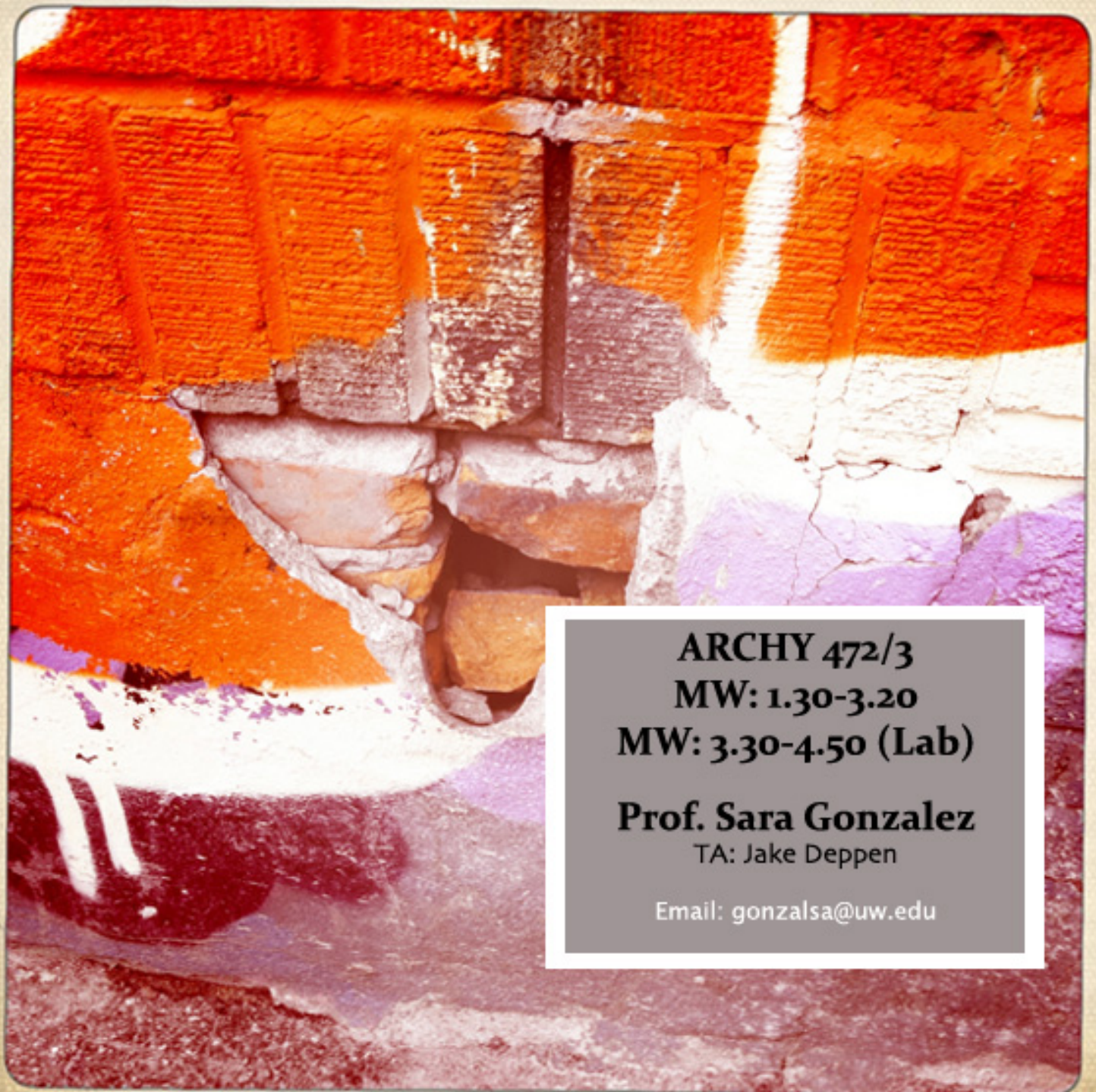


# Historical Archaeology:

*Materializing Race, Class, and Gender*

I will tell you something about stories  
[he said]  
They aren't just entertainment  
Don't be fooled  
They are all we have, you see  
all we have to fight off illness and death  
- Leslie Marmon Silko



**ARCHY 472/3**  
**MW: 1.30-3.20**  
**MW: 3.30-4.50 (Lab)**

**Prof. Sara Gonzalez**  
TA: Jake Deppen

Email: [gonzalsa@uw.edu](mailto:gonzalsa@uw.edu)

**ARCHY 472 and ARCHY 473**  
**HISTORICAL ARCHAEOLOGY Theory and Method:**  
MATERIALIZING RACE, GENDER, AND CLASS

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INSTRUCTOR:	Spring Term 2014
Dr. Sara Gonzalez	TuTh: 1.30-3.20 pm ; 6 credits
Office: Denny 139	Denny 115
Phone: 543.9603	Office Hours: Tu 3:30-4:30 pm; W 1-
Email: <a href="mailto:gonzalsa@uw.edu">gonzalsa@uw.edu</a>	2.00pm; and By Appointment

I will tell you something about stories  
[he said]  
They aren't just entertainment  
Don't be fooled  
They are all we have, you see  
all we have to fight off  
illness and death

*Leslie Marmon Silko, Ceremony (1997)*

**COURSE ABSTRACT:**

What can the things you routinely do in your daily life tell us about who you are as an individual? For example, what stories can we tell through the foods we eat and the ways in which we prepare them, or how can the layout of our neighborhood or city reflect who we are as a community? In this course we will examine how historical archaeology uses the “small things forgotten”—the material residues of our everyday practices—to better understand the recent and contemporary past. While some might question the need for doing archaeology when we have documents—when we ostensibly “know” what happened because its part of written history—mainstream histories often exclude significant portions of the past by skewing or erasing entirely the histories and experiences of social, ethnic, and cultural minorities. As a seminar we will consider the ways in which historical archaeology and its concern with material practice provides an alternative way of understanding these excluded pasts. While our readings will address the “puzzle solving” aspect of archaeology—that is, how we construct interpretations about daily life through material remains—our discussions will explore the intersections between *evidence*, *history*, and *authority*. To this end, we will endeavor to situate the practice of historical archaeology within its unique social, political, and ethical contexts.

As a seminar, a significant portion of our time will be devoted to building our critical reading, writing, and research skills and strategies. Working with a variety of source materials—archaeological, ethnohistoric, historical—we will look at how researchers bring together multiple, overlapping lines of evidence to construct interpretations of daily life in the past. We will also use our writing to explore the issues we face in interpreting and

representing the (more or less) recent past. In the second half of the course, students will focus their reading and research to explore a course theme, community, or region/city in more depth. This focused study will culminate in an independent research project.

**COURSE FORMAT:**

This course will begin with an overview of the primary objectives and goals of historical archaeology. We will then continue to survey how it is archaeologists recover and interpret archaeological remains and material culture. A series of case studies have been chosen in order to 1) highlight the process of archaeology or a specific key-issue or debate in archaeology; 2) provide you with an in-depth analysis of how researchers have used archaeology to document the excluded past; and 3) demonstrate the wide variety of research on historical North America. The case-studies we will examine in this course provide an opportunity for you to understand, in greater detail, the process and practice of historical archaeology and the research questions it addresses in the 21<sup>st</sup> century.

This course will also include workshops and labs designed to give you intensive instruction in the identification and analysis of some of the most common forms of material culture that historical archaeologists work with. As a hands-on course it is imperative that you regularly attend our meeting times and complete the workshops as these provide the basis for our series of Labs and Quizzes.

This course is based on “inquiry-based learning” and each student will be a responsible participant and contributor to the course content. Requirements for the course will include active participation and engagement with the readings and course discussions; completion of a series of graded assignments and ungraded exercises; short writing assignments; article presentations; quizzes; and a final project. Your experience in this course will depend upon your willingness to actively, and thoughtfully participate in class. Our class times will be divided up into discussion, group activity, and brief lecture/clarification periods; and a series of materials workshops and visits to the archives. You are encouraged to raise your voice and contribute to the seminar. It is my goal to make the classroom an open, inviting, and supportive space for your productive participation in this class.

**REQUIRED TEXTBOOKS:**

Battle-Baptiste, Whitney

2011 *Black Feminist Archaeology*. Walnut Creek, CA: Left Coast Press, Inc.

Deetz, James

1996 *In Small Things Forgotten: An Archaeology of Early American Life*. New York: Anchor Books.

**RECOMMENDED:**

Hume, Ivor Noel

2001 *A Guide to the Artifacts of Colonial America*. Philadelphia: University of Pennsylvania Press.

Little, Barbara J.

2007 Historical Archaeology: Why the Past Matters. Walnut Creek, CA: Left Coast Press, Inc.

**COURSE WEBSITE:**

Students are required to have an email account and have regular access to the Internet where they can also download and upload material from/to the course Canvas. The ARCHY 472 Canvas course is where we will manage the everyday aspects of the seminar and lab: announcements, discussion, contribution of discussion questions, project progress reports, project organization issues, etc. In addition, each student will contribute to our course Wordpress Blog (<http://blogs.ue.edu/gonzalsa>), which will be a place for students to synthesize responses to discussion and other topics related to the course.

**ACCOMMODATIONS:**

Students who require an accommodation due to a disability should contact me privately to discuss specific needs. Please notify me of any special accommodations that you require no later than the first week of class.

**COURSE GOALS:**

At the end of the course you will be able to:

1. Demonstrate an understanding of the nature of archaeological, archival and ethnographic evidence of the past;
2. Develop strategies for critical reading and become familiar with the processes for researching and writing archaeology;
3. Be familiar with a range of American Material Culture materials analyses (ceramics, glasswares, metals, etc.)
4. Articulate how archaeologists draw connections between material remains and past practices in order to interpret daily lifeways and social identity;
5. Critically assess the ways in which historical archaeology impacts contemporary communities, including the general public;
6. Evaluate how historical archaeology contributes to our understanding of Excluded Pasts.

**COURSE REQUIREMENTS:**

Your grade for the course is determined through a combination of in-class participation, graded lab exercises, critical-reading assignments, leading an article discussion for two class meetings, quizzes, and a final research paper to be determined with the instructor by the 5<sup>th</sup> week of class. Each of the assignments for seminar and lab is explained below.

SEMINAR GRADE

*10% Participation:*

When we enter the classroom we learn from our readings and from each other through courteous and *constructive* debate. A significant portion of your grade is based on your active participation in this course. Participation means being prepared for the class, showing up to class on time having critically read, participating in all ungraded and graded exercises, and providing timely feedback to your colleagues. You will also be responsible for signing up for my Office Hours at least **ONCE** during the semester.



### 10% *Discussion Posts:*

As an upper level student, you should have enough background to ask critical questions, make critical comments, and discuss what you read. Therefore, while reading or during lecture, use a notecard to write down thoughtful questions and responses in regards to your assigned readings/course topics for each regular course meeting day. You will post your questions and discussion comments to the course Canvas by 9am the morning of class. Also indicate whether you want me to prioritize your question for the class discussion or if you have special interest in any particular topic. Details of discussion posts will be handed out to you the first week of classes. Our discussions will revolve around your discussion posts. If you have no questions or comments to bring to class, discussion will be unproductive.

### 25% *Archaeology Blog:*

Public scholarship is an increasingly effective and important tool of communicating the findings of archaeology—not to mention elucidating its relevance to the modern world! As such, in this course you will be contributing to a course blog. The goal of this blog is to present your research as a learning community and to become literate in digital, public scholarship as a method of Historical Archaeology. Details for this blog will be given to you on the second day of class. This blog is your space to discuss your reactions to readings, class prompts, contribute “items of inspiration” to the group, and present your lab analyses. You will be asked to contribute to the blog periodically throughout the term.

### 25% *Article Presentations:*

As an upper division seminar you will be responsible for leading discussion and presenting twice during the term. You must prepare a presentation (powerpoint, group activity, etc.) that focuses on the reading to present in class. You should expect to direct the class’ discussion of the reading: your review should only take about 10-15 minutes. You can volunteer to present any reading of your choosing on a first-come, first serve basis. Any students who do not sign up by April 4<sup>th</sup> will be assigned a reading. In conjunction with your article presentation you will write a brief article review (2-3 pages). Details of this assignment will be given to you the first week of classes.

### 25% *Final Research Paper:*

You will have a choice to either produce a detailed examination of an archaeological site or class of materials, develop a teaching curriculum, or produce an archaeologically-inspired imaginative paper (10-12 pp) that focuses on a community or archaeological site. Details for this final research project will be given to you at the beginning of the third week of class. As part of this project there are a series of milestones that will be broken down as follows for the final project grade:

- Milestone 1: Project Proposal
- Milestone 2: Annotated Bibliography
- Milestone 3: Rough Draft
- Milestone 4: Roundtable Presentation
- Milestone 5: Final Draft

### LAB GRADE

### 30% American *Material Culture Workshops*

During lab time we will do intensive materials and methods trainings to become familiar with the major classes of American Material culture you will encounter as a historical archaeologist. Additional workshops will introduce you to the developing methods of public outreach and digital archaeology.

### 50% *Historical Archaeology Labs (aka Integrating Theory and Data Assignments)*

These assignments will draw upon the methodological and theoretical ideas we cover in class and during our materials workshops. Each lab requires that you analyze and interpret an archaeological data set. You will be given more information on each assignment in class. There are a total of **six** graded laboratory assignments for the course.

### 20% *Quizzes:*

Throughout the course we will be completing a series of materials workshops. These workshops will introduce you to the basics of identifying a variety of historical materials including documents, ceramics, glasswares, metals, etc. It is essential that you be conversant with the basic terms, material types and methods of analyses as this provides the scaffolding for you to complete your final research project. You will have a series of straightforward quizzes on this material. Quizzes will be announced **one class period** before they are given.

### SPECIAL NOTE:

Please note that you **must complete all** coursework for this class, otherwise you will not receive a grade for the course. Please take a look at the exam dates and plan your schedule for the. If you have a legitimate scheduling problem, then please bring it to my attention *no later than the second week of class* so that arrangements can be made ahead of time for you. Also note that questions about the grading of assignments can be brought to my attention only **within one week** after the assignment has been handed back to you. After the week is over, no changes will be made.

Summary of Course Requirements	
Assignment	Tentative Due Date
Lab 1	3-Apr
Lab 2	10-Apr
Lab 3	29-Apr
Lab 4	29-Apr
Lab 5	16-May
Lab 6	29-May
Milestone 1	5-May
Milestone 2	13-May
Milestone 3	27-May
Milestone 4	3-Jun, 5-Jun
Milestone 5	15-Jun
Quizzes	TBA

## Course Outline:

*Topics and readings subject to modification*

\*Reading posted on Canvas

<b>Week 1</b>		
Archaeology as Storytelling		Readings
Mar. 30	Introductions: Archaeological Narratives	Little: Preface, pp. 13-40* Hume 1978*  <i>Recommended:</i> Harrington 1958*
Apr. 1	What is Historical Archaeology?	Little: pp. 42-69* Hall and Silliman 2006*  <i>Read one:</i> Mayne 2008* Orser 2010* Paynter 2000* Wilkie 2005*

<b>Week 2</b>		
Why Historic Archaeology?		
Apr. 6	Excluded Pasts	Deetz: Ch. 1 Deetz 1991* Deagan 1991*  <i>Read one:</i> Galloway 2006* Galloway 1991*
Apr. 8	Archaeology of the Recent Past	Little: pp. 129-133* Rathje and Murphy 2001*: Ch.1, 3

<b>Week 3</b>		
Telling Stories Through Things		
Apr. 13	In Small Thing Forgotten	Deetz: Ch. 2, 3, 4  <u>Lab Readings:</u> Ceramics Cheat Sheet Ceramics Primer Skim Majewski and O'Brien 1984*
Apr. 15	In Small Thing Forgotten	Deetz: Ch. 5, 6, 9

<b>Week 4</b>		
The Written and the Wrought		

Apr. 20	The Written and the Wrought: Working with Documents	Seasholes 1988*  <i>Read one:</i> Lightfoot 2008* Cipolla 2012*
Apr. 22	Archaeology of Historic Native America	Lightfoot 1995* Rubertone 2000* Silliman 2005*  <u>Lab Readings:</u> Light 2000* Rock 1984*

<b>Week 5</b> Archaeologies of Colonialism		
Apr. 27	Indians, Missionaries, and Merchants: Colonial California	<i>Read one:</i> Lightfoot 2005* Silliman 2009* Panich 2013*  <u>Lab Readings:</u> Parks Canada Glass Pt. 2* Bottle Primer* Jones 2000*
Apr. 29	Colonial Sex and Sexuality	Casella and Voss 2012a*  <i>Read One:</i> Casella 2012* Dawdy 2012 Rubertone 2012* Voss 2000* Voss 2012b*  <u>Lab Readings:</u> Parks Canada Glass Pt. 1*

<b>Week 6</b> Archaeologies of Capitalism, Class, and Labor		
May 4	Archaeologies of Capitalism, Class and Labor: West Oakland	Little: Ch. 22 Palus et al. 2006* Shackel 2013*  <i>Read one set of case Studies from one of the sites below:</i> Ludlow, CO McGuire and Reckner 2002 McGuire and Reckner 2003 Walker 2003 Clark and Casella 2009 Larkin 2009



		<p>Five Points, NY          Griggs 2001          Milne and Crabtree 2001          Wall 1999          Yamin 2001          West Oakland, CA          Solari 2001          Walker 2008          Walker 2011</p>
May 6	Archaeologies of Capitalism, Class, and Labor: Five Points, NY	<p>Seifert 2005*          Gilfoyle 2005*</p> <p><i>Read One:</i>          Crist 2005*          Spude 2005*          Ketz et al. 2005*          Meyer et al. 2005*          Yamin 2005</p>

<b>Week 7</b>		
<b>Materializing Race and Ethnicity</b>		
		<p>Little: Ch. 20          Orser 2001*          Agbe-Davis 2010*</p> <p><i>Read one:</i>          Fennell 2010*          Shackel 2010*          Deetz Ch. 7, 8</p> <p><u>Lab Readings:</u>          Lambert 2013*</p>
May 11	Race and the Archaeology of Identity: Parting Ways and New Philadelphia	
		<p>Voss and Allen 2008*</p> <p><i>Read One:</i>          Clark and Skiles 2010*  <i>Historical Archaeology</i> 2008*</p> <p><i>Recommended:</i>          Voss and Williams 2008*</p>
May 13	Race, Ethnicity and San Jose Chinatown	

<b>Week 8</b>		
<b>Activism and Intersectional Approaches to Archaeology</b>		
May 18	Black Feminist Archaeology	<p>Battle-Baptiste: Ch. I, II, III          Combahee River Collective Statement*</p>
May 20	Black Feminist Archaeology	<p>Battle-Baptiste: Ch. IV, V</p>

<b>Week 9</b> Archaeologies for the 21st Century		
May 25	Contemporary Archaeologies	Gonzalez-Ruibal 2008* (plus two responses) Little 2007*  <u>Lab Readings:</u> Voss and Allen 2010*
May 27	Historical Archaeology and Civic Engagement : Telling Difficult Stories	Wood 2002* Colwell-Chanthapohnh 2007*  <i>Read one:</i> Davidson 2008* De Leon 2013*  <i>Recommended:</i> Little: pp.136-170

<b>Week 10</b> Archaeology and the Future		
Jun. 1	Student Presentations	<i>Student Contributed Readings</i>
Jun. 3	Student Presentations	<i>Student Contributed Readings</i>

**JUNE 12<sup>th</sup> 11.59 pm: FINAL PROJECT DUE**

## COURSE POLICIES:

*Participation (freely adapted from Ray Ontko's elegant prose, <http://www.ontko.com/~rayo/cs63.html>)*

This course is not only about learning the material in the texts and lectures or reading some new material in the library. If it were, there would be very little reason for us to meet as a class. A good student could learn the material in about one fifth the time by studying the text carefully, working through all the assignments, and following up on many of the citations given throughout the texts and in the bibliography. Indeed, this *is* the point of the text.

We meet as a class for a number of reasons:

- To discuss the material, share insights that each of us may have had while working through the materials. Doing so enables us to learn more (or better) than we might as independent scholars. In discussion, we also have the opportunity to discover our misconceptions by expressing ourselves and listening carefully to others.
- To present our research to one another. By presenting the fruits of our individual labors we take a stand for what we believe to be true and put our own work in the light for review by our peers. This is perhaps the most important aspect of method in archaeology, or in any discipline for that matter.
- To review the work of others. We learn not only by exploring material through independent scholarship, but also by seeing others' approaches and solutions to similar problems.
- To develop our abilities to express our thoughts in real-time. It is one thing to be able to figure things out, and another to have the thoughts fully developed and ready for action. How well do we know the material if we can't engage in significant discussion and inquiry?
- To collaborate with each other in the creative process and share the sense of excitement and empowerment that comes from collectively producing work that you are proud of.

*Your full participation in the course, then, is essential. Engagement in the course includes, but is not limited to:*

- *Preparation.* Do the readings carefully, inquisitively, intelligently. You are responsible for your own learning
- *Punctuality.* Show up to class on time.
- *Attendance.* Come to all the classes. The class will not work if you do not attend. In order for your absence to be considered excused, you must contact me the day of your absence from class. If two consecutive class sessions are missed due to illness, you must submit a note from the Health Center or your physician.
- *Discussion.* Come prepared to ask questions, *and ask them*. Come prepared to answer questions, *and answer them*, even if you are not being tested on your preparation.
- *Research.* Get excited about your research. Follow as many leads as you can, as deeply as you can. Make a contribution by summarizing what you have learned so that others may follow. Be prepared to be engaged with and excited about other participants' research projects. The class works as a team not a series of individuals. There should be a feeling of safety and mutual trust enabling students to express themselves and provide constructive feedback to others.
- *Projects and Assignments.* Write and create in a way that is meaningful to others that you would be proud to publish to the world as an expression of your intellectual integrity and character.

**On Office Hours.** You are REQUIRED to attend office hours ONCE during the semester. However, I encourage you to drop by during my scheduled office hours more often than that. If you cannot make one of my scheduled office hours, please email me or talk to me after class to schedule an alternate appointment. Often, your professors from your courses sit in solitude, waiting for their students to come and visit them and ask them questions. It gets quite boring and lonely sitting there all alone, watching Youtube clips of talking porcupines and cat videos, so please come and discuss your assignments, lectures, readings or any other concerns or thoughts you might have about the course or about ARCHY.

**On Due Dates.** All assignments are due at the BEGINNING of the class period, no exceptions. You will lose one letter grade for each day that your assignment is overdue. *If your assignment is more than a week late (FIVE days), you will receive NO credit.* That being said, it's always better to turn in something rather than nothing at all. Trust me.

**On Attendance.** Participation in this course is a significant part of your grade. If you must miss class, please let me know ahead of time. If you miss class for a reason other than a medical or other emergency, you should contact one of your classmates to ask for notes. You are still required to turn in all class assignments **on time**.

**On Discussion.** During class periods we will be discussing a variety of issues that people may have strong and/or diverse opinions on. It is important that we all respect one another's thoughts, and address our comments at ideas and not the person. Class is not a place for demeaning or threatening language. I work hard to facilitate a safe place within which to reasonably discuss course materials and ideas and the expectation is that students will do the same.

**On Email.** Email is one of the best ways, *outside of office hours*, to contact me. In the case that I do not respond immediately to one of your emails, fear not, I will respond to you within 1 day. On days we have assignments due, your emails and questions must be in my inbox before **5 pm**, the night before. If it arrives after that, you are not guaranteed a response.

**On Social Networks.** Technology is ubiquitous in our lives. We all have twitters and facebook's and tumblrs and, well, lots of things like this, which display our pictures and statuses and how many levels we advanced in candy crush. In the interest of fairness and privacy, I have a policy of not accepting friend requests from students during the term. Please don't take this personally, but we all need a bit of anonymity and privacy. While I welcome the use of laptops and such in the classroom I respectfully ask that you do not abuse technology during class time. This means NO texting, NO FB'ing, NO IM'ing. It's disruptive for all your peers, myself included. (All that said, ask me about constructive ways in which you can use these tools to foster your learning!)

**On Plagiarism.** ARCHY 469 is designed to provoke critical thinking. Although I encourage you to form study groups and work together, all written work should be your own. Please do not use other students' papers or exercises for your own assignments. You are responsible for appropriately documenting/citing material from which you get your ideas. No form of cheating or plagiarizing will be tolerated and any assignment suspected to contain either will receive a zero and a report **will be** sent to the Committee on Academic Conduct for the College of Arts and Sciences at UW. Information about Academic Honesty, Plagiarism, and consequences can be found at: <http://www.washington.edu/uaa/gateway/advising/help/academichonesty.php>

## **CAMPUS RESOURCES:**

There are a variety of resources available to you at the University of Washington. Below is a list of some that I may direct you towards. These are your friends at UW!

### **The Anthropology Writing Center**

The Anthropology Writing Center is located in Denny 430. Students can schedule 45-min writing consultations through <https://catalyst.uw.edu/workspace/anthwrc/33110/>. Staffed by a graduate student, the writing center is there to help you with writing assignments in any anthropology class, including the weekly response papers in this class. Their full website can be found here: <http://depts.washington.edu/anthweb/programs/writing.php> , [anthwrc@uw.edu](mailto:anthwrc@uw.edu)

### **The Odegaard Writing & Research Center**

We empower writers and foster a supportive learning community on the University of Washington Seattle campus by collaborating with students, staff, and faculty on all kinds of writing and research. This is the place to come and chat with peer tutors and librarians, to grow as a writer in the context of whatever project is foremost in your mind. We can't magically "fix" papers for you (it wouldn't help you long-term if we could), but we can ask all kinds of smart questions and talk with you in order to help you with your research and writing. We're open to all members of the UW community -- students, staff, and faculty -- and feature exceptional tutors and convenient hours. Sign-up for an appointment today! <http://depts.washington.edu/owrc>

### **Safe Campus**

If you have concerns about your own safety or the safety of anyone else, you can & should contact Safe Campus, 206-685-SAFE (7233). Campus Police: <http://www.washington.edu/admin/police/index.shtml>  
In an emergency call 9-1-1; for non-emergencies the number is 206-685-UWPD (8973). Their website has information about crime statistics and a link where you can sign up for the UW Alert system, which sends realtime notifications via text or e-mail, of active threats to the campus community

### **The Counseling Center**

The Counseling Center is staffed by psychologists and mental health counselors who provide developmentally-based counseling, assessment, and crisis intervention services to currently-enrolled UW students. To schedule an initial appointment, please call the Counseling Center (206) 543-1240 or stop by the Center at 401 [Schmitz Hall](#).

### **Accommodations for Students with Disabilities**

I am happy to work with Disability Resources to provide appropriate accommodation for students with disabilities. If you need accommodation, please contact the Office of Disability Resources for Students (<http://www.washington.edu/students/drs>). They will provide me with instructions on how to best accommodate students with disabilities.