

ANTH 3420

URBAN ARCHAEOLOGY

How to cite this syllabus:

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Information

Prerequisite: see instructor

Location: Online

Instructors: Prof. Kelly M. Britt (she/her)

Email: kellym.britt@brooklyn.cuny.edu

Teacher's Assistant:

Email:

Office/Class: Synchronous class on Zoom and recorded with consent of class and shared with students enrolled in password protected file.

Student Hours (formerly Office Hours):

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



Image: Illustration Credit: Erin Robinson/YES! From <https://www.colorlines.com/articles/toward-cure-cities-declare-racism-public-health-crisis> Magazine

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 to 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. Broadly speaking, 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.

This offering of this course offers a unique opportunity to bring applied research into the classroom. Through funding of a CUNY Research In the Classroom grant, ANTH 3420 [date] will look specifically at *Storytelling the Transformation of Urban Landscapes: The Legacy of Public Health Initiatives*. This research will focus on the question: how is heritage of public health initiatives and policies, remembered, erased or transformed and subsequently witnessed in the built environment and community stories? This research will contribute to a larger cultural mapping project documenting the transformation of the urban landscape in Bedford Stuyvesant, Brooklyn.

Requirements & Expectations

Class Requirements:

Student Hour Meetings	10
Reading Reflections	10
Group Reflections	10
Group Abstract	10
Map Assignment	10
Census Assignment	10
Field Walking Reflection	10
Interview Reflection	10
StoryMaps Presentation	10
Final StoryMaps Submittal	10

Total points: 100

We will have a **Grading Contract**-based on the labor of your work. Complete the work satisfactorily receive credit. This will be discussed more in class and on BB.

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

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 Blackboard.

A notebook for weekly reflections, lecture notes, and reading notes highly recommended. This can be provided by Instructor.

Course Learning Goals:

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

Anticipated Student Learning Outcomes for this Course:

1. Demonstrate an 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, 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: This is an upper-level course, attendance and participation are required. This class will be a synchronous (meeting live via Zoom during scheduled class time) class, attendance and participation is mandatory. I will grant an excused absence if notified in advance of class or for medical/religious reasons (i.e., intake form from a medical professional). Please see the Brooklyn College *Undergraduate Bulletin* pg. 65 in reference to the state law regarding non-attendance because of religious beliefs: [Brooklyn College Undergraduate Bulletin 2020-21](#).

Special Needs: The Center for Student Disability Services (CSDS) will be working remotely for the fall semester. In order to receive disability-related academic accommodations students must first be registered with CSDS. Students who have a documented disability or suspect they may have a disability are invited to schedule an interview by calling (718) 951-5538 or emailing testingcsds@brooklyn.cuny.edu. If you have already registered with CSDS, email Josephine.Patterson@brooklyn.cuny.edu or testingcsds@brooklyn.cuny.edu to ensure the accommodation email is sent to your professor.

Academic Honesty and Integrity: Your academic honesty is assumed, which means that I expect all of your submitted work to have come from your brain and your hand. If you've submitted the work of someone else, in whole or in part and without proper citation, I will not accept the assignment. **Within academic communities, plagiarism represents a serious breach of trust and can carry severe consequences, including disciplinary action.** With that in mind, we'll go over the proper ways of summarizing, paraphrasing, quoting, and citing your materials so you can avoid pilfering information, even accidentally. 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.

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

Trauma Exposure, Self-Care, and Trauma-Informed Pedagogy: Some of the material presented in this course—and some of the ways in which it is presented—may be upsetting or temporarily overwhelming at times. It is well-documented that indirect exposure to trauma narratives may put people at risk for developing trauma reactions, particularly those who have a personal trauma history or limited clinical experience. Self-awareness and good self-care go a long way in recognizing and minimizing distress and bouncing back from it. Be sure to do periodic self-checks on how the material in the course—and the ways in which the material is delivered and discussed—are affecting you.

Anti-Racist Pedagogy: The protests over systemic racism ignited by the murder of George Floyd and so many others are one of the most salient issues of our times and are directly relevant to anthropology and to the topics we cover in this class. I believe that Black Lives Matter and I teach from this perspective. However, as a white middle-class woman I am in a position of privilege and power. If you have any questions or issues with class material or my presentation of that material, please do not hesitate to bring them to my attention. I welcome your input. I hope we can all be open to frank and honest discussions of racism a privilege.

Immigration status: As an educator, I support the rights of undocumented students to an education. If you have any concerns in that regard, feel free to discuss them with me, and I will respect your wishes concerning confidentiality. For resources and support, please check-out Brooklyn College's Immigrant Student Support Office, website: [Immigrant Student Success Office](#) email: isso@brooklyn.cuny.edu Instagram: @issobc or visit: <https://libguides.brooklyn.cuny.edu/DACA>.

Week	Date	Theme	Asynchronous/Before we meet	Synchronous	Synchronous and Break Out Groups
Foundations					
Week 1		Introductions	<p>Required Reading: Smith, Monica L. 2014. "The Archaeology of Urban Landscapes." (16 pages).</p> <p>Watch: <u>Secrets of Urban Archaeology</u> (3:24 minutes)</p> <p>To Do: 1) Introductions (video/audio/or written)</p>	<p>Questions for Class Discussion:</p> <ul style="list-style-type: none"> • Introductions • What is Urban Archaeology? • What will this class entail? Class Contract • What Virtual Democratic Rules of Engagement do we want as a class? 	<p>Activities:</p> <ol style="list-style-type: none"> 1) Break into Groups. 2) Introduce yourselves and exchange contact information.
		Overview of Project: <i>Storytelling the Transformation of Urban Landscapes: The Legacy of Public Health Initiatives</i>	<p>Required Reading: Weeksville Heritage Center Website: https://www.weeksvillesociety.org/</p> <p>Britt and Gregory 2019. <u>Clubhouse Excavation: The United Order of Tents</u></p> <p>Logan, Jim. 2020. <u>The Long Reach of Pandemics.</u></p> <p>Williams, Brett. 2014. "Race" in <i>A Companion to Urban Anthropology</i> (21 pages)</p> <p>To Do: 1) Introductions (video/audio/or written) if not completed on Tuesday.</p>	<p>Questions for Class Discussion:</p> <ul style="list-style-type: none"> • How is heritage of public health initiatives and policies, remembered, erased or transformed and subsequently witnessed in the built environment and community stories? • What role does institutionalized racism play in these legacies? • How can archaeology contribute to restorative justice along with these histories? 	<p>Activities:</p> <ol style="list-style-type: none"> 1) Break into Groups. 2) Introduce yourselves (again for those not here on Tuesday) and exchange contact information. 3) Discuss Group project ideas. <ol style="list-style-type: none"> a) Cemeteries/ memorials both historic and contemporary. b) Mutual Aid organizations historic and contemporary 4) Complete online student survey.
Week 2		Interdisciplinary Methods: Archaeology, Anthropology, History	<p>Required Reading: Gehl, Jan and Birgitte Svarre. 2013. <i>How to Study Public Life</i>. Island Press: Washington. (excerpts-Chapters 2 and 3 pgs)</p> <p>To Do: 1) Readings Reflection</p>	<p>Questions for Class Discussion:</p> <ul style="list-style-type: none"> • What methods can be used to study public life? • Why are interdisciplinary methods important for this type of study? • Go over Human Subjects Test information. 	<p>Activities: Take HRS Test.</p>

		<p>Oral History Guest Lecture-</p>	<p>Required Reading: Hernandez, Daisy. 2021. The Writer As Witness.</p> <p>Kerr, Daniel R. 2016. "Allan Nevins Is Not My Grandfather: The Roots of Radical Oral History Practice in the United States." (24 pages)</p> <p>Swain, Ellen 2003. "Oral History in the Archives: It's Documentary Role in the Twenty-First Century." (19 pages)</p> <p>Definitions: Oral History Association</p> <p>Visit: East New York Oral History Project</p>	<p>Questions for Class Discussion:</p> <ul style="list-style-type: none"> • What is oral history? • How does it differ from ethnographic interviews/ ethnography? 	<p>Post-Class</p> <ol style="list-style-type: none"> 1) Think of the take aways from the Guest Lecture and compose a Thank you 2) Post the Thank you on the Group Discussion Board-This will count as your Group Reflection.
<p>Week 3</p>		<p>How to Conduct Ethnographic Interviews Guest Lecture</p>	<p>Required Readings: TBD</p> <p>Weiss, Robert. 1994. "Interviewing." In <i>Learning from Strangers</i> (22 pages)</p> <p>Explore StoryCorps Great Questions</p> <p>Tom Miller's ANTH 1105 CUNY Commons site</p> <p>To Do: 1) Readings Reflection</p>	<p>Questions for Class Discussion:</p> <ul style="list-style-type: none"> • What is ethnographic interviewing? • Why is it an important tool for conducting community-based archaeological research? 	
		<p>Compose questions for interviews- Submit to IRB</p>	<p>Required Readings: NONE</p> <p>Come to class with thoughts on questions.</p>	<p>In Class Work:</p> <ol style="list-style-type: none"> 1) Break into Groups. 2) Compose interview questions as a Group. 3) Come back to Class ready to discuss. 4) As a Class we will finalize our questions for interviews. 	<p>Activities:</p> <ol style="list-style-type: none"> 1) Break into Groups. 2) Take turns role playing "interviewing" with each other. Discuss your thoughts on the process-as interviewer and interlocutor. 3) Complete the 1 paragraph reflection of the Group work-done individually.
History, Memory and Transformative Justice					
<p>Week 4</p>		<p>Historical Memory and Historical Consciousness,</p>	<p>Required Reading: Clark, Anna and Carla Peck. 2018. "Introduction Historical Consciousness: Theory and Practice" In</p>	<p>Questions for Class Discussion:</p> <ul style="list-style-type: none"> • What is the difference between historical 	

		<p><i>Contemplating Historical Consciousness: Notes from the Field</i> (18 pages)</p> <p>Watch: "What is Historical Memory?" (2 minutes) "How Do Governments and Citizens Shape Historical Memory?" (.38 minutes)</p> <p>"What are the Consequences of Forgetting Historical Violence?" (1:53 minutes)</p> <p>"What is the Difference Between History and Memory?" (2:02 minutes)</p> <p>To Do: 1) Readings Reflection</p> <p>Required Reading: Allen, Michael. 2016. "What Historic Preservation Can Learn from Ferguson." (4 pages)</p> <p>Hicks, Dan and Laura McAttackney. 2016. "Introduction: Landscapes as Standpoints". In <i>Envisioning Landscape Situations and Standpoints in Archaeology and Heritage</i> (pgs. 13-29, 17 pages. Ebook online in library)</p> <p>Matthews, Christopher. 2020. "A People's Preservation: Urban Erasures in Essex County, NJ." (19 pages)</p> <p>Smith, Laurajane. 2006. "The Authorized Heritage Discourse and its Use". In <i>Uses of Heritage</i> (pgs 29-34, 5 pages. Full Book online)</p>	<p>memory and historical consciousness?</p> <ul style="list-style-type: none"> • How can we use both for a better understanding of the past, present and future? 	
<p>Week 5</p>	<p>Heritage and Transformative Justice</p> <p>Group Abstract Due</p>	<p>Watch: Race: The Power of an Illusion-Episode Three The house we live in (on</p>	<p>Questions for Class Discussion:</p> <ul style="list-style-type: none"> • What is heritage? • How can archaeology be used for transformative justice? 	<p>Activities:</p> <ol style="list-style-type: none"> 1) Break into Groups. 2) Discuss the role of heritage in community and social justice movements and its role in our project. 3) Complete the 1 paragraph reflection of the Group work-done individually.

Kanopy via library 57 minutes)

Redling and Racial Covenants: Jim Crow of the North. 2019. (8:00 minutes)

Wilder, Craig Steven. 2017. Wilder explains how the HOLC institutionalized segregation. (3:28 minutes)

To Do:

1) Reading Reflection

shaped the social landscape of Brooklyn?

- How can we see these influences in the urban landscape today-both physically and socially?

Public Health and Community Response

Required Reading:

Ernest, John. 2011. "Mutual Interest, Mutual Benefit, Mutual Relief." In A Nation Within a Nation. (pg 29-45, 17 pages. Book online at library)

Jackman, Mary and Kimberlee Shauman. 2019. "The Toll of Inequality" (51 pages-SKIM)

Watch:

How Racism makes us sick
TED MED Talk by David R. Williams (17.20 minutes)

EXTRA: Explore these sites:

Life expectancy by Zip Code

Profiles by "neighborhood" in the city, as identified by the dohmh

Questions for Class

Discussion:

- How does where you live affect your life?
- How do you think we can see these inequities/responses materially?

Activities:

- 1) Break into Groups.
- 2) Discuss the conversations from this week's topics. What is the take away your Group had and how will it contribute to your Group's portion of the project?
- 3) Complete the 1 paragraph reflection of the Group work-done individually.

Conducting Historical Research

Week 6

Brooklyn Historical Society Center for Brooklyn History-

Required Readings:

TBD

To Do:

1) Readings Reflection

Questions for Class

Discussion:

- What are some of the challenges in working with digital collections?
- What are some of the benefits?

Historical Maps

Required Reading:

Broussard, Meredith. 2019. "Why Paper Maps

Questions for Class

Discussion:

Activities:

- 1) Break into Groups.

<p>Week 8</p>	<p>Census Assignment Due</p>	<p>Black Bodies Matter Guest Lecture:</p> <p>(Combined with ANTH 1400/CLAS)</p> <p>Tools Overview: KoBoToolbox, StoryMaps, Their Story</p>	<p>Required Readings: TBD</p> <p>Possibly: Nixon, Rob. 2011. "Slow Violence"</p> <p>Watkins, Rachel. 2019. "An Alter(ed) Perspective on Historical Bioarchaeology" (18 pages)</p> <p>To Do: 1) Readings Reflection</p> <p>Required Reading: Denardi, Sarah. 2014. Senses of Place, Senses of the Past: Making Experiential Maps as Part of Community Heritage Fieldwork (17 pages)</p> <p>Visit: KoboToolBox Website</p> <p>StoryMaps Website</p> <p>Their Story Website Aviary</p>	<p>Questions for Class Discussion:</p> <ul style="list-style-type: none"> • What are the ethical considerations when working with human remains? • What is bioarchaeology? Biopolitics? Biopower? • What is slow violence? <p>Questions for Class Discussion:</p> <ul style="list-style-type: none"> • What type of tools can we use to collect data and present it to the public? • What are the challenges and rewards these tools contribute to the making of a community-based project? 	<p>Post-Class</p> <ol style="list-style-type: none"> 1) Think of the take aways from the Guest Lecture and compose a Thank you 2) Post the Thank you on the Group Discussion Board-This will count as your Group Reflection. <p>Activities:</p> <ol style="list-style-type: none"> 1) Break into Groups. 2) Set up yourself/Group on platforms and with a Google doc folder.
<p>Week 9 3/30 and 4/1 Spring Break</p>					
<p style="text-align: center;">Mapping and Interviews</p>					
<p>Week 10</p>		<p>Field Walk (real/virtual) Overview Data Collection</p> <p>Interviews</p>	<p>To Do:</p> <ol style="list-style-type: none"> 1) Prep for field walking-print/download map. 2) Do basic background research on the area. <p>To Do:</p> <ol style="list-style-type: none"> 1) Prep for the interview by reviewing questions and background on interlocutor or organization. . 2) Work on StoryMap. 	<p>Questions for Class Discussion:</p> <ul style="list-style-type: none"> • What observations of the built environment can you make? • What can't you see? <p>To Do:</p> <ul style="list-style-type: none"> • Take notes on the interview. 	<p>Post-Class</p> <ol style="list-style-type: none"> 1) Reflect on mapping. 2) Take notes on your thoughts. <p>Post-Class</p> <ol style="list-style-type: none"> 1) Reflect on the interview. 2) Take notes on your thoughts.
<p>Week 11</p>		<p>Field Walk (real/virtual) Cemeteries-Data Collection-Tentative</p>	<p>To Do:</p> <ol style="list-style-type: none"> 1) Prep for field walking-print/download map. 2) Do basic background research on the area. 	<p>Questions for Class Discussion:</p> <ul style="list-style-type: none"> • What observations of the built environment can you make? • What can't you see? 	<p>Post-Class</p> <ol style="list-style-type: none"> 1) Reflect on mapping. 2) Take notes on your thoughts.

	Interviews	To Do: 1) Prep for the interview by reviewing questions and background on interlocutor or organization. 2) Work on StoryMap.	To Do: • Take notes on the interview.	Post-Class 1) Reflect on the interview. 2) Take notes on your thoughts.
Week 12	Field Walk (real/virtual) Bed Stuy/Tents-Data Collection-Tentative	To Do: 1) Prep for field walking-print/download map. 2) Do basic background research on the area.	Questions for Class Discussion: • What observations of the built environment can you make? • What can't you see?	Post-Class 1) Reflect on mapping. 2) Take notes on your thoughts.
	Interviews	To Do: 1) Prep for the interview by reviewing questions and background on interlocutor or organization. 2) Work on StoryMap.	To Do: • Take notes on the interview.	Post-Class 1) Reflect on the interview. 2) Take notes on your thoughts.
Week 13	Field Walk (real/virtual) Weeksville-Data Collection-Tentative	To Do: 1) Prep for field walking-print/download map. 2) Do basic background research on area.	Questions for Class Discussion: • What observations of the built environment can you make? • What can't you see?	Post-Class 1) Upload all maps to Blackboard. This will count as your Field Walking Reflection.
	Interviews	To Do: 1) Prep for the interview by reviewing questions and background on interlocutor or organization. 2) Work on StoryMap.	To Do: • Take notes on the interview.	Post-Class 1) Reflect on the interview. 2) Write up all thoughts on Interviews and upload to Blackboard. This will count as your Interview Reflection.
Week 14	Review Findings	To Do: 1) Share maps and notes with Group. 2) Share Field walking reflection with Group. 3) Share Interview reflection with Group.	Questions for Class Discussion: • Are there similarities? • Are there differences? • Are there absences in the landscapes compared to historical maps? • Are there reoccurring themes in interviews?	
	Examples of Projects Guest Lecture	Required Reading: TBD	Questions for Class Discussion: • What are some of the ways a digital humanities project can incorporate community narratives?	Post-Class 1) Think of the take aways from the Guest Lecture and compose a Thank you 2) Post the Thank you on the Group Discussion Board-This will count as your Group Reflection.

Presentations and Wrap Up				
Week 15	StoryMapping	<p>To do:</p> <ol style="list-style-type: none"> 1) Submit the draft of your Group’s contribution to StoryMap. 2) Share your notes for your presentation for feedback. 3) Read your Group Members notes and compose feedback to share in class. 	<p>Questions for Class Discussion:</p> <ul style="list-style-type: none"> • Share thoughts/questions on the presentations. • What were the challenges and rewards to the data collecting for this course project? 	<p>Activities:</p> <ol style="list-style-type: none"> 1) Break into Groups. 2) Complete the online student survey. 3) Discuss take aways from class. 4) Complete 1 paragraph reflection of Group work-done individually.
FINAL PRESENTATIONS				

* Note syllabus subject to change

Submit final StoryMaps by sending link via email to kellym.britt@brooklyn.cuny.edu on date of FINAL EXAM: [date] by midnight