

Archaeology 42
Excavating the University

Spring 2024, Stanford University
Tuesdays and Thursdays, 12–1:20pm
Stanford Archaeology Center (Building 500), Room 106



The 17th Century Indian College, Harvard University ([source](#))

Transcendence by Melvin Edwards (in honor of David McDonogh, enslaved student), Lafayette College ([source](#))

Artifacts from the Arboretum Chinese Labor Quarters, Stanford University ([source](#))

Course Description and Outcomes

In this course, we will explore the university campus as a material and political space, drawing on research from historical archaeology and allied disciplines. We will examine the unequal and unjust histories of U.S. university campuses, including how they have been implicated in historical colonialism and slavery, how they continue to be enmeshed in a variety of forms of social inequality, and how they can be spaces of transformative social change. We will also get glimpses into Stanford's own past with campus archaeologist Laura Jones, archaeology collections curator Danielle Raad, and alumnus Chris Lowman. By the end of the quarter, students will be able to:

1. Articulate how social inequalities related to colonialism, race, gender, and labor have shaped the history of American colleges and universities.
2. Explain how historical archaeological methods can be used to study these issues.
3. Demonstrate improvement in the research and writing skills that they have chosen to develop through the flexible assignment structure of the course.

Instructor

Dr. Laura Heath-Stout

Pronouns: [she/her/hers](#)

Email: lheathst@stanford.edu

Office: Stanford Archaeology Center (Building 500), Room 214

Drop-In Hours: Tuesdays, 1:20–2:20pm, Building 500, Room 106

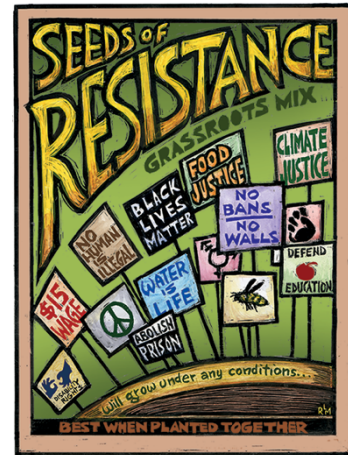
Make an Appointment: <https://lheathstout.youcanbook.me/>



Photo by Rebecca Bianco Hedditch

Course Culture

I am firmly committed to **resisting systemic oppression**. In this class, I will work to promote an environment where everyone is welcome. I recognize that discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable, and I am committed to providing equality of opportunity for all by eliminating discrimination, harassment, bullying, or victimization. We all have a responsibility not to participate in or condone harassment or discrimination of any kind. The success of this policy relies on the support and understanding of everyone in this class.



Art by Ricardo Levins Morales



Art by Rafi Darrow

I acknowledge the **ongoing COVID-19 pandemic** and the continued emergence of more contagious strains of the coronavirus, which are causing mass death and disablement worldwide. **You are required to wear a mask covering your mouth and nose in class.** If you test positive or suspect you may have COVID-19, please follow the [university guidelines](#), **do not attend class**, and get in touch with me to arrange extensions, accommodations, or any other support you need.

Everyone has the right to go by the name and pronouns that they prefer. Not everyone prefers to be called by their legal name, and not everyone's [pronouns](#) are obvious to others. Please introduce yourself by your preferred name and write it on all assignments. If your name or pronouns change during the quarter, please let me know. **Students may call me Laura, Dr. Heath-Stout, or Professor Heath-Stout** and my pronouns are [she, her, and hers](#).



Art by Alina Kotliar

Stanford sits on **the ancestral land of the Muwekma Ohlone Tribe**. This land is of great importance to the Ohlone people, and has been since time immemorial. Consistent with our values of community and diversity, we have a responsibility to acknowledge, honor and make visible the university's relationship to Native peoples.

What You Can Expect from Your Instructor

- **I am excited to learn from and with you.** I will treat you with **respect** as my student, a fellow adult, and a fellow human being.
 - I will call you by the name and pronouns that you prefer.
 - I will **intervene** if I witness someone else treating you with disrespect.
 - When I assign upsetting content, I will provide **content warnings** in advance.
 - If I fail to do any of this, I will **apologize** and work to do better in the future.
- **Communication:**
 - I will arrive a few minutes early to class and stay a few minutes after to chat with students most days, as my schedule allows.
 - I will hold **student drop-in hours** on Tuesdays at 1:20–2:20pm in our classroom (building 500, room 106), and invite you to stay after class to talk with me during that time, no appointment necessary.
 - You can [make an appointment](#) to meet in person or via Zoom.
 - [Email](#) is a good way to contact me. Generally, I will **respond to all student emails** within 48 hours (on weekends and holidays, it may take a little longer).
 - I will circulate **anonymous feedback surveys** to students twice during the quarter. You can also send me anonymous feedback [here](#).
- I will **return graded assignments** to you within two weeks. I will provide both confirmation of the credits you have earned (see below) and qualitative feedback on your work.
- I will make **as many course materials as possible available for free** via our Canvas page and/or library. The only reading you need to acquire for yourself is *Caleb's Crossing* by Geraldine Brooks (paper book, ebook, or audio; any edition!).
- **If there is something I can do to create a more comfortable learning environment for you**, please never hesitate to ask, even if you're not registered with the [Office of Accessible Education](#). (For example, “can you speak more slowly/loudly/clearly?” or “can you make the image brighter/more high-contrast?”) Students who want transcripts for audiovisual material should let me know as soon as possible so that I can make or acquire them. I will hold such conversations in strict confidence.
- If I am worried about your **well-being** based on something you say or do, or because you have stopped attending class, submitting assignments, or responding to communications from me, I will reach out to check in with you. I will connect you with any resources or supports that I know of that are relevant to your situation. I may also get in touch with your advisor so that they can support you, or ask my department administrator to contact your R.A. to do a wellness check; I will let you know if I have done so. I am a **mandated reporter**, so if you tell me about harassment or violence within the Stanford community, I am legally required to report it to the university. However, I am happy to connect you with other staff whom you can talk to without triggering a report: just ask!



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How Your Work Will Be Assessed: Labor-Based Grading

In this course, we will build a scholarly community and will learn together about the history and archaeology of colleges and universities through reading, writing, creating, discussing, and listening. By the end of the quarter, we will all have a better understanding of these topics.

Unfortunately, I'm required by the university to assign you a grade at the end

of the quarter. A variety of education research (much of it summarized and cited in the book [Ungrading edited by Susan D. Blum](#)) shows that the grading process creates anxiety and power imbalances that undermine student learning.



So, this quarter we will be using a system of **labor-based contract grading** (inspired by the work of pedagogy scholars [Asao Inoue](#) and [Cathy Davidson](#)). Below, you will find a menu of ways to engage with our course, each worth a specific number of credits. You will create your own plan for how many and which assignments to complete, and when. **If you complete those assignments on time (according to the deadline you set), you'll get the full listed number of credits**, along with qualitative feedback from me. You get to decide what grade to aim for, and how to engage with our topic in order to get that grade.

Assignment Menu Overview (see Assignment Menu document for instructions for each)

Assignment	Credits
<i>Required Assignments:</i>	
Quarter Plan (due Friday, April 12, 5pm)	10
Prepare for, Attend, & Participate in Class	1 per class/18 total
Quarter Reflection (due Friday, June 7, 5pm)	10
<i>Student's Choice Assignments:</i>	
Research Paper	30
Conference-Style Research Presentation	25
Conference-Style Poster	20
Annotated Bibliography	15
Write a Section for a Larger Scholarly Project	15
SAPIENS-Style Article	15
Campus Observation Paper	10
Object Biography Paper	10
Peer Review a Draft of a Classmate's Project	10
Peer Review a Publication	10
Revise an Assignment after Getting Feedback	10
Lead Class	10
Design Your Own Project	student's choice

Grading Policies

- Required Assignments:** All students are required to submit a Quarter Plan at the beginning of the quarter and a Quarter Reflection at the end of the quarter. They are also required to either attend and participate in each class session or make up for missing it by writing a reflection on the readings. **Other than these assignments, students get to choose which work they will complete and when.**
- Late Assignments**
 - Students will set their own deadlines for most assignments; you are encouraged to schedule them in a way that makes sense with your other commitments this quarter.
 - All students begin the quarter with a **time bank** of 72 hours of no-questions-asked, no-permission-needed extension that can be used to turn assignments in late. Your time bank can be used on any assignment or combination of assignments. I will track your time bank balance and deductions (rounded to the nearest quarter-hour) in your quarter plan spreadsheet, but it will not affect your grade in any way.
 - If you need a further **extension**, please get in touch at least 24 hours before an assignment is due. I would rather give you an extension and give you time to do your best work than receive work you aren't proud to submit.
 - Once the time bank is depleted and in the absence of a granted extension, an assignment turned in **late** will lose $\frac{1}{2}$ credit per day late (partial days will be rounded up).
- Final Grades** will be calculated by totaling earned credits and rounding to the nearest whole credit, then letter grades will be assigned using this table:



Credits	Grade	Credits	Grade
≥ 97	A+	77-79	C+
93-96	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
		<60	NP

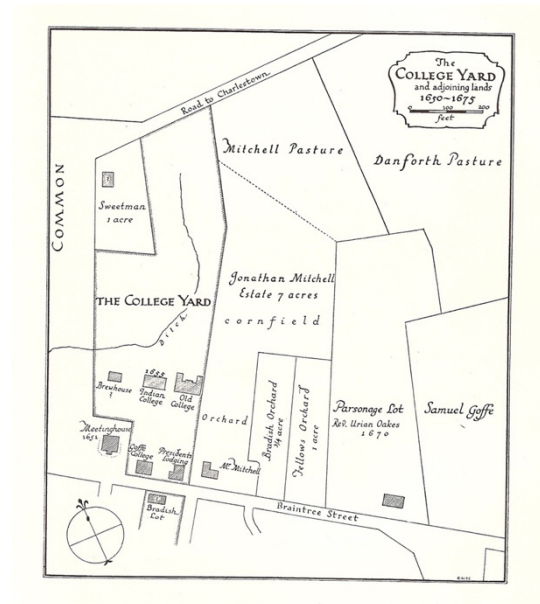
Unit 1: Colonialism

Week 1: Week of April 1

Tuesday, April 2: Introduction to the Course and Each Other

Thursday, April 4: Colonialism at Harvard

- Syllabus and Assignment Menu
- “Introduction: the Archaeology of Academia” by Kenneth E. Lewis (6 pp.; pdf on Canvas)
- “Archaeology Underfoot” by J. Andrew Duffton et al. (14 pp.; [link](#))
- “Campus Archaeology/Public Archaeology at Harvard University, Cambridge, Massachusetts” by John D. Stubbs et al. (21 pp.; pdf on Canvas)
- “Life at Colonial Harvard” by Diana Loren and Patricia Capone (35 min. video; [link](#))



Map of 17th Century Harvard Yard, including the Indian College
Source: "Digging Veritas" Online Exhibition



Caleb Cheeshahteaumauk's Bag
Source: "Digging Veritas" Online Exhibition

Week 2: Week of April 8

Tuesday, April 9: Colonialism at Harvard, continued

- “Digging Veritas” (online museum exhibit; [link](#))
- “A Small Brick Pile for the Indians” by Christina Hodge (19 pp.; [link](#))
- “Smoke and Spirit” by Diana Loren (9 pp.; [link](#))
- “Bodily Protection” by Diana Loren (14 pp.; [link](#))

Thursday, April 11: Colonialism at Harvard, continued

- *Caleb's Crossing* by Geraldine Brooks

Friday, April 12, 5pm: Quarter Plan due

Week 3: Week of April 15

Tuesday, April 16: Land Grant Universities

- “A Colonial History of the Higher Education Present” by Sharon Stein (16 pp.; pdf on canvas)
- “Land-Grab Universities” by Robert Lee et al. (interactive website; [link](#))
- “The Wealth of Knowledge” by Caitlyn P.A. Harvey (10 pp.; [link](#))
- “Stolen Lands and Stolen Opportunities” by Randall Akee (7 pp.; [link](#))
- “Myths, Erasure, and Violence” by Bryan McKinley Jones Brayboy and Amanda R. Tachine (5 pp.; [link](#))
- “Campuses, Colonialism, and Land Grabs Before Morrill” by Alyssa M.T. Pleasant and Stephen Kantrowitz (7 pp.; [link](#))



Map showing land grant universities and the Indigenous lands with which they were built
Source: www.landgrabu.org

Thursday, April 18: Guest Lecture by Stanford University Archaeologist Dr. Laura Jones

- Readings TBD

Unit 2: Slavery

Week 4: Week of April 22



BASIL MANLY, SR.
Basil Manly, Sr., enslaver and president of the University of Alabama
Source: Wikipedia

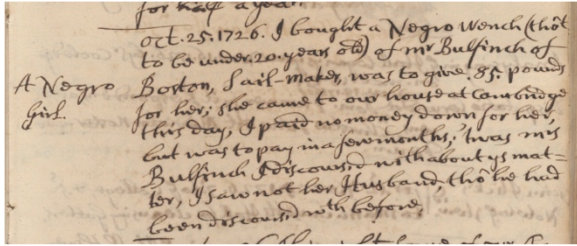
Tuesday, April 23: Slavery and Southern Universities

- “Forum on Slavery and Universities” by Alfred L. Brophy (6 pp.; [link](#))
- “Negotiating the Honor Culture” by Jennifer Bridges Oast (14 pp.; [link](#))
- ““I Whipped Him a Second Time, Very Severely”” by A. James Fuller (16 pp.; [link](#))
- “Finding Dignity in a Landscape of Fear” by Kelley Fanto Deetz (15 pp.; [link](#))

Thursday, April 25: Slavery and Southern Universities, continued

- “Proslavery Political Theory in the Southern Academy” by Alfred Brophy (18 pp.; [link](#))
- “Making Their Case” by Patrick C. Jamieson (14 pp.; [link](#))
- “South Carolina College and the Origins of Secession” by Michael Sugrue (9 pp.; [link](#))
- “Engaging the Racial Landscape at the University of Alabama” by Ellen Griffith Spears and James C. Hall (16 pp.; [link](#))

Week 5: Week of April 29



Diary entry of Benjamin Wadsworth, president of Harvard, recording purchase of Venus, an enslaved woman
Source: Hodge 2021, figure 5

Tuesday, April 30: Slavery and the Ivy League

- “Sons from the Southward & Some from the West Indies” by Craig Steven Wilder (25 pp.; [link](#))
- “A Southern College Slipped from its Geographical Moorings” by Lolita Buckner Innis (14 pp.; [link](#))
- “A Sharp White Background” by Christina Hodge (26 pp.; [link](#))
- “Slavery and Justice at Brown” by Ruth Simmons (8 pp.; [link](#))

Thursday, May 2: Abolitionism and Educational Access

- “Two Youths (Slaves) of Great Promise” by Diane Windham Shaw (16 pp.; [link](#))
- “I Am a Man” by William B. Hart (30 pp.; [link](#))
- “Towers of Intellect” by Kabria Baumgartner (17 pp.; [link](#))
- “I Have At Last Found My ‘Sphere’” by J. Brent Morris (17 pp.; [link](#))

Unit 3: Student Life

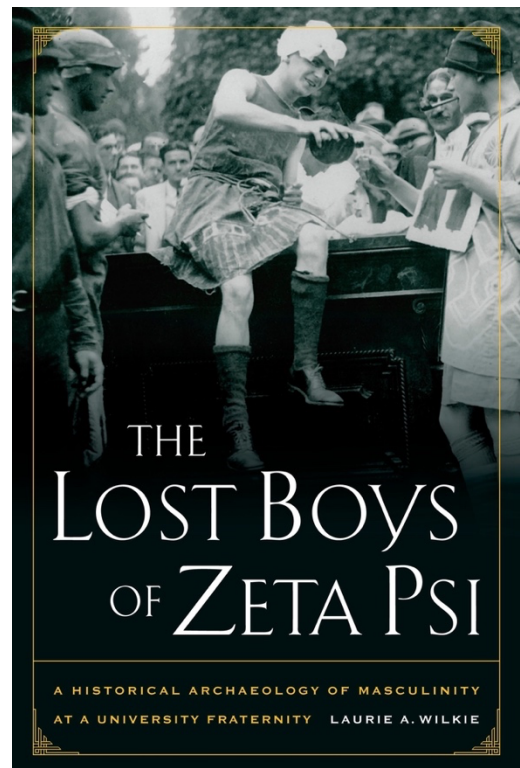
Week 6: Week of May 6

Tuesday, May 7: Fraternities

- *The Lost Boys of Zeta Psi* by Laurie Wilkie, p. 1–153 ([link](#))

Thursday, May 9: Examining Materials from a Stanford Fraternity

- **Class Meets at the Stanford University Archaeology Collections, Margaret Jacks Hall 020**
- *The Lost Boys of Zeta Psi* by Laurie Wilkie, p. 155–268 ([link](#))



Cover of *The Lost Boys of Zeta Psi* by Laurie Wilkie
Source: University of California Press website

Week 7: Week of May 13

Tuesday, May 14: No Class

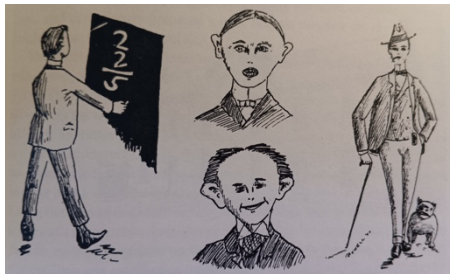
Thursday, May 16: Women's Colleges

- “Built on Christian Principles” by Michael J. Gall and Richard F. Veit (26 pp.; [link](#))
- “Miss Lyon’s Choice” by Patricia Hart Mangan (33 pp.; [link](#))
- “Studying Objects, Objectifying Students” by Andrew Fiss (24 pp.; [link](#))
- “Women’s Colleges Then and Now” by Emily A. Langdon (25 pp.; [link](#))



Lithograph of St. Mary's Hall, a female seminary in New Jersey, 1835
Source: Gall and Veit 2017, figure 2

Week 8: Week of May 20



Student-Drawn Cartoon of Students at Washington and Lee University
Source: Galke 2010, figure 9.3

Tuesday, May 21: Students as Subjects and Stakeholders

- “Constructing Discipline, Deconstructing Ideology” by Laura Galke (11 pp.; pdf on Canvas)
- “Post-Revolutionary Degeneracy” by Laura Galke (17 pp.; pdf on Canvas)
- “Students Are Stakeholders in On-Campus Archaeology” by Matthew V. Kroot and Lee M. Panich (16 pp.; [link](#))
- “Digital Engagement Strategies for Community-Based Archaeology” by Elizabeth Minor et al. (37 pp.; [link](#))

Unit 4: Labor

Week 8: Week of May 20, continued

Thursday, May 23: Stanford's Arboretum
Chinese Labor Quarters

- Readings/guest lecture TBD

(Friday, 5/24, is last day to change grading basis or withdraw from course)

Week 9: Week of May 27

Tuesday, May 28: Stanford's Arboretum
Chinese Labor Quarters, continued

- Readings/guest lecture TBD

Thursday, May 30: Stanford's Arboretum
Chinese Labor Quarters, continued

- Readings/guest lecture TBD

Week 10: Week of June 3

Tuesday, June 4: Contemporary Labor Issues in Universities

- "Colleges Contend With a Tidal Wave of New Undergrad Unions" by Forest Hunt (~1300 words; [link](#))
- "Support for Working Students" by Rebecca Summer et al. (24 pp.; [link](#))
- "Graduate Student Employee Unionization in the Second Gilded Age" by William A. Herbert and Joseph van der Naald (25 pp.; [link](#))
- "This Is How You Kill a Profession" by Herb Childress (~1300 words; [link](#))
- "Proletarian Professionals" by Sarah Jaffe (32 pp.; pdf on Canvas)

Finals: June 7–12

- Quarter Reflection due Friday, June 7, 5pm
- Student's Choice Assignments cannot be due later than June 12



Chinese American gardener at the Stanford family's residence
Source: ACLQ Project Website

Bibliography of Assigned Readings

- Akee, Randall. 2021. "Stolen Lands and Stolen Opportunities." *Native American and Indigenous Studies* 8 (1): 123–28.
- Baumgartner, Kabria. 2019. "Towers of Intellect: The Struggle for African American Higher Education in Antebellum New England." In *Slavery and the University: Histories and Legacies*, edited by Leslie M. Harris, James T. Campbell, and Alfred L. Brophy, 179–96. Athens: University of Georgia Press.
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<https://doi.org/10.1080/0144039X.2018.1446790>.
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- "Digging Veritas." n.d. Accessed January 22, 2024. <https://peabody.harvard.edu/OE-digging-veritas>.
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- Galke, Laura J. 2006. "Constructing Discipline, Deconstructing Ideology: The Archaeology and History of Washington and Lee's Antebellum Dormitories." *Journal of Middle Atlantic Archaeology* 22: 19.
- . 2010. "'Post-Revolutionary Degeneracy': Washington and Lee University's Landscape of Control." In *Beneath the Ivory Tower: The Archaeology of Academia*, edited by Russell K. Skowronek and Kenneth E. Lewis, 164–81. University Press of Florida. <https://muse.jhu.edu/chapter/619662>.
- Gall, Michael J., and Richard F. Veit. 2017. "'Built on Christian Principles': Archaeologies of St. Mary's Hall, a New Jersey Female Seminary." *Historical Archaeology* 51 (2): 240–66. <https://doi.org/10.1007/s41636-017-0012-8>.
- Hart, William B. 2019. "'I Am a Man': Martin Henry Freeman (Middlebury College, 1849) and the Problems of Race, Manhood, and Colonization." In *Slavery and the University: Histories and Legacies*, edited by Leslie M. Harris, James T. Campbell, and Alfred L. Brophy, 148–78. Athens: University of Georgia Press.
- Harvey, Caitlin P. A. 2021. "The Wealth of Knowledge: Land-Grab Universities in a British Imperial and Global Context." *Native American and Indigenous Studies* 8 (1): 97–105.
- Herbert, William A., and Joseph van der Naald. 2021. "Graduate Student Employee Unionization in the Second Gilded Age." In *Revaluing Work(Ers): Toward a Democratic and Sustainable Future*, edited by Tobias Schulze-Cleven and Todd E. Vachon, 221–46. Ithaca: Cornell University Press.
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