SCHOOL OF HISTORICAL STUDIES, NEWCASTLE UNIVERSITY
ARA 3031: BRITAIN AFTER 1500

Gravestone of Anne Watson (1778), St Andrew’s Church, Newcastle

Semester 1 2009-10
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Ironbridge Archaeology – excavation of the dig van
http://www.ironbridge.org.uk/about_us/ironbridge_archaeology/research/contemporary/
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INTRODUCTION

This module focuses on the archaeology of 1500-present within the United Kingdom. It begins with an examination of the ‘consumer revolution’ after 1500, and looks at the role of archaeology in studying artefacts and consumer tastes in the early modern period. We then move on to look at archaeological approaches to key changes in British landscapes and townscapes from c.1500-1750, including here examination of the impact of the dissolution of the monasteries, the Civil War, and colonial expansion. The middle section of the course looks at the Industrial era (c.1750-1900), exploring the aims and methods of industrial archaeology (an archaeological discipline in its own right), and focusing on the social changes resulting from industrialisation. The final part of the course explores the archaeology of the 20th and 21st centuries, looking at changing attitudes to death and burial, the First and Second World Wars, and the emerging archaeology of the very recent past. Throughout this module, we make use of contemporary documentary sources (from probate inventories to factory inspectors reports), examining the ways in which historical archaeologists utilise documents alongside excavation data, in writing the history of the recent past. We also examine the relationship between archaeology and heritage presentation, exploring the sometimes contentious issues that surround the public presentation of recent historical phenomena. Through a series of practical sessions, exploring the history and archaeology of our region, we introduce you to some of the techniques used by historical archaeologists studying the recent past.

MODULE AIMS

• To develop students’ knowledge and understanding of the material culture of the period 1500-present
• To expand students’ understanding of the relationship between documentary sources and archaeological data that characterises historical archaeology as a discipline
• To examine and engage in debates about the range of interpretative frameworks available for modelling cultural change in Britain after 1500
• To foster an understanding of the role of archaeology in studying the very recent past

INTENDED KNOWLEDGE OUTCOMES

• Students will demonstrate knowledge and understanding at an intensive level of selected aspects of the archaeology of Britain from 1500-present
• Students will demonstrate a detailed awareness of the role of archaeology in expanding our understanding of the period 1500-present
• Students will be familiar with a variety of interpretative frameworks for modelling cultural change
in the period 1500-present, and will show an understanding of the strengths and weaknesses of these models
• Students will demonstrate knowledge and understanding of selected national and regional archaeological remains and heritage resources

The MOF (Module Outline Form for this course) can be read on Blackboard
MODULE OUTLINE

There are two lectures (or one lecture and a seminar) each week. The first (A) takes place on Wednesdays 12.00-1.00pm in KGVI 1.12. The second (B) takes place on Thursdays 12.00-1.00pm in Herschel Building Teaching Room 1 (Level 4). Seminars require advance reading by everyone. We will also have 4 practical sessions, lasting around 2 hours. These will take place on Tuesdays 4.00–6.00pm, on the days specified below.

**Part 1: From medieval to modern: the changing face of Britain c.1500-1750**

**WEEK 1**
A Lec Introduction to the course/defining ‘post-medieval’ and ‘historical’ archaeology (30/09/09)
B Lec ‘Consumerism and the global world of ‘things’ c.1500-1750 (01/10/09)
   WEEK 2
   A Lec Artefact studies: themes, issues and approaches (07/10/09)
   B Lec Tudor landscapes: the archaeology of houses and gardens (08/10/09)
WEEK 3
A Lec The first colony: historical archaeology in Northern Ireland (14/10/09)
B Sem From Northern Ireland to North America and back again (15/10/09)

**Part 2: The Industrial era c.1750–1900**

**WEEK 4**
A Lec James Deetz in the UK: the archaeology of the Georgian period (1714–1830) (21/10/09)
B Sem Housing culture: reading Deetz and Johnson (22/10/09)
WEEK 5
A Lec Landscape change in the age of ‘improvement’: from enclosure to the polite landscape (28/10/09)
B Sem History and heritage in the slave trade port cities (29/10/09)
WEEK 6
A Lec Industrial archaeology in the UK today: aims, themes and issues (04/11/09)
B Sem Steel city: the archaeology of Sheffield (05/11/09)
WEEK 7
A Lec The archaeology of 19th century labour (11/11/09)
B Sem From home to factory: history, archaeology and textile workers (12/11/09)
WEEK 8
A Lec The archaeology of the post-medieval dead (18/11/09)
B Sem Grave concerns – Spitalfields and its impact on the archaeology of the recent dead (19/11/09)

**Part 3: The 20th and 21st centuries**

**WEEK 9**
A Lec The contemporary past: themes and issues in 20th and 21st century archaeology (25/11/09)
B Sem 20th century artefact studies (26/11/09)
WEEK 10
A Lec The archaeology of industrialised warfare: WW1, WW2 and beyond (02/12/09)
B Sem What is artefact biography? (03/12/09)
WEEK 11
A Lec The Brooks image: biography of an eighteenth century icon (a case study in artefact biography) (09/12/09)
B Sem Christmas: a material culture history (you bring the mince pies, I’ll bring the wine) (10/12/09)
No classes: I’ll be available in my office for last-minute queries about your projects.

We have four practicals, scheduled for Tuesday 4.00-6.00pm on the dates below.

1 (13/10/09) 18th century graves and how to record them: St Andrews Church, Newcastle Meet outside the School of Historical Studies Office.
2 (27/10/09) How to make a cup of tea: exploring the tea ritual in England Wolfson Lab (King George VI Building) at 4.00pm.
3 (10/11/09) Ovenstone miners’ cottages I: researching 19th century household goods Wolfson Lab (King George VI Building) at 4.00pm.
4 (01/12/09) Ovenstone miners’ cottages II: researching 19th century household goods Wolfson Lab (King George VI Building) at 4.00pm.

ASSESSMENT

This module is assessed entirely by coursework: there is no exam. You are required to submit two pieces of assessed work.

Assessment One: Essay (50%)
2000 words
Due no later than 4.00pm on the Friday of Week 8 of term (20/11/09)

Assessment Two: 20th Century Artefact Biography (50%)
2000 words
Due no later than 4.00pm on the Friday of Week 12 of term (08/01/10)

Further information on these assessments can be found in the Assessment Guidance section later in this Handbook.

BLACKBOARD

I will make considerable use of Blackboard facilities for this course. Copies of my weekly powerpoint presentations will be posted there soon after each lecture. I do this to help with your note taking – knowing the information is going up on Blackboard means you can concentrate on the key points I am making during the lectures themselves. Do take notes during class, of course, but don’t try to take everything down – you can read my summary later, at your leisure.

Please don’t make the mistake of thinking the Blackboard notes are some sort of substitute for attendance at lectures – they are not.

You will find spare copies of this booklet, the course MOF, lecture handouts, and all other course-related information on Blackboard. And I will use the Announcements page to keep in touch with you about the course.
CERAMIC REFERENCE COLLECTIONS

A small but excellent reference collection of everyday post-medieval ceramics lives in my office, and will be used in several classes. This collection was donated to us by Jenny Vaughan, a ceramics expert with Northern Counties Archaeological Services. You can come along and get to know these objects any time during my office hours (or by appointment). The Ovenstone Miners’ Cottages Collection is housed in their Wolfson Laboratory (KGVI Building). It has two components: the finds from the Ovenstone site itself (mainly C19th ceramic sherds and clay pipes), and a series of complete artefacts (sourced with the help of Jim Rees, at Beamish) which match or approximate to fragments found at Ovenstone. This is a unique research/teaching resource, and will be used in our practical classes.

Sunderland Lustreware (19th century)
The Internet contains a great deal of valuable information relating to this course, and I provide a lot of website addresses in my lectures. I urge you to look at the key ones, at the very least. But please remember that the Internet is unregulated, and there’s a lot of rubbish out there too. If in doubt about the value of a specific website, ask me—especially if you want to cite it in your assessed work. To get you started, here are some basic sites that will lead you to the good stuff.

Societies and groups:

**Society for Post-Medieval Archaeology:**
http://www.spma.org.uk/

**Association for Industrial Archaeology:**
http://www.industrial-archaeology.org.uk/

**English Heritage:**
http://www.english-heritage.org.uk/default.asp

Artefact research:

**V&A museum period style guide:**
http://www.vam.ac.uk/collections/periods_styles/index.html

**Beamish Collection Online:**
http://www.beamishcollections.com/

**Ashmolean Potweb:**
http://potweb.ashmolean.org/PotScope-eu.html

**Post medieval Southampton: artefact database:**
http://sccww1.southampton.gov.uk/archaeology/post_medieval.asp

**Museum of London ceramics collection:**
http://www.museumoflondon.org.uk/ceramics/

**Archaeology Data Service** (excellent repository of published and unpublished material – make sure you browse this site at some point!!!)
http://ads.ahds.ac.uk/

Documentary sources online:
Robinson Library will give you access to two fantastic (searchable) collections of primary sources – documents written in the period we are studying. One is called **EEBO** (Early English Books Online) and covers the period up to 1700. The other is called **ECCO** (Eighteenth Century Collections Online). The easiest way to access both is to go to the Robinson Library home page and click on databases. You can also access **BOPCRIS** (the entire archive of British Parliamentary papers from 1638-1995), and **19th century UK periodicals online**.
CHAT
If you want to know what’s going on now in Contemporary Historical Archaeological Theory, join the CHAT mailing list – it’s open to everyone and I strongly recommend you join
http://www.jiscmail.ac.uk/archives/contemp-hist-arch.html
SEMINAR READING/TASKS

The first thing to say here is that there is a set text or texts for each seminar, and everyone should read these—without fail—and come along ready to discuss them.

Remember that the week-by-week reading list contains additional material for each of these topics: the more you read, the more you will be able to contribute in class. I take a dim view of folks staring at their feet and saying nothing—don’t say I didn’t warn you!! Many of the seminar topics feed directly into your assessments—so it is in your own interest to engage fully with the seminar process.

15/10/09
From Northern Ireland to North America and back again

22/10/09
Housing Culture: Reading Deetz and Johnson
Everyone should read the chapter on architecture from Deetz, J. (1977) In Small Things Forgotten – available at http://www.histarch.uiuc.edu/plymouth/house.html and both the preface (vi-xiv) and Chapter 3 of Johnson, M. (1993) Housing Culture. This is in student texts in Robinson.

29/10/09
History and heritage of the slave trade

You might also have a look at Slavery and Abolition 30:2, which was edited by myself and Diana Paton, and has a series of papers looking at the way in which the 2007 anniversary of the 1807 abolition of the (British) slave trade was commemorated around the world.

05/11/09
Steel city: the archaeology of Sheffield
Everyone should look at the Materializing Sheffield website, available at http://www.hrionline.ac.uk/matshef/
Click on ‘Forging the cityscape’ and browse – but make sure you read Symond’s Steel City pages. You should all then pick one of the readings available in the Steel City: Archaeology of Sheffield section of the reading list below, and come to the seminar ready to discuss its content. In particular you need to ask: what does archaeology tell us here that we couldn’t find out somewhere else?

12/11/09

From home to factory: history, archaeology and textile workers


Explore the ‘People section’ of the wonderful Spinning the Web website a fantastic resource on the documentary history of the cotton spinning industry. http://www.spinningtheweb.org.uk/people/

Browse through the lot, but make sure you read the sections on Child Labour and Mill Apprentices, clickable on the left hand side of the main page.

19/11/09

Grave concerns – Spitalfields and its impact on the archaeology of the recent dead

The excavation of the crypt at Spitalfields, London was a key moment in the funerary archaeology of recent periods – for all sorts of reasons. Everyone should read Adams, M. and Reeve, J. (1987) ‘Excavations at Christ Church, Spitalfields 1984-6’ Antiquity 61, 247-256 (available online) – one of the first publications to appear detailing what had been found here, and the potentials and problems this project raised. Then read Cox, M. (1996) ‘Crypt archaeology after Spitalfields: dealing with our recent dead’, Antiquity 71, 8-10 (available online). After that, Id like you to dig around (so to speak) using the reading in the Grave concerns section below, and the internet, to find out what impact Spitalfields and other 18th and 19th century cemetery excavations have had on archaeological practice and ethics – and on legislation too. Things to look out for: Institute of Field Archaeologists (IFA) guidance documents on the post-ex treatment of human remains (1993) and crypt archaeology (2001); English Heritage guidance for best practice for the treatment of human remains from Christian
burial grounds (2005); The 2004 Human Tissue Act; DCMS guidance for the care of human remains in museums.


There’s lots of really good Spitalfields material on the Archaeology Data Service website:
http://ads.ahds.ac.uk/catalogue/projArch/spitalfields_var_2001

26/11/09
20th century artefact studies

03/12/09
What is artefact biography?
READING LIST

The reading list for this module is available online at https://reading.ncl.ac.uk/rl/searchlist

ESSENTIAL STARTING POINTS

The reading in this section is absolutely essential: it will be only too obvious from your written work if you haven’t engaged with these texts, so make sure you do. Copies of all of these books are in Student Texts in the Robinson Library.

The key text to buy is Newman.


We will also be using Horning, A and Palmer, M (eds) (2009) Crossing Paths or Sharing Tracks? Future Directions in the Archaeological Study of Post-1550 Britain and Ireland (Society for Post-Medieval Archaeology Monograph Series). This hadn’t arrived in the library when this handbook went to press: I’ll let you know when it arrives, and give you a list of key chapters.

Newman is a good starting point – it is rather traditional (that is to say ‘Post-Medieval’) in focus, but a great source of period/thematic summaries, and a good guide to the range of work that has been done. Crossley is less up to date, but is also a good introduction to ‘Post-Medieval’ archaeology in the traditional British sense, and is in many ways an outstanding book. Harvey is a text book for history students, dealing with ‘alternative’ sources such are artefacts. But it works brilliantly the other way around too – as a guide for archaeology students concerning the relationship between documents and artefacts. Hicks and Beaudry offer excellent
statements on key aspects of historical archaeology (with examples drawn from both the USA – where historical archaeology has really developed as a field of study – and Britain too). Palmer and Neaverson is the classic textbook on Industrial Archaeology, whilst the Casella and Symonds volume explores the potential for a social archaeology of industrialisation. Tarlow and West contains a good range of mainly C18th-20th case studies. Buchli and Lewis provide a great collection of case studies on the archaeology of the very recent past.

THE BIGGER PICTURE

You must must MUST (am I getting through here?) look at more that just the key texts listed above – this is Stage 3, after all. You will find guidance on reading for your assessed work later on, but you also need to read around the historical archaeology of Britain in a more general way. The list below provides you with some good starting points, then moves on to a week-by-week tour of the lecture/seminar topics. Do yourself a favour, and try to consult at least one of these supplementary sources before each lecture: this will help you to make much better sense of lectures and seminars.

Invaluable for all things is Orser, C (ed) 2002 Encyclopaedia of Historical Archaeology (London/New York: Routledge). This has entries on just about every site/theme you could want to look up, and it will always be available because it is the Quick Reference section of the library. This is a great alternative source of information on artefacts/sites if the more specific book you thought you wanted is out!

Key journals

The key British journal is Post Medieval Archaeology, but I’m afraid none of our libraries have it. You can view the contents of volumes from 1999-present at http://www.spma.org.uk/journal.php and order anything crucial to your written work via Inter Library Loan. Volume 40(1) for 2006 was bought specially and is in Student Texts, and I do have some papers from the back run, as indicated below. The journal Industrial Archaeology Review is available in Robinson (and as an e-journal from 2005). The contents pages for the back run to 1988 are available online, so you can find material you might want, and order it via ILL. The journal Industrial Archaeology is available as an e-journal, but only from 2003.

We do have access to two other important journals. Robinson Library has acquired a CD-Rom of Historical Archaeology, containing all issues from 1967-2000. You can easily access and print out articles from this resource – I have another copy of the CD Rom too. The International Journal of Historical Archaeology is available online as an e-journal.
The most important regional journal is Archaeologia Aeliana. This is published by the Society of Antiquaries of Newcastle-upon-Tyne and has papers (all periods) on Northumberland, Durham and Newcastle. This is available in Robinson. It is not an e-journal. You can access the contents of all volumes from 1952-present at http://www.newcastle-antiquaries.org.uk/index.php?pageId=314.

WEEK BY WEEK THROUGH THE COURSE

Defining ‘post-medi-eval’ and ‘historical archaeology’

The archaeology of Britain after 1500 has traditionally been called Post-Medieval Archaeology, but the term Historical Archaeology (used throughout the Americas for the archaeology of the period after 1492) is becoming more common here. There is much more to this than just a name change – these are really two different kinds of archaeology, with different aims and emphases. The best way to understand the difference is to compare Orser, C. (2004) Historical Archaeology with Crossley, D. (1990) Post-Medieval Archaeology in Britain (London: Leicester University Press). That doesn’t mean Crossley’s book is in any way inferior – it just represents a different way of doing things, almost 20 years ago.


Some key artefact groups 1500-1700


Consumerism and artefact studies: theory and practice


I highly recommend Beaudry, M. (2006) Findings: the Material Culture of Needlework and Sewing, New Haven: Yale UP. This is a fabulous book –it is mainly about the USA but it is a perfect example of all that is best in modern artefact studies. See also Lemire, B. (2009) ‘Draping the body and dressing the home: the material culture of textiles and

Case studies: ceramics and foodways


Moore, J. 1993 ‘Dental caries in Britain from Roman Times to the nineteenth century’, in Geissler, C. and Oddy, D.J. (eds.) Food, Diet and Economic Change Past and Present (Leicester: Leicester University Press) x-x


Pennell, S. (1988) "Pots and pans history": The material culture of the kitchen in early Modern England Journal of Design History 11 (3), 201-

Tudor and Stuart England
condoms’, Post Medieval Archaeology 30, 129-142 (see me for copy).
Gardiner, J. and Allen M. (eds.) (2005) Before the Mast: Life and Death Aboard the Mary Rose (Archaeology of the Mary Rose Volume 4, Mary Rose Trust)
http://hull.ac.uk/history/download/Research/hullconference3.pdf

EEBO (Early English Books Online)
http://eebo.chadwyck.com/home
Fabulous resource, but not easy to use – search for William Lithgow 1645 A True experimentall and exact relation upon that famous and renowned siege of Newcastle
Battlefields Trust website:
http://www.battlefieldstrust.com/
The Sealed Knot:
Historical archaeology of Ireland

The earliest British colonies were not in the Americas, but in Ireland: the plantations of Munster (1586) and Ulster (1606). Horning A. et. al (eds.) (2007) The Post-Medieval Archaeology of Ireland, 1550-1850 (Wordwell) is an up-to-date look at 'where we are now' in Ireland - start with the chapter by Horning herself, on Britain and Ireland in the C17th. See also Donnelly, C. and Horning, A. (2002) 'Post-medieval and industrial archaeology in Ireland: an overview', Antiquity 76, 557-61 and the papers on Ireland in Horning, A and Palmer, M (eds) (2009) Crossing Paths or Sharing Tracks? Future Directions in the Archaeological study of Post-1550 Britain and Ireland (Society for Post-Medieval Archaeology Monograph Series). For a case study on later (southern) Ireland focussing on global interconnectedness, see the case study on Gorttoose in Orser, C (1996) Historical Archaeology of the Modern World (New York: Plenum. Additional work includes:


Irish Post-Medieval Archaeology Group: http://www.science.ulster.ac.uk/crg/ipmag/

James Deetz in the UK: the archaeology of the Georgian period (1714-1830)

The American archaeologist James Deetz famously formulated the concept of the ‘Georgian World View’ (or ‘Georgian Order’) in the first (1977) edition of his book In Small Things Forgotten. This was reissued in 1992 - read it! You can read some chapters at on the Plymouth Colony Archive website at http://www.histarch.uiuc.edu/plymouth/. Deetz ideas were developed specifically in the context of colonial New England (USA), but have also been taken up - and sometimes challenged - by British archaeologists. The most important figure here is Matthew Johnson, and three of his books are important here:


Landscape change in the age of ‘improvement’: from enclosure to the polite landscape

The term ‘improvement’ has long been used in discussing agricultural change in 18th century Britain, but it has become something of a buzz word in other areas too, especially since the publication of Tarlow, S. (2007) The Archaeology of
Improvement in Britain 1750-1850 (Cambridge: CUP). The relationship between improvement and capitalism is an area of some debate – for the historical archaeology of enclosure and other landscape changes in this context, see Johnson, M. (1996) An Archaeology of Capitalism Chs 3-4. Other ‘improvement’ papers include:


History and heritage in the slave trade port cities
Britain was a leading slave shipping nation throughout the 1700s, and more than 3 million people were carried into slavery in the Americas on British ships. 2007 brought the 200th anniversary of the slave trade by Britain. A huge number of events were staged to commemorate this, and a great deal was written – and debated – concerning slavery heritage issues in the UK. See here Slavery and Abolition 30:2, which was edited by myself and Diana Paton, and has a series of papers looking at the way in which the 2007 anniversary of the 1807 abolition of the (British) slave trade was commemorated around the world.

Hicks, Dan, nd. ‘Ethnictiy, race and the archaeology of the Atlantic slave trade’: http://ads.ahds.ac.uk/catalogue/adsdata/assemblage/html/5/hicks.html

Little, B. (2007) Historical Archaeology: Why the Past Matters (Walnut Creek, Calif.: Left Coast Press) Final section on public archaeology is highly recommended


Bristol city slave trade trail excellent resource
http://www.historyfootsteps.net/

Empire and Commonwealth Museum (Breaking the Chains exhibition)
http://www.empiremuseum.co.uk/exhibitions/st2007.htm
http://www.empiremuseum.co.uk/pdf/breakingchains/btcleaflet.pdf

The Georgian House Bristol
http://www.bristol-link.co.uk/history/georgian-house.htm
A good gateway website for Liverpool and Bristol heritage is http://www.portcities.org.uk/. The material on Bristol is particularly good.

Parliament’s exhibition on abolition
http://slavetrade.parliament.uk/slavetrade/index.html

Museum of Docklands: London, Sugar and Slavery
http://www.museumindocklands.org.uk/English/EventsExhibitions/Special/LSS/Default.htm

International Slavery Museum, Liverpool (opened August 2007)
http://www.liverpoolmuseums.org.uk/ism/about/

Liverpool Slavery History city trail
http://www.liverpoolmuseums.org.uk/maritime/trail/trail.asp

Industrial archaeology in the UK today: aims, themes and issues
The key text here is Casella E.C. and Symonds J. (eds.) (2005) Industrial Archaeology: Future Directions (New York Springer) – start with Chapter 1 by Casella and 2 by Symonds. The same two authors also have a chapter on industrialisation in Hicks and Beaudry eds. (2006). Gwyn, D. and Palmer, M. (eds.) (2006) Understanding the Workplace: a Research Framework for Industrial Archaeology in Britain, (Maney Publishing) is also crucial. This book is a reprint of Industrial Archaeology Review 2005 (1), which is also in the library. Other reading:


Murphy, P. and Wiltshire, P. (eds.) The Environmental Archaeology of Industry (Oxford: Oxbow)

Steel city: the archaeology of Sheffield
Symonds, J., O'Neill R. and Jessop, O. (2006) What can we learn from the excavation and building recording of cutlery sites in Sheffield?, Post Medieval Archaeology 40(1) 214-218. This is in Student Texts
Materializing Sheffield:  http://www.hrionline.ac.uk/matshef/ click on ‘Forging the cityscape’ and browse – but make sure you read Symond’s Steel City pages.

Hawley Collection, Sheffield:  http://www.shef.ac.uk/hawley/

The archaeology of 19th century labour

Archaeologies of Later Historical Britain (London Routledge), 125-139.
The Archaeology of Urban Landscapes: Explorations in Slumland, (Cambridge: CUP) – this is an excellent source of case studies, though only a couple focus on England (Ross and Belford)


From home to factory: history, archaeology and textile workers
(Maney Publishing), 46-56. This book is a reprint of Industrial Archaeology Review 2005 (1), which is also in the library.


Nevill, M. (2008) 'The archaeology of industrialisation and the textile industry: the example of Manchester and the South-western Pennine Uplands during the 18th century (Part 1)', Industrial Archaeology Review 30 (1),


Archaeology of the post-medieval dead


McKinley, J.I. (2008) The 18th Century Baptist Chapel and Burial Ground at West Butts Street, Poole (Salisbury: Wessex Archaeology)


The Fromelles Project (WW1 burial pits):
http://www.cwgc.org/fromelles/
http://thehumanjourney.net/index.php?option=com_content&task=view&id=501&Itemid=40

The contemporary past: themes and issues in 20th and 21st century archaeology


Other reading:


Holtorf, C. The portrayal of archaeology in contemporary popular culture:
http://traumwerk.stanford.edu:3455/PopularArchaeology/9

Grave C., Clack, T. and Brittain, M. (eds.) 2007 Archaeology and the Media (Walnut Creek: Altamira Press)


See also the reading under ‘20th century artefact studies’ below. If you want to know what’s going on in Contemporary
The archaeology of industrialised warfare: WW1, WW2 and beyond

A great way to get some idea of the breadth of WW archaeology is to read issue No 44 of the English Heritage Conservation Bulletin, which is dedicated to the Archaeology of Conflict. It is available online at http://www.english-heritage.org.uk/server/show/ConWebDoc.10512


Schofield, J., Klausmeir, A. and Purbrick, L. (eds.) Re-mapping the Field: New Approaches in Conflict Archaeology (Berlin: Westkreuz-Verlag) contains many useful studies

The Defence of Britain project Website (Council for British Archaeology)
http://www.britarch.ac.uk/projects/dob/index.html
http://www.britarch.ac.uk/BA/ba65/feat1.shtml
http://antiquity.ac.uk/ProjGall/

20th century artefact studies
http://www.ironbridge.org.uk/about_us/ironbridge_archaeology/research/contemporary/
What is artefact biography?
In a nutshell, it is an approach to material culture that highlights the shifting meanings of an object over time and context. The basic underlying concept is that artefacts had in the past - and still have now- social lives. A very clear overview of both theory and practice in artefact biography can be found in Mytum, H. (2004) 'Artefact biography as an approach to material culture: Irish gravestones as a material form of genealogy'. Journal of Irish Archaeology 12/13, 113-129. I will make copies of this for everyone.

Theory

Practice: examples
A filecutter’s hammer
http://www/hrionline.ac.uk/matshef/unwin/MSfilecutter.htm
An Enigmatic Monarch (biography of a pipeclay figurine from Maryland) - I love this!
http://www.uwic.ac.uk/ICRC/issue001/welsh/welsh.htm — brilliant!
Webster, J. (1990) 'Resisting Traditions: ceramics, identity and consumer choice in the Outer Hebrides from 1800 to the present’, International Journal of Historical Archaeology 3:1, 53-73
Prehistoric examples (think about what prehistorians do without documents)


Holtorf, C. Monumental Past https://tspace.library.utoronto.ca/citd/holtorf/index.html


The Brooks image (artefact biography case study)


Christmas: a material culture history

Studies on a wide variety of Christmas-related themes (from broad themes like consumerism, family, secularism and nostalgia to detailed case studies on Christmas cards and Santa himself) can be found in these two key texts:


And see under Assessment Two below.
READING LINKED TO PRACTICALS

Historic Newcastle
Archaeologia Aeliana has a huge number of relevant papers – I have selected only a few of the most relevant examples here.


SINE (Structural Images of the North East)
http://museums.ncl.ac.uk/archive/index.html

Click on ‘learning journey’, scroll to ‘Take a closer look at structures’

Click on ‘online exhibitions and explore the Gallery page.

Graveyard recording

Church Monuments Society
http://www.churchmonumentssociety.org/index.html
All you need to know about graveyard recording:
http://www.scottishgraveyards.org.uk/recording.shtml

19th century ceramics in the north east
Ovenstone Project, Northumberland


Beamish Collection Online
http://www.beamishcollections.com/
Maling Collectors Society
http://www.geocities.com/RodeoDrive/6544/home.html

ASSESSMENT GUIDANCE

Guidance on late submission

The deadline is the last moment that your work will be accepted. The deadline for submitting work into the School Office is 4pm on the date specified in this handbook. Work submitted after 4pm will automatically be classed as late. The School Office closes as 4pm every day, so if you do need to hand work in late you must complete both the standard cover sheet and a late submission form. Copies of these documents can be found in containers on the School Office door. Once completed these forms should be attached to your work and put in the late work postbox, which is situated just outside the door of the School Office.

Work which is submitted after the deadline will be deemed as a late submission, unless the student can show 'good cause' ie medical or equivalent reasons for lateness. If you believe you have 'good cause' you should include with your work, when you hand it in late, a fully and carefully filled in Late Submission Form (obtainable from the School Office). Students are allowed to 'self-certify' illness for up to seven days. If you claim illness of longer than seven days you must provide a medical note.

If you anticipate well in advance that, because of illness or equivalent cause, you will not be able to meet a deadline, then you should consult the designated 'extension granter'. However this is not absolutely necessary and in some cases may
not even be possible, for example if you are ill the day before the deadline, or if your 'extension granter' is not available. If this happens, email your 'extension granter' as soon as you possibly can, to explain. To find out who your 'extension granter' is, refer to the subject specific section of your degree programme handbook.

Late submission without good cause or without the granting of an extension will lead to a maximum mark of 40% for the assessment in question. Non-submission of work will result in a mark of zero. This applies to all assessed work whether it constitutes all or part of the final mark. The period of late submission thereafter will be for a maximum of 7 days if no extension is granted after which the mark awarded for the piece of work will be zero.

Plagiarism and how to avoid it

Your work must be your own. Failure to indicate when you are quoting from or paraphrasing one of your sources of information and/or ideas constitutes plagiarism, which is cheating. Plagiarism represents one of the most serious misdemeanours that a student can commit and can result in dire consequences for your degree. You can avoid this by taking notes carefully and by planning and writing your submitted work carefully, as indicated above. By far the most common reason for unintentional plagiarism is due to confusion over how and when to acknowledge views expressed in secondary reading. While all such sources of information must be acknowledged, the way of doing so varies from one discipline to another. For this reason, it is important that you refer to the relevant section in the subject specific section of your degree programme handbook.

Assessment One (Deadline 20/11/09)

This is an essay: the word limit is 2000 words, and the titles are given below. Each of these titles covers a key topic from the course. Common sense will tell you what sections of the reading list above you need to look at first. Beyond saying that, I do not provide topic-specific reading lists for Stage 3 essays. I do this to help you develop as independent researchers, at a time when you are beginning to research your dissertation. The temptation, if you are given an essay reading list, is to work your way through it - but to read nothing else. I do not want to limit you in this way - a good Stage 3 essay is one that is able to see beyond and around the topic, setting it in the context of a module as a whole. I want to encourage you to identify and use relevant reading for yourselves: thinking 'outside the box' of the essay title itself. It is important that, having chosen your essay topic, you review all the topics we have covered, and think creatively about material to use in your essay. Of course
there are ‘essential’ texts for each topic, and you will easily identify these using the section headings in the reading list above. But don’t forget that the bibliographies of these key texts will also point you to additional relevant reading – and once you start doing that, you really are doing research!! If you are at all in doubt about the reading you select for an essay, then come and see me, or email me your proposed bibliography and I’ll comment on it.

1. Citing specific case studies, show what can be achieved by combining documentary and artefact research in the study of changing foodways in Britain after 1500. ‘Foodways’ refers not just to what was being eaten, but to the preparation serving, and presentation of food. You need to combine a general overview, citing important studies as you go, with a more detailed look at some key examples.

2. ‘Archaeologists make limited use of probate inventories, and do not appear to appreciate their potential as a source of information on early modern material culture.’ Discuss.
You need to compare/contrast the work done by historians and that undertaken by archaeologists. It is important to bring in archaeological examples from the USA here – Beaudry, M (ed.) (1988) Documentary Archaeology in the New World, (Cambridge: CUP), for example.

3. In what ways has the archaeology of the earliest English settlement(s) in the USA impacted on the study of the very first English colonies in Ireland? In looking at the USA, it is perfectly acceptable to focus entirely on the archaeology of Jamestown, if you wish to do so. The alternative would be to look at a wider range of colonies in the Americas.

4. In what ways has James’ Deetz In Small Things Forgotten impacted upon British post-medieval archaeology since 1977?
You should certainly look at the influence of the Georgian World View on the re-interpretation of the ‘Great Rebuilding’ here, but should also think about material culture studies beyond architecture. Matthew Johnson is essential for this topic.

5. What was the ‘improvement ethic’, and in what ways can archaeologists contribute to the study of agricultural or civic and urban improvement in the 18th century.
You should include some in-depth case studies here, and whilst Tarlow’s book is essential you need to read more widely too.

6. What roles can archaeologists play in studying changes in British funerary practice between c. 1800 and the end of the First World War?
The focus here should be on material culture (grave markers, grave furnishings and so on) rather than on skeletal analysis.

7. What have been the major changes and advances in the archaeology of 19th and 20th century urbanism in the last twenty years? Use specific examples – you can focus on Sheffield if you want to use a single case study, but this is up to you.

Assessment 2 (Deadline 08/01/10)

The hard and fast rules for writing your artefact biography are these:

- The word limit is 2000 words. But that does not include appendices, which can (if you want them to) contain your artefact descriptions, photos, interviews and so on. Think of the 2000 words as being the ‘write up’ of material that has been collected and presented in the appendices. Good practice for your dissertation, in fact. Aim to record a minimum of 5 and an absolute maximum of 10 artefacts, whichever topic you choose.
- You should try to include photographs of all the objects you describe. You won’t be penalised if you don’t own a camera – but do try to take pictures if you can.
- Whatever your topic, you must make use of background reading to locate your project in the context of current research themes and interests, to help you develop your methodology, and to help you reach informed conclusions. Choose your topic early, and do the reading before you go home for Christmas – I can’t stress this strongly enough.
- You should also, where possible, make use of the artefact reference guides listed below. For topic 2 in particular, ceramics and other family ‘heirlooms’ may have maker’s marks on the base, or may be otherwise identifiable. If you are doing topic 2, I strongly suggest a home visit well before the Christmas vacation to select your items: you can then come back and research them using our library facilities. Topic 3 also requires advance planning in order to locate people to interview.

The three topics are:

1. Our Christmas*: an artefact biography
2. Our mantleshelf or windowsill: an artefact biography
3. Memories of war: an artefact biography

*This project can easily be adapted to a study of the material culture relating to non-Christian religious festivals (for example Diwali).

1. Our Christmas: an artefact biography
‘Lifestyle’ magazines are fond of telling us to throw out all our old decorations, and create a new ‘look’ for our Christmas tree each year. But many people would be appalled at this idea, because those old baubles and cotton wool snowmen represent some of our most treasured moments and memories (my own Christmas tree is adorned with toilet roll angels made by my nine year old son, and my mum still has a toilet roll Santa on her tree, which I made at about the same age!). Many families also extract other items from the back of the wardrobe at Christmas – nativity sets, Advent candles and so on. Together, these Christmas artefacts tell a family history, and this project invites you to tell a Christmas history of your own family. At the same time, the material culture of Christmas points to some interesting paradoxes in modern society, and you are asked to think about these too. For example, many Christmas artefacts reflect Christian beliefs, and many who would not regard themselves as ‘religious’ display and buy these Christian symbols (from the star for their tree to their Advent calendar). Other Christmas artefacts reflect earlier pagan traditions (or ‘New Age’ re-workings of them), and still others – including currently fashionable ‘Victoriana’ – reflect a nostalgia for an (?imagined) past. What has Christmas come to mean in your own family, and is this meaning reflected in the material culture you have acquired over the years?

This project asks you to:

• Draw on the recommended reading to identify key issues/themes in current research in this area
• Make a record of your Christmas tree, taking photographs of the overall display and the key individual components you want to discuss. You can do the same for any other Christmas artefacts you have (nativity sets etc).
• Research the history of each chosen artefact: what is it? how and when was it acquired?
• Assess why each object has been ‘curated’ (looked after and displayed) by your family – a treasured memory? – a reflection of beliefs? – something new and fashionable?
• Come to some conclusions about a) the meaning of Christmas in your family, and the extent to which your Christmas artefacts reflect that meaning, b) whether the significance of Christmas has changed for your family during the twentieth and twenty first centuries, and whether your Christmas material culture has changed as a result; and c) what future generations would make of these artefacts, without the benefit of your recording work.
• Tie these conclusions back to your initial reading – in what ways do your own findings reflect – or contradict – current thinking in this field of study?

Essential background reading
In addition to the section on artefact biography, above, you need Miller, Daniel ed. (1993) Unwrapping Christmas, (Oxford: OUP) –Student Texts – which is absolutely essential for this
**topic.** I especially recommend the papers by Miller, Kuper, Carrier and Searle-Chatterjee. You should also look at as many of the following as possible:


2. **Our mantleshelf or windowsill: an artefact biography**

The mantleshelf of a fireplace, or a windowsill, are popular places for the display of family ‘treasures’. Prized objects (both old and new - heirlooms, photographs, souvenirs and so on) are set out on them, often in carefully arranged displays. Like Christmas trees, then, mantleshelves and windowsills chart a family history - the objects displayed on them are the sum of our most cherished memories. This project invites you to write the history of your family, as reflected by the principal 'showcase' for your family treasures (NB if this is a dresser, or other piece of furniture, rather than a mantleshelf or windowsill, you are welcome to write about that instead). As you do this, remember that, whatever your family showcase is, it is likely to be both a set of private memories and a consciously public display, aiming to give out a particular image of the household to outsiders (who look through your windows, or sit in your living room as visitors). What public image is your family showcase projecting, and how
far does it equate with private realities? Who in your family created and maintains your display? Do the objects within it mean different things to different family members?

This project asks you to:

• Draw on the recommended reading to identify key issues/themes in current research in this area
• Record the contents of your mantleshelf or windowsill, taking photographs of the overall display, and the key components you want to discuss.
• Research the history of each chosen artefact: what is it? how and when was it acquired?
• Assess why each object has been ‘curated’ (looked after and displayed) by your family – a treasured memory? – a status symbol? – something new and fashionable?
• Come to some conclusions about a) who in your household creates and maintains your showcase, and why; b) the 'private' and 'public' faces of your showcase – are they the same, or different?, and c) what future generations would make of these artefacts, without the benefit of your recording work.
• Tie these conclusions back to your initial reading – in what ways do your own findings reflect – or contradict – current thinking in this field of study?

Essential background reading

In addition to the section on artefact biography, above, you need:

Webster, J. (1990) 'Resisting traditions: ceramics, identity and consumer choice in the Outer Hebrides from 1800 to the present', International Journal of Historical Archaeology 3:1, 53-73

18th and 19th century artefact reference guides
The following reference guides will help you to identify marked ceramics, if you are lucky enough to come across any (don’t worry if you don’t – many objects will not have marks).

BE KIND TO EACH OTHER:

**PLEASE DON’T TAKE THESE BOOKS OUT OF THE LIBRARY**


Useful websites:
V&A museum period style guide: http://www.vam.ac.uk/collections/periods_styles/index.html
Beamish Collection Online: http://www.beamishcollections.com/
Ashmolean Potweb: http://potweb.ashmolean.org/PotScope-eu.html

3. Memories of war: an artefact biography
The twentieth century was a century of global, industrialised warfare, but there are now very few survivors from the Great War, and only those over sixty have memories of World War II. This project asks you to record material culture (and the
memories giving that material culture meaning) from the First and Second World Wars. This topic will suit anyone who has - or is prepared to make - good links with their local community. The task here is to identify men and women in your family, neighbourhood or village who have artefacts from the World Wars, and who would be prepared to tell you the stories behind these artefacts: an advert in your local paper or parish magazine would be one way to start here, but you will need to get organised and do this well in advance. The range of artefacts may be very wide - from 'trench art' to ration books - but each of these items will have a story behind it. You might also want to carry out some research on monuments in your vicinity (for example, War Memorials or wartime graves), in building up a picture of the impact of the World Wars on your community. Remember, though, that the memories you are recording may have been modified by the passage of time - in what ways have the intervening years affected memories of war?

Health warning: if you choose this topic, be very careful not to let your research focus exclusively on the 'war story' of your objects. You need to focus on the post-war period too. If you focus entirely on the war, you are not fulfilling the remit of an artefact biography.

This project asks you to:
• Draw on the recommended reading to identify key issues/themes in current research in this area.
• Interview individuals willing to talk to you about their wartime artefacts, and the memories they reflect. Take a photograph of their objects, and make a summary of your conversation.
• Where necessary, research the material culture involved - what can you find out about these or similar items?
• If you so choose, you can also look at war memorials and graves in your area - this is up to you. If you do this, cut down the number of other artefacts you look at.
• Come to some conclusions about a) the impact of war on your community; b) the influence of time on your interviewees' memories; and c) what future generations would make of these artefacts, without the benefit of your recording work.
• Tie these conclusions back to your initial reading - in what ways do your own findings reflect - or contradict - current thinking in this field of study?

Essential Background Reading
In addition to the sections on artefact biography and industrialised warfare, above, you need:

Bartlett, J and Ellis K. M. ‘Remembering the dead in Northop: First World War memorials in a Welsh Parish’ Journal of Contemporary History 34 (2) 231-242
Matériel Culture: The Archaeology of Twentieth Century Conflict, (London: Routledge), 132-142.


You may also need to use the websites below.

Key websites:

Imperial War Museum (family history pages - but explore the collection pages too)
http://www.iwm.org.uk/server/show/nav.6

Commonwealth War Graves Commission (essential – and searchable)
http://www.cwgc.org/

UK inventory of War Memorials
http://www.ukniwm.org.uk/

Lost Generation (Channel 4) searchable database or WW1 names
http://www.channel4.com/history/microsites/L/lostgeneration/index.html

War Letters (US-based Legacy Project on war correspondence)
http://www.warletters.com