This will be a formal presentation of the findings of your review of the literature on your topic (e.g. what is known, key sites and other evidence, major debates or questions in the area, future directions) to your instructor and classmates. The purpose of this is to give you an opportunity to share your work with your classmates, to engage in discussion with them and your instructor about the topic, and to obtain feedback about your work from your classmates and instructor that you might use to improve your final review. I encourage you to use slides (e.g. Powerpoint), handouts, and/or other visual supporting materials with your presentation.

Revised review: This will be the polished version of your topic exploration paper. Guidelines for the format and an upload link will be posted on Moodle.

Field trip report:

Following the prompt and format assigned, you will write a brief report about your field trip. The prompt and assignment upload link will be posted on Moodle.

Mid-term exam:

The exam will cover readings, lecture, discussion, field trip, and other material from the class up to the midterm date. It will be held in class, and will include definitions, identifications, short-answer and essay questions.

Regional Research Exploration Project (RREP):

This project will introduce you to some of the research tasks that are performed in historical archaeology.

RREP Proposal: after selecting a historical archaeology research topic relevant to this region (the Lowcountry) and receiving approval from your instructor, you will prepare a brief project proposal which describes your topic, research questions, and the data sources which you will need to access for the project. Guidelines, and an upload link will be provided to Moodle by your professor.

RREP draft: this will be a short report in which you describe your research topic, sources used, and findings. Guidelines will be provided on Moodle, along with an upload link.

RREP presentation: This will be your formal presentation on your project, similar to the format of your review presentation.

RREP revised report: This polished version will incorporate feedback from your professor and classmates.

Final exam:

The final exam will cover readings, lecture, discussion, field trip, and other material from the entire class, but with an emphasis on the material covered after the midterm exam. It will be held **in class on Thursday, Dec. 12, at 4:00 pm**, and will include definitions, identifications, short-answer and essay questions.

Shared Expectations:

What you can expect from me:

I will do my best to create a classroom environment of mutual respect and openness for learning, and expect you to do your part. I truly want each and every one of you to succeed, and as such, I offer frequent office hours, respect for your ideas and questions, and high standards in and out of the classroom.

My expectations of you:

I expect no less than your best effort in this course. To fully take advantage of this course, you must prepare before each meeting by reading, taking notes, and completing assigned activities. Be ready to engage with your classmates and professor in discussion, to laugh (or cringe) at your professor's terrible jokes, to work with artifacts and documents, and to go on field trips.

Course policies:

Attendance: ATTENDANCE WILL BE RECORDED AT EACH CLASS MEETING. Attendance is expected, and you must be on time for class. The CCU *University Catalog* states, with respect to attendance, that "An instructor is permitted to impose a penalty, including assigning the grade of F, for unexcused absences in excess of 25% of the regularly scheduled class meetings." Attendance will be taken, and absences in excess of 25% of our class meetings will result in a failing grade, no

matter what your actual performance in the course happens to be. The *Catalog* also states that “Absences will be excused for documented cases of:

- a) Incapacitating illness,
- b) Official representation of the University (excuses for official representation of the University should be obtained from the official supervising the activity),
- c) Death of a close relative, and
- d) Religious holidays.”

Late assignments: Unless otherwise specified, all assignments are due at the given due date and time. Ten points will be deducted for late assignments, with an additional ten points for each further *calendar day* the assignment is late. Some leniency may be expected for documented excuses of types (a)-(d) above, and, perhaps others at the instructor’s discretion.

Academic misconduct: Academic misconduct will not be tolerated. If you are caught committing an academic infraction, your action will be reported to the University, and my standard sanction is failure for the course. The *CCU Student Code of Conduct* (URL: <http://www.coastal.edu/conduct/documents/codeofconduct.pdf>) gives examples of plagiarism and cheating as follows:

- a. Examples of plagiarism include but are not limited to the following:
 - i. Words, sentences, ideas, conclusions, examples and/or organization of an assignment are borrowed without proper acknowledgement from a source (for example, a book, article, electronic document, or another student’s paper).
 - ii. A student submits another person’s work in place of his/her own.
 - iii. A student allows someone else to revise, correct, or edit an assignment without explicit permission of the instructor.
 - iv. A student submits work without proper acknowledgement from commercial firms, Web sites, fraternity or sorority files, or any other outside sources, whether purchased or not.
 - v. A student allows another person to take all or any part of a course, including quizzes, tests, and final examinations.
 - vi. A student submits any written assignments done with the assistance of another without the explicit permission of the instructor.
 - vii. A student knowingly aids another student who is engaged in plagiarism.
- b. Examples of cheating include but are not limited to the following:
 - i. A student uses unauthorized information, materials or assistance of any kind of an assignment, quiz, test or final examination.
 - ii. A student knowingly aids another student who is engaged in cheating.

See the *Code of Conduct* for more details, as well as other cases of academic misconduct. The simplest rule of thumb here is: do your own work, and give properly formatted credit for ideas that aren’t your own.

Technology Requirements

Email: Official communications will be conducted through email. Please check your account regularly. You may email me at dpalmer1@coastal.edu. I check my email at least twice on weekdays, and will respond within 24 hours if it is during regular work week hours. Do not expect a prompt response outside of regular work week hours or on weekends.

Moodle: The syllabus, readings, assignments, and other materials will be posted on the class Moodle site. Your assignment grades and course total will be on Moodle. Be sure to check Moodle regularly for new information, as well as for messages sent through the mail function (these often end up automatically sorted to the “other” mailbox in your campus email).

Word processing: All written assignments must be typed in double-spaced format with a standard font designed for reading, 12 point size, and written using college-level organization, grammar, and clarity. Remember to proofread your assignments. Written assignments will be submitted via Moodle in a current version of MS Word or Adobe PDF format (this will be specified in the assignment guidelines for that particular assignment).

This syllabus is subject to change; any content or assignment changes will be posted on the Moodle site and announced in class.

A syllabus is a general guide to the course. It is not a contract or agreement. The instructor reserves the right to unilaterally change anything contained in the syllabus, including but not limited to, assignments, tests, or grading.

Schedule:

<i>(Week) Meeting date</i>	<i>Note</i>	<i>Topics</i>	<i>Weekly reading list (H=honors section reading; L= lagniappe)</i>	<i>Activity (* indicates activity to complete outside of class)</i>
(1) Aug. 22		Introduction to the course; what is historical archaeology? Historical archaeology program at CCU	Deetz pp. 1-37 (Ch. 1) Orser pp. xvii-xviii, 3-28 (preface, Ch. 1) Wilkie pp. 17-22 (preface)	Icebreakers-introductions, course overview, questions; hands-on look at some examples of historical artifacts, discussion of individual and class activities
(2) Aug. 27	Reading interaction essays begin this week	Brief history of historical archaeology; archaeological methods; identifying your interests in historical archaeology	Orser pp. 29-53 (Ch. 2) Orser pp. 167-200 (Ch. 7) Wilkie pp. 43-76 (Ch. 2) <i>L. Wood 1997 Digging Down and Looking Backward: The Awkward Relation of History and Archaeology (Moodle)</i> <i>L. Collingwood 1993 [1946] The Idea of History [selections] (Moodle)</i>	Examples of forms used in historical archaeology, basic mapping and other recording; discussion of interests
(2) Aug. 29	Topic exploration 1 proposal due	Artifacts, and what we can learn from them	Deetz pp. 68-88 (Ch. 3) Wilkie pp. 77-113 (Ch. 3) Orser pp. 201-224 (Ch. 8)	Identifying and cataloging common historical artifacts
(3) September 3	Meet at the Horry County Archives Center (Documents in historical archaeology 1: archives	Orser pp. 125-128; 145-163 Barber pp. 8-16 <i>H Seasholes 1988 On the Use of Historical Maps (Moodle)</i>	Horry County Archives Center: finding and using historical documents in historical archaeology research
(3) Sept. 5	Research project proposal due	Documents in historical archaeology 2: other types of documents, documents as artifacts; Documents and the historical archaeology of Captive African Lives on Brook Green rice plantation	Barber pp. 42-54	*HCAC assignment: using micro-filmed historical documents
(4) Sept. 10	Topic exploration presentations	Various (student-selected, professor approved)	Deetz all unread pages	*Exercise 1 from Barber
(4) Sept. 12	Topic exploration presentations; Topic exploration paper due	Various (student-selected, professor approved)		*Freedom on the Move: contribute to database on fugitives from North American enslavement
(5) Sept. 17	Research project proposal due	Guest presentation by Dr. Alisha Cromwell	t.b.d. (Moodle)	*Exercise 5 from Barber

(5) Sept. 19		Oral history, oral traditions, and historical archaeology	<p>Purser 1992 Oral History and Historical Archaeology (Moodle)</p> <p><i>H</i> Echo-Hawk 2000 Ancient History in the New World: Integrating Oral Traditions and the archaeological record (Moodle)</p> <p><i>L</i> Stahl 2004 Making History in Banda: Reflections on the Construction of Africa's Past (Moodle)</p> <p><i>H</i> Scott 2009 Chapter 6 ½ : Orality, Writing, and Texts (Moodle)</p>	
(6) Sept. 24		Gone, but not forgotten.... Death, cemeteries, and mortuary artifacts	<p>Deetz pp. 89-124 (Ch. 4)</p> <p>Barber pp. 191-198</p> <p>Heilen 2012 Introduction (to Uncovering Identity in Mortuary Analysis) (Moodle)</p>	
(6) Sept. 26		Gone, but not forgotten.... What can we learn from human remains?	<p>Larsen 2002 Bioarchaeology: the lives and lifestyles of past people (Moodle)</p> <p>Heilen, et al. 2012 Life, Death, and Dying in Southeastern Arizona, 1860-1880 (Moodle)</p>	
(7) Oct. 1		Material Culture and Mardi Gras! Discussion, briefing for midterm exam	<p>Wilkie pp. 147-167 (Ch. 5)</p>	
(7) Oct. 3	Midterm today!	Midterm Exam		
(8) Oct. 8		Archaeology of Captive African Life on the Brook Green rice plantation; field trip preparation	<p>Palmer 2018 Archaeological Research on the Brookgreen Rice Plantation, 2016-2018 (Moodle)</p>	
(8) Oct. 10	Field trip!	Field trip to Brookgreen Gardens		
(9) Oct. 15	Field trip report 1 due	Consumer Behavior	<p>Orser pp. 284-285</p> <p><i>H</i> Mullins 2011 The Archaeology of Consumption (Moodle)</p> <p>Mullins, Labode, Jones, Essex, and Muncy 2011 Consuming Lines of Difference: the politics of wealth and poverty along the color line (Moodle)</p> <p>Purser 1992 Consumption as Communication (Moodle)</p>	

(9) Oct. 17		Technological innovation and cultural heritage Guest presenter: Dr. Michael Ashley (Fall 2019 Cultural Heritage Visiting Scholar)	t.b.d.	
(10) Oct. 22		Colonial encounters and the historical archaeology of Native Americans	Saunders 2012 Deep Surfaces: Pottery Decoration and Identity in the Mission Period (Moodle) Lightfoot, Martínez, and Schiff 1998 Daily Practice and Material Culture in Pluralistic Social Settings: an archaeological study of culture change and persistence from Fort Ross, California (Moodle)	
(10) Oct. 24		Historical archaeology of the WWII era: Japanese American Internment at Amache	Clark 2017 Artifacts, Contested Histories, and Other Archaeological Hotspots (Moodle) Fujita 2017 Returning to Amache (Moodle)	
(11) Oct. 29		Cupping, calomel, a cup of herbal tea, or CBD? Health and healing	Wilkie 1996 Medicinal Teas and Patent Medicines: African American Women's Consumer Choices and Ethnomedical Traditions at a Louisiana Plantation (Moodle) Linn 2014 Irish Immigrant Healing Magic in 19 th Century New York City (Moodle)	
(11) Oct. 31		Industrial sites	Altenburg and Jack 1990 The Living Archaeology of Work: A traditional foundry in Central Portugal (Moodle) McVarish 2008 American Industrial Archaeology pp. 13-19 (Moodle)	
(12) Nov. 5		Archaeology of the Overseas Chinese	Orser pp. 281-284 Voss and Allen 2008 Overseas Chinese Archaeology (Moodle) Van Bueren 2008 Late-Nineteenth-Century Chinese Farm Workers in the California Mother Lode (Moodle)	
(12) Nov. 7	[Palmer at SEAC annual meetings]	Archaeology of the Overseas Chinese	Barre Fong Designs 2019 <i>Making Ties: The Cangdong Village Project</i> (documentary) (Moodle)	
(13) Nov. 12		Gender	Wilkie pp. 269-302 (Ch. 9) L Wilkie 2010 The Lost Boys of Zeta Psi (selections t.b.d.) (Moodle) H Wilkie and Hayes 2006 Engendered and Feminist Archaeologies of the Recent and Documented Pasts (Moodle)	

(13) Nov. 14	Research (RREP) drafts due	Sexuality	Orser pp. 264-266 Casella 2000 Bulldaggers and Gentle Ladies: Archaeological Approaches to Female Homosexuality in Convict-Era Australia (Moodle) Voss 2000 Colonial Sex: Archaeology, Structured Space, and Sexuality in Alta California's Spanish-Colonial Missions(Moodle)	Discussion of drafts & your research process with your professor and peers; establishing the order of presenters via the "beans of random selection"
(14) Nov. 19	Research (RREP) presentations	Various (student-selected, professor approved)		
(14) Nov. 21	Research (RREP) presentations	Various (student-selected, professor approved)		
(15) Nov. 26, 28	<i>No class meeting-- -Thanksgiving Break</i>	Mythistory of the first thanksgiving	Deetz & Deetz 2000 Partakers of Our Plenty: the Pilgrim Myth pp. 1-29 (Moodle)	
(16) Dec. 3		CRM, and careers in historical archaeology and allied fields	Orser pp. 225-242 (Ch. 9), 321-339 (Ch. 13)	
(16) Dec. 5	(Last regular class meeting)	Wrap up! What do we know (and not know), and where do we go from here? Briefing for final exam		
Thursday, Dec. 12, 4:00 PM	Final exam today, in class	FINAL EXAM		