

ANTH 361: Historical Archaeology

University of Tennessee – Knoxville

Fall 2022

(3 Credits)

Instructor Information

Katherine Parker (kparke38@vols.utk.edu)

Office Hours

T/TH 11:30 – 2:00 or by appointment

Meeting Times and Location

Strong Hall Room 126

Tuesday and Thursday 9:45 am – 11:00 am

August 24th – December 7th

Course Description

This course will provide an in-depth overview of the areas of archaeological inquiry in field of North American Historical Archaeology, ranging from colonial Contact in the 16th century through the 50-year cutoff for archaeologically designated cultural resources. Topics covered by this course include archaeological manifestations of industrialization, racialization, gender, class conflict, diaspora, incarceration, and global warfare. By the end of the semester, you should have a grasp on the application of historical archaeology method and theory as well as the broad range of peoples and site types included in this era. The course will provide you with a framework to connect these cultural resources to historical patterns both past and present, in order to understand the role that these sites play in structuring contemporary politics, archaeological practice, and ethics. This course is a writing-intensive course that fulfills the Archaeological Area requirement for the Anthropology major and it meets the criteria for the US Studies Upper Division Requirement.

Course Objectives

This class is designed to teach you more than “just the facts” of historical events in North America. It is designed to help you understand how archaeologists explore the past, and how we have come to hold our current views about what has happened in the more recent past (and the implications behind how we remember and talk about these past events). Regular and informed participation by members of the scientific community is a critical part of advancing knowledge. The same holds true in this class, where participation (question and answer sessions) are encouraged. Besides in-class discussion, each of you will prepare an original research paper that explores a site type, question, or theme related to archaeology of the 16th to 20th centuries using insights derived from the content of this course. Opportunities for extra credit will also be provided for those students who wish to improve their overall grade.

This course will also help you to understand:

- the chronology and diversity of archaeological material generated by peoples in the recent past in North America

- the interpretation of technology, subsistence, political economy, and material culture for diverse peoples and archaeological site types in 16th through 20th century North America
- the wide methodological applications employed in doing archaeology of and with descendant communities
- the legal and ethical considerations involved in archaeological practice
- how to draw on the existing body of peer-reviewed archaeological research to complete an original research paper and presentation
- how to critique scholarly works and peer authored research papers

A final goal is to show you that understanding the human past, as revealed by the archaeological record, is not only relevant to the contemporary world, but also has particular and unequally experienced social and political implications on contemporary groups. This course is intended to encourage you to consider your own cultural heritage and its meaning, as well as the bearing this heritage has at the interface with other cultural experiences.

Course Content and Civility

The topics covered in this course are wide ranging and often challenging, particularly with respect to different aspects of identity and experiences of the past that we will cover. These topics will include content on and discussion of structural inequality and bias that stem involving gender, ethnicity, race, class, and more. We all come to these conversations with different experiences and positionalities, so it is important to approach this learning environment with an open mind and grace. Please be respectful of me and your fellow students—listen actively, respond thoughtfully, and be considerate of your word choices and phrasing so that we can all grow together. If you have any concerns about the course or about the dialogue, please let me know.

Textbook

Due to the wide subject matter presented in this course, as well as to expose you to a broader range of peer-reviewed archaeological published materials, this course will opt to use individual journal articles, book chapters, and excerpts rather than an assigned textbook. These resources will be made available in digital format on Canvas the week before the assigned readings are due in class. The readings provided through this class represent both foundational and cutting-edge archaeological research and should serve you well in writing your final research papers as well as in a prospective career as an anthropologist.

Some of the edited volumes that we will draw heavily on this semester are listed through the VolShop for ease of access—but note that purchasing these books is **optional** as digital copies of the chapters we use will be made available on Canvas.

Course Communications:

Announcements, assignments, and grades will be communicated via Canvas. If you have questions or encounter difficulties, I can be reached through email at kparke38@vols.utk.edu. I will try to respond to all emails within 48 hours of receipt, but please follow up if you haven't received a response after that time frame. Please note that my response time will be slower for the weeks that I am out of town for conferences.

Should you have any difficulty with the course material or should a personal issue come up, please reach out to me via email or during office hours. We are all human beings and flexibility can be a necessity to help

juggle the demands of work, school, and life that we all face with grace. I'm happy to work with you to make accommodations as needed, especially if they are brought to my attention prior to deadlines instead of after.

Organization and Format

Most of our weekly meetings will be split between lectures and reading discussions. The success of this class will depend on our mutual commitment to thoughtful, informed discussion; collaborative critical and creative thinking; and careful, diligent work at in and outside of the classroom. Therefore, please make sure that you complete the assigned readings before each class and come prepared to engage with the material and your fellow classmates during class. In the event that we have a guest speaker to lecture in class, it is important that the speaker is treated with equal deference and respect. Any supplementary materials provided by the guest speaker (such as readings, lecture notes, etc.) have the potential to appear in later graded assessments for the course (in other words: take notes and pay attention to guest speakers—you'll likely be graded on that content).

Grading and Assessment

Reading Summaries (10 summaries x 20 points each)	200 points
Discussion Leader	50 points
Artifact Lab and ID	25 points
Midterm Exam	200 Points
Paper Topic Submission	25 Points
Paper Abstract and Annotated Sources	75 Points
First Paper Draft	150 Points
Paper Peer Review	50 Points
Paper Presentation	50 Points
Final Paper	175 Points
Total Points	1000 points

All graded content should be submitted via the designated Assignment page on Canvas on the day that it is due. Late work submitted without prior communication will have 5 points deducted for each day that it is late. **If you need additional accommodations or arrangements to complete your assigned work, please reach out to me via email or during office hours.** All late work that is due to self-isolation or quarantining for COVID-19 will automatically be accommodated, but communication with me and the university is required in advance (see COVID-19 Policies section below for more information).

Grades will be assessed via the following scale:

A	1,000 – 925 points (93 – 100%)	C+	794 – 755 points (76 – 79%)
A-	924 – 895 points (90 – 92%)	C	754 – 725 points (73 – 75%)
B+	894 – 855 points (86 – 89%)	C-	724 – 695 points (70 – 72%)
B	854 – 825 points (83 – 85 %)	D	694 – 595 points (60 – 69%)
B-	824 – 795 points (80 – 82%)	F	594 points and below (Below 60%)

Attendance

Class will meet in-person on Tuesdays and Thursdays. Hybrid/Zoom attendance will not be available this semester. Attendance will not comprise part of your final grade in this course; however, the reading summaries are intended to gauge your attention to and grasp of the course content each week and serve as a kind of proxy for attendance tracking. Students who regularly attend class, pay attention, and complete the readings usually do a full letter grade better overall in the course and score significantly higher on the midterm and reading summaries.

NOTE: If you are self-isolating or quarantining, DO NOT COME TO CLASS until you have been cleared to do so by your health care provider, the contact tracing team, or the Knox County Health Department.

Writing Format

Because this course is writing-intensive, you will be expected to submit several written assignments of varying length throughout the semester. Please ensure that all submissions utilize the following formatting elements:

- Times New Roman or Calibri font, size 12
- **Justified** (no raggedy margins!) paragraph formats with the first line of each paragraph indented
 - Text may be double spaced or single spaced, but if you opt for single-spaced text, include a blank space between each paragraph to make it easier on the eyes
- In-text references and References Cited sections should be in **Society for Historical Archaeology (SHA) format** (see pages 22-38 of the SHA Style Guide).
- The use of dates, numbers, measurements, quotations, and capitalizations for various words should likewise follow the SHA style guide (see pages 13-22 of the SHA Style Guide)
 - ****Note:** The SHA style guide has not been updated since 2011 but please note that “Black” should appear capitalized when used as a reference to culture and/or people (i.e., Black culture, Black women). The lower case term “black” is a static color, not an identity (For more discussion on this distinction, see <https://www.huffpost.com/entry/why-capitalize-word-black> | 5f342ca1c5b6960c066faea5).
 - To view the style guide (which will also be available on Canvas as a PDF): <https://sha.org/assets/documents/SHAStyleGuide-Dec2011.pdf>
- **All submissions should be submitted as a Word document (.doc or .docx).** You can use Google Docs and download the submission in the appropriate format or **install Microsoft Office for free from OIT:** <https://oit.utk.edu/software-hardware/software/>. Links to Google docs files or other file types (Pages, PDFs, etc.) are **not** accepted formats for submission.

Reading Summaries

Because this is a more advanced course in anthropology aimed at upper-level students, the course is designed to be reading- and writing-intensive. We will have 13 weeks in which we will spend our Thursday class period discussing the readings assigned for that week and how those readings relate to the lecture material presented in the lectures. In order to ensure that everyone comes prepared to be a part of the discussion, you will be expected to complete reading summaries for 10 out of the 11 weeks to be submitted **Wednesday at midnight before our discussion class**. For the three (3) weeks that we will split our Tuesday class into lecture and discussion, summaries will be due on **Monday at midnight**. Summaries should be a **minimum of 500 words total** and demonstrate your ability to integrate the readings into a unified critique. Good summaries go beyond, “Author A said this, this, and this, while Author B said that, that, and that...” and instead address the common

themes, methods, or applications between the readings and draw comparisons between them. I encourage you to include your opinions in the summaries, but again, go beyond, “this article was good/bad” and explore what was done well or poorly in the readings for that week, as well as what you agree/disagree with and why.

Discussion Leader

Everyone will be expected to sign up to lead class discussion for at least one week during the semester, and most weeks will have 2-3 discussion leaders assigned. During the week in which you are responsible for helping to lead discussion, you will produce a brief PowerPoint presentation (5-10 slides, aimed at **5-10 minutes in length max**) that summarizes the key themes, methods, and critiques of the articles for that week. Like with the reading summaries, your presentation should integrate the readings and go beyond an exhaustive list of what was in the article, but rather, synthesize the important ideas and provide critical assessments of how successfully those ideas were communicated. Do **not** copy and paste large chunks of text from the articles to fill up your slides. More information on these presentations is available on the Canvas assignment pages and examples of successful PowerPoint presentations are also available on Canvas.

You will also prepare 3-5 questions that can be used to prompt discussion that will follow the presentation for the second part of class. Your PowerPoints and questions (to be submitted as separate document, not as part of the PowerPoint) are due at **midnight on Wednesday or Monday (depending on the week) instead of a reading summary** (i.e., if you lead discussion that week, you **only** submit your PowerPoint and questions).

Midterm Exam

The midterm exam will consist of a take-home exam that will be due on **Thursday, October 27th at midnight**. The take-home exam will be cumulative for the first half of class and consist of a series of short-answer and extended essay responses. **You will have three weeks to complete the exam and submit it to me on Canvas**—I will make the take-home exam available on the Tuesday before Fall Break (October 4th), so that we can address any potential questions or issues in class and so you can utilize the extra break time to get a jump-start on the questions if you so choose. You can also reach out to me via email or Zoom with any questions.

You are permitted (and encouraged) to use your notes and the course readings to complete the answers—but because you’ll have access to this content, I will be expecting thorough, well-supported answers that accurately and comprehensively address the material covered by the exam. If you draw on specific materials or ideas from lectures or readings, you will need to cite your work appropriately using the Society for Historical Archaeology (SHA) style guide. If you pay attention in class and prepare ahead of the exams, you should find these exams to be relatively easy. Please note that I will be utilizing a **plagiarism checker** for all of the midterm submissions to ensure that you have not duplicated your answers from an external source or another student. **Evidence of plagiarism will not be accepted and will result in a zero for the midterm**. You will have a lot of leeway and materials at hand to complete the midterm—please work smart and within the boundaries for the assignment.

Term Paper

The bulk of the graded points for this course will come from working on a final term paper, which will constitute original research on an area of historical archaeology of your choosing. The paper should be a minimum of 2,000 words and no longer than 4,000 words in length. **Your bibliography does not count toward the word count**. The final version of the term paper will be due at midnight on Monday, December 12th, which is the day for which our final exam period has been assigned. You will have the option to present the finding from your final paper either in person or via Zoom during the exam period.

In order to help you to work on the paper throughout the course of the semester, rather than leaving you with the daunting task of writing an intensive paper the night before it is due, there will be several successive due dates related to your term papers:

- Paper topic selection: Thursday 9/15/2022
- Paper abstract and annotated sources: Friday 10/14/2022
- First draft of the paper: Friday 11/11/2022
- Peer review of paper draft: Tuesday 11/22/2022
- Presentation of paper findings: Thursday 12/1/2022 and Tuesday 12/6/2022
- Final draft of the paper: Monday 12/12/2022

More information about these respective steps, as well as a rubric for submitting the first and final drafts and for the presentation will be made available on Canvas closer to these respective due dates. As with the midterm exam, all submissions will be evaluated using a plagiarism checker in order to ensure that the work you submit is original and properly cited. **Any plagiarized work will be automatically assigned a zero.**

Extra Credit

There are several opportunities available for extra credit throughout this course that are designed to engage you with archaeological materials and discourse beyond the immediate scope of this course. Potential extra credit opportunities include volunteering time in one of the archaeology labs, attending virtual seminars on archaeological topics, and reviewing and critiquing archaeological media. A list of specific volunteer opportunities, along with pertinent contact information, will be made available via Canvas, and any supplemental extra credit materials will be submitted via Canvas as well. A **maximum of 50 extra credit points** may be completed.

University COVID-19 Policies

If you need to be tested for COVID-19 because you are feeling sick or have been in close contact with someone who has been exposed, the Student Health Center provides diagnostic testing for students. If you get tested for COVID-19, you should begin self-isolating (**read: do NOT attend class in person**) and follow university policies explained below.

Self-Isolation Policy

If you begin to feel sick or you have been in contact with someone who has COVID-19, the first step is to begin self-isolating immediately and fill out the university's [self-isolation form](#). The contact tracing team will follow up with you—generally within 24 hours, but the response time can vary depending on caseloads. You can read more about the university's self-isolation policy and procedures [here](#).

In-Person Safety Policies

Students who attend class in-person should familiarize themselves with university policies for safe in-person learning and engagement, which can be found [here](#). Instructors have the right to ask those who are not complying with these requirements to leave class in the interest of everyone's health and safety. In the event that a student refuses to comply with these requirements, the instructor has the right to cancel class.

If you have a health concern, you can call the Student Health Center nurse triage line at 865-974-5080. The university has a nurse available to speak to students by phone 24 hours a day. After-hours care has been arranged for eligible students through the UT Medical Center emergency room at 865-305-9000. If you are

having an emergency, you should call 911. If you have any questions about the university's COVID-19 policies and procedures, you can call 865-656-SAFE (7233), Monday–Friday, 8:00 am to 5:00 pm.

Disabilities Policy

The University of Tennessee, Knoxville, is committed to providing an inclusive learning environment for all students. If you anticipate or experience a barrier in this course due to a chronic health condition, a learning, hearing, neurological, mental health, vision, physical, or other kind of disability, or a temporary injury, you are encouraged to contact Student Disability Services (SDS) at 865-974-6087 or sds@utk.edu. An SDS Coordinator will meet with you to develop a plan to ensure you have equitable access to this course. Students needing accommodations are strongly encouraged to contact SDS and the instructor in advance of the course start date to ensure arrangements are made in advance. If you are already registered with SDS, please contact your instructor to discuss implementing accommodations included in your course access letter. For more information, please visit their website: <https://sds.utk.edu/>.

Statement of Academic Integrity

Each student is responsible for their personal integrity in academic life and for adhering to UT's Honor Statement. The Honor Statement reads: "An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity."

University Civility Statement:

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

Key Campus Resources for Students:

- [Center for Career Development](#) (Career counseling and resources; HIRE-A-VOL job search system)
- [Course Catalogs](#) (Listing of academic programs, courses, and policies)
- [Hilltopics](#) (Campus and academic policies, procedures and standards of conduct)
- [OIT HelpDesk](#) (865) 974-9900
- [Schedule of Classes/Timetable](#)
- [Student Health Center](#) (visit the site for a list of services)
- [Student Success Center](#) (Academic support resources)
- [Undergraduate Academic Advising](#) (Advising resources, course requirements, and major guides)
- [University Libraries](#) (Access to library resources, databases, course reserves, and services)

Course Schedule

Key Dates:

- Monday, August 29th: Last day to add or drop without a “W”
- Wednesday, December 7th: Last day to drop with a “W”
- Tuesday, December 20th: Final grades submitted to MyUTK

*Note: Readings subject to change. Announcements will be made in class and via Canvas in the event of a change.

**Optional Readings

Course Schedule

Week	Tuesday	Thursday	Readings*
Week 1 (8/23 – 8/25)	No Class – No Reading Summary Due	Intro to Historical Archaeology	Clark 2008
Week 2 (8/30 – 9/1)	History of Historical Archaeology	Reading Discussion (No Discussion Lead)	Atalay 2012** Epperson 2004 Franklin 1997 Massheder-Rigby 2020** South and Deagan 2002
Week 3 (9/6 – 9/8)	Colonial Archaeology Cultural and Physical Frontiers Indigenous Entanglements	Reading Discussion	Flick and King 2019** Jordan 2009 Pavao-Zuckerman 2017 Silliman 2020** Voss 2000**
Week 4 (9/13 – 9/15)	African American Lifeways Enslavement/Antebellum Freedom and Marronage	Reading Discussion Paper Topic Due & Artifact Lab ID Assignment Due	Agorsah 2003** Estrujd 2008** Flewellen 2022 Saunders 2014 Singleton 1999** Wilkie 1996**
Week 5 (9/20 – 9/22)	Indigenous Lifeways Persistence and Assimilation Indian Removal	Reading Discussion	Arnott and Maki 2019 Biesaw and Olin 2020 Colwell-Chanthaphonh 2005** Kretzler 2022** Panich and Schneider 2022
Week 6 (9/27 – 9/29)	Conflict Archaeology Warfare and Violence Major	Reading Discussion	Carlson-Drexler 2008 King and Dunnavant 2008 Shackel 2003 Van Tilburg 2007
Week 7 (10/4 – 10/6)	Diasporas Chinese Diaspora Irish Diaspora (Lecture and Discussion)	No Class - Fall Break	Brighton 2008 Kennedy and Rose 2020** Fong 2020 Rotman 2010

Week 8 (10/11 – 10/13)	Clandestine Economies Piracy, Sex Work, and Moonshining	Reading Discussion Final Paper Abstract and Annotations Due at Midnight on Friday 10/14	Douglas 2001 Hanselmann and Beeker 2016 Hartnett and Dawdy 2013** Luiz 2020** Lupu 2020 Skowronek 2016**
Week 9 (10/18 – 10/20)	Incarceration Part I Prisons/Convict Leasing Institutions/Asylums	Reading Discussion	Baughter 2009 Chase 2012** Casella 2009 De Cunzo 2006** Spencer-Wood 2009** Westmont 2021
Week 10 (10/25 – 10/27)	Incarceration Part II Internment Camps Indigenous Boarding Schools (Lecture and Discussion)	No Class Midterm Due	Barnes 2018** Cowie and Teeman 2022 Fujita 2018 Surface-Evans and Jones 2020**
Week 11 (11/1 – 11/3)	Structural Violence Part I: Class Industrialization/New South Development of Working Class	Reading Discussion	Bannister and Hurd, Jr. 2008** Campbell 2021 (Video) Carlson 2021** Dappert-Coonrod and Mihich 2018 Horning 1999 Roller 2018**
Week 12 (11/8 – 11/10)	Archaeology of Health Medicine and Disease Body politics (Lecture and Discussion)	No Class – SEAC First Paper Draft Due Friday at Midnight	Camp et al. 2022** Hosek et al. 2020 Jenkins 2020** Scott 2022 Warner 2020** Wilkie 2000** Zlotucha Kozub 2018**
Week 13 (11/15 – 11/17)	Structural Violence Part II: Race Race Riots/Civil Rights and African American Cemeteries	Reading Discussion	Davidson and González-Tennant 2008 Dunnavant et al. 2021 LaRoche 2014** Lemke 2020 Matternes and Richey 2014** West 2015**
Week 14 (11/22 – 11/24)	Paper Peer Review (in class)	No Class - Thanksgiving	No Readings
Week 15 (11/29 – 12/1)	The Future of Historical Archaeology Discussion and Roundtable	Final Presentations	Franklin et al. 2020 Matthews 2016**
Week 16 (12/6 – 12/8)	Final Presentations	No Class Day	No Readings
Final Papers due Monday, December 12th at Midnight			

Course Readings

Agorsah, E Kofi

2003 Tracking Down The Marrons: Archaeo-Geography Of Marronage In The Caribbean. *International Congress for Caribbean Archaeology 2*. International Association for Caribbean Archaeology:732–742.

Arnott, Sigrid, and David L. Maki

2019 Forts on Burial Mounds: Interlocked Landscapes of Mourning and Colonialism at the Dakota-Settler Frontier, 1860–1876. *Historical Archaeology* 53(1):153–169. DOI:[10.1007/s41636-019-00169-9](https://doi.org/10.1007/s41636-019-00169-9).

Atalay, Sonya

2012 Guiding Principles of Community-Based Participatory Research. In *Community-Based Archaeology: Research with, by, and for Indigenous and Local Communities*, pp. 55-88 University of California Press, Berkeley.

Bannister, Linda, and James E. Hurd, Jr.

2010 Recovering the Voices of the Florida Turpentine Slaves: A Lost Rhetoric of Resistance. In *Agency in the Margins: Stories of Outsider Rhetoric*, edited by Anne Meade Stockdell-Giesler, pp. 39–67. Fairleigh Dickinson University Press, Madison, WI.

Barnes, Jodi A.

2018 “Madonna del Prigioniero Prega per Noi”: An Intimate Archaeology of a World War II Italian Prisoner-of-War Camp. *Historical Archaeology* 52(3):561–579. DOI:[10.1007/s41636-018-0137-4](https://doi.org/10.1007/s41636-018-0137-4).

Baugher, Sherene

2009 Historical Overview of the Archaeology of Institutional Life. In *The Archaeology of Institutional Life*, edited by April M. Beisaw and James G. Gibb, pp. 5–13. University of Alabama Press, Tuscaloosa.

Beisaw, April M., and Glynnis E. Olin

2020 From Alcatraz to Standing Rock: Archaeology and Contemporary Native American Protests (1969–Today). *Historical Archaeology* 54(3):537–555. DOI:[10.1007/s41636-020-00252-6](https://doi.org/10.1007/s41636-020-00252-6).

Brighton, Stephen A.

2008 Degrees of Alienation: The Material Evidence of the Irish and Irish American Experience, 1850-1910. *Historical Archaeology* 42(4):132–153.

Camp, Stacey L., Jodi A. Barnes, and Sarah Surface-Evans

2022 Introduction: Health, Well-Being, and Ability in Archaeology. *International Journal of Historical Archaeology*. DOI:[10.1007/s10761-021-00645-0](https://doi.org/10.1007/s10761-021-00645-0).

Campbell, Renae

2021 The Historical Archaeology of Boise Basin Mining Communities. Web Video. Idaho Museum of Mining & Geology Virtual Museum, <https://www.youtube.com/watch?v=dp4WMwQk4ok>, accessed October 9, 2021.

Carlson-Drexler, Carl G.

2008 Monuments and Memory at San Juan Hill: Archaeology of the Spanish-Cuban-American War. *The SAA Archaeological Record* 8(1):26–28.

Casella, Eleanor Conlin

2009 Written on the Walls: Inmate Graffiti within Places of Confinement. In *The Archaeology of Institutional Life*, edited by April M. Beisaw and James G. Gibb, pp. 172–186. University of Alabama Press, Tuscaloosa.

Chase, Robert T.

2012 “Slaves of the State” Revolt: Southern Prison Labor and a Prison-Made Civil Rights Movement. In *Life and Labor in the New New South*, edited by Robert H. Zieger, pp. 177–213. University Press of Florida, Gainesville.

Clark, Bonnie J

2008 Artifact versus Relic: Ethics and the Archaeology of the Recent Past. *Anthropology News* 49(7):23–23. DOI:[10.1111/an.2008.49.7.23](https://doi.org/10.1111/an.2008.49.7.23).

Colwell-Chanthaphonh, Chip

2005 The Incorporation of the Native American Past: Cultural Extermination, Archaeological Protection, and the Antiquities Act of 1906. *International Journal of Cultural Property* 12(3):375–391. DOI:[10.1017/S0940739105050198](https://doi.org/10.1017/S0940739105050198).

Cowie, Sarah E., and Diane L. Teeman

2022 Navigating Entanglements and Mitigating Intergenerational Trauma in Two Collaborative Projects: Stewart Indian School and “Our Ancestors’ Walk of Sorrow” Forced Removal Trail. In *Archaeologies of Indigenous Presence*, edited by Tsim D. Schneider and Lee M. Panich, pp. 265–286. University Press of Florida, Gainesville.

Dappert-Coonrod, Claire P., and Martha Mihich

2018 Walking in Their Shoes: A Late Victorian Shoe Assemblage from the New Mississippi River Bridge Project in East St. Louis. *Historical Archaeology* 52(4):643–665. DOI:[10.1007/s41636-018-0139-2](https://doi.org/10.1007/s41636-018-0139-2).

Davidson, James M., and Edward González-Tennant

2008 A Potential Archaeology of Rosewood, Florida: The Process of Remembering a Community and a Tragedy. *The SAA Archaeological Record* 8(1):13-16.

Douglas, Joseph C.

2001 Miners and Moonshiners: Historical Industrial Uses of Tennessee Caves. *Midcontinental Journal of Archaeology* 26(2):251–267.

Dunnivant, Justin, Delande Justinvil, and Chip Colwell

2021 Craft an African American Graves Protection and Repatriation Act. *Nature* 593(7859):337–340. DOI:[10.1038/d41586-021-01320-4](https://doi.org/10.1038/d41586-021-01320-4).

Ejstrud, Bo

2008 Maroons and Landscapes. *Journal of Caribbean Archaeology* 8:1–14.

Epperson, Terrence W.

2004 Critical Race Theory and the Archaeology of the African Diaspora. *Historical Archaeology* 38(1):101–108.

Flewellen, Ayana Omilade

2022 Dress and Labor: An Intersectional Interpretation of Clothing and Adornment Artifacts Recovered from the Levi Jordan Plantation. *Archaeologies* 18(1):200–234. DOI:[10.1007/s11759-022-09443-4](https://doi.org/10.1007/s11759-022-09443-4).

Flick, Alex J., and Julia A. King

2019 “We Can Fly No Farther”: Colonialism and Displacement among the Piscataway of Southern Maryland. In *The Archaeology of Removal in North America*, edited by Terrance M. Weik, pp. 19–44. University Press of Florida, Gainesville.

Fong, Kelly N.

2020 Toward Engaged and Critical Archaeologies of the Chinese Diaspora. In *Chinese Diaspora Archaeology in North America*, edited by Chelsea Rose and J. Ryan Kennedy, pp. 59–82. University Press of Florida.

Franklin, Maria

1997 Why Are There So Few Black American Archaeologists? *Antiquity* 71(274):799–801. DOI:[10.1017/S0003598X00085732](https://doi.org/10.1017/S0003598X00085732).

Franklin, Maria, Justin P. Dunnivant, Ayana Omilade Flewellen, and Alicia Odewale

2020 The Future is Now: Archaeology and the Eradication of Anti-Blackness. *International Journal of Historical Archaeology* 24(4):753–766. DOI:[10.1007/s10761-020-00577-1](https://doi.org/10.1007/s10761-020-00577-1).

Fujita, Dennis K.

2018 Returning to Amache: Former Japanese American Internees Assist Archaeological Research Team. *Historical Archaeology* 52(3):553–560. DOI:[10.1007/s41636-018-0129-4](https://doi.org/10.1007/s41636-018-0129-4).

Hanselmann, Frederick H., and Charles D. Beeker

2016 The Wreck of the Quedagh Merchant: The Lost Ship of Captain William Kidd. In *Pieces of Eight: More Archaeology of Piracy*, edited by Charles R Ewen and Russell K Skowronek, pp. 110–131. University Press of Florida, Gainesville.

Hartnett, Alexandra, and Shannon Lee Dawdy

2013 The Archaeology of Illegal and Illicit Economies. *Annual Review of Anthropology* 42(1):37–51. DOI:[10.1146/annurev-anthro-092412-155452](https://doi.org/10.1146/annurev-anthro-092412-155452).

Horning, Audrey J.

1999 In Search of a “Hollow Ethnicity”: Archaeological Explorations of Rural Mountain Settlement. In *Historical Archaeology, Identity Formation, and the Interpretation of Ethnicity*, edited by Maria Franklin and Garrett Fessler, pp. 121–138. Colonial Williamsburg Foundation, Williamsburg, VA.

Hosek, Lauren, Alanna L. Warner-Smith, and Cristina C. Watson

2020 The Body Politic and the Citizen’s Mouth: Oral Health and Dental Care in Nineteenth-Century Manhattan. *Historical Archaeology* 54(1):138–159. DOI:[10.1007/s41636-019-00215-6](https://doi.org/10.1007/s41636-019-00215-6).

Jenkins, Tracy H.

2020 An Intersectional Archaeology of Women's Reproductive Rights in Early Twentieth-Century Easton, Maryland. *Historical Archaeology* 54(3):581–604. DOI:[10.1007/s41636-020-00256-2](https://doi.org/10.1007/s41636-020-00256-2).

Jordan, Kurt A.

2009 Colonies, Colonialism, and Cultural Entanglement: The Archaeology of Postcolumbian Intercultural Relations. In *International Handbook of Historical Archaeology*, edited by Teresita Majewski and David Gaimster, pp. 31–49. Springer US.

Kennedy, J. Ryan, and Chelsea Rose

2020 Charting a New Course for Chinese Diaspora Archaeology in North America. In *Chinese Diaspora Archaeology in North America*, edited by J. Ryan Kennedy and Chelsea Rose, pp. 1–34. University Press of Florida.

King, Eleanor, and Justin Dunnavant

2008 Buffalo Soldiers and Apaches in the Guadalupe Mountains: A Review of Research at Pine Springs Camp. *Bulletin of the Texas Archeological Society* 79.

Kretzler, Ian

2022 “I Can Tell It Always”: Confronting Expectations of Native Disappearance through Collaborative Research. In *Archaeologies of Indigenous Presence*, edited by Tsim D. Schneider and Lee M. Panich, pp. 25–47. University Press of Florida, Gainesville.

LaRoche, Cheryl J.

2014 “As Above, So Below”: Ritual and Commemoration in African American Archaeological Contexts in the Northern United States. In *Materialities of Ritual in the Black Atlantic*, edited by Akinwumi Ogundiran and Paula V. Saunders, pp. 296–216. Blacks in the Diaspora. Indiana University Press, Bloomington.

Lemke, Ashley

2020 “Missing Cemeteries” and Structural Racism: Historical Maps and Endangered African/African American and Hispanic Mortuary Customs in Texas. *Historical Archaeology* 54(3):605–623. DOI:[10.1007/s41636-020-00258-0](https://doi.org/10.1007/s41636-020-00258-0).

Luiz, Jade

2020 Ghosts in the Archives: Using Archaeology to Discuss Brothel Childhoods. In *Historical Sex Work: New Contributions from History and Archaeology*, edited by Kristen R. Fellows, Angela J. Smith, and Anna M. Munns, pp. 125–143. University Press of Florida, Gainesville.

Lupu, Jennifer A.

2020 Landscapes of Power and Desire: A Geographical Analysis of Washington, DC's Nineteenth-Century Brothel District. In *Historical Sex Work: New Contributions from History and Archaeology*, edited by Kristen R. Fellows, Angela J. Smith, and Anna M. Munns, pp. 27–50. University Press of Florida, Gainesville.

Massheder-Rigby, Kerry

2020 Oral History. In *The Routledge Handbook of Global Historical Archaeology*, edited by Pedro Paulo A. Funari, Charles E. Orser, Andrés Zarankin, Susan Lawrence, and James Symonds, pp. 478–495. 1st ed. Routledge, New York.

Matternes, Hugh B., and Staci Richey

2014 "I Cry 'I Am' for All to Hear Me": The Informal Cemetery in Central Georgia. In *Materialities of Ritual in the Black Atlantic*, edited by Akinwumi Ogundiran and Paula V. Saunders, pp. 258–279. Blacks in the Diaspora. Indiana University Press, Bloomington.

Matthews, Christopher N.

2016 Historical Archaeology in the Next Decades: An Introduction. *Historical Archaeology* 50(3):1–4.

National Geographic

2019 These Divers Search for Slave Shipwrecks and Discover Their Ancestors. *Web Video*. National Geographic, <https://www.youtube.com/watch?v=u2lEugvRw8>, accessed September 1, 2019.

Panich, Lee M., and Tsim D. Schneider

2022 Introduction: Archaeology, Unknowing, and the Recognition of Indigenous Presence in Post-1492 North America. In *Archaeologies of Indigenous Presence*, edited by Tsim D. Schneider and Lee M. Panich, pp. 1–22. University Press of Florida, Gainesville.

Pavao-Zuckerman, Barnet

2017 Missions, Livestock, and Economic Transformations in the Pimería Alta. In *New Mexico and the Pimería Alta: The Colonial Period in the American Southwest*, edited by John G. Douglass and William M. Graves, pp. 289–309. University Press of Colorado.

Roller, Michael P.

2018 Late Modernity and Community Change in Lattimer No. 2: The American Twentieth Century as Seen through the Archaeology of a Pennsylvania Anthracite Town. *Historical Archaeology* 52(1):70–84. DOI:[10.1007/s41636-017-0087-2](https://doi.org/10.1007/s41636-017-0087-2).

Rotman, Deborah L.

2010 The Fighting Irish: Historical Archaeology of Nineteenth-Century Catholic Immigrant Experiences in South Bend, Indiana. *Historical Archaeology* 44(2):113–131. DOI:[10.1007/BF03376797](https://doi.org/10.1007/BF03376797).

Saunders, Paula V.

2014 Charms and Spiritual Practitioners: Negotiating Power Dynamics in an Enslaved African Community in Jamaica. In *Materialities of Ritual in the Black Atlantic*, edited by Akinwumi Ogundiran and Paula V. Saunders, pp. 159–175. Blacks in the Diaspora. Indiana University Press, Bloomington.

Scott, Alyssa Rose

2022 Archaeology, Disability, Healthcare, and the Weimar Joint Sanatorium for Tuberculosis. *International Journal of Historical Archaeology*. DOI:[10.1007/s10761-022-00661-8](https://doi.org/10.1007/s10761-022-00661-8).

Shackel, Paul A.

2003 Remembering Landscapes of Conflict. In *Memory in Black and White: Race, Commemoration, and the Post-Bellum Landscape*, pp. 173–191. Altamira Press, Walnut Creek, CA.

Silliman, Stephen W.

2020 Colonialism in Historical Archaeology: A Review of Issues and Perspectives. In *The Routledge Handbook of Global Historical Archaeology*, edited by Pedro Paulo A. Funari, Charles E. Orser, Andrés Zarankin, Susan Lawrence, and James Symonds, pp. 41–60. 1st ed. Routledge, New York.

Singleton, Theresa A.

1999 An Introduction to African-American Archaeology. In *"I, Too, Am America": Archaeological Studies of African-American Life*, edited by Theresa A. Singleton, pp. 1–17. University Press of Virginia, Charlottesville.

Skowronek, Russell K.

2016 Setting a Course toward an Archaeology of Piracy. In *Pieces of Eight: More Archaeology of Piracy*, edited by Charles R Ewen and Russell K. Skowronek, pp. 1–14. University Press of Florida, Gainesville.

South, Stanley, and Kathleen Deagan

2002 Historical Archaeology in the Southeast, 1930-2000. In *Histories of Southeastern Archaeology*, edited by Shannon Tushingham, Jane Hill, and Charles H. McNutt, pp. 35–50. University of Alabama Press, Tuscaloosa.

Spencer-Wood, Suzanne M.

2009 Feminist Theory and the Historical Archaeology of Institutions. In *The Archaeology of Institutional Life*, edited by April M. Beisaw and James G. Gibb, pp. 33–48. University of Alabama Press, Tuscaloosa.

Surface-Evans, Sarah L., and Sarah J. Jones

2020 Discourses of the Haunted: An Intersubjective Approach to Archaeology at the Mount Pleasant Indian Industrial Boarding School. *Archaeological Papers of the American Anthropological Association* 31(1):110–121. DOI:[10.1111/apaa.12131](https://doi.org/10.1111/apaa.12131).

Van Tilburg, Hans Konrad

2007 Unseen Battlefields: The Japanese Midget Sub at Pearl Harbor. In *Out of the Blue*, edited by John H. Jameson and Della A. Scott-Ireton, pp. 182–195. Springer US, Boston, MA.

Voss, Barbara L.

2000 Colonial Sex: Archaeology, Structured Space, and Sexuality in Alta California's Spanish-Colonial Missions. In *Archaeologies of Sexuality*, edited by Robert A. Schmidt and Barbara L. Voss, pp. 35–61.

Warner, Mark

2020 "A WEAK MAN can now cure himself": Brothels as Alternative Venues for Treatment of "Private Diseases of Men" --and Other Afflictions. In *Historical Sex Work: New Contributions from History and Archaeology*, edited by Kristen R. Fellows, Angela J. Smith, and Anna M. Munns, pp. 234–246. University Press of Florida, Gainesville.

West, Carroll

2015 Sacred, Separate Places: African American Cemeteries in the Jim Crow South. In *The Changing World Religion Map*, edited by Stanley D. Brunn, pp. 669–685. Springer Netherlands, Dordrecht.

Westmont, V. Camille

2021 Dark Heritage in the New South: Remembering Convict Leasing in Southern Middle Tennessee through Community Archaeology. *International Journal of Historical Archaeology*. DOI:[10.1007/s10761-021-00592-w](https://doi.org/10.1007/s10761-021-00592-w).

Wilkie, Laurie A.

1996 Medicinal Teas and Patent Medicines: African American Women's Consumer Choices and Ethnomedical Traditions at a Louisiana Plantation. *Southeastern Archaeology* 15(2):119–131.

2000 Magical Passions: Sexuality and African-American Archaeology. In *Archaeologies of Sexuality*, edited by Robert A. Schmidt and Barbara L. Voss, pp. 129–142.

Zlotucha Kozub, Andrea

2018 "To Married Ladies It Is Peculiarly Suited": Nineteenth-Century Abortion in an Archaeological Context. *Historical Archaeology* 52(2):264–280. DOI:[10.1007/s41636-018-0097-8](https://doi.org/10.1007/s41636-018-0097-8).