

Historical Archaeology
Anthro/ArmSt 3811
Spring 2016

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This course examines findings and the process of conducting studies in historical archaeology, the study of the modern world from the 15th century using the material remains of the past. The steps of the investigative process are explored using case studies and contemporary analogy approaches. Historical archaeology deals with terrestrial and underwater sites and studies a variety of topics, including early European settlement and interactions with Native American peoples; the African Diaspora and the relationships between Africans, Europeans and Native peoples; the expansion of the frontier; urbanization; industrialization, capitalism, consumer behavior, cultural landscapes; and gender. In this class, special emphasis is placed on the first European settlement at Jamestown and African Americans studies in historical archaeology. A class project provides the opportunity for historical research with public archaeological applications. Contemporary archaeological issues are also discussed: ethics, preservation, curation, and interaction with the public.

*DENOTES DUE DATES FOR WRITTEN/IN-CLASS ASSIGNMENTS
DATE TOPIC READING DUE DATES

Jan 11	Introduction	
Jan 25	Historical Archaeology-Goals/Sources/ Ethics *Deetz Summary	Deetz;sha.org;saa.org
Feb 1	Historical Archaeology—Value/Content *Little Summary; *Barber Exercises 1,2,4,5	Little; Barber 1-46
Feb 8	Field & Laboratory Methods: Stratigraphy/Classification *Barber exercises: 9,13,15,16 *Artifact Exercise: Bring your Own Artifacts/Seriation/Meaning Discussion of Family History Paper	Barber:81-87;125-165;166-190 199,204; Deetz-gravestone seriation Review
Feb 22	Historical Research Workshop Class Paper Discussion	readings may be assigned
Feb 29	Doing Historical Archaeology-Colonialism *Kelso/ Walker Summary http://anthropology.si.edu/writteninbone/ Discussion of Family History Project	Kelso; Walker
Mr 7	Doing Historical Archaeology-- African American Culture Part 1 *Ferguson Summary *Class Project Paper Proposal	Ferguson;

Mr 14	Spring Break	
Mr 21	Family History Workshop *Presentation Family History *Bring Family History paper	
Mr 28	Doing Historical Archaeology--Slavery Topical Analysis/ Plantations *Barber exercises:6,7,8,10,11 *Campbell & Rice/Heath Summary	Barber 53-78; 93-124 Heath Campbell & Rice
April 4	Doing Historical Archaeology- African American Culture Part 2 Multiple interpretations; Roads to Freedom *Berlin TAKE-HOME TEST DISTRIBUTED	FreedmensCemetery.org Berlin AmArchaeology 19(2)- spirit practices
Ap 11	DO TEST AT HOME	
Ap 18	Class Project Workshop *Bring Test	
Ap 25	Project Presentations	
May 2	Project Presentations	

It is important to read the assigned materials and be ready to discuss in class. Grades will be reduced for late assignments—one grade per week. If you are sick or must miss class, please email before class. If you have other issues, please email or talk to me to resolve—don't wait! Each Book Summary—2/3 pages—is not a book report, but a discussion of the author's key premises and supporting data with your critical analysis. The exercises take a bit of time and thought—be sure to plan ahead to give yourself enough time. Individuals or groups will be assigned to lead the discussion on each book, reading, or exercise.

Readings

- Ira Berlin (ed): Slaves No More
- Russell Barber: Doing Historical Archaeology
- Campbell and Rice (ed): Before Freedom Came
- James Deetz: In Small Things Forgotten
- Leland Ferguson: Uncommon Ground
- Barbara Heath: Hidden Lives
- William Kelso: Jamestown The Buried Truth
- Barbara Little: Historical Archaeology Why the Past Matters
- Sally Walker: Written in Bone

Family History Paper—Select one or a set of material culture items, a structure, a cultural landscape and write a 10-12 page paper in which you discuss it objectively as a researcher as well as a family member tracing its journey, significance, meaning to you and your family. How does it reflect, echo, and/or symbolize your family's character and values? Bring the object or its photo to class, and illustrate your findings with a powerpoint/ hands-on demonstration.

Class Project Paper—Select one of the research topics provided in class, and conduct primary research. Present the data, and write a 15-20 page paper with bibliography describing the information and setting it within a wider interpretive context. Present the findings in class with powerpoint/ hand-outs as relevant.

Grading	
6 book summaries	60 points
4 exercises	40 points
Family history	30 points
Test	70 points
Final paper	50 points
Paper presentation	20 points
Total	270 points

Class Attendance Matters: grades will be reduced for poor attendance and late work unless you have discussed the need to be away for religious, medical or other significant purposes. Participation in class discussions is critical to achieving a high grade.

Learning Outcomes

1. Ability to describe and participate in the archaeological inquiry method.
2. Ability to apply critical analytical skills to archaeological findings.
3. Understanding of the relationship of material culture to American history topics such as colonization and African American life.
4. Ability to conduct primary research, analyze and set within a wider interpretive context.
5. Ability to relate questions of material culture to applied archaeological contexts.
6. Experience producing a research paper and oral presentation using information related to historical archaeology.
7. Awareness of the contemporary role of historical archaeology, threatened sites and preservation, collections and public involvement.
8. Recognition of the contribution of historical archaeology in understanding American history and its value in studying the past.

Academic Integrity

I personally support the GW Code of Academic Integrity. It states: "Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information." For the remainder of the code, see: <http://www.gwu.edu/~integrity/code.html>

SUPPORT FOR STUDENTS OUTSIDE THE CLASSROOM

DISABILITY SUPPORT SERVICES (DSS)

Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Marvin Center, Suite 242, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to:

<http://gwired.gwu.edu/dss/>

UNIVERSITY COUNSELING CENTER (UCC) 202-994-5300

The University Counseling Center (UCC) offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include:

- crisis and emergency mental health consultations
 - confidential assessment, counseling services (individual and small group), and referrals
- <http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices>

SECURITY

In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.