

Anthropology 148 – Syllabus Historical Archaeology

SPRING 2011

Dr. Lee Panich

Class: MWF 11:45 – 12:50 am, O'Connor 207

Office Hours: Wednesday 2:00-5:00 pm

Office: O'Connor 313 Phone: 408-551-3000 x4205 Email: LPanich@scu.edu

Course Description: The purpose of this course is to introduce students to the growing discipline of Historical Archaeology using case studies showcasing historical archaeology's contributions to the understanding of the diversity of America's past. By combining written texts, oral narratives, and archaeological evidence, historical archaeologists attempt to democratize the past by providing a window into the lives of people who have been traditionally left out of mainstream histories. In this course, we will consider how historical archaeology can illuminate America's hidden histories, including aspects of colonial entanglements; class and economic choices; identity, ethnicity, and gender; and social inequality. Although this is not a course in historic artifact identification and analysis, students will be introduced to the variety of data sources used by historical archaeologists to aid in the interpretation of the past. The course will also examine the relationship between historical archaeology the disciplines of anthropology and history.

Please Note: While there are no prerequisites for this class, students are strongly urged to have a basic background in archaeology and the history of the past five hundred years.

Course Objectives:

1. To understand the contributions of historical archaeology to anthropology and history.
2. To explore the methods of historical archaeology and apply to relevant research questions.
3. To evaluate questions of diversity in American history using multiple lines of evidence, including material remains.

Diversity [Explorations] Objectives

- 1.1 Describe examples of diverse human experiences, identities, and cultures in the United States.
- 1.2 Identify and discuss paradigms that lead to inequity and injustice.
- 1.3 Examine diversity as constituted through intersections of social categories such as race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, physical ability, and so on.
- 1.4 Analyze differences in power and privilege related to race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, or physical ability.

Readings: This class will involve in-class discussion of the assigned readings. Students are required to complete assigned readings **prior to the date** they are assigned. If you are unprepared for these discussions then you will not earn participation points for the class period.

Required Texts:

Deetz, James. 1996. *In Small Things Forgotten, the Archaeology of Early American Life*. 2nd edition. Anchor Books, New York.

Orser, Charles E. 2004. *Historical Archaeology, 2nd Edition*. Pearson, New York.

ADDITIONAL REQUIRED READINGS WILL BE POSTED TO THE ANTH 148 CAMINO PAGE

Student led discussions: In-class discussions of the assigned readings will take place at least once a week. These discussions will be led by one or two students and will center on the content and perspectives of the assigned readings. The student(s) assigned the article will prepare a one-page synopsis with at least three discussion questions based on the readings for that day. The synopsis and questions will be turned in

on the day of the presentation. You will discuss the methods and interpretations presented in the reading, relate them to previous readings and presentations, and reflect on how these specific research papers contribute to a deeper understanding of other cultures, their history and their current place in the world. Everyone is expected to contribute to these discussions, which will count toward your participation points in the course.

The goal of this task is to encourage you to reflect on your assumptions and ideas about geographically or culturally unfamiliar cultures and the connections to your own culture and society.

Evening Lectures: Up to four evening lectures will be held during the quarter related to anthropology and/or archaeology. You are required to attend at least two of these. Failure to do so will result in a loss of participation points.

Attendance Policy: Class participation is a significant portion of your grade. If you do not attend classes and participate during class you will not do well.

Exams: There will be a Midterm and Final. These will focus on the materials read for and discussed in class. Exams will follow the short answer and essay-style format. Students will demonstrate their understanding from the readings and class discussions of the new cultural contexts that were created during European exploration and colonization of North America and analyze the ways that power and agency unfolded in these new contexts. Questions will ask you to analyze, in a specific historical context, how these processes played out and what evidence we have for how experiences may have cleaved along the lines of class, gender, ethnicity, and so on.

Cemetery exercise: We will meet in the historic Santa Clara cemetery. After a brief introduction, students will collect data from tombstones to study relationships between ideology, style, and time.

Project: We are preparing an archaeological research design for Santa Clara University's buried and standing cultural past. Your project will become part of this **important** document, and therefore this is **not** to be taken lightly. You will be assigned one section of the University (equivalent to one city block) and will be responsible for finding out about its past history--both documentarily and archaeologically. This will entail compiling maps, and a brief history of the block and its residents. This project will require a lot of time in area libraries and archives so schedule your time appropriately. The main goal of this assignment is to introduce you to the diverse groups that 'colonized' Santa Clara in the 18th and 19th centuries and how their social and economic relationships, including aspects of identity and power, changed over time.

Please supply both a hard and an electronic copy of your research paper. You will work in teams of five. The paper should be at least 15 pages in length (1" margins, 10-12 pt, double spaced). Your project should have textual citations and a list of references cited following the *American Antiquity* guidelines (1983, 48(2):429-442). Please provide a separate preface describing how you divided the work among your group.

Project Presentations: Each team will prepare a 10-15 minute presentation of your research that you will present to the class during the last week of the quarter. This presentation is included in your overall course grade, so make sure you are prepared.

Grading:

Project: 25% (Presentation 5%, Paper 20%)

Class Participation: 25%

Cemetery exercise: 5%

Midterm: 20%

Final: 25%

Statement on plagiarism: Many students are not clear about what it means to plagiarize when writing a paper. Plagiarism is the use of someone else's work without giving appropriate credit. This means that when you take a fact, an idea, or a passage of writing (a quotation) from the work of another author, you must provide appropriate citation. Not ALL ideas need to be cited: ideas that are in the public domain (California is a state in the USA. The first astronaut walked on the moon in July, 1969), well-established generic ideas (plants consume carbon dioxide and emit oxygen) do not require citation. However, if you use a fact, idea, or quotation from your reading, you must reference your source. If you are presenting information in any assignment you must provide appropriate citation or you will receive zero credit on the assignment. If you have any doubt about specifics please talk to me. Penalties for academic dishonest at this university include receiving an 'F' grade in the class and possible suspension or dismissal from the university.

Disability Accommodation Policy: To request academic accommodations for a disability, students must contact Disability Resources located in The Drahmman Center in Benson, room 214, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.

Academic Misconduct: The University's policy on academic honesty will be observed in this class. <http://www.scu.edu/studentlife/resources/academicintegrity/index.cfm>

COURSE SCHEDULE

Class date	Activity/topic	Reading assignment	Other assignments
Week 1			
28 March	Introduction, What is Historical Archaeology?	<i>Hist. Arch.</i> Chap 1;	
30 March	Why do Historical Archaeology? Democratizing the Past	<i>Hist. Arch.</i> Chap 3; Rathje 2001	
1 April	-NO CLASS MEETING-		
Week 2			
4 April	History of Historical Archaeology	<i>Hist. Arch.</i> Chap 2 & 9	
6 April	Historical Artifacts: Examining the Evidence of Everyday Life; Chronology	<i>Hist. Arch.</i> Chap 4 & 5 Deetz Chap. 1	
8 April	Guest Lecture by Lorie Garcia, Santa Clara City Historian	None	
Week 3			
11 April	Material Culture as Social Discourse	Deetz Chap 3 Beaudry et al 1991	Discussion group
13 April	Methods: Survey and Location; Decoding Cultural Landscapes	<i>Hist. Arch.</i> Chap 6 Ruppel et al. 2003	Discussion group
15 April	Evaluating Multiple Lines of Evidence: Oral History, Document Research, and Architecture	<i>Hist. Arch.</i> Chap 7; Deetz Chap 5	
Week 4			
18 April	Doing Historical Archaeology: Fieldwork and Lab Analyses	<i>Hist. Arch.</i> Chap 8;	
20 April	Community Collaborations in Historical Archaeology	Derry 1997; Panich 2007	Discussion group
22 April	- UNIVERSITY HOLIDAY - NO CLASS MEETING -		

Class date	Activity/topic	Reading assignment	Other assignments
Week 5			
25 April	Interpreting the Past: Ideology, and Power	Leone 2005	Discussion group
27 April	The Archaeology of Groups: Ethnicity and Identity	<i>Hist. Arch.</i> Chap 10; Van Bueren 2008	Discussion group
29 April	MIDTERM – IN CLASS		
Week 6			
2 May	Identity, Ideology, and Symbolism: Cemetery Exercise	Deetz Chap 4	
4 May	Class and Status / Consumer Behavior in the United States	Deetz Chap 6; Wurst and McGuire 1999	Discussion group
6 May	Historical Archaeology of Colonialism in North America	Deetz Chap 2; Lightfoot 2006	Discussion group
Week 7			
9 May	Historical Archaeology of the SCU Campus	Allen et al. 2009; Skowronek and Wizorek 1997	<i>Cemetery exercise due</i>
11 May	Archaeology of California's Diverse Histories: California Missions	Panich 2010	Discussion group
13 May	Archaeology of California's Diverse Histories: Overseas Chinese	Voss 2008	Discussion group
Week 8			
16 May	Archaeology of the African-American Experience	Deetz Chap 7 & 8; Singleton 1995	Discussion group
18 May	Archaeology of Sex, Gender, and Age	Pearson and Mullins 1999; Meyer et al. 2005	Discussion group
20 May	Archaeology of Globalization, Multiculturalism and Diversity in the United States	Yamin 2001; Loren 2000	Discussion group
Week 9			
23 May	Broader Contexts: Archaeology of Multiculturalism and Diversity in Global Perspective	<i>Hist. Arch.</i> Chap 11; Praetzellis and Praetzellis 2001	Discussion group
25 May	Applying Historical Archaeology: Cultural Resource Management	<i>Hist. Arch.</i> Chap 12, 13 Laylander 2009	Discussion group
27 May	The Future of the Past?	Gorman 2005 Pringle 2011	Discussion group
Week 10			
30 May	-UNIVERSITY HOLIDAY - NO CLASS MEETING-		
1 June	Student Presentations		Project presentation
3 June	Student Presentations		Project presentation, <i>Project Papers due by 5:00 pm</i>
Finals Week			
8 June	FINAL EXAM – 1:30 pm		