THE UNIVERSITY OF MONTANA, DEPARTMENT OF ANTHROPOLOGY FALL 2014

ANTHROPOLOGY 551
TUESDAYS 9:10 AM-12:00 PM, SS 252

Graduate Seminar in Historical Archaeology

Historic Map of Fort Missoula; Malakoff Diggins State Park, Mining Landscape, Nevada County, California, Gold Rush Country Mining Landscape; tipis in the Clark Fork Valley, late 19th-early 20th c., K. Ross Toole Archives, Digital Collection.

COURSE SYLLABUS

INSTRUCTOR: Kelly J. Dixon
Office: Social Sciences Building, Room 235
Mobile (voice/text): 612.247.6414; if you text, please be sure to identify yourself
Email: kelly.dixon@mso.umt.edu
Office hours: Check office door or make an appointment

Historical Archaeology is an archaeology of the recent past that uses physical remains, historical records, and a range of multidisciplinary techniques.

Course Objectives: This is an advanced course in historical archaeology; the lower-division companion to this course is ANTH 456 (Historic Sites Archaeology). Whereas ANTH 456 provides students with a general introduction to the topic, ANTH 551 will delve deeper into the discipline’s scholarship through intensive readings, reading journals, essays, and discussions. Ultimately, we will consider practical ways to apply [or not to apply] the influences of such scholarship to “real world” (e.g., CRM) circumstances. All the while, we will scrutinize historical archaeology at global and regional levels to consider how our own research might contribute to broad understandings of cultural heritage issues and global changes associated with the relatively recent past.

There is One Required Textbook:

Martin Hall and Stephen W. Silliman, editors
ANTH 551 Seminar in Historical Archaeology Syllabus


ADDITIONAL READINGS -- WILL BE PDF FORMAT
See attached course bibliography. Certain readings from [or in addition to] the attached bibliography may be assigned as appropriate throughout the semester. Also, we are sure to add readings to this “starter” bibliography as we evolve over the next 15 weeks.

ASSESSMENT OF OUTCOMES (I.E. GRADING)

ATTENDANCE:
Mandatory.

Because we will be addressing a range of topics and case studies in historical archaeology, all assigned readings should be done before class so that you can contribute to class discussions linked with the course goals. In addition, you will be graded on a readings journal, which will be collected and used in class discussions (for grades) throughout the semester. Readings journal directions are listed on the last page of this syllabus. Please follow those directions, as your grade depends upon it. Other deliverables will take the form of various assignments throughout the semester (e.g., working bibliographies, abstracts, in-class discussions and presentations, etc.). Your final project for this course will be a thesis or dissertation [and/or funding] proposal; in the event that you already have a proposal, then you can work on a thesis chapter or other agreed-upon document for the final project.

GRADES:
You will be assessed on the following:

1. Readings Journal 100 points
2. Assignments (e.g., prelim bibliography, abstract, and others TBA) 100 points
3. Final Paper (Proposal or Thesis Chapter) 100 points
4. Participation (includes leading discussions, presenting on proposal progress, etc.) 100 points

TOTAL 400 points

I will assign +/- grades and final grades will be based upon the following average scores for the journals, exam, research paper and in-class, exercises and participation: A (100-95), A- (94-90), B+ (89-88), B (87-83), B- (82-80), C+ (79-78), C (77-73), C- (72-70), D+ (69-68), D (67-63), D- (62-60), F (59 or less).

STUDENTS WITH DISABILITIES:
The Department of Anthropology is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. University policy states that it is the responsibility of students with documented disabilities to contact instructors DURING THE FIRST WEEK OF THE SEMESTER to discuss appropriate accommodations to ensure equity in grading, classroom experiences, and outside assignments. The instructor will meet with the student and the staff of the Disability Services for Students (DSS) to formulate a plan for accommodations. Please contact DSS (243.2373, Lommasson Center 154) for more information.
COURSE SCHEDULE:

Week 1
Monday, August 25
Course Introduction: Historical Archaeology, the modern world, global change, cultural and natural landscapes, relevance.

Discuss students’ potential graduate research ideas; final project plans; and other activities to expect in this semester. You need to compile an abstract summarizing your graduate research goals – this is due, along with a working bibliography accompanying your research, on September 16. You will be emailing me a preliminary working bibliography of at least 10 references on Tuesday, September 9.

Week 2
Tuesday, September 2
What is Historical Archaeology?; What is the relevance of this field to the so-called “modern world”?; What will the relevance of YOUR thesis research to issues we are facing in the modern world?; SHA (and other) Style Guidelines

CLASS LOCATION: University Center Board Room

Readings to be completed by this class meeting and summarized in your Readings Journal:
Chapter 1 (Introduction), in Hall and Silliman (editors); Orser 2010; Dixon 2014

Recommended Readings – no journal entry necessary unless you want to include this:
Orser 2013-14 (book manuscript)

BE READY TO TURN IN A PRELIMINARY ABSTRACT FOR YOUR PROPOSAL TODAY: All you need to do is SUMMARIZE YOUR PROPOSED GRADUATE RESEARCH IDEAS in a succinct, descriptive paragraph. In about 150-250 words, write up your major research question or objectives, the methods you need to carry out those research goals, and the ways in which you expect the conclusions to make relevant contributions to certain fields, communities, or other. We will discuss everyone’s early semester thoughts about thesis research, as well as the topics noted above.

You will turn in a working bibliography reflecting your growing list of publications on September 15, 2014. HINT FROM JULIE EDWARDS FROM THE MANSFIELD LIBRARY: use the specific databases on the LibGuide. She says, “we have a new search everything interface that we launched this summer but for students at the graduate level it isn’t as good a tool as looking in the specific databases. If you could pass that along that would be great. I don’t have a link to the general search on the LibGuide so if they search using that they should be ok.” Good luck!

Week 3
Tuesday, September 9
Urban Archaeology; Missoula Historic Underground Project and Thesis Research Development, with a special session on shared suffering: Guest Lecture by Nikki Manning, M.A.

CLASS LOCATION: SS 238; Department of Anthropology’s “little” seminar room.

Readings to be completed by this class meeting and summarized in your Readings Journal:
Since Dixon is traveling during this class meeting, please EMAIL HER THIS WEEK’S ASSIGNMENT, WHICH IS YOUR WORKING BIBLIOGRAPHY (preferably in Word); you should have at least 10-15 (or maybe even 20?) references so far. Please use a consistent and appropriate style guide (e.g., http://www.sha.org/publications/style_guide.htm).

Also begin to develop a list of questions you encounter while building the bibliographies; this will be an assignment due on or before our class meeting time on September 22, 2014.

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**Week 4**

Tuesday, September 16

“The North America Chinese Laborers and Guangdong Qiaoxiang Society” Symposium Summary; Asian American Archaeology

CLASS LOCATION: University Center Board Room

Dixon will be returning from a trip to China today and will debrief with the class to share info gathered from the China trip and discuss its relevance to the state of Chinese American and Asian American archaeologies.

**Readings to be completed by this class meeting and summarized in your Readings Journal:**

Voss and Allen 2008; Gonzalez-Tennant 2011; Merritt et al. 2012.

**Recommended Readings – no journal entry necessary unless you want to include these:**

Merritt 2010 (Find Christopher Merritt’s Dissertation on Mansfield Library Website and peruse); Cummings et al. 2014; review Dixon 2014 section on Migration and Diaspora.

Selected papers to better familiarize yourselves with the literature from special issue of *Historical Archaeology*: The Archaeology of Chinese Immigrant and Chinese American Communities (2008); each will be assigned to certain students: Baxter 2008; Fosha and Leatherman 2008; Mullins 2008 + Williams 2008; Voss 2008; Williams and Voss 2008; and Yu 2008.

SKIM: Greenwood 1978; Wegars 1993 (xxiii-xxvi; Fee’s chapter 65-96); browse this website: http://www.uidaho.edu/LS/AACC/ and this online bibliography: http://www.sha.org/research_resources/documents/AAOC.pdf.

Discussion of bibliographies turned in last week; be prepared to talk about how the readings you have perused thus far (in this class, other classes, and related to your own research) are making you understand how your work will contribute to “grand questions” and larger issues related to the science, art, and application of cultural heritage to such questions. **Your assignment due on or before our class period next week, Tuesday, September 22, 2014, will be to turn in a small list of specific questions you have encountered while you have been building your project bibliographies over the past few weeks.** You can email these to me or turn them in during class. Your questions will be used to guide a mini-workshop by Julie Edwards at the Mansfield Library during class on September 30.

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**Week 5**

Monday, September 22

Environmental and Biological Approaches and Implications for Landscape-Oriented Research; consider the evolution of relevant contributions to global change (including climate change) decision-making.

CLASS LOCATION: TBA from here on.
Readings to be completed by this class meeting and summarized in your Readings Journal:
Mrozowski 2006 (chapter 2 in Hall and Silliman, editors); Allen 2010b; Rockman 2010.

Recommended Readings – no journal entry necessary unless you want to include these:
Bain 2010; Church 2002; Hattori and Thompson 1987; Hardesty 2007; Little 2009; Rockman and Flatman 2012 (Introduction chapter)

Turn in a small list of specific questions you have encountered while you have been building your project bibliographies over the past few weeks.

Week 6
Tuesday, September 30 Developing Literature Searches in Preparation for Lit Reviews

Library Visit: 9:10-11:00 am: Academic Search Engines, tips for conducting literature searches, and more! Mini-workshop (!) instruction by Library Faculty Julie Biando Edwards.

PLEASE NOTE: WE WILL MEET IN THE BUCKHOUS ROOM IN THE MANDFIELD LIBRARY FOR THE FIRST TWO HOURS OF CLASS THIS DAY. Start compiling readings that are relevant to your graduate research interests and that you would use in your research proposal or thesis chapter Introduction/Literature Review. EVERY WEEK in this class, you should be AT LEAST finding 3-5 publications relevant to your own research.

Week 7
Tuesday, October 7 Colonialism, Landscapes, and the Occupation of Western North America

Readings to be completed by this class meeting and summarized in your Readings Journal:
Lightfoot 2006 (chapter 14 in Hall and Silliman, editors); Moss 2005; Wilcox 2010a.

Recommended Readings – no journal entry necessary unless you want to include these:
Lightfoot 2005; Ross and Pickering 2002; Bayman 2009; Murray 2011

HOMEWORK: Examine the basic IRB application found at the UM IRB website (http://www.umt.edu/research/complianceinfo/IRB/forms.aspx).

We will also take the rest of the class period to discuss progress on research proposal topics and future assignments/projects.

Week 8
Tuesday, October 14 NAGPRA; Post-Colonialism and the Prehistoric-Historic “Divide” Pottery from the Jemez Region – Taphonomy and “Re-Provenience-ing,” and Taphonomy.

Readings to be completed by this class meeting and summarized in your Readings Journal:
NAGPA FORUM (Joseph 2013; Spude and Scott 2013; Lees 2013; McManamon 2013; Watkins 2013); Rebekah Kneifel’s suggested (three) readings.

Recommended Readings – no journal entry necessary unless you want to include these:
Galloway 2006 (chapter 3 in Hall and Silliman, editors); Hardesty 1994b; 1998; Siefert 1991; Crist 2005; Spude 2005; Wilcox 2009.
ANTH 551 Seminar in Historical Archaeology Syllabus

STUDENT DISCUSSION LEADER; THESIS PROPOSAL DEVELOPMENT: Rebekah Kneifel.

Week 9
Tuesday, October 22
Engendered Archaeologies; Landscapes of Prohibition

Readings to be completed by this class meeting and summarized in your Readings Journal:
Voss 2006 (chapter 6 in Hall and Silliman, editors); Baxter 2006; Kelli Casias’ suggested (three) readings.

Recommended Readings – no journal entry necessary unless you want to include these:

STUDENT DISCUSSION LEADER; THESIS PROPOSAL DEVELOPMENT: Kelli Casias

Week 10
Tuesday, October 28
African Diaspora Archaeology; “Race” & the Archaeology of Identity

Readings to be completed by this class meeting and summarized in your Readings Journal:
Palus et al 2006 (chapter 5 in Hall and Silliman, editors); Fennell 2011; Britt Schlosshardt’s suggested (three) readings.

Recommended Readings – no journal entry necessary unless you want to include these:

STUDENT DISCUSSION LEADER; THESIS PROPOSAL DEVELOPMENT: Britt Schlosshardt

Week 11
Tuesday, November 4
NO CLASS – ELECTION DAY

Week 12
Tuesday, November 11
NO CLASS – VETERAN’S DAY

Week 13
Tuesday, November 18
Archaeologies of Indian Wars; Archaeologies of National Historic Trails

Readings to be completed by this class meeting and summarized in your Readings Journal:
Buffalo Road Trail Paper in Scott 2014; Scott and McFeaters 2011; Amy Miller’s (three) suggested readings.

Recommended Readings – no journal entry necessary unless you want to include these:
Scott and Fox 1991; others TBA.

STUDENT DISCUSSION LEADER; THESIS PROPOSAL DEVELOPMENT: Amy Miller
**HOMEWORK DUE:**
1. EVERYONE SHOULD HAVE WORKING PROPOSAL DRAFTS BY THIS POINT! BRING DRAFT PROPOSALS TO CLASS AND WE WILL GO OVER THEM.

2. ALSO DUE TODAY: working bibliography representing the literature you have compiled thus far that is relevant to your proposal. Please use a consistent and appropriate style guide for your bibliography (e.g., http://www.sha.org/publications/style_guide.htm).

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**Week 14**

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<th>Tuesday, November 25</th>
<th>Tuesday, November 17</th>
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<td>Relationships between Archaeology, History, American Indian Studies and Stakeholders: A Springboard for Modern World Issues and Integrated Anthropogenic and Natural Systems Approaches</td>
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**Readings to be completed by this class meeting and summarized in your Readings Journal:**
Murray 2011; Watkins 2003; Nicholas Shankle’s suggested (three) readings.

**Recommended Readings – no journal entry necessary unless you want to include these:**
McKoy 2002-2003; Hardesty 2007; others TBA.

**STUDENT DISCUSSION LEADER; THESIS PROPOSAL DEVELOPMENT:** Nicholas Shankle.

Update on everyone’s proposals; each student will take a few minutes to give an overview of their research questions/objectives to date and report on the status of their proposals; discuss the potential for funding with some of these proposals; and finalize readings journal development since those are due in class next week. If students want my feedback prior to turning in the proposals, they should have turned those in to me by now.

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**Week 15**

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<th>Tuesday, December 2</th>
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<td>Last Day of class (aside from the final); Socioeconomic Archaeologies – Archaeologies of Capitalism AND/OR OTHER SPECIAL TOPIC(S) TBA</td>
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**COMPLETE Readings Journals Due by the end of the day!!**

**FINAL PROJECT** (proposals or thesis chapters, with accompanying bibliography) IS due any time between now and next week’s final exam time slot.

YOU WILL NOT LIKE TO JOURNAL THESE READINGS; IF TIME, we will discuss Socioeconomic Status/Class, with a sample of the following related readings:
Silliman 2006 and Wurst 2006 (chapter 8 and 10 in Hall and Silliman, editors); see also Delle 1999; McGuire and Reckner 2002; Pratzzellis and Pratzzellis 2001; McGuire 2002 (xxvii-xx); Miller 1991; Schmitt and Zeier 1993; Paynter 1999; Wurst and Fitts 1999.

**Week 16:**

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<th>Monday, December 8</th>
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<td><strong>Final project (proposal) due</strong> on or before this final time slot.</td>
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**READINGS JOURNAL EXPECTATIONS**

You will be required to keep a readings journal in which you review and respond analytically to each assigned reading. You must maintain a “table of contents” for your journal; please keep it attached to your journal and update journal page numbers accordingly.

You may want to use a loose-leaf binder for your journal, so that even while I have your journal, you can continue to take notes and insert them later. I prefer that you type your journal but will accept legible, handwritten journal entries. And please, before each new entry, provide the author(s) names and the title of the book, article, or chapter. That will help me with grading, but more importantly, you will find it handy as you go back and reference your journal, which I know you will want/need to do throughout the semester.

In order to receive a top grade, your journal MUST do more than merely summarize and must therefore demonstrate the following attributes:

1) **Demonstrate that you have done the reading.** The easiest way to do this is to take reading notes in your journal, with passages or quotations (and their associated page numbers) written out that intrigue you -- or that you may wish to dispute and/or discuss further. You must include enough written discussion to show that you are familiar with the content.

If you are not confident about having critical reading and writing skills, you may wish to start by writing “prolusions,” which are intended to “break the code” of a larger work using only a single phrase or sentence from the larger work; the term “prolusion” was coined by John Milton (thanks to Dr. Riley Augé for her introduction to this method). So to write a prolusion, you type/write the phrase(s) or sentence of your choice and then write two paragraphs. In one paragraph, you analyze the sentence or phrase, looking for key words or other information relevant to your research interests; in the second paragraph (usually longer), you can describe how the chosen phrase/sentence defines the entire text or another concept. By then, you will be warmed up and likely be wanting to write more (or so I hope).

2) **Illustrate your thought processes and how you are interacting with the readings.** Please take your thoughts deeper than, “I don’t like this,” or “this is a load of rubbish.” Rather, make sure your notes clearly establish that you have at least tried to understand what the author is writing about. Every author usually has a reason for writing something and they usually have some sort of a point to make; your journal entries therefore should include explanations of what you think the authors are getting at or what they believe is truly important about their work. I want to know what you think about the authors’ points and why. You may have to read things over a second or third time or just sit back and really think about a section to assess the point(s) various authors try to make, but this is part of the learning exercise.

3) **Draw connections between the various materials you have already read.** As the semester progresses, I expect you to make comparisons with earlier readings. In doing so, I want you to draw upon the ideas of one author versus other authors, between the themes of various readings, and between the themes we touch upon in this course. Ideally, you will start to construct a literature review as your journal progresses. You will then use information you have compiled in the journal in the literature review of your proposal project; there is an “Implications…Intellectual Merit” section in the class proposal template. In that section, you need to demonstrate the general contributions of your research to grand questions of “Historical Archaeology,” “Archaeology,” “Anthropology,” and beyond.
4) General Length of Each Readings Journal Entry. This might vary, depending on how important the reading is to your own research. In general, shoot for about 2-3 paragraphs or an average of one page per entry.

**Readings Journal “Due Dates”**
Your journal entries should be completed before each class meeting (for which there are assigned readings) to assist you in preparing for discussions. I will check your journals to give you points during class meetings. If you do not have the journal (or if you do not have any journal entries for the day’s readings), you will lose journal points (actually, you will receive a “0” in my journal grade book for the week or weeks that you do not turn in your journal). So, PRETTY PLEASE, BRING JOURNALS TO CLASS WITH YOU EACH TIME WE MEET so that you can get full points and be prepared for lively discussion.

**Assignments**
These will be announced and given throughout the semester and will include each student leading at least one discussion.

**Final Paper: Research Proposal, Thesis Chapter, or Other Document Related to Your Research**
You will be required to lay out your plan for graduate research using a proposal template (I will provide you all with the template in a separate document). For those of you who already have proposals developed, I will work with you on other final projects (e.g., thesis chapter/s) that we can develop as part of your tasks in this class.

**Style Guidelines for Your Writing Projects**
Everything you write for this course, from your journal to any other writing assignments MUST FOLLOW STYLE GUIDELINES. Since this is a course in historical archaeology, your papers will not get full points of they do not follow the Society for Historical Archaeology’s (SHA’s) Style Guide: [http://www.sha.org/publications/style_guide.htm](http://www.sha.org/publications/style_guide.htm). Other style guides permitted upon justifiable request.
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Course Bibliography

Abraham, Terry and Priscilla Wegars

Allen, Rebecca
2010b Alta California Missions and the Pre-1849 Transformation of Coastal Lands Historical Archaeology 44(3):69-80.

Anschuetz, Kurt F., Richard H. Wilshusen, and Cherie L. Scheick

Armstrong, Douglas V.

Bain, Allison and Marie-Annick-Prévost
2010 Environmental Archaeology and Landscape Transformation at the Seventeenth-Century Ferryland Site, Newfoundland. Historical Archaeology 44(3):21-35.

Ballard, Hannah

Baxter, Jane Eva

Baxter, R. Scott

Beaudry, Mary C., Lauren J. Cook, and Stephen A. Mrozowski

Biolsi, Thomas and Larry J. Zimmerman (editors)

Blaut, J.M.


Boardman, John


Brauner, David R., compiler


Brown, Dee


Brumfiel, Elizabeth


Burke, H. and C. Smith


Casella, Eleanor Conlin and James Symonds (editors)


Césaire, Aimé


Chung, Sue Fawn


Chung, Sue Fawn and Priscilla Wegars, editors


Chung, Sue Fawn and Priscilla Wegars

Church, Minette C.

Clark, Kate

Cleland, Charles E.


Corbin, Annalies
2006  The Life and Times of the Steamboat Red Cloud, or How Merchants, Mounties, and the Missouri Transformed the West. College Station: Texas A&M University Press.

Costello, Julia G.
1998  Bread Fresh From the Oven: Memories of Italian Breadbaking in the California Mother Lode. Historical Archaeology 32(1):66-73.

Crist, Thomas

Cummings, Linda Scott, Barbara L. Voss, Connie Yung Yu, Peter Kovacik, Kathryn Puseman, Chad Yost, Ryan Kennedy, and Megan S. Kane
2014  Fan and Tsai: Intracommunity Variation in Plant-Based Food Consumption at the Market Street Chinatown, San Jose California. Historical Archaeology 48(2):143-172.

Dalglish, C.

David, Bruno and Julian Thomas, editors

Davidson, James M.
2004  Rituals Captured in Context and Time: Charm Use in North Dallas Freedmen’s Town (1869-1907), Dallas, Texas. Historical Archaeology 38(2):22-54.

DeCorse, Christopher R.
2001  An Archaeology of Elmina: Africans and Europeans on the Gold Coast, 1400-1900.

De Cunzo, Lu Ann

Deloria, Vine


Deetz, James A.


Delle, James

Diaz-Andreu, Margarita

Dixon, Kelly J.


Dixon, Kelly J., Julie M. Schablitsky, and Shannon A. Novak, editors

Ellis, Meredith A.B., Christopher W. Merritt, Shannon A. Novak, and Kelly J. Dixon


Fagan, Brian

Fee, Jeff

Fennell, Christopher


Fosha, Rose Estep and Christopher Leatherman

Fox, Richard A., Jr. and Douglas D. Scott

Francaviglia, Richard F.
1991  Hard Places: Reading the Landscape of America’s Historic Mining Districts. Iowa City: University of Iowa Press.

Frank, Andre Gunder

Funari, Pedro, Martin Hall, and Siân Jones, editors

Gale, S.J. and Haworth, R.J.
2002  Beyond the Limits of Location: Human Environmental disturbance prior to official European contact in Early Colonial Australia. Archaeology in Oceania 37:123-136.
Galloway, Patricia  

Given, Michael  

Goody, Jack  

Gosden, Chris  

Greenwood, Roberta S.  


2001  Historical Archaeology Adrift?: Comments from CRM/West, response to Charles E. Cleland’s “Historical Archaeology Adrift?” Historical Archaeology, 35(2):25-27.

Grimm, Nancy B., Grove, J. Morgan, Pickett, Steward T.A., and Redman, Charles L.  

Guilfoyle, David, Bill Bennell, Wayne Webb, Vernice Gillies, and Jennifer Strickland  

Guilfoyle, David, Myles Mitchell, Cat Morgan, Harley Coyne, and Vernice Gillies  
2013  Exploring the Role of Archaeology Within Indigenous Natural Resource Management: A Case Study from Western Australia. In Transcending the Culture-Nature Divide in Cultural Heritage: Views from the Asia-Pacific, edited by Sally Brockwell, Sue O'Connor, and Denis Byrne, Australian National University, Canberra.

Guilfoyle, David, Myles Mitchell, and Wayne Webb


2010  Mining Archaeology on the American West: A View from the Silver State. Norman, University of Nebraska Press.

Hardesty, Donald L. and Don D. Fowler

Hardesty, Donald L. and Barbara J. Little

Hattori, Eugene M., and Maria A. Thompson

Hegmon, Michelle

James, Ronald M.

Joseph, J.W.

Joyce, Rosemary A. and Jeane Lopiparo

Kahn, Joel S.

Kardulias, P. Nick

Knapp, Bernard, editor
Landes, David


Landon, David B.

Lawrence, Susan

Layton, Thomas N.

Lees, William B.
2013  Comment on Spude and Scott, NAGPRA, and History. *Historical Archaeology* 47(4):142-143.

Leone, Mark

Lewis, Kenneth E.

Lightfoot, Kent G.


Lightfoot, Kent G. and Antoinette Martinez

Limerick, Patricia Nelson
Little, Barbara J.

Little, Barbara J. and Paul A. Shackel

Lozny, L.

Marks, Robert B.

McKoy, P. I.

McGuire, Randall H.


1982 The Study of Ethnicity in Historical Archaeology. *Journal of Anthropological Archaeology* 1:159-178.

McGuire, Randall H. and Paul Reckner

McKoy, P. I.

McManamon, Francis P.

McNiven, I. and L. Russell

Meinig, D.W.

Melnick, Robert Z.


Merritt, Christopher

Merritt, C. W., Weisz, G., and Dixon, K. J.
2012 “Verily the Road was Built with Chinaman’s Bones”: An archaeology of Chinese line camps in Montana. *International Journal of Historical Archaeology* 16: 666-695.

Meskell, Lynn

Miller, George L.

Milner, Clyde A., Carol A. O’Connor, and Martha A. Sandweiss (editors)

Mitchell, P.

Moreland, John

Moss, Madonna

Mrozowski, Stephen A.


Mrozowski, Stephen A., Grace H. Ziesling, and Mary C. Beaudry


Mullins, Paul R.

Mullins, Paul R. and Warner, Mark S.

Murray, T.

Murphy, Mary Martin

Nassaney, Michael S.

Nassaney, Michael S., Deborah L. Rotman, Daniel O. Sayers, and Carol A. Nickolai

Noel-Hume, Ivor

Novak, Shannon A.
Orser, Charles E., Jr.  


Orser, Charles E., Jr., editor  

Palus, Matthew M., Mark P. Leone, and Matthew D. Cochran  

Paterson, A.  
2003  The texture of agency: an example of culture-contact in Central Australia.  *Archaeology in Oceania* 38:52-65.

Pauls, Elizabeth P.  

Pavao-Zuckerman, B. and LaMotta, V.M.  

Paynter, Robert  

Paynter, Robert  

Peet, Richard  

Pikirayi, Innocent

Plenty Coups and Linderman, Frank Bird

Pomeranz, Kenneth

Praetzellis, Adrian and Mary Praetzellis

Prince, Gene

Prown, Jules David Prown, Nancy K. Anderson, and William Cronon (editors)

Rautman, Alison E. and Todd W. Fenton

Ritchie, Neville

Robbins, William

Rockman, Marcy

Rockman, Marcy, and Flattman, Joseph (editors).

Rockman, Marcy and James Steele (editors)

Ross A. and K. Pickering

Rotman, Deborah L. and Michael S. Nassaney

Said, Edward

Sahlins, Marshall

Saitta, Dean

Schmitt, Dave N, and Charles D. Zeier

Scheiber, L. L. and B. J. Clark (eds.),

Schuyler, Robert L.

Scott, Douglas D. and Andrew P. McFeaters

Scott, Elizabeth M., editor
1994 Those of Little Note: Gender, Race, and Class in Historical Archaeology. Tucson, AZ: University of Arizona Press.

Scott, Sara A.
Seifert, Donna  

Silliman, Stephen W.  


South, Stanley  

Spier, Robert F. G.  

Spude, Catherine Holder  

Spude, Catherine Holder and Scott, Douglas D.  

Staski, Edward  


Towner, Ronald H. and Pearce Paul Creasman

Trigg, Heather

Trinder, Barrie

Voss, Barbara L.


Voss, Barbara L. and Rebecca Allen

Voss, Barbara L. and Bryn Williams, editors

Waselkov, Gregory A.
2001  Historical Archaeology, with Sails Set and Tacking into the Wind, response to Charles E. Cleland’s “Historical Archaeology Adrift?” *Historical Archaeology*, 35(2): 20-22.

Watkins, Joeseph E.


Wegars, Priscilla

Wegars, Priscilla (editor)  


West, Elliot  

White, Richard  

Wilcox, Michael V.  

2010a  Saving Indigenous People from Ourselves: Separate but Equal Archaeology is not Scientific Archaeology. *American Antiquity* 75(2):221-227.


Williams, Bryn  

Williams, Bryn and Barbara L. Voss  

Wood, W. Raymond  

Wolf, Eric R.  

Wong, Bin  
*China Transformed: Historical Change and the Limits of European Experience*. Ithaca: Cornell University Press.

Wurst, Lou Ann  
Wurst, Lou Ann and Robert K. Fitts, editors
1999  *Confronting Class*  *Historical Archaeology* 33(1):1-6.

Wylie, Alison

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Online Sources:
**Society for Historical Archaeology** (SHA):  [www.sha.org](http://www.sha.org)

**Publications pages on the SHA website** with a searchable pdf option for journal articles; go to the link below, scroll to the bottom of the page and click on the SHA Publications Explorer:  [http://www.sha.org/publications/default.htm](http://www.sha.org/publications/default.htm)

**Research resources on sha.org:**  [http://www.sha.org/research_resources/default.htm](http://www.sha.org/research_resources/default.htm)
- Historical Artifact Conservation FAQs
- Curation Standards
- Historic Bottle Identification
- Parks Canada Publications
- Newsletter Articles
• Online Bibliographies (includes an Overseas Chinese bibliography!)

General Artifact Identification Resources:

Bottle Identification:
http://www.sha.org/bottle/

Brick (and tile) bibliography:
http://www.mtsu.edu/~kesmith/TNARCHNET/Pubs/brickbib.html

Button bibliography:
http://www.buttonimages.com/collector_info/bibliogr.htm

Cartridge and gun bibliographies:
http://www.digitalpresence.com/histarch/cartridg.html
http://www.mtsu.edu/~kesmith/TNARCHNET/Pubs/gunbib.html

Catalogues (historic reprints) bibliography:
http://www.mtsu.edu/~kesmith/TNARCHNET/Pubs/catbib.html

Ceramic bibliography:
http://www.mtsu.edu/~kesmith/TNARCHNET/Pubs/cerambib.html

Foodways bibliography:
http://www.mtsu.edu/~kesmith/TNARCHNET/Pubs/foodbib.html

Fur Trade bibliography:
http://www.digitalpresence.com/histarch/furtrade.html

Glass bibliography:
http://www.mtsu.edu/~kesmith/TNARCHNET/Pubs/glassbib.html

Gunflint bibliography:
http://wings.buffalo.edu/anthropology/Documents/gunflints.html

Health/Hygiene bibliography:
http://www.mtsu.edu/~kesmith/TNARCHNET/Pubs/milmed.html

Horse Accoutrement bibliography:
http://www.mtsu.edu/~kesmith/TNARCHNET/Pubs/horsebib.html

Marble bibliography:
http://www.digitalpresence.com/histarch/marble.html

Military Uniforms/Buttons bibliography:
http://www.mtsu.edu/~kesmith/TNARCHNET/Pubs/milcloth.html
Nail bibliography:
http://www.digitalpresence.com/histarch/nails.html

Pipe (smoking) bibliographies:
http://www.digitalpresence.com/histarch/pipe.html
http://www.claypipes.com/index.html

Rubber and plastic artifact bibliography:
http://www.mtsu.edu/~kesmith/TNARCHNET/Pubs/plastbib.html

Slag and metallurgy info:
http://www.digitalpresence.com/histarch/slag.html

Window and Flat Glass bibliography:
http://www.digitalpresence.com/histarch/glass.html