



HIS 269/HIS 269W **Introduction to Historical** **Archaeology:**

The Archaeology of Early **America, 1500-1800**



Tu, Thur: 11:05-12:20 p.m.
LeChase Hall
Phone: 275-4558
Office Hours: Tues. 1:00-3:00 pm

Prof. Michael Jarvis
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Course Description: How do archaeologists reconstruct and interpret the past? This course introduces students to historical archaeology and uses archaeological sites and material culture to examine aspects of European expansion into the Americas. Through lectures, discussions, exercises, case studies of famous sites, and independent research, we will examine the methods and theoretical approaches of historical archaeology and deepen our understanding of Native Americans, Africans, Europeans, African Americans and European Americans in the early modern Atlantic world. We will especially consider how archaeologists interpret the sites and artifacts they investigate and how this contributes to our understanding of the dynamics of colonization, creolization and the emergence of new American cultures, Atlantic connections and early manifestations of globalization, and insights into the daily lives of ordinary Americans who are often poorly documented. Students in the Archaeology, Engineering, and Architecture program will have the opportunity to do original research in their own areas of interest. Although historical archaeology as a field studies Western culture through the present, this course will confine itself mainly to colonial/pre-industrial era (to 1800).

I have assumed that you have no prior knowledge of historical archaeology method or theory and a very basic understanding of early American history. Students interested in good general overviews of early American/Atlantic history are encouraged to read Alan Taylor, *American Colonies* (2002). Students who are already well versed in archaeology or early American history: please bear with me as I introduce basic concepts and contribute what you know to help out!

Assessment: HIS 269: Your grade in this class is based on **attendance and class participation** (10%), two (of four) **written exercises** (20%), a group artifact interpretation assignment (20%) an in-class **midterm exam** on February 11 (20%), and a **final exam or research project** due on May 7 (30%).

HIS 269W: Your grade in this class is based on **attendance and class participation** (10%), three (of four) **written exercises** (30%), a group artifact interpretation assignment (20%) an in-class **midterm exam** on February 11 (15%), and a **final exam or research project** due on May 7 (25%). HIS 269W students must do a minimum of C level work on all of their written exercises; sub-par work must be rewritten and resubmitted by the last day of class and meet a minimum C standard or you will be reassigned to HIS 269 (without the W designation).

The above assessment criteria reflect minimum requirements in terms of exercises. You may turn in more than the stated number of written exercises and I will compute your final grade using

your top two (HIS 269) or three (HIS 269W) scores.

Class Participation: Through lectures, discussions, and in-class activities, we will develop an understanding of how archaeology contributes to understanding the past. You are expected to attend every class, read the assigned material, and come prepared to ask questions and talk about what you have read. Seminars are by nature designed to be question-driven, so you will be expected to think on your feet. In contributing to discussion, quality is more appreciated than quantity. Be courteous and respectful to your peers. A seminar is not a spectator sport: if you are silent, I will assume you are unprepared rather than brilliant but shy. **I reserve the right to take pop quizzes if I suspect a significant portion of the class is not prepared, which will be factored into your class participation grade. Attendance is required** and will be monitored during the course. It is worth 10% of your grade, or the equivalent of a full letter grade. After two unexcused absences, each missed class will reduce your final grade by 2%. This means that if you attend regularly, 10% of your grade will be a straight A. Alternatively, the quickest way to turn a B into a C is to blow off seven classes.

Required Texts: The following required texts are available for purchase in the U of R bookstore:

Charles Orser, Jr., *Historical Archaeology* (2nd ed., 2004) [abbreviated: *HA*]
James Deetz, *In Small Things Forgotten: An Archaeology of Early American Life* (1996 ed.) [*ISTF*]
William Kelso, *Jamestown: The Buried Truth* (2007) [*JBT*]
Leland Ferguson, *Uncommon Ground* (1992)

HIGHLY RECOMMENDED (for the artifact identification practicum):

Ivor Noel Hume, *Guide to Historical Artifacts* (rev. ed. 2001)

In addition, there are articles and sections of books on electronic reserve (marked *), accessible through my.rochester.edu/Blackboard and Rush Rhees Library Reserve webpage.

Rush Rhees Research Librarians: Students interested in developing a research paper are encouraged to consult the recommended reading in Orser's bibliography and at the end of this syllabus. You should also consult UR Research Librarians Margaret Becket and Alan Unsworth early and often as you develop your topics. Margaret is a specialist in U.S. and Canadian sources, while Alan handles the rest of the world (including Great Britain). They can help you at all stages of the research project, especially in finding relevant source materials. You can contact them via the Reference Desk or by email/phone: mbecket@library.rochester.edu/x59300 or aunsworth@library.rochester.edu/ x59298.

A Note on Communication: It is your responsibility to get to class on time and to submit all your work on time or early in paper form. I check my email and phone messages regularly and usually am good about responding to correct and courteously worded missives, but don't expect instant responses (I don't IM) and do not assume I got your email. Informal and poorly punctuated/capitalized emails annoy me. If a truly urgent or important situation arises, try to contact me in person, relay a message via the history department, or call me at home (482-6401) rather than trust email alone. Also, do not simply "disappear" if you find yourself overwhelmed or struggling: I can only work with you if I know this is happening, and an early timely intervention can do far more than damage control at semester's end.

Technology Failures: I find it funny how often hard drives crash right before scheduled tests and paper due dates. I am actually quite handy at data recovery (laptops and desktops). In order to get an excused extension in the event of your suffering a catastrophic computer failure, please bring your afflicted computer to my office so that I can attempt to recover your lost files or, if I can't, we can work out a reasonable extension timetable.

Schedule

* = reading on electronic reserve

Jan. 17 (Th.) Introduction to Archaeology, Colonization, the Course, and Each Other

Week I -- Overviews

Jan. 22 (Tu) The Early Modern Atlantic World: An Introduction

Jan. 24 (Th) Historical Archaeology, Anthropology, History, and Early America: Defining fields – HA preface, 1-25, 28-47, 56-72, 171-174, 285-298; ISTF ch 1

Weeks II- IV Digging and Thinking

Jan. 29 (Tu) Archaeological Sites, Artifacts, and Site Formation – HA 72-110

Jan. 31 (Th) Finding Sites: documentary research, remote sensing, and local knowledge – HA 149-188

EXERCISE #1 – “Reading Documents Archaeologically” assignment handed out

Feb. 5 (Tu) Excavating Sites: approaches, principles, and recording – HA 191-211

Exercise # 1 due

Feb. 7 (Th) Interpreting and Analyzing Sites: Space and Time – HA 117-147, 211-215

EXERCISE #2 – Stratigraphy assignment handed out

Feb. 12 (Tu) Theory and the Interpretation of Sites and Cultures – HA 47-53, 217-236; ISTF, chs. 2 & 9

Exercise #2 due

Feb. 14 (Th) MIDTERM EXAM

Weeks V-VII Material Culture: Some Tools of the Trade

Feb. 19 (Tu) Introducing Historical Artifacts I: overview and ceramics – HA 110-116, 127-134; ISTF, ch 3, * Ivor Noel Hume, “Guide to Artifacts of Colonial America, pp. 102-150, 203-210, 257-265, 276-285; * South, “Evolution and Horizon. . . Ceramic Analysis”, *Barker and Majewski, “Ceramic Studies”

Feb. 21 (Th) Historical Artifacts II, continued: pipe stems, nails, bottles – * Hume, “Guide,” pp. 60-75, 252-254, 296-308

Feb. 26 (Tu) Faunal Remains, Ecofacts, human burials, and gravestones – HA 82-84, 136-137, 197-199, 261; ISTF ch. 4 ; JBT 125-168

EXERCISE #3: Practicum on Artifact Identification and



Analysis: Rush Rhees Reserve: groupings of three students posted. You will share the grade on this assignment, so work together!

Feb. 28 (Th) Households and Architecture – HA 138-140, 184-188; ISTF, ch 5

March 5 (Tu) Houses, Gardens, and Landscapes – HA 47-48, 140-147; *Upton, “White and Black Landscapes”

EXERCISE # 4: Settlement Patterns in 17th-century Bermuda handed out

March 7 (Th) Interpreting Assemblages: In-class group exercise

Exercise #3 due in class



Week VIII -- SPRING BREAK – NO CLASS

Weeks IX-XIII – Historical Archaeology and Early America: Interpretations

March 19 (Tu) Archaeology of Colonization, Capitalism and Globalization – HA 70-72, 107-110, 233-236, 264-267; * Little, “Colonialism, Capitalism, and Slavery”; * Deagan, “Historical Archaeology’s Contributions to our Understanding of Early America”

Exercise #4 & (Optional) RESEARCH Paper prospectus and bibliography due

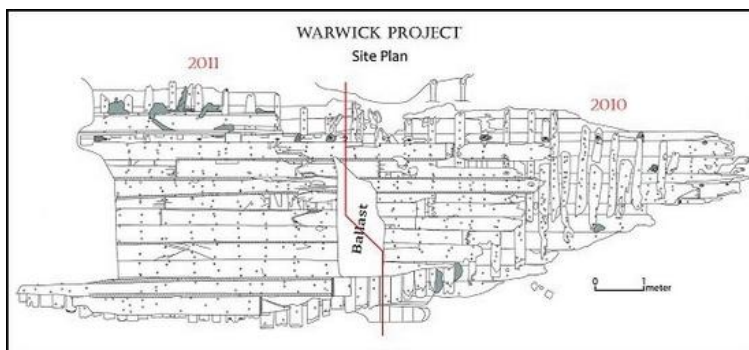
March 21 (Th) European Contact and Indigenous Peoples – HA 169-170, 262-263, 277-279; Alan Taylor, “Natives,” 3-22, 38-49; *Merrill, “The Indians’ New World,” * Deagan “Archaeology of Spanish Contact,” 187-205, * Clark Larsen, “Bioarchaeology of the Spanish Missions”

March 26 (Tu) Frontier Sites I: Spanish, French, and Dutch America – HA 267-283; * Deagan “Archaeology of Spanish Contact,” 205-233; * William Moss, “Quebec City”

March 28 (Th) Frontier Sites II: Jamestown – JBT 1-124, 169-190; * Little, “Survival at Jamestown”



April 2 (Tu) Underwater Archaeology I: Research, Sites, and Methods – HA 86-87, 163-165; * Joe Flatman and Mark Staniforth, “Historical Marine Archaeology”; * explore Hamilton’s Port Royal Project website (<http://nautarch.tamu.edu/portroyal/>)



April 4 (Th) Underwater Archaeology & Trade: Shipwrecks, Smuggling, and Cities – HA 163, 165-166, 280-283, Schmidt and Mrozowski, “Documentary Insights into the Archaeology of Smuggling” * Donny Hamilton, “Pirates and Merchants: Port Royal, Jamaica”

April 9 (Tu) Race, Slavery and African-American Archaeology – Ferguson, *Uncommon Ground*, all; HA 260; *ISTF* ch.7-8; * Lange and Handler, “Ethnohistorical Approach to Slavery”

April 11 (Th) Class, Gender, and Ethnicity: HA 239-261, *Barbara Voss, “Engendered Archaeology”
EXERCISE #5 Probate Inventory Interpretation handed out



April 16 (Tu) Becoming American: Replication, Adaptation, Creolization, Acculturation – HA 115-116, 226-236; JBT 191-214; * Willie Graham et. al.

“Adaptation and Innovation/17th century Chesapeake,” * Wheaton and Garrow, “Acculturation . . . in the Carolina Lowcountry”

April 18 (Th) Consumer and American Revolutions: The Georgian Order and its critics – *ISTF* ch. 6; * T.H. Breen, “An Empire of Goods”; * Orser, “From Georgian Order to Social Relations”

Exercise #5 due; Take-home Portion (50%) of Final Exam handed out

April 23 & 25 – No Class: Work on your Exam Question or Research Paper

Week XV – Archaeology Today

April 30 (Tu) Public History, Ethics, Politics and Archaeology – HA 295-298, 300-316; * Barbara Little, *Historical Archaeology*, chs. 13, 26-28

May 10 (Fri.) IN-CLASS portion of the **FINAL EXAM**, 8:30-11:30 am

Recommended Reading:

Students interested in doing the optional final research paper or learning more about particular topics in Historical Archaeology and material culture should start with Orser’s up-to-date bibliography (*Historical Archaeology*, 319-339).

For article literature, see:

Historical Archaeology (U.S.)

Post-Medieval Archaeology (British/global)

International Journal of Historical Archaeology (U.S.)

Winterthur Portfolio (material culture, decorative arts, art history)

See also *Australasian Journal of Historical Archaeology* and *Bermuda Journal of Archaeology and Maritime History*

Among the works listed by Orser, see especially:

Mary Beaudry, ed., *Documentary Archaeology in the New World* (1988)

Amanda Bowens, ed., *Underwater Archaeology: The NAS Guide to Principles and Practices* (2009)

Anne-Cantwell and Diana Wall, *Unearthing Gotham: The Archaeology of New York City* (2001)
James Deetz, *Flowerdew Hundred: The Archaeology of a Virginia Plantation, 1619-1864* (1993)
Charles Ewen, *From Spaniard to Creole: The Archaeology of Cultural Formation at Puerto Real, Haiti* (1991)
Paul Farnsworth, ed., *Island Lives: Historical Archaeologies of the Caribbean* (2001)
Leland Ferguson, *Uncommon Ground: Archaeology and Early African America, 1650-1800* (1992)
Richard Gould, ed., *Shipwreck Anthropology* (1983)
Richard Gould, *Archaeology and the Social History of Ships* (2000)
Martin Hall and Stephen Silliman, eds., *Historical Archaeology* (2006)
Dan Hicks and Mary Beaudry, eds., *Cambridge Companion to Historical Archaeology* (2006)
Mark Leone and Parker Potter, eds., *Historical Archaeologies of Capitalism* (1999)
Charles Mann, *1491: New Revelations of the Americas Before Columbus* (2005)
Ivor Noel Hume, *Historical Archaeology: A Comprehensive Guide* (1969); *Martin's Hundred* (1991 ed.)
Deborah Rotman, *Historical Archaeology of Gendered Lives* (2009)
Robert Blair St. George, ed., *Material Life in America, 1600-1860* (1988)
Robert Schuyler, *Historical Archaeology: A Guide to Substantive and Theoretical Contributions* (1978)
Paul Shackel, Paul Mullins and Mark Warner, eds., *Annapolis Past* (1998)
Theresa Singleton, ed., *The Archaeology of Slavery and Plantation Life* (1985)
Russell Skowronek and Charles Ewen, *X Marks the Spot: The Archaeology of Piracy* (2006)
Samuel Wilson, *Hispaniola: Caribbean Chiefdoms in the Age of Columbus* (1990)
Anne Yentsch, *A Chesapeake Family and their Slaves* (1994)

Recommended Websites:

Historical Archaeology:

ArchNet – archnet.asu.edu
Society for Historical Archaeology (SHA) – www.sha.org
Council for NE Historical Archaeology & links – www.smcm.edu/Academics/soan/cneha/LINKS.HTM
Colonial Williamsburg Foundation (VA) – http://research.history.org/Archaeological_Research.cfm
Jamestown Rediscovery (VA) – www.apva.org/jr.html
St. Mary's City (MD) – www.stmaryscity.org/
Plymouth Plantation (MA) – www.plymouth.org/archaeology/archaeol.htm
Old Fort Niagara (NY) – www.oldfortniagara.org/arch.htm
Port Royal Project (Jamaica) – <http://nautarch.tamu.edu/portroyal/>
Aerial Surveys and Archaeology – www.univie.ac.at/Luftbildarchiv/intro/aa_aaint.htm
Underwater Archaeology – www.pophaus.com/underwater/ and www.nps.gov/scru/home.htm
African Diaspora Archaeology – <http://www.diaspora.uiuc.edu/newsletter.html>
Association for Gravestone Studies – www.gravestonestudies.org
Ceramics Digital Type Collections - http://www.flmnh.ufl.edu/histarch/gallery_types/http://www.jefpat.org/diagnostic/index.htm
<http://www.museumoflondon.org.uk/ceramics/> (and glasswares)