

HISTORICAL ARCHAEOLOGY
AN/HS 506:50
Dr. Richard Veit
Spring 2020
Class Meets: Tuesday 6:05-9:00
Howard Hall 109
Credits 3
Office Hours: (Plangere Hall 121)
Mondays and Thursdays 1:00-2:15 or by appointment.

Telephone:

Office: 732-263-5699

Cell: 908-251-3524 (for emergency use)

E-Mail: rveit@monmouth.edu

Course Summary

This class provides an introduction to historical archaeology, the archaeology of the modern world. Although historical archaeology is a worldwide endeavor, this course 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.

Course Goals

This course will provide:

- A survey and overview of the methods and theories employed by historical archaeologists.
- An understanding of the historical development of the field of historical archaeology
- An understanding of field and laboratory techniques employed by historical archaeologists
- An understanding of the sources: documents, artifact, oral histories, etc., which historical archaeologists employ
- A knowledge of the major sites studied by historical archaeologists
- An opportunity to participate in archaeological fieldwork

Course Objectives

Students will be able to:

- Define historical archaeology
- Identify the major stages in the evolution of historical archaeology
- Identify a selection of the famous historical archaeological sites
- Organize historic artifacts using common typologies
- Analyze and understand an archaeological site report

- Develop skills working as members of a team
- Develop writing skills
- Develop library research skills

Required Textbooks:

Deetz, James

1998 *In Small Things Forgotten*. Doubleday, New York. (Later editions are fine too).

Ferguson, Leland

2004 *Uncommon Ground: Archaeology and Early African America, 1650-1800*.
Smithsonian Institution Press, Washington, D.C.

Fox, Richard

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

Kelso, William

2008 *Jamestown, the Buried Truth*. University Press of Virginia. Charlottesville.

Lanier, Gabrielle M., and Bernard L. Herman

1997 *Everyday Architecture of the Mid-Atlantic, Looking at Buildings and Landscapes*.
Johns Hopkins University Press, Baltimore and London.

Noël Hume, Ivor

2001 *A Guide to the Artifacts of Colonial America*. University of Pennsylvania Press,
Philadelphia.

Praetzellis, Adrian

2014 *Archaeological Theory in a Nutshell*. Left Coast Press, Routledge, New York.

Baugher, Sherene and Richard Veit

2016 *The Archaeology of American Cemeteries and Gravemarkers*. University of Florida
Press, Pensacola.

Yamin, Rebecca

2008 *Digging in the City of Brotherly Love: Stories from Philadelphia Archaeology*. University
of Pennsylvania Press, Philadelphia.

Other articles and book chapters will be assigned to expand on particular topics. These readings will be uploaded to e-campus.

Articles:

Cotter, John L.

1994 Beginnings In *Pioneers in Historical Archaeology: Breaking New Ground*, edited by Stanley South, pp. 15-25. Plenum Press, New York and London. (Available on E-Campus)

Deagan, Kathleen

1996 Avenues of Inquiry in Historical Archaeology. In *Images of the Recent Past: Readings in Historical Archaeology*, edited by Charles Orser, pp.16-41. Altamira Press, Walnut Creek, California. (Available on E-Campus)

Leone, Mark

1977 The New Mormon Temple in Washington, D.C. In *Historical Archaeology and the Importance of Material Things*, edited by Leland Ferguson PP. 43-61. Special Publication Series No. 2, The Society for Historical Archaeology, Lanham, MD. (Available on E-Campus)

Miller, George L.

1980 Classification and Scaling of 19th Century Ceramics. *Historical Archaeology* 14:1-40. (Available on E-Campus)

2002 Telling Time for Archaeologists. *Northeast Historical Archaeology* 29:1-22. (Available on E-Campus)

Schuyler, Robert L.

1972 Historical and Historic Sites Archaeology as Anthropology. Basic Definitions and Relationships. In *Contemporary Archaeology, A Guide to Theory and Contributions* edited by Mark P. Leone, PP 118-121. Southern Illinois University Press, Carbondale. (Available on E-Campus)

South, Stanley

1978 Pattern Recognition in Historical Archaeology. *American Antiquity* 43(2):223-230. (Available on E-Campus)

Veit, Richard F., and Michael J. Gall

2009 Patriots, Tories, Inebriates, and Hussies: Historical Archaeology of the Abraham Staats House as a Case Study in Microhistory. *Northeast Historical Archaeology* 38:49-69.

Wilkie, Laurie A.

2005 Inessential archaeologies: Problems of exclusion in Americanist archaeological thought. *World Archaeology* 37, no. 3 (2005): 337-351.

Attendance:

Regular attendance is essential to do well in this class. Repeated missed classes or tardiness will result in your overall grade being lowered by one letter grade.

General Notes:

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 document is subject to change without recourse.

Description: This is a seminar format class. It will consist of lectures and discussions. Slides, artifacts, field trips, and guest lectures will be used to illustrate the concepts discussed.

E-Campus: The syllabus, class PowerPoints and announcements regarding fieldwork will all be posted on e-campus. You are responsible for knowing this material.

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. Avoid the temptation to text message during class.

Classroom Behavior: Please follow the golden rule. Treat others as you would have them treat you. Be polite.

Group Projects:

The class will be divided into four teams, each of which will lead a project that will lead to a presentation/publication worthy product. These will include analyzing artifacts from Lord Stirling's Palatial Estate—The Buildings—in Basking Ridge, creating a database of free and enslaved African Americans in colonial Monmouth County, and documenting the Baptist plot in Mount Moriah Cemetery, Philadelphia, and mapping a series of Revolutionary War camps in Piscataway, New Jersey.

Going Places:

We have three trips planned for this spring: the Parker Farm in Little Silver, a significant historic farm complex currently under restoration, the New York City Archaeological

Repository, and Mount Moriah Cemetery in Philadelphia. For the Parker Farm visit you will need a flashlight, notebook, and handouts. We will also have two weekend dig dates.

Grading/Requirements:

(10%) Classroom Participation/Attendance (Includes serving twice as discussion leader for readings-1-page summary)

(10%) Cemeteries Exercise

(10%) Buildings Exercise

(40%) Four Book Reviews (Deetz, Kelso, Ferguson, Fox, or Yamin)

(30%) Final Project (Documents, Artifacts, Cemetery, Fieldwork)

Attendance:

That you will attend the class, participate in it, and be on time is assumed. An unexcused absence will result in the subtraction of five points from your overall grade for the course. An unexcused tardiness will result in a subtraction of two points from your overall grade for the course.

January 21: Defining historical archaeology and material culture studies (Readings—Cotter, Deagan, Schuyler, Wilkie). Also, discuss relevant journals and other research sources.

January 28: In Small Things Forgotten (Readings, Deetz, All)

February 4: First Settlements, (Readings, Kelso and Noël Hume article)

February 11: Archaeological Theory, (Praetzellis, Chapters 1-7)

February 18: Archaeological Theory, Part 2, (Praetzellis, Chapters 8-15)

February 25: Cemeteries and Monuments as Artifacts, Baugher, (Reading, Sherene and Richard Veit 2016 *The Archaeology of American Cemeteries and Gravemarkers*).

March 3: Buildings and landscapes, the built environment (Reading assignment: Herman and Lanier *Everyday Architecture in the Mid-Atlantic*. Article by Mark Leone).

March 10: Artifacts and the American past: an introduction to historic artifact analysis. (Reading assignment Ivor Noël Hume, *A Guide to the Artifacts of Colonial America* 1991; Stanley South chapter and George Miller articles; CNEHA posters).

March 17: Spring Break

March 24: Visit Parker Farm, Little Silver

March 31: The archaeology of African-American life (Reading assignment: Ferguson--all).

April 7: The historical archaeology of conflict (Reading assignment: Douglas D. Scott, Archaeological Insights into the Battle of the Little Big Horn

April 14: Urban Archaeology and Archaeologists as Storytellers (Yamin—all, Veit and Gall)

April 21: Group Projects Due/Presentation

April 27: Group Projects Due/Presentation

REVIEW PAPERS

The review 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 three 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