ANTH 448W: CHESAPEAKE ARCHAEOLOGY

Course Syllabus – Fall 2008

Mondays and Wednesdays, 3:00-4:15 PM, Mary Mount Hall, Rm. 0108

Course Instructor: Matthew Palus
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Office Hours
Tues. and Thurs. 1:00-2:00 PM, or by appointment.

1104 Art-Sociology Building (ASY Building #146, Floor 1F at the front of the building)

THE COURSE

This course is designed to give students an overview of the archaeology of the Chesapeake Bay watershed. Through assigned work and independent reading, students will discover broad themes in the prehistoric and historic archaeological records for this region:

⇒ What is interesting about the Chesapeake as a region of study?

⇒ What stands out as important in the archaeological record and regional culture history? What are the key archaeological sites in the Chesapeake, the key publications?

⇒ What does the archaeological record say about the history of Native Americans, the colonization of the region by Europeans, and the meeting of these with African cultures?

⇒ How has archaeology approached slavery and its role in agriculture and industry, and what can be learned about the history of African Americans in the region who were free?

⇒ What are the contemporary institutions that define Chesapeake archaeology, and structure our relationship with the past?

The prerequisite for the course is ANTH 240 (Introduction to Archaeology) or its equivalent. The course will be run in seminar style, where students contribute extensively by researching topics of interest to them and presenting their findings in class. Reading, research skills, and classroom discussion will be strongly emphasized. If you have any
disabilities or other considerations and need accommodations, please discuss them with me immediately.

ASSIGNMENTS

Please read through the criteria for your course work carefully, as it will be evaluated according to what follows. Written work should be in American Antiquity format, and please use in-text citations rather than footnotes (check the back pages of the journal or view the .pdf at http://www.saa.org/publications/styleguide/jrnlstyl.html; If you use Endnote in your research, American Antiquity can be selected to format your bibliographies). All work should be double spaced, 12-point font, one-inch margins, spell-checked, grammatical, etc.

1. Annotated Bibliography

Due Date: 9/24/08

Each student will assemble an annotated bibliography on a topic of his or her choosing that is relevant to the archaeology of the Chesapeake Bay region. Your annotated bibliography must have an organizing topic or theme. The point is not to gather ten references; it is to gather ten references that go together. See midterm and term paper assignments below for sample themes. Include the topic as the title for your bibliography.

Your bibliography should have at least ten (10) references, and each reference should be accompanied by a paragraph that describes the content and importance of the work you are referencing. Consider the following questions for your annotations:

   a. What research questions were the authors addressing in this publication?

   b. What data was applied to the research question, and where did the data come from? If excavation data was used, what kinds of site(s) were excavated, and roughly where are they located?

   c. What discoveries did the author(s) make? How do you evaluate the discoveries or conclusions, especially regarding how they are supported by the data that is presented?

   d. What other positions did the author(s) take; what paradigms are they working within, and how does this piece relate to the other items in your bibliography?

All references should be peer-reviewed work, including books, book chapters, journal articles, and so forth. Book reviews are also acceptable if they are substantive reviews or review essays. A list of peer-review journals held in McKeldin Library and their call numbers is included with the syllabus, however you can select articles from other sources.
You are welcome to read more than ten items, but please annotate every entry in your bibliography.

The purpose of this assignment is to allow you to start identifying topics of interest, and to broaden your familiarity with the regional archaeological literature. You can use this assignment to do research for the midterm and final papers, or just to read something different. If you feel like there is something missing from the assigned readings, this is your first of several chances to read what you want to read.

This assignment will be evaluated according to its completeness, the relevance of the topic to Chesapeake archaeology, the cohesion of the selected readings, and the apparent effort that they represent. To get a good score, assemble a bibliography of substantive research, theory and position papers that give good coverage to an issue.

Take note! Submitted bibliographies will be pooled to create a course bibliography, which will be made available to the entire class. Everyone participating in the course may draw from the course bibliography for term papers due later in the semester. However, students are expected to read for themselves rather than relying upon another student’s annotation – annotations are not to be quoted or plagiarized in research papers!

2. Midterm Paper

Due Date: 11/5/08

Students will research and write a short paper on one of the following topics. Midterm papers should be supported with around ten references. Write at least 2000-2500 words (8-10 double-spaced pages) exclusive of the bibliography.

Option A: Chesapeake Material Culture

Many archaeologists specialize in analyzing certain types of material culture evidence. They know how to turn artifact assemblages, such as chipped stone, pottery, or animal bones, into analytical data. For this assignment you will research the history, analysis, and interpretation of one kind of material culture that is found in the Chesapeake. What kinds of artifacts do archaeologists find in this region? With this option you will select just one type of material culture to write about.

You must answer the following questions in your paper:

a. What type of material culture are you researching?

b. What are its contextual associations? Where in the Chesapeake is it found? Where is it found on archaeological sites?
c. What period of time is this material culture associated with? What people produced it?

d. What analytical measures do archaeologists typically apply to this material? How exactly is it analyzed, and what kinds of things can be learned from it?

In addition to addressing these questions, you should also include one or two case studies in your paper that show how archaeologists use your selected material to learn about culture and advance archaeological or anthropological theory.

Be specific in your selection of a topic for this paper. You can’t do “pottery” in 10 pages, but you can do pottery from a specific time period, region, or culture. This sort of research is the meat-and-potatoes of historical archaeology, and examples can be found in the journal *Historical Archaeology*, and also the *Journal of Material Culture Studies*.

**Option B: Adopt an Archaeologist**

Read a number of articles authored by a single archaeologist who works in the Chesapeake, in order to get a sense for their intellectual development as well as how the field has changed over the course of their career. You can pick this individual from the course syllabus, from the pages of *Maryland Archaeology* or another journal. If you pick someone we are going to read anyway, you’ll save yourself a little work, but why not pick someone who is researching a topic that you find interesting?

Read everything you can find published in books or peer review journals authored or co-authored by the individual. Don’t read more than ten works if the author has published a lot. Books published by the individual count as one item (skim them), but you shouldn’t read volumes edited by individuals, just read the introduction and the conclusion that they authored themselves.

You should write a short paper that summarizes what you read, and answers the following questions.

a. What is this archaeologist trying to prove about the past? What are they trying to demonstrate to other archaeologists?

b. What sites has this archaeologist excavated, and what is their home institution? Who have they collaborated with?

c. What positions have they taken in regards to methodology, interpretation, or the intellectual or political content of their work? Who have they criticized or disagreed with, and why?

Your paper should present a summary of their work, but you should also read their work critically and show that you understand its worth as well as its failings. Obviously you
should include a bibliography with the works that you read as well as the works of others that you mention in the paper.

If your archaeologist is still alive, consider contacting them. Students in the past have had very productive telephone interviews with local archaeologists, and this can make a huge difference in your understanding of their published positions. Start with an email to introduce yourself, and read their stuff before you try to talk to them about it!

Take note! Students will be expected to briefly present midterm research to the class, beginning on the day that the midterm is due. Presentations should be brief, around five minutes each, and can make use of hand-outs, props, or powerpoint. But keep it brief! Don’t throw the schedule!

3. Term Paper

Due Date: 12/17/08

Complete a research paper relevant to Chesapeake archaeology, on any topic of your choosing. Term papers should be around 12-15 pages (3000-3750 words) in length, and should be well-referenced.

Topics should be narrow enough so you can address them thoroughly in a short paper. The subject from any one class meeting will probably be too broad to write your term paper about, but you could write an excellent research paper by starting with a topic from the syllabus and narrowing your focus.

Term papers can address a component of the archaeological record that is distinct to one region, some analytical method that has been applied in the Chesapeake, or one archaeological site or several related ones that have been extensively investigated. You should select a topic as soon as possible so there is time to gather the necessary references or change topics if you are for some reason forced to; we will start talking about this in class in early November. Ask me questions at any time if you get hung up, or if you want feedback on a topic that you are thinking of.

Each student will make a brief presentation of their term research to the class, during the last several meetings of the semester. Presentations should be no longer than 10 minutes, and can make use of hand-outs, props, or powerpoint.

ACADEMIC INTEGRITY

Please review the University’s policy on academic integrity, found in the student handbook. The Code of Academic Integrity is also available on the web at:

http://www.inform.umd.edu/ugradcat/appendix/academic_integrity.html
I have no expectation of encountering plagiarism in this class. Sometimes, however, people unintentionally plagiarize because they do not know what actually constitutes plagiarism. To avoid the appearance of plagiarism in written work, it is important to reference the sources of your ideas so as to keep the difference between others’ ideas or arguments and the ideas or arguments that are uniquely yours. **One reference per paragraph is suggested as a minimum.** You cannot reference too many sources, although you are expected to be creative and generate some of your own ideas in your papers.

**GRADING CRITERIA**

The syllabus includes deadlines for all assignments and other due dates: it is your responsibility to know when assignments are due and when to prepare for presentations. There will be no extra-credit assignments. During this course you will be evaluated according to the following schedule:

- Participation and Attendance 20%
- Annotated Bibliography 15%
- Midterm Paper 25%
- Term Paper 30%
- Presentations (2) 10%

Your participation grade will be affected by your preparation to discuss the readings and other people’s projects. *Unexcused* absences will also impact this portion of your grade. Tardiness or leaving class early will also be noted.

Graduate students enrolled in ANTH 646 will also have some additional assignments to complete. These will be discussed on the first class meeting. In general, graduate students will be expected to come to class well prepared to maintain lively discussion (though not necessarily to dominate discussion).

If you are running late with any assignments, you are responsible to contact me as soon as possible in class, during office hours, or via email. If you cannot complete an assignment on time, please contact me. You cannot completely miss any assignment and expect to do well. Work turned in late will be penalized significantly unless you talk to me beforehand (catching me on my way into class does not constitute talking to me beforehand). **All work must be completed by December 17 to receive credit.**

**Archaeology Journal List**

The following peer-review journals are available at UMCP, either at McKeldin Library or in the Maryland Room at Hornbake Library. If you need an article from a journal that is not available on our campus, submit a request to Interlibrary Loan and they will have the article scanned for you within about a week (submit requests electronically here: 5/25/2010
Be careful with popular magazines like *Archaeology*, *American Archaeology* or *National Geographic*. These glossy attractive publications are written for a popular audience. Read scientific publications with data, do not read science journalism until you have plenty of other references on your topic.

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<td>“ ” CC1. A7</td>
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<td><em>Antiquity</em> (international, mostly European)</td>
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<td>“ ” E77.8 A7</td>
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<td><em>Archaeology of Eastern North America</em></td>
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<td>“ ” GN1. C8</td>
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<td><em>Current Anthropology</em> (publishes four fields)</td>
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<td>“ ” E51.C5</td>
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<td><em>The Chesopiean</em> (sketchy, zine-like journal)</td>
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<td>“ ” E11. S625</td>
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<td><em>Historical Archaeology</em> (national)</td>
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<td>“ ” CC77. H5 I58</td>
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<td><em>International Journal of Historical Archaeology</em></td>
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<td>“ ” CC79. E85 J68</td>
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<td><em>Journal of Anthropological Archaeology</em></td>
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<td>“ ” CC75. A332</td>
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<td><em>Journal of Archaeological Method and Theory</em></td>
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<td>“ ” CC1. J67</td>
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<td><em>Journal of Archaeological Research</em></td>
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<td><em>Journal of Archaeological Science</em></td>
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<td>“ ” CC1. J69</td>
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<td><em>Journal of Field Archaeology</em></td>
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<td>“ ” E78.M65J68</td>
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<td><em>Journal of Middle Atlantic Archaeology</em></td>
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<td>Maryland Room, Hornbake Library</td>
<td>E78:M3 M37</td>
<td><em>Maryland Archeology: Journal of the Archeological Society of Maryland</em></td>
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<tr>
<td>McKeldin Periodical Stacks</td>
<td>CC1. W6</td>
<td><em>World Archaeology</em> (highly international)</td>
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**On web resources**: you can cite material from the web in your research, but web resources should not be your major sources, and they are not exempt from the rules of plagiarism. Cite web pages by giving the author and title of the page, the web address, and the date you visited the site. Use the “last updated” date for the date of publication, or say n.d. (no date). Note that web pages are never really peer reviewed, and do not satisfy the requirements for your annotated bibliography. Consider them secondary sources only.
SCHEDULE FOR THE COURSE

Week 1
9/3/08 Introduction to the course; review syllabus and assignments.

Week 2 The Chesapeake Bay as a region of study
9/8/08 Overview and history of archaeology in the Chesapeake region


9/10/08 The landscape of archaeology in Maryland


Week 3 The contemporary Native-American Chesapeake
9/15/08 NAGPRA and the state of repatriation in Maryland and Virginia


9/17/08 New relationships between archaeologists and Native Americans


Week 4 Paleoindians in the Chesapeake
9/22/08 Paleoindian period archaeology


9/24/08 No class meeting. *Annotated Bibliography due today.*

Week 5 Archaic Period and Early Woodland Periods
9/29/08 Archaic Period developments

10/1/08 The Late Archaic and Early Woodland Periods


**Week 6** The later Woodland Period

10/6/08 The Middle and Late Woodland Periods


10/8/08 Indigenous political organization and conflict in the Late Woodland Period


**Week 7** Culture contact, the Chesapeake, and the Atlantic World

10/13/08 Contact Period and colonization


10/15/08 Re-centering on Africa and the African Diaspora


**Week 8** Historical Archaeology at Flowerdew Hundred Plantation

10/20/08 Introduction and overview of the archaeology of Flowerdew Hundred


10/22/08 No Class.

**Week 9**

10/27/08 Landscape, material culture, and enslavement at Flowerdew Hundred
Readings: Deetz, *Flowerdew Hundred*, Chapters 4-6, pp. 78-174

10/29/08  The Georgian worldview


**Week 10**

11/3/08  Chesapeake plantations


11/5/08  Student presentations of midterm research.

Readings: None

*Midterm paper due today.*

**Week 11**

11/10/08  Student presentations of midterm research.

Readings: None

11/12/08  Student presentations of midterm research

Readings: None

**Week 12**

11/17/08  Local archaeologies of race and identity.


11/19/08  The economic importance of the Bay for the English colonies

Guest Speaker: Susan Langley, State Underwater Archaeologist, MHT

Readings: Middleton, *Tobacco Coast*, Chapter 4 (The Tobacco Trade), Chapter 5 (British and American Trade), Chapter 6 (American and South-European Trade), and Chapter 13 (Conclusion).
**Week 13**

11/24/08  Underwater archaeology in the Bay


11/26/08  Civil War Sites Archaeology: Monocacy National Battlefield, *L’Hermitage* and the Best Farm

Readings: TBA

***Thanksgiving Holiday: 11/27 to 11/28***

**Week 14**

12/1/08  Student presentations

Readings: None.

12/3/08  Student presentations.

Readings: None.

**Week 15**

12/8/08  Student presentations.

Readings: None.

12/10/08  Student presentations.

Readings: None.

*Term papers due Wednesday, December 17.*

*No assignments will be accepted after this date.*
REQUIRED TEXTS

The following texts can be purchased at the book store in Stamp Student Union, and are also available from McKeldin Reserves:

Deetz, James

Potter, Stephen R.

ADDITIONAL READINGS AT MCKELDIN RESERVES

Anderson, David G.

Bell, Alison

Blanton, Dennis B.

Broadwater, John D.

Dent, Richard J., Jr.

Epperson, Terrence W.

Ford, Ben

Galke, Laura J.

Gallivan, Martin D.

Gallivan, Martin D., and Danielle Moretti-Langholtz

Glassie, Henry

Gremillion, Kristen J.

Grumet, Robert S.

Hantman, Jeffrey L.

2004 Monacan Meditation: Regional and Individual Archaeologies in the Contemporary Politics of Indian Heritage. In Places in Mind: Public

Hughes, Richard B., and Dixie L. Henry

King, Julia A.

Leone, Mark P.

Leone, Mark P., and Silas D. Hurry

Leone, Mark P., and Parker B. Potter, Jr.

Little, Barbara J.

Lucas, Michael T.

Matory, J. Lorand
McKee, Larry  

Middleton, Arthur Pierce  

Mouer, L. Daniel  

Mullins, Paul R.  

Rice, James D.  

Sayers, Daniel O.  

Shackel, Paul A., and Barbara J. Little  

Silliman, Stephen W.  

Stewart, Michael  

Webster, Jane  