

Benchmark Portfolio
ANTH 498/898: Introduction to Historical Archaeology

Paul A. Demers

Assistant Professor
Department of Anthropology and Geography
University of Nebraska-Lincoln

818 Oldfather Hall, P.O. Box 880368
Lincoln, NE 68588-0368
Telephone: (402) 472-8872 Fax: (402) 472-9642
E-mail: pdemers2@unl.edu

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OBJECTIVES

In this portfolio, I would like to document the various kinds of information, understanding, and experience students obtain in this course. It can also assist me in documenting and reflecting on my own teaching methods and course content. It could also be used to evaluate promotion and tenure, or perhaps as a supporting document for award candidacy.

As an historical archaeologist, this course represents an introduction to my academic specialty. I would like students to gain a clear appreciation of the topic, and stimulate interest in this research area. As a 498/898 course, I need to make the course accessible to undergraduates, but also provide a challenging course to graduate students. I would like to have a broad overview of the course with all components represented. This organization will allow me and others to examine the course as a whole to determine its effectiveness.

COURSE DESCRIPTION

See course syllabus

Historical archaeology is broadly defined as the study of people and cultures that existed during the period of recorded history, emphasizing both material remains and written evidence. It is a relatively recent concentration within archaeology, fusing the theoretical and methodological approaches of anthropology, archaeology, and history. In this sense, its interdisciplinary nature facilitates a more complete understanding of both local historical events and broader social processes of the past. This course will present and evaluate theoretical constructs and discuss a variety of interdisciplinary methods designed to address a variety of social conditions in recent past.

TEACHING METHODS/COURSE MATERIALS/COURSE ACTIVITIES

As course goals, students should leave the course with the following skills:

- Recognize, evaluate, and compare a variety of theoretical approaches for explaining social processes in the past.
- Understand how the material remains are used to address larger social questions/problems.
- Appreciate the complexity and dynamics of past social interaction.
- Develop a broader and more inclusive approach incorporating traditionally disenfranchised voices into the discourse.
- Consider the nature of short and long term change and its consequences on groups.
- Familiarize students with the initial steps in planning and conducting historical archaeological research.

- Retain the above skills for further academic study and/or professional employment

These goals are structured in the course through several methods including:

- Seminar discussions evaluating theories on the study of the past, assessing the strengths, weaknesses, and applicability of these approaches.
- Examining the professional structures, including their products such as journals, that have guided or fostered archaeological thought and set standards and guidelines for research.
- Critiquing case studies as applied examples of the archaeological process. Students evaluate the nature of the evidence and interpretations presented in the articles.
- Deconstructing the agenda, roles, and strategies utilized by various groups to control and alter various social statuses. These apply to both the historical past and modern intellectual and political climates.
- Lab and field exercises that demonstrate concepts discussed in the classroom, and give students practical experience in research design, field implementation, and subsequent interpretation.

The course structure, evaluation, and routine are specifically designed to facilitate the achievement of the above goals. The evaluation scheme reflects both the theoretical and applied nature of the goals outlined above. There are four areas in which the student will be evaluated.

- **Class Participation** represents 40% of the course grade. Students are expected to complete assigned readings and be prepared to discuss them each class period. A participation grade will be assessed for students after each class. Participation is based on both preparation and commitment, and is crucial for the exchange of ideas and perspectives in any academic or professional context.
- The **Annotated Bibliography** represents 25% of the course grade. Each student will prepare an annotated bibliography of works on a major theme in historical archaeology. This work will include the intellectual development of the topic, major theoretical positions and debates. This level of understanding is the foundation for planning research and identifying how questions have been studied previously.
- A **Class Presentation** on this bibliography will account for 10% of the course grade. Students will select readings for the class and prepare a presentation on their findings. This will take place near the end of the term. In any career sector (government, private, academia) giving oral presentations is an important way to disseminate information. The presentation provides students with a friendly environment in which to hone these skills.
- A **Field Exercise** will be conducted in the spring and comprises 25% of the total grade. Student groups will assess the potential for archaeological testing in area southeast of the

Beadle Center. As is the case in many professional situations, we will have only a short time to identify potentially sensitive areas based on an initial walk-over of the site. Students will generate a series of field notes and recommendations based on their observations. Further instructions and information will be provided prior to the exercise. These assessments form a major portion of the initial reconnaissance for archaeological field projects, and archaeologists must be able to quickly and accurately determine research potential.

THE COURSE AND THE BROADER CURRICULUM

The 498 portion of the course is open to majors and non-majors beyond the freshman year. While there is no formal prerequisite, I prefer that students had some previous exposure to archaeology and history through their course work, building on courses such as Introduction to Anthropology (ANTH 110) and Introduction to Archaeology (ANTH 232), Archaeological Method and Theory (ANTH 432/832), North American Archaeology (ANTH 433/833), and Introduction to Plains Archaeology (ANTH 434/834), and the Archaeology Field School. The 898 option is open to graduate students only, and is designed for those who have not had significant exposure to historic sites archaeology. This course is an excellent foundation for more advanced courses in historical archaeology such as ANTH 482/882 (Research Methods) ANTH 487E (Historic Material Culture), and ANTH 935 (Special Topics-Historical Archaeology).

The course also shares several of the larger departmental and College of Arts and Sciences goals. It integrates formal course work with experience in research and creative activity. The course also advances knowledge through research and creative activity that are national and international in stature. In this course students form a range of knowledge and a broad intellectual experience for critical and imaginative thinking. Advances in technologies such as information science have made us increasingly more aware of the human condition worldwide. Such increased contact and awareness has far reaching implications, including a desire for a deeper appreciation of diversity and its roots. Historical archaeology helps us to reconstruct and understand the patterns of development and interaction that have helped to shape the economic and social patterns we see today. Such bases enable them to evaluate the deeper impact of issues such as race, class, and gender in their local, national and global articulations. The course also provides students the practical knowledge of historical archaeology needed for subsequent academic programs or to obtain employment in archaeology.

ANALYSIS OF STUDENT LEARNING

Each graded component of the course was designed to enhance students' knowledge bases, applied professional skills, and effective communication. While each component emphasized specific goals, fusing these three elements remained the critical learning focus.

Class Participation

The relatively high Class Participation component (40% of the total grade) was not only designed to stress reading and participation, but to help students to realize and explore their own

theoretical positions. Certainly, part of this process is also the ability to provide effective professional critiques. Throughout the course, students became increasingly engaged in class discussions. Indeed, the readings and subsequent discussions revealed student preferences for several schools of thought, actively engaging each other in classroom debate. For example, some favored a postprocessualist, or postmodern approach calling for a more critical evaluation of scientific approaches to cultural studies while those who favored processualism stressed the need for rigor in data collection and interpretation. Similar debates arose between Marxist and non-Marxist approaches, as well as large scale evolutionary constructs versus advocates of localized variability. In the end, it appeared as though both sides gained an appreciation for both critical and scientific approaches in the study of the past.

Annotated Bibliography and Presentation

The annotated bibliographies were an opportunity for students to pursue areas of interest to them in a more comprehensive fashion. These topics could be theoretical, methodological, or material oriented in nature. One student, Callie Unverzagt, ambitiously combined all three topics to tackle the issue of self-reflection in archaeological research and interpretation. While Callie was originally nervous about writing on such a complex topic, her intellectual exploration produced some profound insight about the methods of studying the past:

I connected with the analogy of self-reflection freeing the dominated from the agents of their own domination. When we are able to “think outside the box”, we see more of the world around us. The more we see, the more we understand. The more we understand the freer we become...I believe this is something that can be utilized in all fields of study... The difficulty in a reflexive inward gaze lies in the relationship between yourself and what you excavate. It is hard to see that relationship when you are part of it. It requires a change in perspective, to change what you know into what you don't know so that you can study it. Archaeologists must deal with preconceived notions and not let them become a constraint. Archaeologists must realize biases exist at all times and in all aspects of a project.

Another student, Robert Kilts, created a fictitious bibliographical entry in his conclusions on regarding approaches to understanding the dynamics of past societies:

Kilts, Robert “Allegory of the Painting” *Why a New Archaeology: Peeling the Answers*. UNL Departmental Press, 2006.

Consider the famous Mona Lisa. If we try to describe the painting...the mental image from words is insufficient to recreate the painting. Equally inadequate would be a simple description of the colors, composition of the paint, or even the signature. No one method can provide a complete description of the original work. The same can be said about the past... a multifaceted reality composed of people, possessions, dwellings, food, etc. But taken alone, single facets remain relatively meaningless against the totality of existence...and explanation.

The above students spent a great deal of time and energy on these complex philosophical and methodological issues. I believe the annotated bibliography format facilitated the comparison and synthesis of opposing views, enabling the students to form and defend their own opinions on these issues. Students also gave a 20-minute presentation summarizing the main points contained in their bibliographies. Oral presentations on paper topics in front of a small class help students gain experience and confidence for public presentations, running meetings, and other work or social occasions.

FIELD AND REFLECTION EXERCISE

See Fieldnotes sheet

The field exercise was designed to acquaint students with the proper recording procedures used by archaeologists when visiting a potential site. Instructors also demonstrated several techniques for interpreting historical landscapes and both natural and cultural disturbances. Students were divided into two groups, each surveying a different area, and received a lab overview, printed historical maps and directions for taking the requisite field notes. Field notes were graded on content/details, maps and graphics, coherence /legibility, and interpretations and recommendations. They were also encouraged to conduct additional pre-field research in historical archives and to photo-document their field experience. One week later in class, students were handed back their graded field notes, and an unmarked, photocopied set of notes from a member of the other group. They critiqued each other's notes and in turn, received their notes back with peer comments. The last portion of the class period everyone reflected on how they could improve their reporting techniques.

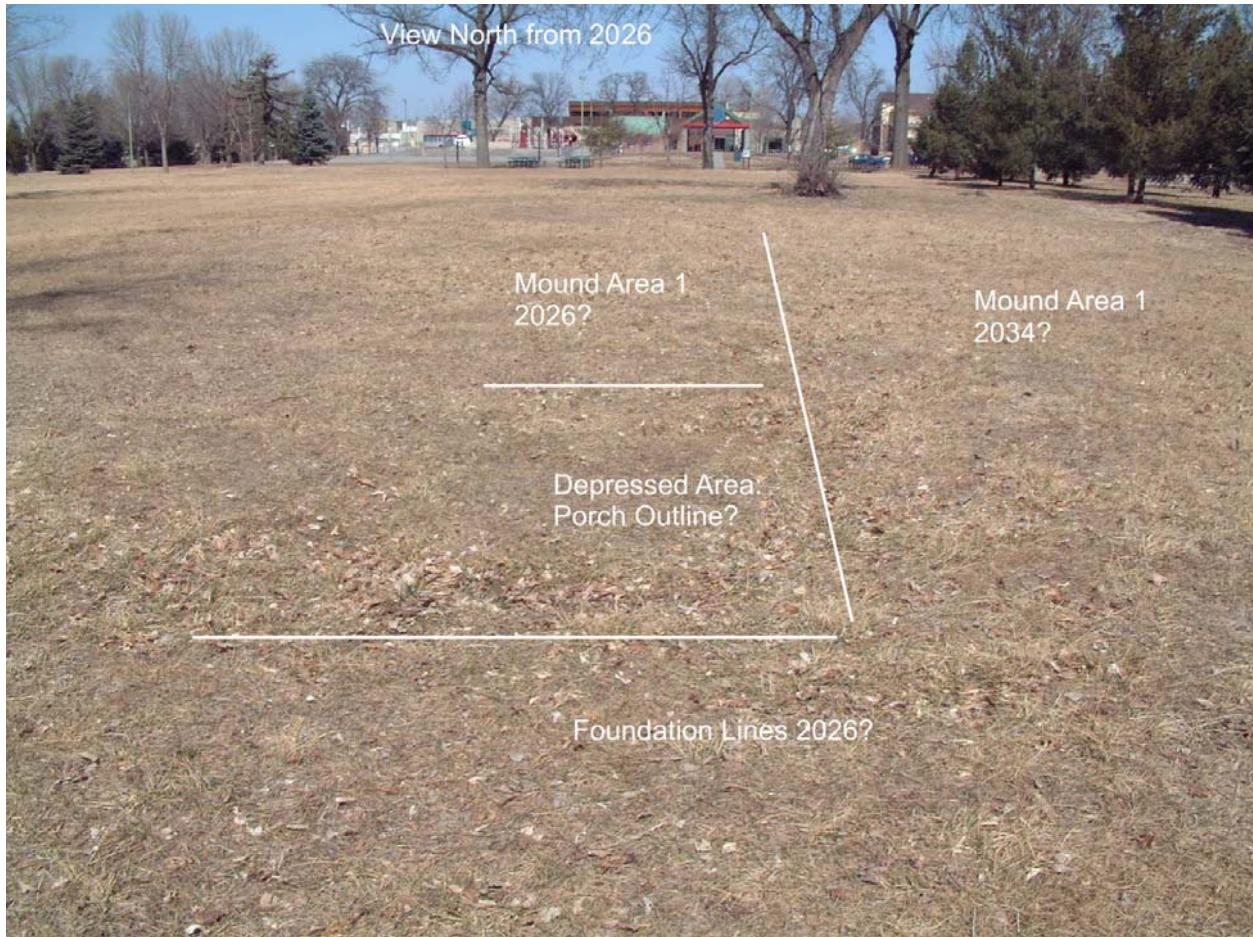
While all students provided at least the minimum details for their notes, several students also ventured to reconstruct portions of the site based on their landscape observations. Such interpretations are a critical aspect of the decision making process for site evaluation and possible site excavations. Katie Lamie's background research furthered her interpretations:

We used these photographs and maps to further interpret the site...using the hydrant and existing house #2402 "S" Street as reference points that anchor maps together. We speculate the large mound could be the remnant of two historical dwellings, #2034 and #2026. The rise could have occurred during demolition if the houses had no cellar. Angular depressions on the south end of the site hint at the location of a foundation or porch supports. Regularly spaced circular depressions suggest tree falls and seem to correspond to possible lot lines.

William Althizer also noted "along the eastern edge of this area ran a linear depression that appeared to line up conclusively with a line of lampposts on the other part of the street. This would indicate this depression is probably a former utility trench for the street."

Another student, James Lindsay, took digital photographs and superimposed hypothetical lot lines and identified other notable surface features. This technique was especially effective in communicating the nature of landscape features. Several of the photos are presented below.





The students also critiqued the notes and observations of the other group. This phase of the exercise approximates the frequent situation in heritage resource management where the initial investigators either do not write the survey report, or are not responsible for making recommendations or decisions about future research. However, the field notes are a critical data set from which to base such decisions. Compounding this matter, it is often difficult or impossible to return to sites immediately to collect missing or incorrect information due to a variety of logistical or financial reasons.

In these critiques students generally wanted more geographical detail and clearer and more precise mapping from their colleagues to interpret the site. In addition, they wanted a clearer statement of what was an empirical observation, and what was a hypothesis or conjecture. In a similar light, students subsequently reflected on their own notes, mentioning they could improve in these same areas. I feel this exercise succeeded in giving students their first experience with field notes, as well as giving them a perspective on how their notes and observations will be utilized by others. The dual process of writing and review deepened their awareness of just how important field notes are to archaeology. The entire exercise underscored the fact that archaeologists must dig through, and hence, destroy soil layers to retrieve information. The excavator becomes the world's foremost expert on that small piece of the world, and their notes and images are the only record left to posterity.

PLANNED CHANGES

Having now taught the course and preparing this portfolio, there are several changes that I feel would improve the course. In particular, the class readings and field lab would benefit from such changes.

For each set class readings, I will develop a series of questions for student consideration. These would help students focus on pertinent issues, collect their thoughts, and generate debate and discussion. I could also ask for written responses as either a qualitative or quantitative component for grading and teaching effectiveness. Further, I could institute a set of structured exercises based on the readings. Activities such as in-class debates, assigned responses, or even random lottery-style comment responsibilities would encourage discussion, preparation, and extemporaneous thinking and speaking skills.

Several modifications to the lab exercise would also be beneficial to the learning experience. A list of potential historical resources and repositories would assist students in their pre-field research. Certainly, arranging for a longer block of time (longer than 75 minutes) for the lab could facilitate additional documentation and eliminate the feeling of being rushed. Having areas surveyed and measured out ahead of time would also leave more time for observation and interpretation.

The other modification I would make is to allow more time for the annotated bibliography presentations. In retrospect, increasing the time from 20 minutes to 30 minutes would have allowed more time for group questions and comments.

SUMMARY AND OVERALL ASSESSMENT

The most important thing I realized about my teaching and course content was that while I had included many components for a good course, I needed to have more integration in order to maximize effective teaching outcomes. One example is that while I wanted to impart both theoretical knowledge and applied skills in the course, both existed as disparate spheres. Through the portfolio process, I realized that I could fuse these experiences via a well organized multifaceted field laboratory exercise. In a similar vein, I realized my class readings tended to be an isolated component of the course. By incorporating an annotated bibliography assignment, the readings became a more interesting and engaged building-block for more personalized and in-depth examinations of issues.

The theme of course integration also let me appreciate the need for more student reflection and forms of feedback. Stand-alone readings and assignments can be easily filed away and forgotten. This unfortunate disjunction in the learning process is all too familiar for both instructors and students. By incorporating tools such as paper critiques and reflections, we are compelled to reexamine our previous thoughts and attitudes, and hence, continue the positive feedback loop of learning. Developing clearer sets of expectations and grading standards are also crucial in this process. Once instructors can effectively integrate course components, students can envision course goals and the acquisition of knowledge and skills. The result is that both become

increasingly invested in the feedback loop of learning involving research, products, reflection, and ultimately more effective teaching and learning.

COURSE OUTLINE
ANTHROPOLOGY 498/898: TOPICS IN HISTORICAL ARCHAEOLOGY
SPRING 2006: TUESDAY AND THURSDAY 11 AM - 12:15 PM: 129 BESSEY HALL

Instructor: Paul A. Demers, Ph.D., RPA; Office: 818 Oldfather Hall
Office Hours: Tuesday and Thursday 9:30 AM - 10:30 AM
Phone: 472-8872; e-mail: pdemers2@unl.edu

Course Description and Goals

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Evaluation Summary: The final grade will be calculated out of **100 points** consisting of:

- Class Participation40 points
- Annotated Bibliography.....25 points
- Class Presentation.....10 points
- Field Exercise.....25 points

The following grading scale will be used: A+: 95-100; A: 90-94; A-: 85-89; B+: 80-84; B: 75-79; B-: 70-74; C+: 65-69; C: 63-66; C-: 60-62; D: 55-59; F: 0-54

Text Book

Orser, Charles E. 2003 **Historical Archaeology**. Prentice Hall. ISBN: 0131115618

In addition, there will be a series of readings on reserve at the Geology Library in the basement of Bessey Hall. Some readings will be posted on the course web site.

Course Web Site

Our Blackboard course web site will contain web readings, information on assignments, announcements, and links to information on various aspects of historical archaeology.

Attendance Policy:

Since this class has a seminar format, attendance and participation are an important part of your final grade. If a student is absent, it is their responsibility to obtain class notes and complete the reading assignment. Films cannot be loaned-out or rebroadcast. If you know you will be absent from class, please inform the instructor well in advance.

READING AND ASSIGNMENT SCHEDULE

Section 1: Theoretical Background

January 10: Course Introduction: the nature, structure, goals, and assessment of the course.

January 12: NO CLASS: Society for Historical Archaeology Meetings

- January 17: What is Historical Archaeology?

Orser: Chapter 1

- 1) South, Stanley 1977 **Method and Theory in Historical Archeology**. pp. 1-29.
- 2) Cleland, Charles 1988 *Questions of Substance, Questions That Count*. **HA** 22(1):13-17.
- 3) Leone, Mark and Parker Potter 1988 **The Recovery of Meaning**. pp. 1-22.

- January 19: The Nature of the Past

Orser Chapter 3

- January 24: A Brief History of Historical Archaeology

Orser: Chapter 2

Schuyler, Robert (ed) 1978 **Historical Archaeology: A Guide to Substantive and Theoretical Contributions**. pp. 208-245 (articles by Clyde Dollar, Iain Walker, Bernard Fontana, and James Fitting and Charles Cleland).

- January 26: Interpreting the Past

Orser: Chapter 9

Trigger, Bruce 1989 **A History of Archaeological Thought**. pp. 289-328.

- January 31: Systematics in Historical Archaeology

- 1) Martin, Pat 1985 *The Mill Creek Site and Pattern Recognition in Historical Archaeology*. pp 1-30
- 2) South (1977) *Quantitative Analysis and Pattern Recognition*. pp. 31-45

- February 2: Cognitive and Structural Approaches

- 1) Deetz, James 1977 (1996) **In Small Things Forgotten**. Read *The Anglo-American Past*; and *All the Earthenware Plain and Flowered*. Page numbers will vary depending on the edition.
- 2) _____ *A Cognitive Historical Model for American Material Culture: 1620-1835*. pp. 284-286 in Schuyler (ed) 1978.
- 3) Glassie, Henry *Archaeology and Folklore: Common Anxieties, Common Hopes*. pp. 23-35 in Leland Ferguson 1977 **Historical Archaeology and the Importance of Material Things**.

- February 7: Postprocessualism and the Radical Critique

- 1) Little, Barbara and Paul Shackel 1992 *Postprocessual Approaches to Meanings and Uses of Material Culture in Historical Archaeology*. **HA** 26(3): 5-11
- 2) Hodder, Ian 1991 *Postprocessual Archaeology and the Current Debate*. pp. 30-41 in Robert Preucel (ed) **Processual and Postprocessual Archaeologies: Multiple Ways of Knowing the Past**.
- 3) Potter, Parker B. *Self-Reflection in Archaeology*. pp. 225-234 in Preucel (1991).
- 4) Leone, Mark *Materialist Theory and the Formation of Questions in Archaeology*. pp. 235-241 on Preucel (1991).

- February 9: Response to the Radical Critique

- 1) Earle, Timothy and Robert Preucel 1987 *Processual Archaeology and the Radical Critique*. *Current Anthropology* 28: 501-538.
- 2) Saitta, Dean *Radical Theory and the Processual Critique*. pp. 54-59 in Preucel (1991)

Section 2: Material Studies and Research Techniques

- February 14: The Study of Historic Material Culture
Orser Chapter 4
- February 16: Space and Time Issues
Orser Chapter 5
- February 21: Historic Site Survey and Location
Orser: Chapter 6; **Proposal for Annotated Bibliography Due**
- February 23: Pre-Excavation Research
Orser Chapter 7; Visit to the Nebraska State Historical Society
- February 28: Archaeology Fieldwork
Orser: Chapter 8
- March 2: Archaeology Field Exercise (March 2; Rain date March 7)
- March 7: UNL Archaeology lab tour (see handouts)
** If it is raining on March 2, we will assemble in front of Morrill Hall to tour the archaeology lab facilities. Otherwise, we will tour the facilities on March 7.
- March 9: **Archaeology Field Exercise Due**
- March 14, 16: Spring Break No Class
- March 21: Archaeology of Culture Contact
 - 1) Deegan, Kathleen 1998 *Transculturation and Spanish American Ethnogenesis: The Archaeological Legacy of the Quincentenary*. pp. 23-43 in James Cusick (ed) **Studies in Culture Contact: Interaction, Culture Change, and Archaeology**.
 - 2) Ramenofsky, Ann Evolutionary Theory and the Native American Record of Replacement. pp. 77-101 in Cusick (1998)
 - 3) Mullins, Paul and Robert Paynter 2000 Representing Colonizers: An Archaeology of Creolization, Ethnogenesis, and Indigenous Material Culture among the Haida. **HA** 34(2)
- March 23: Archaeology of Social Inequality: Gender Studies
 - 1) Purser, Margaret 1991 *Several Paradise Ladies Are Visiting in Town: Gender Strategies in the Early Industrial West*. **HA** 25(4):6-16.
 - 2) Scott, Elizabeth 1991 *A Feminist Approach to Historical Archaeology: Eighteenth-Century Fur Trade Society at Michilimackinac*. **HA** 25(4):42-53.
 - 3) Spencer-Wood, Suzanne 2001 *What Difference Does Feminist Theory Make?* **IJHA** 5(1)
 - 4) Kruczek-Aaron, Hadley 2002 *Choice Flowers and Well-Ordered Tables: Struggling over Gender in a Nineteenth Century Household*. **IJHA** 6(3): 173-186.

- March 28: Archaeology of Ethnicity and Social Inequality: The Immigrant Experience
 - 1) Paynter, Robert and Randall McGuire 1991 *The Archaeology of Inequality: Material Culture, Domination and Resistance*. pp. 1-27 in **The Archaeology of Inequality** by Robert Paynter and Randall McGuire (eds).
 - 2) Brighton, Stephen 2001 *Prices that Suit the Times: Shopping for ceramics at the Five Points*. **HA** 35(3)
 - 3) Horning, Audrey 2002 *Myth, Migration, and Material Culture: Archaeology and the Ulster Influence on Appalachia*. **HA** 36(4)
 - 4) Fitts, Robert 2002 *Becoming American: The Archaeology of an Italian Immigrant*. **HA** 36(2)

- March 30: Archaeology of Ethnicity and Social Inequality: "Unfreedom" and Servitude
 - 1) Heath, Barbara and Amber Bennett 2000 *"The little Spots allow'd them": The Archaeological Study of African-American Yards*. **HA** 34(2).
 - 2) Herman, Bernard 1999 *Slave and Servant Housing in Charleston, 1770-1820*. **HA** 33(3).
 - 3) McDavid, Carol 1997 *Descendants, Decisions, and Power: The Public Interpretation of Archaeology of the Levi Jordan Plantation*. **HA** 31(3).
 - 4) Garman, James 1998 *Rethinking "Resistant Accommodation": Toward an Archaeology of African-American Lives in southern New England, 1638-1800*. **IJHA** 2(2).
 - 5) Armstrong, Douglas and Mark W. Hauser 2004 *An East Indian Laborers' Household in Nineteenth-Century Jamaica: A Case for Understanding Cultural Diversity through Space, Chronology, and Material Analysis*. **HA** 38(2).

- April 4: Archaeology of Social Inequality: Archaeology of Socioeconomic Status
 - 1) Wurst, LouAnn and Robert Fitts 1999 *Why Confront Class?* **HA** 33(1)
 - 2) Wurst, LouAnn 1999 *Internalizing Class in historical Archaeology* **HA** 33(1).
 - 3) Van Bueren, Thad 2002 *Struggling with Class Relations at a Los Angeles Aqueduct Construction Camp* **HA** 36(3).
 - 4) Brenner, Bonnie Lee and Gregory Monks 2002 *Detecting Economic Variability in the Red River Settlement*. **HA** 36(2).

- April 6: Landscapes in Historical Archaeology
 - 1) Baxter, R. Scott 2002 *Industrial and Domestic Landscapes of a California Oilfield*. **HA** 36(3).
 - 2) Delle, James 1999 *The Landscapes of Class Negotiation on Coffee Plantations in the Blue Mountains of Jamaica, 1790-1850*. **HA** 33(1).
 - 3) Mrozowski, Stephan *Landscapes of Inequality*. pp. 79-101 in Paynter and McGuire (eds) 1991.
 - 4) Lewis, Kenneth 1999 *The Metropolis and the Backcountry: The Making of a Colonial Landscape on the Carolina Frontier*. **HA** 33(3).

Section 3: Expanding Data Sources and Analytical Techniques

- April 11: Botanical Remains

- 1) Dudek, Martin et al. 1998 *Botanical Remains from a Seventeenth Century Privy at the Cross Street Back Lot Site*. **HA** 32(3).
- 2) Honeysett, Elizabeth A., and Peter D. Schulz 1990 *Burned Seeds from a Gold Rush Store in Sacramento, California*. **HA** 24(1):96-103.
- 3) Miller, Naomi F. 1989 *What Mean These Seeds: A Comparative Approach to Archaeological Seed Analysis*. **HA** 23(2):50-59.
- 4) Egan-Bruhy, Kathryn 2001 *Floral Analysis: Fort Drummond (20CH50) An Early Nineteenth Century British Fort, Drummond Island, Michigan*. pp. 372-380 in Paul Demers *The Formation and Maintenance of the Canada-United States Border in the St. Mary's River and Lake Huron Borderlands, 1780-1860*. (Ph.D. Dissertation Michigan State University)

- April 13: Faunal Remains

- 1) Milne, C. and Pamela Crabtree 2001 *Prostitutes, a Rabbi, and a Carpenter: Dinner at the Five Points in the 1830s*. **HA** 35(3)
- 2) Reitz, Elizabeth 1986 *Urban/Rural Contrasts in Vertebrate Fauna from the Southern Atlantic Coastal Plain - 18th Century to Mid 19th Century*. **HA** 20(2): 47-58.
- 3) Bowen, Joanne 1998 *To Market: Animal Husbandry in New England*. **HA** 32(3): 137-152.
- 4) Martin, Terrance and Paul Demers 2002 *Barrel Bulk, Horse Roundsteak, and Pidgeon Drummettes: Zooarchaeological Perspectives on Fort Drummond*. Paper presented at the SHA 2002 Conference on Historical and Underwater Archaeology.

- April 18: Annotated Bibliographical Presentations

- April 20: Annotated Bibliographical Presentations

- April 25: **Annotated Bibliographies Due**

- April 27: Epilogue and Course Evaluations

ANTH 498/898 - SITE SURVEY LAB

The area to the southeast of the Beadle Center needs to be assessed for possible archaeological testing. However, we have only a short time to identify potentially sensitive areas based on an initial walk-over of the area. The class will be divided into two groups, each visually surveying approximately half of the parcel of land (see enclosed map).

Each group is required to generate a set of field notes to record your activities and observations. Field notes should include: statement of purpose/goals, weather conditions, team members, an oriented sketch-map of the area, including any sub-areas you might designate as potentially sensitive and why, and inferences and recommendations for future testing.

At the end of the survey, each team will conduct a tour of their area and present their thoughts and recommendations.

Tips:

- Organize your time well: you need to survey, discuss, take notes, and report your findings: you might want to divide certain tasks between team members
- As a group, walk around the area and view it from different angles. Sometimes a different angle of view can reveal new insights.
- Designate sub-areas to help you organize your survey
- Use the survey flags to mark and possibly delineate sensitive areas
- Identify ground surface anomalies such as depressions or mounded areas and speculate on what activities such anomalies might represent
- Think about taphonomic processes and how they might affect the appearance of remains over time (the effects of fire, demolition, and/or subsequent land use).

Schedule:

11:00-11:15AM: Hand-out equipment, divide into groups, get into position

11:15-Noon: survey, record, and interpret areas

Noon-12:20 PM: Each group will present its findings (approx. 10 minutes each)

University of Nebraska-Lincoln Archaeology Field School Field Notes Guidelines

You will be provided with a field notebook to record your activities, observations, soil readings, illustrations, maps, charts, and tables. Your notes should be detailed, legible, and coherent. The goal is that months after the excavation, someone else should be able to read and understand what you have done during the excavation. Remember, you become the world's primary expert on your excavation unit, only you can instruct others on your thoughts and activities. Since we must destroy the soil layers to get their information. We have only the records we kept during the excavation to guide our subsequent interpretations. Your field journal will also be submitted periodically for evaluation and comments.

Field notes should discuss the conditions and procedures used in excavation or other field school activities such as survey or photography.

List the following pieces of information:

- the date of the entry (May 16,2006)
- Time at start and end of project day (began 8:15AM, quit around 4PM)
- Environmental conditions (overcast, drizzle, very hot) also record changes
- Unit number, coordinates, and stratigraphic level or feature under investigation (Test Unit 09. Level 2)
- Methods of excavation and unit depth (trowelled down to 60 cm)
- Soil qualities (color, texture, context)
- Methods for field processing (1/4" screen and field sorting)
- Mention any diagnostic artifacts (ironstone, cut nails)
- Artifact and feature descriptions should be thorough but concise (e.g., associations, dimensions, weight, probable function, style or other diagnostic characteristics, dates when known or available)
- Illustrations should include:
 - True North arrow for site and unit maps
 - scale of measurementCaption information (Unit 19 North Wall Profile)

Compose your notes several times during the day, do not fill them out only at lunch or at the end of the day. The longer you leave to write the notes, the fewer the details you can remember - and the information is lost permanently. Try to avoid smudges, sweat, spills, or dirt on your notes as much as possible.

ANTH 498/898 HISTORICAL ARCHAEOLOGY
FIELD NOTES EVALUATION (25 Points)

Presenter: _____

- 1) Content/Details..... /5
(identify project, dates, conditions, area examined, etc.)

- 2) Maps and Explanatory Graphics..... /5
(indicate direction, scale, surface features, modern reference points)

- 3) Coherence/Legibility..... /5
(can others read and understand the nature of the work performed)

- 4) Interpretations/Recommendations..... /10
(discuss observations, interpretations, and subsequent recommendations)

TOTAL: /25

Comments: _____

