

Historical Archaeology
Anthro/AmSt 3811
Spring 2011

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This course examines both the process and findings of historical archaeology, 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 study and contemporary analogy approaches. Historical archaeology deals with terrestrial and underwater sites and studies a variety of topics, including early European settlement and its effects on Native American people; the African Diaspora and the relationships between Africans, Europeans and Native peoples; the expansion of the frontier; urbanization; industrialization, 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 WRITTEIN/IN-CLASS ASSIGNMENTS

DATE	TOPIC	READINGS
Jan 11	Introduction	
Jan 18	Historical Archaeology-Goals/Sources/ Ethics *Deetz Summary	Deetz;sha.org;saa; org
Jan 25	Historical Archaeology—Value/Content *Little Summary; *Barber Exercises 1,2,4,5	Little; Barber 1-46
Feb 1	Historical Research--Workshop 1 http://alexandriava.gov/uploadedfiles/historic/haq/haqwin98.pdf http://alexandriava.gov/uploadedfiles/historic/haq/haqfal98.pdf Discussion of Class Project	Miller T. Plante Prologue http://www.archives.gov/publications/prologue/2002/fall/military-records-overview.html
Feb 8	National Archives --Workshop 2 Meet at National Archives	NAweb site-african american civil war
Feb 15	Field & Laboratory Methods: Stratigraphy/Classification *Barber exercises: 9,13,15,16	Barber:81-87;125-165;166-190 199,204; Deetz-gravestone seriation
Feb 22	Artifact Meaning—Workshop 3 *Bring Your Artifacts/Visuals; Class Presentations	

Mr 1	Doing Historical Archaeology Colonialism *Kelso Summary; *Project Proposal	Kelso
Mr 8	Doing Historical Archaeology Meet at Smithsonian—Natural History Museum	Written in Bone web http://anthropology.si.edu/writteninbone/
Mr 15	SPRING BREAK	
Mr 22	Doing Historical Archaeology Topical Analysis *Barber exercises:6,7,8,10,11	Barber 53-78; 93-124 Berlin-Remembering Slavery
Mr 29	Doing Historical Archaeology African Americans *Ferguson Summary *Berlin Summary TAKE-HOME MIDTERM DISTRIBUTED	Ferguson; Heath Berlin-Slaves No More
Ap 5	NO CLASS-DO TAKE HOME TEST	
Ap 12	Family History Workshop *Bring Midterm; *Presentation of Family Artifact/visuals/Paper	
Ap 19	Field Trip to Alexandria Sites Meet at King Street Metro Station	Materials to Come
May 3	Project Presentations—Final	

It is important to read the assigned materials and be read to discuss in class. Grades will be reduced for late assignments—one grade per week.

Each Book Summary—2/3 pages—not a book report but rather a discussion of the author’s key premises and supporting data. 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: Slaves No More
Ira Berlin: Remembering Slavery
Russell Barber: Doing Historical Archaeology
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

Grading

5 book summaries	50 points
3 exercises	30 points
Family history	30 points
Test	60 points
Final paper	50 points
Paper presentation	20 points

Total 240 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. Experience conducting primary research at the National Archives, etc.
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/~ntegrity/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.