

HISTORICAL ARCHAEOLOGY

HS 506:50

Dr. Richard Veit

Fall 2006

Class Meets: Wednesdays 7:25-10:05

Howard Hall 522

Credits 3

Office Hours: (Howard Hall C20) Office hours are Mondays 2:30-3:45, Wednesdays 1:00-2:15 and Thursdays 2:30-3:45. Other hours can be arranged by appointment.

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Home 908-822-8747 Please do not call before 8:00 AM or after 10:00 PM or you will face the wrath of Mrs. Veit. Also, please identify yourself more fully than "a student" when calling the home number.

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Course objectives: This class provides an introduction to historical archaeology, the archaeology of the modern world. It focuses on archaeological sites in North America. Students will be introduced to the various written and material sources which historical archaeologists use to interpret the recent past.

Required Textbooks:

Deagan, Kathleen and Jose Maria Cruxent

2002 *Columbus's Outpost among the Tainos: Spain and America at La Isabela, 1493-1498.* Yale University Press, New Haven, Connecticut.

Deetz, James

1977 *In Small Things Forgotten.* Doubleday, New York. (Later editions are fine too).

Dixon, Kelly J.

2005 *Boomtown Saloons: Archaeology and History in Virginia City.* University of Nevada Press, Reno and Las Vegas.

Fox, Richard Allan, Jr.

1993 *Archaeology, History, and Custer's Last Battle.* University of Oklahoma, Norman.

Gordon, Robert B., and Patrick M. Malone

1994 *The Texture of Industry: An Archaeological View of the Industrialization of North America*. Oxford University Press, New York.

Hunter Research Inc.

2005 *History Traced by Route 29 (Ancient Ways: Native Americans in South Trenton, 10,000 B.C. to A. D. 1700; Fish and Ships: Lambertton, the Port of Trenton; A Tale of Two Houses: The Lambert/Douglas House and the Rosey Hill Mansion, 1700-1850; Power to the City: The Trenton Water Power; Rolling Rails by the River: Iron and Steel Fabrication in South Trenton; Quakers, Warriors, and Capitalists: Riverview Cemetery and Trenton's Dead)*. New Jersey Department of Transportation and the Federal Highway Administration, Trenton, NJ.

Noël Hume, Ivor

1991 *Martin's Hundred*. University of Virginia Press, Charlottesville, VA.

Singelton, Theresa

1999 *I Too Am America: Archaeological Studies of African-American Life*. University of Virginia Press.

Veit, Richard

2002 *Digging New Jersey's Past: Historical Archaeology in the Garden State*. Rutgers University Press, New Brunswick.

Other readings will be assigned to expand on particular topics. These readings will be placed on reserve in the Guggenheim Library or provided in class.

Course Goals:

Students will be introduced to the field of historical archaeology. Definitions of historical archaeology will be examined. The history of the field and its major successes will be discussed. Varieties of archaeological sites will be discussed. Major themes in American historical archaeology: the archaeology of exploration and settlement, the archaeology of African-American life, the archaeology of rural life, industrial archaeology, the archaeology of war, the archaeology of westward expansion, and regional aspects of historical archaeology will all be discussed. Students will also be introduced to the major sources of information used by historical archaeologists and the analysis of historical artifacts. The field of cultural resource management will also be discussed.

Learning Objectives:

- Students will learn what historical archaeology is
- Students will learn the history of historical archaeology
- Students will learn about the types of sites investigated by archaeologists and the methods and theories they employ
- Students will learn about the archaeology of exploration, colonization, warfare, industrialization through selected readings
- Students will learn to identify historic artifacts

- Students will learn about local examples of historical archaeology
- Students will learn about cultural resource management
- Students will learn how to critically assess data about the past

Description: The class will consist of lectures and discussions. Slides and PowerPoint presentations will be used to illustrate the lectures. You will be required to do at least one in-class presentation.

There may be opportunities to participate in an archaeological dig over the course of the semester.

E-Campus: The course syllabus, select PowerPoints, and your grades will all be posted on E-Campus.

Phone Policy: Cell phones shall be turned off in class. Phones which ring, sing, serenade, and speak all disrupt class. Turn your phone off or to silent mode when you come to class. A phone ringing is the same, for grading purposes, as being absent.

Attendance: Regular attendance is essential to do well in this class. Two or more missed classes or a pattern of tardiness will result in your overall grade being lowered by one letter grade.

General Notes:

You are expected to come to class with a question on the readings.

Students bringing in newspaper articles dealing with historical archaeology (1492+) will receive credit.

Students with disabilities who need special accommodations for this class are encouraged to meet with me, or the appropriate disability service provider, on campus as soon as possible. In order to receive accommodations, students must be registered with the appropriate disability service provider on campus as set forth in the student handbook and must follow the University procedure for self-disclosure, which is stated in the University *Guide to Services and Accommodations for Students with Disabilities*. Students will not be afforded any special accommodations for academic work completed prior to disclosure of the disability and, at the discretion of the University, prior to the completion of the documentation process with the appropriate disability service office.

All students are expected to abide by the University's policy on Academic Honesty (contained in the Student Handbook). Please do not cheat. Students caught cheating on assignments will fail those assignments. If you fail an assignment you are likely to fail the course.

This syllabus is a living document. It is subject to change.

Grading/Requirements:

- (10%) Classroom Participation, including in-class presentations and response papers
- (30%) Three Reaction Papers

(30%) Midterm Exam
 (30%) Final Exam or Research Paper

September 6: What is historical archaeology? Defining the field and reviewing its history (Readings—articles/chapters by Cotter, Linebaugh, and DeCunzo).

September 13: Jamestown, and other English colonial adventures (Reading assignment: Noël Hume—all).

September 20: An Anthropological View of Early American Life (Reading assignment: Deetz—all)

September 27: The rediscovery of the New World (Reading assignment: Deagan and Cruxent—all).

October 4: Artifacts and the American past: an introduction to historic artifact analysis. Handouts will be provided. (Suggested reading assignment: Ivor Noël Hume, *A Guide to the Artifacts of Colonial America* 1969, reprinted University of Pennsylvania Press).

October 11: Documentary Sources Employed by Historical Archaeologists (Handouts provided week of October 4)

October 18: Midterm Exam

October 25: Early American Burial Grounds (Readings, Veit handout) Class meets at Long Branch Historical Society)

November 1: The Archaeology of African-American Life (Reading assignment: Singleton--all).

November 8: The Archaeology of Westward Expansion (Reading assignment: Dixon—all).

November 15: The historical archaeology of warfare (Reading assignment: Fox—all, other readings will be assigned). Possible Guest Lecturer

November 22: Industrial Archaeology (Gordon and Malone—all)

November 29-December 6: Historical Archaeology in the Garden State (Reading assignment: Veit—all, Hunter pamphlets-all)

December 13: Presentations

December ? : Final Exam

REACTION/RESPONSE PAPER

The reaction paper is a combination book review/personal commentary on one of the major reading assignments. It should be written in standard academic format, typed, double spaced, with regular margins, and a clear introduction, body, and conclusions. The length should be between two and five pages. You should use footnotes. You may refer to other sources that you find relevant but must cite these other sources appropriately. After briefly summarizing the reading discuss its strengths, weaknesses, what the author's goal or goals are and whether his or her argument is convincing. JSTOR is a useful source for finding out how other readers have assessed an author's work.

ADDITIONAL READINGS

Week 1:

Cotter, John

1994 Beginnings. In *Pioneers in Historical Archaeology: Breaking New Ground*, edited by Stanley South, pp. 15-26. Plenum Press, New York.

De Cunzo, Lu Ann

1996 Introduction: People, Material Culture, Context, and Culture in Historical Archaeology. In *Historical Archaeology and the Study of American Culture*, edited by Lu Ann De Cunzo and Bernard L. Herman, pp. 1-19. University of Tennessee Press, Knoxville, Tennessee.

Linebaugh, Donald W.

2005 *The Man Who Found Thoreau: Roland W. Robbins and the Rise of Historical Archaeology in America* (Introduction and Chapter 1). University of New Hampshire Press, Hanover and London.