

HISTORICAL ARCHAEOLOGY

Special Topics in Archaeology (ANT351)/Historical Archaeology (ANT545)

Spring 2022

Tuesdays 5PM-7:30PM

Lafferty 108

Instructor

Dr. Elena Sesma

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Office Hours:

Tuesdays, 1-3pm or by appointment

Lafferty 216 or via Zoom

(see Canvas for access link)

COURSE DESCRIPTION

Historical archaeology is the study of the modern era (from the 15th century through the present). In this course, we will examine the development of the sub-discipline as one that focused on text-aided archaeological studies of the colonial era in North America to a field that closely examined the lived experiences of communities that were marginalized from the written record. We'll look at the theories, methods and data sources that historical archaeologists use to investigate the lives of people in the past, the roots of systemic inequality, the preservation of historic sites and landscapes, and the construction of heritage values today. This course will also expand the scope of the subfield from its roots in North America to examine global historical archaeological case studies and contemporary archaeology focused on the very recent past and present day. Topics of discussion will include: working class archaeology, the African Diaspora, Indigenous archaeology, feminist and gender archaeology, public archaeology and heritage.

Course goals and learning outcomes

At the end of the course, students will be able to

- Understand the development and evolution of historical archaeology, along with its major goals
- Identify the kinds of data that historical archaeologists work with
- Describe the contributions of historical archaeology to understanding the varied experiences of people in the past
- Identify historic artifacts and analyze an assemblage belonging to a particular site
- Develop research questions grounded in historical archaeological theory
- Make interpretations from archaeological data

REQUIRED COURSE MATERIALS

Students are not required to purchase any books for this class. All readings, including books, book chapters, and articles will be available on Canvas or through the UK library. However, we will read the majority of the following two books, and you may like to purchase a copy for yourself (especially if you plan on studying archaeology further).

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

Battle-Baptiste, Whitney. 2011. *Black Feminist Archaeology*. Walnut Creek: Left Coast Press

ACTIVITIES AND ASSIGNMENTS

Your grade for this course comes from several different components.

Collegiality/Participation

We all learn in different ways and feel comfortable contributing to the learning environment in ways that vary depending on our respective skills. Rather than assessing your participation in terms of how often you speak, this grade reflects the ways you contribute to a lively and collegial class environment. You may earn 1 point towards this collegiality grade by doing any of the following throughout the semester:

- Take notes and share after class. Each week I will ask for 2 notetakers who will post their notes online (notes can be handwritten/scanned into a pdf or typed during class).
- Timekeeping. I will provide an outline/schedule for each class session to a timekeeper and you will help me (and all of us) stay paced against the clock.
- Participate in making a class contract for shared expectations for the semester. We will collectively build this in our first two class meetings.
- Email an author of a text we read in class and tell them how this reading affected you or your thinking about the topic. (Be sure to either cc me on the email or forward it to me)
- Post to our general class forum any questions, thoughts, or recent news/current events of discoveries related to our course.
- Annotate one of our course readings and share it with your colleagues on Canvas/Perusall. Learning to take notes and annotate our readings is a great skill that all of us could benefit from practicing. This can also help us connect on questions we might all have about a reading.
- Any form of mutual aid for the class or for classmates (proof reading, sharing texts/pdfs, showing others where the library is or how to use Google Drive, etc).

Course readings

You are expected to complete assigned readings noted on the syllabus and on Canvas. Grad students may be assigned additional readings, which will be noted on Canvas. It is up to you to complete the readings before coming to class and to come prepared with questions/discussion points based on the texts.

Readings Discussion Presentation

Twice during the semester, you will work with a group of your peers to present a case study from one of weekly readings. Presentation groups will have 3-4 students and you are collectively responsible for presenting information on the site context, discussion/description of the data, and the overall meaning/interpretation that the authors provide. These presentations will occur in weeks 4 and 15, and more specific detail will be provided for each respective case.

Questions or Reflections

Each week you will be asked to either submit 2 meaningful questions for discussion or a 300 word reflection that considers the theme of the week, a specific case study, or an argument made by one of the authors. This is intended to demonstrate your engagement with our course materials and contribution to our in-class discussions. Questions and reflections should be submitted no later than noon on the day of class and will not be accepted for points after that time. Each set of questions is worth 2 points and each reflection is worth 4 points. It is up to you whether you choose to submit questions or written reflection; undergraduates in either ANT351/545 can earn up to 20 points and graduate students enrolled in ANT545 up to 40 points.

Primary Source analysis

This assignment will be completed primarily in class. You will review a collection of primary archival sources that historical archaeologists use in their research. Further instructions will be provided at the time.

Materials Analysis

This assignment makes up the largest portion of your final grade. The bulk of it will be done collaboratively in class during our mid-semester lab sessions. We will be working with an artifact assemblage from Kentucky and moving through the process of data analysis of interpretation. There are multiple components to this exercise, and each will be described in detail in the assignment guidelines (which you will receive in February).

Site context project

This assignment will ask you to review a variety of data sources in order to compile a site history and general background research for a potential local archaeological research project. The majority of this project will also be done collaboratively during class time. Graduate students will be asked to develop at least one research question based on the contextual information garnered in this project.

Final essay

The final assignment for this class will be a brief essay reflecting on a broad question such as, What is the value of historical archaeology? You will reflect on key themes and goals of the field based on our readings and discussions in class. Graduate students will also need to include a brief annotated bibliography of at least 5 readings not included in this syllabus.

Extra Credit You may receive extra credit in the following ways:

- Submit an extra reflection/question above the allotted points outlined above. (For up to 4 additional points)
- Attend one of the Anthropology department's colloquia (or affiliated department/campus events) and submit a short summary of the talk. (For up to 3 points)

GRADING

Final Grades are based on the following point allotment:

	ANT351	Grad Students in ANT545
Collegiality	10	10
Reading Presentations	10	10
Questions or Reflections	30	40
Primary Source Analysis	20	20
Material Analysis Project	90	90
Site Context Project	20	30
Final Essay	20	40
Total Points	200	240

Grading Scale

Grading scale for undergraduate students

180-200 points = A

160-179 points = B

140-159 points = C

120-139 points = D

Below 120 points = E

Grading scale for graduate students

216-240 points = A

192-215 points = B

168-191 points = C

Below 167 points = E

Midterm Grades

For undergraduates, midterm grades will be posted in myUK by the deadline established by the University Senate and published in the [Academic Calendar](#).

(<http://www.uky.edu/registrar/content/academic-calendar>)

Attendance Policy

The university holds the following as acceptable reasons for excused absences: 1. significant illness; 2. death of a family member; 3. trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events; 4. major religious holidays; 5. interviews for graduate/professional school or full-time employment post-graduation; and 6. other circumstances found to fit “reasonable cause for nonattendance” by the instructor of record. Students should notify the professor of absences prior to class when possible.

Attendance **will not** directly count towards your final grade. However, absences from class may affect your ability to absorb the information from this course, and multiple unexcused absences may begin to affect your participation grade. Given the current COVID-19 pandemic, there is a possibility that students may fall ill, be asked to quarantine, or may face unexpected challenges that make attendance difficult or impossible. Under these circumstances, we all must be flexible and understanding towards each other. If you anticipate an absence (for religious holiday, for example), please let me know in advance. If you are ill and unable to attend class, please notify me (if you are able). **Good communication is going to be key in moving forward through this semester. I am happy to work with you to make up any missed material, either through online office hours discussions or some other creative alternative that suits our needs.**

ASSIGNMENT POLICIES

Assignment Submissions

You may be asked to submit assignments online (via Canvas) or turn in a physical copy during class meetings. The submission of assignments will be specified within the instructions for each assignment, discussed in class, and made clear on Canvas.

Late work and makeup opportunities

Late work (without a valid excuse) will receive an automatic deduction of 1 point per day, unless otherwise specified on each assignment prompt. If you miss an assignment and have a valid excuse (see excused absence policy above), you will have an opportunity to make up the assignment within one week.

General accommodation/bereavement policy for this course

Please come talk to me (or email/request a zoom meeting) if you are experiencing any kind of life issues that are preventing you from attending class regularly or completing coursework. I will not ask you to divulge more than you are able or to prove that you are suffering. We can discuss ways to help get you through whatever situation it may be, to complete any work, and make sure you complete the semester successfully and healthfully. Please do not just ghost this class- doing so could have a negative effect on your academic and even financial standing with the university. Let me know if and how I can help you.

Communication

The best way to reach me is by email or via Canvas messages. I generally do not reply between (6pm-8am) or on weekends, but will usually get back to you within 24 hours during the week. If there is an emergency and you need my attention right away, please make sure you include “URGENT” in the subject line of your message (forgetting a deadline does not count as an emergency).

ACADEMIC POLICIES

For full list and description, visit the [University Senate’s Academic Policy webpage](https://www.uky.edu/universitysenate/acadpolicy). (<https://www.uky.edu/universitysenate/acadpolicy>)

Academic integrity (see Senate Rules 6.3).

Students shall not plagiarize, cheat, or falsify or misuse academic records.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the [Code of Student Rights and Responsibilities](#). Complete information can be found on the [University Senate’s Academic Offenses Rules](#) page (<https://www.uky.edu/universitysenate/ao>). A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. All academic work, written or otherwise, submitted for this course is expected to be the result of your own thought, research, or self-expression. If you are ever unsure about citing other work, please consult me before submitting. Cheating and/or plagiarism may result in an automatic 0 for the assignment, and repeated problems will result in more severe repercussions.

Academic Offenses

See [Rules Regarding Academic Offenses](#). (<https://www.uky.edu/universitysenate/ao>)

- **Plagiarism** includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be, except under specific circumstances (e.g. Writing Center review, peer review) allowed by the Instructor of Record or that person’s designee. Plagiarism may also include double submission, self-plagiarism, or unauthorized resubmission of one’s own work, as defined by the instructor.
- **Cheating** includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade.

STUDENT RESOURCES

The University of Kentucky offers a variety of resources to its students, many of which are listed on the [University Senate's website](https://www.uky.edu/universitysenate/student-resources) (<https://www.uky.edu/universitysenate/student-resources>).

- UK Libraries provides access to the resources you will need for this class and many other classes you will take as a UK student. If the UK Library does not have the book, article, report, etc. that you need, you can request a copy from another library through Interlibrary loan (https://libraries.uky.edu/page.php?lweb_id=8). For a quick and easy way for you to get help at point of need and find a librarian who has expertise in your subject area, visit the "Ask Us" service. (<https://libraries.uky.edu/#uklibAskUs>) These services and many others are provided free to you as a student. Bookmark the UK Libraries homepage. (<http://libraries.uky.edu>)
- [Robert E. Hemenway Writing Center](#): The Writing Center offers free and friendly help to all UK students, faculty, and staff. They assist with writing, speaking, and multimedia assignments across the curriculum, and can offer advice on academic, creative, and professional projects.
- Free Tutoring and Coaching Resources (<https://www.uky.edu/studentacademicsupport/free-tutoring-and-coaching-resources>)
- For technical/account help, students can contact Information Technology Services by phone 859-218-HELP (4357) and via the [ITS Customer Services page](#). (<https://www.uky.edu/its/customer-support-student-it-enablement/customer-services>)

DIVERSITY, EQUITY, AND INCLUSION

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community (Governing Regulations XIV). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (<https://www.uky.edu/regs/gr14>). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the Office of Institutional Equity and Equal Opportunity. Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.

ACCOMMODATIONS DUE TO DISABILITY

In accordance with federal law, if you have a documented disability that requires academic accommodations, please inform your instructor as soon as possible during scheduled office hours. In order to receive accommodations in a course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754, via email (drc@uky.edu) or visit their website

(uky.edu/DisabilityResourceCenter). DRC accommodations are not retroactive and should therefore be established with the DRC as early in the semester as is feasible.

CLASSROOM POLICIES

Classroom Behavior, Decorum, Civility

This instructor, department, college, and university respect the dignity of all individuals and we value differences among members of the academic community. We recognize the importance of discussion and scholarly debate in academic discovery and understand that differences of opinion will be expressed from time to time, including differences among students and between students and instructor. In our classroom, we will conduct ALL discussions with respect, civility and responsibility. **Personal attacks or any other acts of denigration will not be tolerated, and anyone acting in this manner or any other manner detrimental to the atmosphere and function of the class will be asked to leave or will be removed from the classroom.** In this course, the display of racist or derogatory imagery, symbols, or words on masks, clothing, backpacks, or other visible objects will be considered a breach of the class policy on decorum and civility and will be treated accordingly. THERE CAN BE NO DEVIATION from this rule. Persistent problems will be reported to the Dean of Students. We are all responsible for creating a safe space for the healthy exchange of ideas, as well as maintaining proper classroom decorum.

Use of laptops, tablets, cell phones

You are permitted to use mobile devices in the classroom for the purpose of note-taking, in-class activities and research, and for maintaining access to digital readings and other course materials. However, if your use of these technologies for any other purpose distracts or otherwise infringes on the ability of the professor or your classmates to stay engaged in the classroom, you may be asked to close/put away the device. Simply put, please stay off social media, news, online shopping, gaming, etc, sites and applications while in the classroom.

Masking and social distance policies

Beginning Monday Aug. 9, and until further notice, masks will be required inside of all University of Kentucky indoor spaces where people gather, which includes classrooms, hallways, conference rooms, lobbies, including both our academic and medical campuses, *regardless of an individual's vaccination status*. As such, masks are required in the classroom **at all times and must cover your nose and mouth**. Please bring your own mask to class with you, or find a mask at one of several locations on campus and in the building. Failure to comply with campus mask policies may result in you being dismissed from the classroom and a report to the Office of Student Conduct.

Note: You are encouraged to wear KN95 masks per CDC recommendations (or similar high filtration and well-fitted masks). I urge you to choose these higher filtration and well-fitting masks instead of cloth masks or bandanas. If you cannot get such a mask or are having trouble finding them throughout the semester, please let me know and I'll do my best to track some down for you.

Remote learning

In the last year we have all become very flexible when it comes to pivoting to remote learning in the classroom. This course is being taught in person. However, if you are asked to quarantine due to a positive COVID-19 test, exposure to a known case, or if you are feeling unwell and are not

yet certain of the cause, *please stay home*. Please notify me as soon as possible if you cannot attend class because of a COVID-19 quarantine/isolation order, or if you are sick from non-COVID related illness. In these cases, you may be able to Zoom into class if you are well enough to attend remotely. In case of instructor illness, class may either be cancelled or moved to Zoom for the safety of everyone. **Do not come to class if you are sick.**

In case of remote classes or remote attendance:

Due to the nature of our discussion-based seminar, you are encouraged to have your camera on during any Zoom meetings to facilitate a more engaged conversation that more closely replicates our in-person meetings. However, it is not required to have your camera on, and you will *not* be penalized for turning your camera off. You are welcome to use Zoom backgrounds during the class meeting to block off your peripheral surroundings, so long as the background does not contain hate speech, offensive material or branding, and does not prove distracting for your peers. Students are welcome and encouraged to use the chat function during Zoom meetings.

CLASS RECORDING NOTIFICATION

The University of Kentucky Student Code of Conduct defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress. Meetings of this course may be recorded. All video and audio recordings of lecturers and class meetings, provided by the instructors, are for educational use by students in this class only. They are available only through the Canvas shell for this course and are not to be copied, shared, or redistributed.

As addressed in the Student Code of Conduct, students are expected to follow appropriate university policies and maintain the security of linkblue accounts used to access recorded class materials. Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments.

If the instructor or a University of Kentucky office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use. In anticipation of such cases, students may be asked to complete an “authorization of use” form by a faculty member.

Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the Disability Resource Center should present their official documentation to the instructor.

COURSE COPYRIGHT

All content for this course, including handouts, assignments, and lectures are the intellectual property of the instructors and cannot be reproduced or sold without prior permission from the instructors. A student may use the material for reasonable educational and professional purposes extending beyond this class, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship.

COURSE SCHEDULE

Weekly Readings, subject to change

Readings available on Canvas and through the UK Libraries

Week 1	1/11	Introduction to the course	
Week 2	1/18	What is historical archaeology?	<p>Ch1, Deetz, James. 1996. <i>In Small Things Forgotten: An Archaeology of Early American Life</i>. Rev. ed. Anchor Books.</p> <p>Excerpt, Orser, Jr., Charles E.. <i>A Historical Archaeology of the Modern World</i>, Springer, 1996.</p> <p>Hall, Martin and Stephen W Sillman. 2006. "Archaeology of the Modern World." <i>Historical Archaeology</i> i: 1–19.</p> <p>In class: Timeline, conceptualizing the modern era</p>
Week 3	1/25	Data Sources, Documentary/text-aided arch	<p>Voss, B L. 2007. "Image, Text, Object: Interpreting Documents and Artifacts as 'Labors of Representation'" <i>Historical Archaeology</i>, 147–71.</p> <p>Barton, Christopher, and Patricia Markert. 2012. "Collaborative Archaeology, Oral History, and Social Memory at Timbuctoo, New Jersey." <i>Journal of African Diaspora Archaeology and Heritage</i> 1 (1): 79–102. https://doi.org/10.1179/jaf.2012.1.1.79.</p> <p>In class: Primary Source analysis</p>
Week 4	2/1	Materiality	<p>Chapters 4-5, Deetz, James. 1996. <i>In Small Things Forgotten: An Archaeology of Early American Life</i>. Rev. ed. Anchor Books.</p> <p>Newman, Elizabeth Terese. 2017. "Landscapes of Labor: Architecture and Identity at a Mexican Hacienda." <i>International Journal of Historical Archaeology</i> 21 (1): 198–222. https://doi.org/10.1007/s.</p> <p>In class: Introduction to historic materials analysis</p>

Week 5	2/8	Critical archaeology & public archaeology	<p>Leone, Mark P., Parker B. Potter, Paul A. Shackel, Michael L. Blakey, Brian. Durrans, Joan M Gero, G P Grigoriev, et al. 1987. "Toward a Critical Archaeology [and Comments and Reply]." <i>Current Anthropology</i> 28 (3): 283–302.</p> <p>LaRoche, C J, and M L Blakey. 1997. "Seizing Intellectual Power: The Dialogue at the New York African Burial Ground." <i>Historical Archaeology</i> 31 (3): 84–106.</p>
Week 6	2/15	The three C's (colonialism, capitalism, captivity)	<p>Handsman, Russell G., and Trude Lamb Richmond. 1995. "Confronting Colonialism: The Mahican and Schaghticoke Peoples and Us." In <i>Making Alternative Histories: The Practice of Archaeology and History in Non-Western Settings</i>, 87–117. Santa Fe: School of American Research Press.</p> <p>Paterson, Alistair G. 2011. "Considering Colonialism and Capitalism in Australian Historical Archaeology: Two Case Studies of Culture Contact from the Pastoral Domain." In <i>The Archaeology of Capitalism in Colonial Contexts</i>, edited by Sarah K. Croucher and L. Weiss, 243–67. https://doi.org/10.1007/978-1-4614-0192-6_11.</p> <p>In class: Material Analysis project (Classification & typologies)</p>
Week 7	2/22	The three C's cont'd (colonialism, capitalism, captivity)	<p>Bell, Alison. 2005. "White Ethnogenesis and Gradual Capitalism: Perspectives from Colonial Archaeological Sites in the Chesapeake." <i>American Anthropologist</i> 107 (3): 446–60.</p> <p>Andrews, Susan C., and James P. Fenton. 2001. "Archaeology and the Invisible Man: The Role of Slavery in the Production of Wealth and Social Class in the Bluegrass Region of Kentucky, 1820 to 1870." <i>World Archaeology</i> 33 (1): 115–36.</p> <p>In class: Material Analysis project (Classification & typologies) cont'd</p>

Week 8	3/1	Racialization & Race	<p>Ch8, Deetz, James. 1996. <i>In Small Things Forgotten: An Archaeology of Early American Life</i>.</p> <p>Franklin, Maria. 2001. "The Archaeological Dimensions of Soul Food: Interpreting Race, Culture, and Afro-Virginian Identity." In <i>Race and the Archaeology of Identity</i>, edited by Charles E Orser, 88–107. Salt Lake City, UT: The University of Utah Press.</p> <p>In class: Material Analysis project (Archaeology report review)</p>
Week 9	3/8	Class & Labor	<p>Wurst, LouAnn. 1999. "Internalizing Class in Historical Archaeology." <i>Historical Archaeology</i> 33 (1): 7–21.</p> <p>McGuire, Randall H., and Paul Reckner. 2002. "The Unromantic West: Labor, Capital, and Struggle." <i>Historical Archaeology</i> 36 (3): 44–58.</p> <p>In class: Material Analysis project (Introducing analytic lens to assemblage)</p>
Week 10	3/15	NO CLASS	SPRING BREAK
Week 11	3/22	Gender, Black Feminist Archaeology	<p>Wall, Diana Dizerega. 1991. "Sacred Dinners and Secular Teas: Constructing Domesticity in Mid-19th-Century New York." <i>Historical Archaeology</i> 25 (4): 69–81.</p> <p>Battle-Baptiste, Whitney. 2011. <i>Black Feminist Archaeology</i>. Walnut Creek: Left Coast Press.</p> <p>Wilkie, Laurie A. "At freedom's borderland: the Black regulars and masculinity at Fort Davis, Texas." <i>Historical Archaeology</i> 53, no. 1 (2019): 126-137.</p> <p>In class: Material Analysis project (Collection analysis wrap up)</p>
Week 12	3/29	Material Analysis Wrap up	<p>Battle-Baptiste, Whitney. 2011. <i>Black Feminist Archaeology</i>. Walnut Creek: Left Coast Press.</p> <p>In class: Material Analysis project (Presentations)</p>

Week 13	4/5	Infrastructure	<p>Mullins, Paul R. 2006. "Racializing the Commonplace Landscape: An Archaeology of Urban Renewal along the Color Line." <i>World Archaeology</i> 38 (1): 60–71.</p> <p>Palus, Matthew. 2011. "Infrastructure and the Conduct of Government: Annexation of the Eastport Community into the City of Annapolis During the Twentieth Century." In <i>The Archaeology of Capitalism in Colonial Contexts</i>, edited by Sarah K. Croucher and L. Weiss, 269–93. Springer Science. https://doi.org/10.1007/978-1-4614-0192-6_12.</p> <p>In class: Site context project intro</p>
Week 14	4/12	Confinement & Institutions	<p>Surface-Evans, Sarah L. 2016. "A Landscape of Assimilation and Resistance: The Mount Pleasant Indian Industrial Boarding School." <i>International Journal of Historical Archaeology</i> 20 (3): 574–88.</p> <p>Fennelly, Katherine. 2014. "Out of Sound, out of Mind: Noise Control in Early Nineteenth-Century Lunatic Asylums in England and Ireland." <i>World Archaeology</i> 46 (3): 416–30. https://doi.org/10.1080/00438243.2014.909098.</p> <p>Camp, Stacey Lynn. 2016. "Landscapes of Japanese American Internment." <i>Historical Archaeology</i> 50 (1): 169–86. https://doi.org/10.1007/BF03377183.</p> <p>In class: Site context project work</p>
Week 15	4/19	Critical Heritage & public history	<p>Lau-Ozawa, Koji. 2019. "Dissonant Memories of Japanese American Incarceration." <i>International Journal of Heritage Studies</i> 25 (7): 656–70.</p> <p>Casella, Eleanor Conlin, and Katherine Fennelly. 2016. "Ghosts of Sorrow, Sin and Crime: Dark Tourism and Convict Heritage in Van Diemen's Land, Australia." <i>International Journal of Historical Archaeology</i> 20 (3): 506–20.</p> <p>Jeppson, Patrice L. 1997. "'Leveling the Playing Field' in the Contested Territory of the South African Past: A 'Public' versus a 'People's' Form of Historical</p>

			<p>Archaeology Outreach.” <i>Historical Archaeology</i> 31 (3): 65–82. https://doi.org/10.1007/bf03374231.</p> <p>Pikirayi, Innocent. 2013. “Great Zimbabwe in Historical Archaeology: Reconceptualizing Decline, Abandonment, and Reoccupation of an Ancient Polity, A.D. 1450-1900.” <i>Historical Archaeology</i> 47 (1): 26–37. https://doi.org/10.1007/BF03376887.</p> <p>In class: Site context project wrap up</p>
Week 16	4/26	Activist & contemporary archaeology	<p>Vital Topics Forum: Archaeology as Bearing Witness. <i>American Anthropologist</i>.</p> <p>Flewellen, Ayana Omilade, Justin P. Dunnivant, Alicia Odewale, Alexandra Jones, Tsione Wolde-Michael, Zoë Crossland, and Maria Franklin. 2021. “The Future of Archaeology Is Antiracist: Archaeology in the Time of Black Lives Matter.” <i>American Antiquity</i> 86 (2): 224–43. https://doi.org/10.1017/aaq.2021.18.</p> <p>Supplemental: Atalay, Sonya, Lee Rains Clauss, Randall H. McGuire, and John R. Welch. 2014. “Transforming Archaeology.” In <i>Transforming Archaeology: Activist Practices and Prospects</i>, edited by Sonya Atalay, Lee Rains Clauss, Randall H. McGuire, and John R. Welch, 7–28. Walnut Creek, CA: Left Coast Press. https://doi.org/10.4324/9781315416533.</p> <p>Course wrap up</p>