ANTH 431/531: Introduction to Historical Archaeology
Tuesdays, Thursdays, 11am-12:15pm
Room: Phinney Conference Room (Rm. 102)
University of Idaho, Moscow

**Instructor:** Stacey Lynn Camp, Assistant Professor
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**Phone:** (208) 885-6736
**Office Hours:** T/Th 2pm-3pm OR by appointment

“Artifacts set the mind in the body, the body in the world,” Henry Glassie, *Material Culture* (1999:42)

“It is terribly important that the “small things forgotten” be remembered. For in the seemingly little and insignificant things that accumulate to create a lifetime, the essence of our existence is captured,” James Deetz, *In Small Things Forgotten* (1977:259)

**COURSE DESCRIPTION**

Historical archaeology, in its broadest definition, is the archaeological and archival study of literate societies. This course examines the development of historical archaeology as a discipline and the differing and complementary methodologies and theoretical approaches that have been introduced since its formation. This course is by no means an exhaustive survey of the numerous methodologies and theoretical frameworks in historical archaeology. Rather, we will pay close attention to a few of the core debates that have shaped and continue to influence the discipline. Some of these issues include critically assessing the data we collect and the methods we use to collect it, studying class, race, gender, and sexuality through the archaeological record, and how to present our findings to the public.

In this course, you will learn the following things:

- the history of historical archaeology as a discipline
- how to identify historic artifacts
- the major theoretical debates in historical archaeology
- the challenges of using multiple data sources (oral histories, archives, visual culture, archaeology, etc.)
- how to critically analyze an academic article or book
REQUIRED TEXTBOOKS


The majority of the course readings will be available on Blackboard. You can log into Blackboard by going to this website: https://www.blackboard.uidaho.edu/

REQUIRED ASSIGNMENTS

Your grade in this course consists of 4 components, totaling **100 points**. These components include:

**Participation** (30% or 30 points):

- **Oral Presentation** (10 points) - *Undergraduates* will be responsible for leading group discussion and presenting on one article in pairs or small groups. *Graduate students* will be expected to lead discussion on one article in the semester by themselves.

- **Reading Responses** (20 points): Undergraduate and graduate students will be expected to write **2 short responses** on topics we’ve discussed in-class. Reading responses should be between 2-3 pages, double-spaced, and in size 12 Times New Roman font (with normal margins). The content of these responses will be circulated in-class.

**Attendance** (10% or 10 points): Students are expected to attend all scheduled classes unless an emergency arises. If this is the case, please meet with me to make up your absence and go over the material you missed. If you miss more than **1 class** this semester, your participation grade will be reduced by 5 points each time you miss class. If you miss **3 classes**, your attendance grade will be reduced to **0 points**.

**NOTE**: *Graduate students* will be expected to read additional readings noted on the syllabus and meet at dates to be announced.

**Integrating Theory and Data Assignments** (40% or 40 points): These assignments will draw upon the methodological and theoretical ideas we cover in-class; each assignment requires that you analyze and interpret an archaeological data set. You will be given more information on each assignment in-class.

- **Assignment 1** – Documents, Landscapes, and Visual Culture (20% or 20 points)

- **Assignment 2** – Interpreting Social Status through the Archaeological Record (20% or 20 points)

**Final Exam** (20% or 20 points) (*undergraduates only*) or **Research Project** (*graduate students only*): The final exam will consist of keywords and essay
responses; more information on the exam structure will be handed out towards the end of the semester. Graduate students will be expected to design their own research project for the semester that ideally relates to their thesis topic. Graduate students should plan to meet with Professor Camp during the first weeks of the semester to develop a plan of action for their research project.

COURSE ASSIGNMENT DEADLINES
September 25th (in-class) – Reading Response 1
October 14th (in class) – Assignment 1
November 4th (in-class) – Reading Response 2
November 20th (in-class) – Assignment 2
December 15th, 10am-12pm – Final Exam

ACADEMIC DISHONESTY
Plagiarism of any form will not be tolerated. Plagiarism, in its simplest form, involves copying someone else’s work and claiming it as your own. To avoid university penalties, always make sure to properly cite your sources, including books, websites, journal articles, unpublished materials, and discussions with your classmates. Please review the university’s policy on academic dishonesty and citation rules before completing your first written assignment in class. These guidelines can be found here:
http://www.uihome.uidaho.edu/default.aspx?pid=56158

STUDENT ACCOMODATIONS
Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through Disability Support Services located in the Idaho Commons Building, Room 306 in order to notify Professor Camp as soon as possible regarding accommodation(s) needed for this course. You can contact Disability Support Services at 208-884-6307, dss@uidaho.edu, or www.access.uidaho.edu.

CLASSROOM CODE OF CONDUCT
There are a few “ground rules” I ask that we all follow in this classroom. My intent in setting these rules of engagement and conduct is to help foster an environment conducive to critical, yet respectful discussion. In my classroom, everyone’s views and perspectives deserve to be heard. Creating this sort of classroom requires everyone following these rules:

RULE 1 – Cell phones, laptops, and other electronic devices are not permitted in my classroom. They are a distraction and detract from your learning experience.

RULE 2 – Come to class prepared! Do the reading out of respect for your peers.
RULE 3 – Everyone has a chance to speak. Do not dominate the discussion; do not speak while someone else is talking.

RULE 4 – If you are confused, lost, or have a question, **ASK for help** or **ASK** the question in class! If you are confused, you’re probably not the only one. I am here to help you learn. Don’t be afraid to come to my office hours or email me if you prefer discussing your question one-on-one.
COURSE SCHEDULE

Week 1: Introduction to Course and Historical Archaeology

Tuesday, August 26th ~ Course Overview

Thursday, August 28th ~ Origins of Historical Archaeology


MODULE I: THE "STUFF" OF HISTORICAL ARCHAEOLOGY - ARTIFACTS, ARCHIVES, AND VISUAL CULTURE

Week 2: Maps

Tuesday, September 2nd ~ Introduction to Documents and Maps


Thursday, September 4th ~ Introduction to the University Archives


Week 3: Documents

Tuesday, September 9th ~ Census Schedules, Probate Records, Diaries, etc.


Thursday, September 11th ~ On-campus fieldtrip to Library (meet at Special Collections!)

Week 4: Oral History

Tuesday, September 16th ~ Probate Discussion (continued) & Oral History Methodologies


Thursday, September 18th ~ Memory and Remembering


Week 5: Landscapes

Tuesday, September 23rd ~ Landscapes of Power


READING RESPONSE #1 DUE IN-CLASS ON SEPTEMBER 25TH

Thursday, September 25th ~ Racialized Landscapes


Week 6: Visual Culture

Tuesday, September 30th ~ Photographs, Dime Novels, and Postcards

Thursday, October 2nd ~ Public Responses to Media


GRADUATE READING


Week 7: Ceramics

Tuesday, October 7th ~ Brief Introduction to Ceramic Identification


Thursday, October 9th ~ Ceramics and Identity


Week 8: Glass

ASSIGNMENT #1 DUE IN CLASS ON OCTOBER 14TH

Tuesday, October 14th ~ Brief Introduction to Glass Identification


Thursday, October 16th ~ Alternative Usages of Glass

GRADUATE READING


Week 9: Toys

Tuesday, October 21st ~ Brief Introduction to Toy Identification


Thursday, October 23rd ~ The Politics of Play


MODULE II: INTERPRETING THE PAST – THEORETICAL MODELS

Week 10: Gender

Tuesday, October 28th ~ The Cult of Domesticity


Thursday, October 30th ~ Sexuality


Week 11: Class

READING RESPONSE #2 DUE IN-CLASS ON NOVEMBER 4TH

Tuesday, November 4th ~ Introduction to Class & Socio-economic Scaling


Thursday, November 6th ~ Symbolic Approaches to Class


Week 12: Class (cont.) and Introduction to Race

Tuesday, November 11th ~ Marxist Approaches to Class


Thursday, November 13th ~ Introduction to Race


Week 13: Race (cont.)

Tuesday, November 18th ~ Race in Colonial America

ISTF, “Remember Me as You Pass By,” (pp. 89-124), “Parting Ways,” (pp. 187-211)
ASSIGNMENT #2 DUE IN-CLASS ON NOVEMBER 20TH

Thursday, November 20th ~ Race in Contemporary America


Week 14: THANKSGIVING BREAK! NO CLASS

MODULE III: CIVIC ENGAGEMENT AND THE PRESENTATION OF THE PAST

Week 15: Public Outreach and Civic Engagement

Tuesday, December 2nd ~ The African Burial Ground Project


Thursday, December 4th ~ The Levi Jordan Plantation Project


GRADUATE READING


Week 16: The Future of Historical Archaeology - Archaeology of the Present (cont.)

Tuesday, December 9th ~ Changing the Future through a Study of the Past

Thursday, December 11th ~ Course Wrap-up and Exam Review

December 15th (10am-12pm) Final Exam!