

THE ARCHAEOLOGY OF INSTITUTIONS

STANFORD UNIVERSITY

WINTER, 2022/3

Instructor

Kimberley Connor

Office Hours:

Co-working space

Individual office hours

Course Description

Modern life is marked by institutions—schools, hospitals, international conglomerates, even prisons—so how did they develop and become so common? Historical archaeology can help us tell a different history of institutions because it combines documents, especially official records, with the material items left behind by the people who lived and worked in the institution. This course uses archaeological case studies to look at the different theoretical frameworks used to explain why institutions exist and how they function. We will also use practical examples to make connections between historical institutions and modern life. For example, what can looking at nineteenth century prison menus tell us about prison or hospital food today? And how can we use the archaeology of institutions to ‘read’ the Stanford campus? No prior archaeological experience required.

In this class you will learn the following:

- to outline the origins of institutions and explain the ways they have changed over time
- to critically examine the function and purpose of institutions in the past and present
- to compare the different qualitative and quantitative methods that archaeologists use to study institutions i.e. what are the distinctive contributions of archaeology, history, oral history etc. in telling us about the lives of people in historical institutions?
- to critically evaluate academic sources (journal articles and books), focusing on the relationships between the methods and the interpretations
- to examine the use of material culture and architecture within institutions to produce, enforce and subvert social, political and economic differences between people

Classroom Expectations

This class should challenge you, but every one of you has the ability to succeed in it with effort and dedication. I highly encourage everyone to visit me in office hours or to set up a meeting, even if you don't feel that you have questions. I want to get to know you and support you in this learning experience! The best way to reach me is by email (see contact information above).

To facilitate that, you can expect me to:

- guide your learning and challenge you to engage with new ideas
- strive for an inclusive and collaborative classroom
- do my best to give you the tools, feedback and support you need to succeed

I expect my students to be:

- **Active participants** in class activities and discussions
- **On time** to classes
- **Respectful** of others and their opinions
- **Prepared** for class by having done assigned readings and exercises

Coursework

This is a reading-intensive and writing-intensive course which consists of two 90-minute classes per week. The first will generally develop core knowledge of that week's topic, while the second will deep understanding with discussion of the readings and hands-on activities. In addition, you are expected to complete required readings, prepare weekly reading analysis notes, and complete outside reading, research and writing under the direction of the instructor.

Students enrolled in 3 units or C/NC:

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|---|-----|
| - Reading analyses (5 over the course of the quarter) | 30% |
| - Mid-term (one medium length response) | 20% |
| - Research Project (1500 words) | 50% |

Students enrolled in 4 units:

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| - Reading analyses (7 over the course of the quarter) | 30% |
| - Mid-term (one medium length response) | 20% |
| - Research Project (2000 words) | 50% |

Students enrolled in 5 units:

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| - Reading analyses (9 over the course of the quarter) | 30% |
| - Mid-term (two medium length responses) | 20% |
| - Research Project (3000 words) | 50% |

Reading Analysis (30%) – 500 word analysis (not a summary) of the assigned readings in which you discuss your reaction to the reading; connections between different readings or between the readings and the lecture; things that you disagreed with or didn't understand; and/or further questions that you now have. After your analysis include:

- two substantive questions that you would like to talk about during class
- two references from the readings which you would like to follow up and why. These should be properly referenced in the Chicago style.

Mid-term (20%) – Week 5 short and medium-length responses covering class content (lectures, discussions and readings) and applying theoretical perspectives to real-world examples.

Research Project – (50%) – See assignment sheet for details.

- a) Annotated bibliography – Week 8 (10%)
- b) Presentation – Week 10 (20%)
- c) Research Project – Finals Week (20%)

Assignment formatting – please submit all written work as a Word document or PDF, 1.5 or double spaced, in size 12 Times New Roman font. For references use the Chicago in-text citation style, with a reference list at the end of the document. Include page numbers for multi-page documents.

Course and University Policies

Assessments

Assignments are due at midnight on the due date and should be submitted through the class Canvas site. The assignment portal will close at this time and any late assignments should be emailed to the instructor with an explanation. Emergencies (sudden illness or hospitalization, bereavement etc.) will not be penalized.

Across all assignments (except the presentation) you have two flex days, allowing you to submit items late. You can choose when you would like to apply them, and whether to use them together or separately. Please include in your explanation email how many flex days you intend to use. Once these days have been used, late work will be marked down 10% per day.

Attendance

Consistent attendance and active participation is an important part of doing well in this course, and the decision to enroll in the class is a decision to attend the classes and do the required readings and assignments. Having said that, I know that life happens, and some circumstances are beyond our control. Up to two absences do not require documentation, although please do let me know that you will not be present. For any absences, you are responsible for making up for missed work and class materials by liaising with your peers.

Planned absences - If you know that you will be absent for a class (e.g. travel for a university sporting event), contact the instructor in advance to make arrangements. If you know in advance that you will be absent when an assessment is due, it is your responsibility to submit your work ahead of the due date.

Illness – If you are sick and unable to participate or if you are contagious, please do not come to class. Contact the instructor as soon as practicable to let them know you will not be attending and to make arrangements to catch up on work once you are better. The instructor may request medical documentation for protracted or frequent absences due to illness.

Accommodations

If you have a disability or chronic illness which will affect your learning in this course, please let me know as soon as possible so we can discuss the best ways to meet your needs. I also encourage you to contact the Office of Accessible Education (OAE) to register. Professional staff will evaluate your needs, support appropriate and reasonable accommodations, and prepare an Academic Accommodation Letter. By making a plan with OAE you can ensure you get the accommodations you need in all your classes without having to disclose your diagnosis to instructors. To get started visit oae.stanford.edu.

If you already have an Academic Accommodation Letter, I invite you to share your letter with me early in the quarter so that we can identify any barriers to access and inclusion that you might encounter in this course.

Academic Integrity

Academic integrity is a commitment undertaken by all scholars—students, faculty and researchers alike—to honest, fair and responsible scholarship. At Stanford, students and faculty are expected to work in accordance with the Honor Code (<https://communitystandards.stanford.edu/policies-and-guidance/honor-code>) and the Fundamental Standard (<https://communitystandards.stanford.edu/policies-and-guidance/fundamental-standard>). Among other things, these prohibit plagiarism, unauthorized aid, copying from another's work, and representing someone else's work as your own. Violating these standards is a serious offense, even when it is unintentional. You are responsible for understanding these rules and you should familiarize yourself with them. If you have any questions, please see me to discuss them.

Course Privacy Statement

As noted in the University's [recording and broadcasting courses policy](#), students may not audio or video record class meetings without permission from the instructor (and guest speakers, when applicable). If the instructor grants permission or if the teaching team posts videos themselves, students may keep recordings only for personal use and may not post recordings on the Internet, or otherwise distribute them. These policies protect the privacy rights of instructors and students, and the intellectual property and other rights of the university. Students who need lectures recorded for the purposes of an academic accommodation should contact the [Office of Accessible Education](#).

Electronic Devices

You are welcome to use laptops in class for note-taking but should not be using it for other purposes which distract you from class. Phones should be turned to silent and should not be used during class time.

University Resources

The last two years have been challenging for all of us and we are still facing new uncertainties, responsibilities, and emotions. Especially under such conditions, I appreciate your participation in this course, and will do everything I can to support you. There are also campus resources, such as [accommodations](#), [undergraduate advising directors](#), [well-being coaches](#), [counselors](#), [academic coaches](#), [Hume Center writing tutors](#), and the [FLI opportunity fund](#) for broader needs you might have. If there are additional ways I can support you in the course, please feel free to reach out to me.

Class Materials

Technology

You will need to have access to a device that connects to the internet so that you can access email and Canvas. All course details and materials will be posted on our Canvas course site. Students can borrow equipment and access other learning technology from [the Lathrop Learning Hub](#).

Readings

Readings will be assigned from

Beisaw, April M., and James G. Gibb, editors. *The Archaeology of Institutional Life*. The University of Alabama Press, 2009 (B&G in reading list)

Copies have been ordered to the Stanford Bookstore and are also available through online retailers so you may purchase new or used copies. In addition, you can find them in the course reserve in Green Library. Beisaw and Gibb is also available as an ebook through Searchworks, although purchasing a copy is recommended. If this presents a financial difficulty, please contact me to find a solution.

All other readings are posted on Canvas.

WEEKLY SCHEDULE

Week 1 Introductions – introduction to instructor and course, overview of assessments, class expectations.

Week 2 The Archaeology of Institutions – this week we're asking what are institutions? What is the relationship between the archaeology of institutions and other types of archaeology e.g. historical archaeology, plantation archaeology and mission archaeology? What counts as an institution for the sake of archaeology? Where did they come from? What are the different types? And what features do they have in common?

Section:

Readings:

- Chapter 2 – Historical Overview of the Archaeology of Institutional Life by Sherene Baugher in B&G
- Huey, Paul R. "The Almshouse in Dutch and English Colonial North America and Its Precedent in the Old World: Historical and Archaeological Evidence." *International Journal of Historical Archaeology*, vol. 5, no. 2, 2001, pp. 123–54.
- Goffman, Erving. *Asylums: Essays on the Social Situation of Mental Patients and Other Inmates*. Anchor Books, 1961. – On the Characteristics of Social Institutions

Week 3 – The Thinking Behind Institutions Part 1: Punishment – carceral institutions, like prisons and jails are maybe the most obvious example of institutions that archaeologists

can study. Where/when did they develop? What archaeological features speak to the role of punishment in institutions? How is punishment applied differently to different groups in society? And what power do institutionalized people have to resist the institution?

Section:

Readings:

- Chapter 3 – On the Enigma of Incarceration by Eleanor Conlin Casella in B&G.
- Garman, James C. *Detention Castles of Stone and Steel: Landscape, Labor, and the Urban Penitentiary*. Univ. of Tennessee Press, 2005. Selected chapter.
- Casella, Eleanor Conlin. “‘Doing Trade’: A Sexual Economy of Nineteenth-Century Australian Female Convict Prisons.” *World Archaeology*, vol. 32, no. 2, Sept. 2000, pp. 209–21.

Week 4 – The Thinking Behind Institutions Part 2: Reformation – other types of institutions claim to reform or rehabilitate their inhabitants and often focus on particular parts of society: women, children and Indigenous people. What do the things they leave behind tell us about their lives? How do these institutions differ, in theory and practice, from institutions designed for punishment?

Section: Visit from James Flexner?

Readings

- Chapter 7 – Individual Struggles and Institutional Goals by Owen Lindauer in B&G
- Flexner, James L. “Reform and Purification in the Historical Archaeology of the South Pacific, 1840-1900.” *International Journal of Historical Archaeology*, vol. 21, no. 4, Dec. 2017, pp. 827–47. <https://doi.org/10.1007/s10761-017-0398-1>.
- De Cunzo, Lu Ann. “Reform, Respite, Ritual: An Archaeology of Institutions; The Magdalen Society of Philadelphia, 1800-1850.” *Historical Archaeology*, vol. 29, no. 3, 1995, pp. i–168. Especially chapters on material culture and reform/purity.

Week 5 - The Thinking Behind Institutions Part 3: Care -

Section: Mid-term

Readings

- Chapter 13: John Conolly’s “Ideal” Asylum and Provisions for the Insane in Nineteenth-Century South Australia and Tasmania by Susan Piddock in B&G
- Newman, Charlotte. “To Punish or Protect: The New Poor Law and the English Workhouse.” *International Journal of Historical Archaeology*, vol. 18, no. 1, Mar. 2014, pp. 122–45. <https://doi.org/10.1007/s10761-013-0249-7>.
- Longhurst, Peta. “Contagious Objects: Artefacts of Disease Transmission and Control at North Head Quarantine Station, Australia.” *World Archaeology*, vol. 50, no. 3, May 2018, pp. 512–29. <https://doi.org/10.1080/00438243.2018.1494624>.
- Flexner, James L. “An Institution That Was a Village: Archaeology and Social Life in the Hansen’s Disease Settlement at Kalawao, Moloka’i, Hawaii.” *International Journal of Historical Archaeology*, vol. 16, no. 1, 2012, pp. 135–63.

MID-TERM

Week 6 The Thinking Behind Institutions Part 4: Discipline and Labor – other approaches to institutions suggest that they had a critical role in creating docile labor forces and desirable types of citizens. This week we're thinking about the race and class intersect with labor and capitalism in institutional models. What does archaeological evidence of discipline look like? To what extent can institutionalization occur outside of the walls of an institution? Is this process necessarily violent? And how are different biopolitical strategies deployed against particular populations?

Section: Stanford University Archives Visit

Readings:

- Beaudry, Mary C., and Stephen A. Mrozowski. "The Archeology of Work and Home Life in Lowell, Massachusetts: An Interdisciplinary Study of the Boott Cotton Mills Corporation." *IA. The Journal of the Society for Industrial Archeology*, vol. 14, no. 2, 1988, pp. 1–22.
- Roller, Michael. *An Archaeology of Structural Violence: Life in a Twentieth-Century Coal Town*. University Press of Florida, 2018. Intro + Chapter 4.
- Peña, Elizabeth S. "The Role of Wampum Production at the Albany Almshouse." *International Journal of Historical Archaeology*, vol. 5, no. 2, 2001, pp. 155–74.

Week 7 The Archaeology of the Ivory Tower – if a major function of disciplining institutions is to develop workers, what is the role of schools and universities? How are the goals of these institutions reflected in the landscape, architecture and material culture found by archaeologists?

Section: Christina Hodge visit?

Readings:

- McKerr, Lynne, et al. "Space and Place: Lessons from National School Buildings in the North of Ireland." *International Journal of Historical Archaeology*, vol. 21, no. 4, 2017, pp. 785–805.
- Hodge, Christina J. "Consumerism and Control: Archaeological Perspectives on the Harvard College Buttery." *Northeast Historical Archaeology*, vol. 42, no. 1, 2013, pp. 54–74. <https://doi.org/10.22191/neha/vol42/iss1/5>.
- Skowronek, Russell K., and Kenneth E. Lewis, editors. *Beneath the Ivory Tower: The Archaeology of Academia*. University Press of Florida, 2010. Chapter 9 and 12.

Week 8 Institutional Buildings – how do the layout and structures of institutions reflect the goals and functions of the institution? What are some of the different ways archaeologists study surveillance and control through the physical remains of institutions?

Section: building analysis and practice making slides

Readings:

- Rothenberg, Miriam A. W. "Wind-Powered Sugar Mills as Constructions of Control in Colonial Montserrat." *International Journal of Historical Archaeology*, vol. 25, no. 1, Mar. 2021, pp. 144–69. <https://doi.org/10.1007/s10761-020-00553-9>.
- Wilkie, Laurie A. *The Lost Boys of Zeta Psi: A Historical Archaeology of Masculinity at a University Fraternity*. University of California Press, 2010. Chapter 7.
- Garvin-Jackson, Rose. "An Archaeological Analysis of Spatial Patterning in College Dormitory Rooms." *Northeast Historical Archaeology*, vol. 22, no. 1, 1993, pp. 161–72. <https://doi.org/10.22191/neha/vol22/iss1/11>.

ANNOTATED BIBLIOGRAPHY DUE

Week 9 Institutional Things – this week is all about the types of things that archaeologists find on institutional sites, left behind by the people who stayed there. We're talking official vs. illicit behaviors, distribution of artefacts and ascribing meaning to broken bits of pottery.

Section: food and power

Readings:

- Baugher, Sherene. "Visible Charity: The Archaeology, Material Culture, and Landscape Design of New York City's Municipal Almshouse Complex, 1736-1797." *International Journal of Historical Archaeology*, vol. 5, no. 2, 2001, pp. 175–202.
- Bryant, Lauren, et al. "Secret and Safe: The Underlife of Concealed Objects from the Royal Derwent Hospital, New Norfolk, Tasmania." *Journal of Social Archaeology*, vol. 20, no. 2, June 2020, pp. 166–88. <https://doi.org/10.1177/1469605320903577>.
- Gall, Michael J., and Richard F. Veit. "'Built on Christian Principles': Archaeologies of St. Mary's Hall, a New Jersey Female Seminary." *Historical Archaeology*, vol. 51, no. 2, June 2017, pp. 240–66. <https://doi.org/10.1007/s41636-017-0012-8>.

Week 10 Wrapping Up – Institutions in the Present – what do historical institutions have to do with life today? How are contemporary institutions influenced by historical ideas? And can archaeologists study the present?

Section: Student presentations

Readings:

- Hamilakis, Yannis. "Food as Affirmative Biopolitics at the Border: Liminality, Eating Practices, and Migration in the Mediterranean." *World Archaeology*, vol. 53, no. 3, May 2021, pp. 531–46. <https://doi.org/10.1080/00438243.2021.2021980>.

STUDENT PRESENTATIONS