

ANTH 3420

URBAN ARCHAEOLOGY

Tuesdays/Thursdays 11:00 am- 12:15 pm Code 34358

August 27th-December 12th, 2019

Information

Prerequisite: see instructor

Location: New Ingersoll 538

Instructors: Prof. Kelly M. Britt

Email: kellym.britt@brooklyn.cuny.edu

Phone: 718-951-5000 ext. 2039

Office/Class: New Ingersoll 538

Office Hours: Tuesdays 10 am-11 am
or by appointment

Class Format

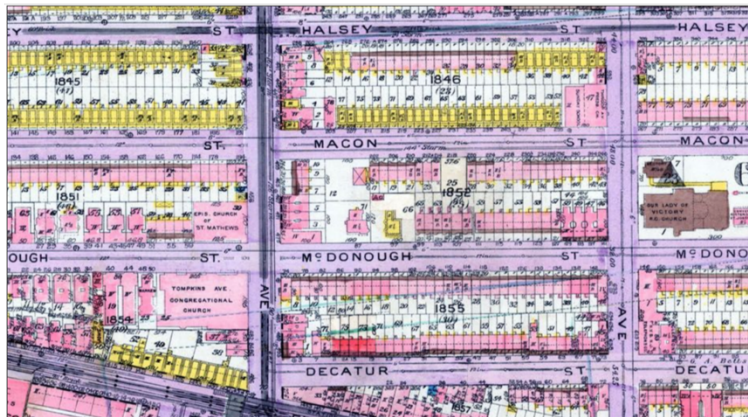
This class combines in-class seminar, museum visits, walking tours, ethnographic field work, mapping, films, and classroom discussion. Active student participation is a cornerstone of this course. Students are expected to do all required reading and contribute to in-class discussions.

Important Dates

August 27-first day of classes
Sept 2-Labor Day/School Closed and Last day to add a course
Sept 5-Classes follow Monday schedule and last day to submit a pass/fail elective
Oct 1-School Closed-Rosh Hashanah
Oct 8-9-School Closed-Yom Kippur
Oct 14-Indigenous People Day/School Closed
Nov 5-last day to withdraw with a W grade for Fall 2019
Nov 28-30-Thanksgiving Break
Dec 12-last day of classes for Fall 2019
Dec 13-Reading Day
Dec 14-20-Final Exams

Assignment Due Dates:

Office hour visit: once/semester
Reading Reflections: Weekly
Discussant Obligation: Varies
Urban Mapping Project Presentation:
last 2 weeks of classes
Final Project: Due date of Final Exam-12/17



Course Description

Archaeology is undoubtedly most famous for its exploration and discovery of "wonderful things" from the deep past in "exotic" places: Tutankhamun's tomb! Lost Maya cities! Archaeologists are also keen sift through and ask questions of ancient garbage: What do these tools at Stonehenge suggest about Neolithic and Bronze Age social networks? These discoveries and questions are important for understanding where we came from. However, more and more archaeologists are turning their attention, their theory, and their methods to the recent past and contemporary worlds. This course explores a body of work that advances these efforts in American urban places and considers debates that make the more recent American urban world its object. The course then asks students to assess and evaluate various aspects of American urban life through exposure to a broad range of archaeological case studies.

Course Learning Goals:

- To develop a general understanding of archaeological method, theory, and history in urban contexts.
- To build a deeper understanding of cultural processes in American urban places.
- To develop a better understanding of the historic process of urbanization and its impact on contemporary process.
- Develop your skills in thinking, reading and writing critically.

Requirements & Expectations

Class Requirements:

One-on-one meeting/Office hours	10
Reading Reflections	15
Discussant/Participation	25
Urban Mapping/Podcast Project	25
Final Paper	25

Total points: 100

Specific requirements for assignments will be discussed in class and posted to website

Options for revisions of written assignments available-requirements will be discussed in class and posted on website. Extra Credit will be discussed and posted on website as well.

Grading scale will be as follows:

Letter	Percentage
A+	above 98
A	98-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
F	59-0

Use of phones, tablets or laptops ONLY to be used in class for classroom assignments.

I will accept no late assignments of any kind (reading notes, presentations, or papers) without written documentation from proper authority such as a doctor's note or a funeral notice. I require at least one-week notice for extension due to religious holiday. See the student code of conduct for a listing of legitimate excuses and valid documentation. Make up assignments must be completed by the time frame I devise upon receiving your excused request.

Engagement and classroom etiquette guidelines will be created together during the first day of class and posted to Blackboard.

Required Texts

All readings will be posted on class website.

A notebook for weekly reflections, lecture notes, and reading notes highly recommended.

Anticipated Student Learning Outcomes for this Course:

1. Demonstrate the understanding of human diversity and unity of human engagement in urban contexts.
2. Demonstrate critical thinking in writing and communication about urbanization and urban life that draws on readings, exhibits, field trips and class discussions.
3. Students will be able to independently investigate the social life of an object or structure based in urban anthropological research methods and theory.
4. Students will be able to communicate research findings in class and group meetings.

Attendance and Participation Policy:

Attendance is mandatory. You will not receive participation points if you miss lectures, discussion, and student presentations. An unexcused absence on your discussion day will significantly impact your final grade. For each unexcused absence after two missed classes you will lose approximately 3 points from your final grade (e.g. an A would fall to an A-, then B+, then B, etc.). Repeated absences can quickly lead to a failing grade. I understand life happens and am sympathetic to things out of your control, therefore I will grant an excused absence in the case of a documented medical emergency (i.e., intake form from a medical professional), or if you contact me (preferably before class or directly after missed class). I will negotiate these non-medical life situations on a case-by-case basis and do not make a promise that any and every absence will be excused. Please see the Brooklyn College *Undergraduate Bulletin* in reference to the state law regarding non-attendance because of religious beliefs: http://www.brooklyn.cuny.edu/web/off_registrar/2018-2019_Undergraduate_Bulletin.pdf

Special Needs:

If you have any special study or test-taking needs (i.e. dyslexia, impaired vision or hearing, special seat seating requirements, etc.) please notify the instructor immediately so that they can work with you to ensure that your participation in this course is a comfortable and rewarding one. In addition, in order to receive disability-related academic accommodations, students must first be registered with the Center for Student Disability Services. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms. Valerie Stewart-Lovell at 718-951-5538. If you have already registered with the Center for Student Disability Services, please provide your professor with the course accommodation form and discuss your specific accommodation with him/her. To find out more information contact Disability Support Services, <http://www.brooklyn.cuny.edu/web/about/offices/disability.php>.

Academic Honesty and Integrity:

Academic dishonesty is prohibited in the City University of New York's system and is punishable by penalties. Penalties for plagiarism can result in failing the class to more severe penalties such as expulsion from Brooklyn College. All students are responsible for reading and understanding the College Catalogue on the Statement on Academic Honesty (http://hostos.cuny.edu/sdem/student_life_aip.html). You can consult the "Academic Honesty Policy" at <http://academic.brooklyn.cuny.edu/core3/currah/acinteg.htm>.

The faculty and administration of Brooklyn College support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for policy implementation can be found at www.brooklyn.cuny.edu/bc/policies. If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member *must* report the violation.

Student Bereavement Policy:

Please see here for Brooklyn College [Student Bereavement Policy](#).

Week/ Class	Date	Theme	Readings to Prepare for Class and
Week 1	8/27 & 8/29	Introductions and Transitions: Contemporary Perspectives on Traditional Topics	<p>Required Reading: Cipolla, Craig. 2013. "Native American historical archaeology and the trope of authenticity." <i>Historical Archaeology</i> 47(3): 12-22.</p> <p>Mullins, Paul R. 2013. "Race and Prosaic Materiality: The Archaeology of Contemporary Urban Space and the Invisible Colour Line." In <i>The Oxford Handbook of the Archaeology of the Contemporary World</i>, edited by Paul Graves-Brown, Rodney Harrison and Angela Piccini, 508-521. Oxford University Press: Oxford.</p>
Week 2	9/3 & 9/5 (No Class-classes follow Monday Schedule)	Foundational Papers, Foundational Debates	<p>Required Reading: González-Ruibal, A., 2008: "Time to destroy. An archaeology of supermodernity." <i>Current Anthropology</i> 49(2): 247-79.</p> <p>Harrison, Rodney. 2010. "Exorcising the 'plague of fantasies': mass media and archaeology's role in the present; or, why we need an archaeology of 'now'." <i>World Archaeology</i>, 42(3): 328-340.</p> <p>Smith, Monica L. 2014. "The Archaeology of Urban Landscapes." <i>Annual Review of Anthropology</i> 43: 307-323.</p> <p>Urban Mapping Project -1 Exploring Digital Humanities Projects</p>
Week 3	9/10 & 9/12	Consumption, Conspicuous or Otherwise	<p>Required Reading: Kent, Robert and Augusto Gandia-Ojeda, 1999. "The Puerto-Rican yard complex of Lorain, Ohio." <i>Conference of Latin Americanist Geographers</i> 25:45-604.</p> <p>O'Donnell, Kathleen A., 1999. "Good girls gone bad: the consumption of fetish fashion and the sexual empowerment of women." <i>Advances in Consumer Research</i> 26: 184-189.</p> <p>Pearson, Marlys and Paul Mullins, 1999. "Domesticating Barbie: an archaeology of Barbie culture and domestic ideology." <i>International Journal of Historical Archaeology</i> 3(4): 225-259.</p> <p>Urban Mapping Project-2 Choosing a neighborhood and topic</p>
Week 4	9/17 & 9/19	Architecture and Urban Plans as Technologies of Control	<p>Required Reading: Foucault, Michel. 1977. "Panopticism." In <i>Discipline & Punish: The Birth of the Prison</i>. New York: Pantheon.</p> <p>Leone, Mark P. 1995. "A Historical Archaeology of Capitalism." <i>American Anthropologist</i> 9(2):251-268.</p> <p>9/17-View: My Brooklyn by Kelly Anderson (1 hour 16 minutes) 9/17-Paper Topics due</p>
Week 5	9/24 & 9/26	CRM, Historic Preservation and Advocacy Mapping	<p>Required Reading: Allen, Michael. 2016. "What Historic Preservation Can Learn from Ferguson." In <i>Bending the Future</i>, edited by Max Page and Marla Miller, 44-48. University of Massachusetts Press: Amherst.</p> <p>Kuranda, Kathryn M. 2011. "Studying the Built Environment." In <i>A Companion to Cultural Resource Management</i>, edited by Tom King, 13-28. Wiley-Blackwell: Malden, Ma.</p> <p>9/26-Field Trip: New York Public Library Map Room</p>

Week 6	10/1 (School Closed) & 10/3	Maps and Mapping continued	<p>Required Reading: Broussard, Meredith. 2019. "Why Paper Maps Still Matter in the Digital Age." <i>CityLab</i>. https://www.citylab.com/design/2019/01/paper-maps-digital-navigation-google/581092/.</p> <p>De Nardi, Sarah. 2014. "Senses of Place, Senses of the Past: Making Experiential Maps as Part of Community Heritage Fieldwork." <i>Journal of Community Archaeology and Heritage</i> 1(1): 5-22.</p> <p>Urban Mapping Project-3 Researching and mapping a neighborhood</p>
Week 7	10/8 (School Closed) & 10/10	Ethnicity and Racialization in Urban America	<p>Required Reading: Leone, Mark. 2005. African America. In <i>The Archaeology of Liberty in an American Capital: Excavations in Annapolis</i>. University of California Press, Berkeley.</p> <p>Linn, Meredith B. 2010. Elixir of Emigration: Soda Water and the Making of Irish Americans in Nineteenth-Century New York City. <i>Historical Archaeology</i> 44(4): 69-109.</p> <p>Mullins, Paul R., and Lewis C. Jones. 2011. Archaeologies of race and urban poverty: The politics of slumming, engagement, and the color line. <i>Historical Archaeology</i> 45(1): 33-50.</p> <p>Urban Mapping Project-4 Census Records, Redlining Maps, Socio-economic data</p>
Week 8	10/15 & 10/17	Ethnographic Methods: How to Study Urban Space	<p>Required Reading: Gehl, Jan and Birgitte Svarre. 2013. <i>How to Study Public Life</i>. Island Press: Washington. (excerpts-Chapter 3)</p> <p>Silberman, Neil and Margaret Purser. 2012. "Collective Memory as Affirmation: People-Centered Public Heritage in a Digital Age." In <i>Heritage and Social Media: Understanding Heritage in a Participatory Culture</i>, edited by Elisa Giaccardi, 13-29. Routledge: London.</p> <p>Weiss, Robert. 1994. "Interviewing." In <i>Learning from Strangers</i>, 61-83. The Press Press: New York.</p> <p>Listen: Brooklyn Historical Society's Brooklyn Oral History Project https://oralhistory.brooklynhistory.org/.</p> <p>Urban Mapping Project 6-Interview Questions and Practice on Peers Paper Abstract due</p>
Week 9	10/22 & 10/24	Constructing Hegemonic Genders in Urban America	<p>Required Reading: Wall, Diana. 1991. Sacred Dinners and Secular Teas: Constructing Domesticity in Mid-19th-Century New York. <i>Historical Archaeology</i> 25(4):69-81.</p> <p>Williams, Bryn. 2008. Chinese masculinities and material culture. <i>Historical Archaeology</i> 42(3): 53-67.</p> <p>Yamin, Rebecca. 2005. "Wealthy, Free, and Female: Prostitution in Nineteenth-Century New York," <i>Historical Archaeology</i> 39(1): 4-18.</p> <p>Urban Mapping Project 7-Interviewing your neighborhood (outside of class)</p>
Week 10	10/29 & 10/31	Queering America	<p>Required Reading: Geller, Pamela L. 2009. Bodyscapes, biology, and heteronormativity. <i>American Anthropologist</i> 111(4): 504-516.</p>

			<p>Rubin, Gayle. 2000. Sites, settlements, and urban sex: Archaeology and the study of gay leathermen in San Francisco. In <i>Archaeologies of Sexuality</i>, pp. 62-88. New York: Routledge.</p> <p>Voss, Barbara L. 2011. The Scale of the Intimate: Imperial Policies and Sexual Practices in San Francisco. In <i>The Archaeology of Colonialism: Intimate Encounters and Sexual Effects</i>, pp. 173-194. Cambridge University Press.</p> <p>10/31-Potential Field Trip: Stonewall Inn</p>
Week 11	11/5 & 11/7	Dystopia: Archaeologies of Urban Disaster	<p>Required Reading:</p> <p>Bagwell, Margaret. 2009. After the storm, destruction and reconstruction: the potential for an archaeology of Hurricane Katrina. <i>Archaeologies</i> 5(2):280-292.</p> <p>Dawdy, Shannon L. 2006. The Taphonomy of Disaster and the (Re)Formation of New Orleans. <i>American Anthropologist</i> 108:719-730.</p> <p>Garazhian, Omran, and Leila Papoli Yazdi. 2008. "Mortuary practices in Bam after the earthquake: An ethnoarchaeological study." <i>Journal of Social Archaeology</i> 8(1):94-112.</p> <p>Urban Mapping Project 8-Transcribing Interviews and notes, editing video/Audio</p>
Week 12	11/12 & 11/14	Rubbish! Contemporary Garbage in Archaeological Thought	<p>Required Reading:</p> <p>Hester, Jessica Leigh. 2018. "Exploring a Hidden Archive of New York City's Historic Trash." https://www.atlasobscura.com/articles/new-york-museum-trash-archive.</p> <p>Rathje, William L., 2001. Integrated Archaeology. A Garbage Paradigm. In <i>Archaeologies of the Contemporary Past</i>, edited by Buchli, V., and G. Lucas, pp. 63-76. Routledge, London and New York.</p> <p>Schiffer, Michael, Theodore Downing, and Michael McCarthy 1981. Waste not, want not: An ethnoarchaeological study of reuse in Tucson, Arizona. In <i>Modern Material Culture: The Archaeology of Us</i>, edited by Schiffer, M. and R. Gould. Academic Press, New York.</p> <p>11/14-Activity: Garbology Project</p>
Week 13	11/19 & 11/21 (AAA's)	Graffiti: Leaving a Mark on the Urban Landscape	<p>Required Reading:</p> <p>Blake, C.F. 1981. Graffiti and racial insults: The archaeology of ethnic relations in Hawaii. In R. Gould and M.B. Schiffer (eds), <i>Modern Material Culture: The Archaeology of Us</i>, pp. 87-99. London: Academic Press.</p> <p>Burton, Jeffery F. and Mary M. Farrell. 2013. "Life in Manzanar Where There is a Spring Breeze": Graffiti at a World War II Japanese American Internment Camp. In <i>Prisoners of War: Archaeology, Memory, and Heritage of 19th- and 20th-Century Mass Internment</i>, pp. 239-269. New York: Springer.</p> <p>Frederick, Ursula K. 2009. Revolution is the new black: graffiti art and mark making practices. <i>Archaeologies</i> 5(2):210-237.</p> <p>Urban Mapping Project 9-Graffiti, Murals, Public Art</p>
Week 14	11/26 & 11/28 (School Closed)	On Ephemerality	<p>Required Reading:</p> <p>De Leon, Jason. 2012. "Better to be hot than caught:" excavating the conflicting roles of migrant material culture. <i>American Anthropologist</i> 114(3): 477-495.</p>

			<p>Persson, Maria 2014. Materialising Skatas: Archaeology of Second World War Refugee Camp in Sweden. In <i>Ruin memories: materialities, aesthetics and the archaeology of the recent past</i>, Olsen, Bjørnar, and fióra Pétursdóttir, eds, pp.435-461. Routledge.</p> <p>Zimmerman, Larry J, Courtney Singleton and Jessica Welch. 2010. "Activism and Creating a Transnational Archaeology of Homelessness". <i>Historical Archaeology</i> 42(3):443-454.</p>
Week 15	12/3 & 12/5	Countercultures and Alternative Urban Experiences	<p>Required Reading:</p> <p>Brunwasser, Matthew, 2009. Digging the Age of Aquarius: why trash from a hippie commune is worth preserving. <i>Archaeology Magazine</i> July/August: 30-33.</p> <p>Fowles, Severin and Heupel, Kaet, 2013. Absence. In <i>The Oxford Handbook of the Archaeology of the Contemporary World</i>, editors Graves-Brown, P., R. Harrison, A. Piccini. Oxford University Press, Oxford.</p> <p>Mendoza, Rubén G., 2000. <i>Cruising art and culture in Aztlán: lowriding in the Mexican American Southwest. US Latino Literatures and Cultures: Transnational Perspectives</i>. Heidelberg: Universitätsverlag C. Winter (2000): 3-35.</p> <p>Urban Mapping Project-10 Wrapping up</p>
Week 16	12/10 & 12/12		Project Presentations

* Note syllabus subject to change

FINAL PAPER due date of FINAL EXAM: Tentative Tuesday December 17th due by 11:59 pm via email

Email the Group: anth-3420-urban-archaeology-oer@groups.commonsgc.cuny.edu

Quick Link: <http://cuny.is/group-anth-3420-urban-archaeology-oer>