University Studies Cluster Proposal Cover Sheet
For Academic Year 2009-2010

Cluster Proposed for: American Studies

Title of course: Historical Archeology and the Origins of the Modern Pacific Northwest

Course Number: ANTH 355

Proposing Faculty: Douglas C. Wilson
Cluster Coordinator: Tom Fisher

Proposal Type:
___ Cluster Course to New Cluster
X___ New Course to Cluster
___ Removal

Other clusters this course is assigned to:

Proposals are due to the University Studies office (CH 117) with 12 duplicate copies by Friday, November 9, 2007 so that they may be reviewed and forwarded to the UCC Committee for final approval.
University Studies New Cluster Course Addition

Adding a previously unapproved course to a cluster

(When addressing questions, please attach a separate sheet)

PROPOSING FACULTY (Name, signature, and department) Douglas C. Wilson (Anthropology)

PROPOSED CLUSTER(S) Archaeology, American Studies

1. THE COURSE

A. COURSE TITLE, NUMBER, AND CATALOG DESCRIPTION: Historical Archaeology and the Origins of the Modern Pacific Northwest, ANTH 355,

Explores the origins of the modern Pacific Northwest from fur-trade/indigenous contacts to the present using theories and methods of historical archaeology in North America and elsewhere. Course topics include heritage, history, and interpretation; the archaeology of the fur trade; the industrial revolution & industrial archaeology; slavery & inequality; and military sites archaeology.

B. DEVELOPMENT Is the course based upon an existing course, or is it a new course under development? Existing course

C. AVAILABILITY
With what regularity has the course been—or will the course be—offered?
Offered once a year.

D. PREREQUISITES
List any course prerequisites beyond the cluster Sophomore Inquiry course. ANTH 102 (recommended)

2. COURSE OUTLINE. Provide a detailed outline of the proposed course, also including its preliminary reading list, and the name(s) of instructor(s) committed to teaching the course. See attached syllabus and schedule

3. GENERAL EDUCATION GOALS.

A. COURSE CONTENT & SUITABILITY FOR CLUSTER
Discuss the course content in relationship to the thematic focus of the cluster.

The course “Historical Archaeology and the Origins of the Modern Pacific Northwest” (ANTH 355) is
closely tied thematically to both the Archaeology and American Studies clusters. Its emphasis is on the integration of historical and archaeological methods to explore change in the Pacific Northwest over the past 200 years. It is well-grounded in the anthropological study of historical cultures. Historical archaeology in North America also is closely tied to the American Studies themes, including the fundamental tensions and traditions of American culture. The course discusses colonialism, culture contact, ethnicity, and the role of the industrial revolution on the development of the Pacific Northwest. It uses the unique perspective of material culture to explore the development of American world view, economic and ethnic inequality, and theoretical perspectives associated with the exploration of the recent past.

B. UNST GOALS Indicate what materials and assignments will address those University Studies goals appropriate to the course content and cluster theme (the goals are Inquiry and Critical Thinking, Communication, Diversity of Human Experience, and Ethical Issues & Social Responsibility).

Students learn how to employ the scientific method (Inquiry and Critical Thinking) through the evaluation of historical archaeological data. They employ critical thinking to the assessment of historical documents and material culture to answer questions of past humans. They will learn to convey this information through written assignments, workshops, and a reviewed essay. They learn about the history of diversity, globalization, and internationalization in the Pacific Northwest (Diversity of Human Experience) through the lens of material culture. Students will learn the place of the history of the Pacific Northwest in the context of heritage, history, internationalism, and modernity. Students are introduced to the role of historical archaeology in the management of modern problems, including the protection and interpretation of heritage resources (Ethical Issues & Social Responsibility).

C. CLASSROOM ENVIRONMENT Discuss the teaching strategies employed in the course and how they articulate with the student-centered, active-learning strategies characteristic of University Studies courses.

Students are introduced to a variety of techniques and theoretical perspectives to explore the recent past. They explore contentious issues related to different theoretical perspectives and the biases related to both documentary and material culture data. The exercises and workshops are designed to get the students to record and understand the significance of material culture traces and their role in understanding past humans. They will complete writing assignments to convey their new-found critical thinking skills applied to the issues related to multiple perspectives on the recent past.
OBTAIN CHAIR AND CLUSTER COORDINATOR SIGNATURES BEFORE SUBMITTING TO UNIVERSITY STUDIES OFFICE

DEPARTMENT

CHAIR(S):

DATE: 10/24/2008

DATE: ____________________________

CLUSTER COORDINATOR:

DATE: 10/24/2008

All changes to Clusters must be approved by PSU's Senate Curriculum Committee.

THE ORIGINAL + 3 COPIES OF THE PROPOSAL MUST BE RECEIVED AT UNIVERSITY STUDIES (CH 117) BY NOVEMBER 7 2008.

Proposals submitted by this due date will be reviewed for inclusions in clusters beginning in AY 2009 - 2010.
COURSE APPROVED FOR CLUSTER INCLUSION

CHAIR, CLUSTER COORDINATORS: Jeff Gertwing

DATE: 11/24/06

CHAIR, UNST COMMITTEE: [signature]

DATE: 12/21/06
Anthropology 355
Historical Archaeology and the Origins of the Modern Pacific Northwest
Instructor: Douglas C. Wilson, Ph.D.
Time: M, W, F 12:45-1:50 P.M.
Place: “The Broadway” BHB, Room 222
Office: Cramer Hall 1411
Office hours: M: 11:00 A.M. -12:00 P.M., W: 2:00-3:00 P.M.
Phone: 360 921-5241
Email: doug_wilson@nps.gov

Course Description: Explores the origins of the modern Pacific Northwest from fur-trade/indigenous contacts to the present using theories and methods of historical archaeology in North America and elsewhere. Course topics include heritage, history, and interpretation; the archaeology of the fur trade; the industrial revolution & industrial archaeology; slavery & inequality; and military sites archaeology.

Prerequisite: Recommended - Anth 102

Course Textbooks:
Required:
Barbara J. Little
2007 Historical Archaeology: Why the Past Matters. Left Coast Press, Walnut Creek, California.

Deetz, James

Supplemental (required) readings assigned by topic. Optional readings provide for deeper understandings of topics.

Evaluation of Student Performance:

Students will be evaluated on written assignments, including a reviewed essay, the midterm and final exams. Grades will be assigned based on successful completion of assignments and exams. Grades will be assigned as follows with 100 total points for the course:

A  95-100 Points
A-  90-94 Points
B+  87-89 Points
B   83-86 Points
B-  80-82 Points
C+  77-79 Points
C   73-76 Points
C-  70-72 Points
D+  67-69 Points
D   63-66 Points
D-  60-62 Points
F   <59 Points
Point Distribution:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Munitions Workshop</td>
<td>3</td>
</tr>
<tr>
<td>Ceramics Workshop</td>
<td>3</td>
</tr>
<tr>
<td>Glass Workshop</td>
<td>3</td>
</tr>
<tr>
<td>Nails, Bricks, and Window Glass Workshop</td>
<td>3</td>
</tr>
<tr>
<td>Functional Classification Assignment</td>
<td>6</td>
</tr>
<tr>
<td>Character Book Assignment</td>
<td>6</td>
</tr>
<tr>
<td>Essay</td>
<td>25</td>
</tr>
<tr>
<td>MIDTERM EXAM</td>
<td>25</td>
</tr>
<tr>
<td>FINAL EXAM</td>
<td>26</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
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*Exam:* The midterm and final exams will consist of several essay questions and build on the information that is presented in class and from the readings and assignments/workshops. The midterm exam will evaluate all materials up to the date of the midterm. The final exam will evaluate all course materials.

*Grading policies:* Late assignments. In the absence of a pre-approved excuse, late assignments will be docked two points per day they are late. If you are ill, and have not planned your sickness ahead, you will need some sort of evidence (a doctor's note).

*Form and content.* One point for each written assignment is based on form: spelling, grammar, tidiness, etc. Hand-written assignments are not acceptable and will automatically be returned to you. No exceptions.

*Incompletes.* I will only give incompletes for students who are current in all work but cannot complete the term due to a very serious emergency. To even request an incomplete, you must be current in all work and be able to document the problem. Requests for incompletes must also be approved by the departmental chair.

Tentative Class Schedule:

**Part I: INTRODUCTION AND BACKGROUND**

Week 1 (September 29-October 3). *Introduction to Historical Archaeology and the Modern World*

- Texts: Little, Chapter 1, 2, 8, 23, Deetz Chapter 1,
- Supplemental Reading: Scott 2001
- Optional Reading: Harrington 1954
- Munitions Workshop

Week 2 (October 6-10). *Theory, Method, and Fort Vancouver*

- Text: Little, Chapters 3-7, Deetz Chapters 2-3
Supplemental Reading: Wilson 2006a
_Ceramics Workshop_
_Classification Assignment distributed Oct 10, due Oct 17_

**Week 3 (October 13-17): Heritage, History, and Interpretation**
- Text: Little, Chapters 24-27
- Supplemental Reading: Bograd and Singleton 1997, Deetz and Deetz 2000
- _Glass Artifacts Workshop_
- _Character Book Assignment distributed Oct 17, due Oct 24_

**Week 4 (October 20-24): Historical Archaeology, Architecture & Reconstruction**
- Text: Deetz, Chapters 4-5
- Supplemental Reading: Brown & Chappell 2004
- Optional Reading: Munk 2006
- _Nails, Bricks, and Window Glass Workshop_

**Monday, October 27: MIDTERM**

**Part II: EXPLORING CHANGE IN THE HISTORICAL PACIFIC NORTHWEST**

**Week 5 (October 27-31) Colonialism**
- Text: Little, Chapters 9-11, 14-17
- Supplemental Reading: Schrire 1991

**Week 6 (November 3-7) The Merchantile Colonial Columbia**
- Text: Deetz, Chapter 6
- Optional Reading: Cromwell 2006a, Hamilton 2000, Carley 1981

**Week 7 (November 10-14) Slavery, Ethnicity, and Gender**
- Text: Little, Chapter 12, 20, Deetz, Chapters 7-8
- Supplemental Reading: Hardesty 1994, Hajda 2005
- Optional Reading: Ames 2001, Myers 1999
- _Essay Draft Due November 14_

**Week 8 (November 17-21) The “New York of the West”: Industrialization & Urbanization**
- Text: Little, Chapters 18, 21-22
- Optional Reading: Yamin 2001; Brighton 2001

**Week 9 (November 24-26, Thanksgiving Holiday November 27-28!!): Homesteading, Settlement, & Landscapes**

**Week 10 (December 1-5): Closing the Gap**
- Text: Little, Chapters 28-31
Monday, December 8, 12:30-2:20 P.M. FINAL EXAM

Preliminary List of Supplemental Readings (in order of assignment):

Scott, Douglas D.

Harrington, J.C.

Wilson, Douglas C.

Bograd, Mark D., and Theresa A. Singleton

Deetz, James, and Patricia Scott Deetz

Brown, Marley R., III, and Edward A. Chappell

Munk, Nina

Schrire, Carmel

Burley, David V.
Carley, Caroline D.

Lightfoot, Kent G.

Wilson, Douglas C.

Cromwell, Robert

Hamilton, Scott

Hardesty, Donald L.

Hajda, Yvonne P.

Ames, Kenneth M.

Myers, Danielle D.

Clark, Jorie
Cromwell, Robert

Hardesty, Donald L.
1988 Mining and Historical Archaeology. In The Archaeology of Mining and Miners: A View from the Silver State, Society for Historical Archaeology Special Publication Series Number 6, William Tumbaugh, editor, pp. 1-17. Society for Historical Archaeology.

Praetzelis, Adrian, and Mary Praetzelis

Yamin, Rebecca

Brighton, Stephen A.

Monks, Gregory G.

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

Speculda, Lou Ann, and Gary C. Bowyer

Scott, Douglas D.

González-Ruibal, Alfredo
Wurst, LouAnn, and Randall H. McGuire