

Historical Archaeology  
Anthropology 607

Instructor: Christopher Dostal  
Time: Tuesday & Thursday 2:20-3:35pm  
Location: Anthropology 108  
Office: Anthropology 107D  
Office Hours: Thursday 12:00PM – 2:00PM  
Contact: dostalc@tamu.edu

Prerequisites: None

Textbooks:

Orser, C. (2017) Historical Archaeology 3<sup>rd</sup> ed. Routledge Publishing, NY, New York.  
Deetz, J. (1996) In Small Things Forgotten: An Archaeology of Early American Life. Anchor Books, New York.

Course Description

This course is designed to introduce students to the archaeological study of the recent past, with an emphasis on the theory, methodologies, and the techniques for archaeology with an associated written historical record. Archival research of historical documents dramatically increases the complexity of archaeological research, often providing precise dates, names, and contexts of the events that surround the material culture in a site. Archival research emphasis will include genealogical research and the utilization of wills and inventories, while site interpretation emphasis will include seriation dating techniques, artifact distribution patterns, and excavating in modern cities.

Course Requirements

**1. Class Lectures Presentations and Discussions (30% of final grade)**

During the semester each student will choose several topics to research and present to the undergraduate students in class. These talks will be the primary presentations of the assigned topic for the class, and as such your talks should be polished, rehearsed, and thorough. Each graduate student will give 3 class presentations, as well as a term paper presentation during the final week of classes. All presentations will be graded on the basis of their thoroughness, organization, and clarity. As part of this assignment, four thoughtful multiple-choice questions and two essay questions that you feel gauge the heart of the topic at hand will be turned in to the professor separately, which could potentially be part of the undergraduate exams.

At the beginning of each Tuesday class, each student will turn in a brief (1-2 page) summary of the readings for that week and any thoughts they have. We will then randomly select one student to lead a discussion on each of the readings. (If we have 4 readings that day, 4 separate students will lead reading discussions).

## **2. Term Paper (30% of final grade) Due April 30<sup>th</sup>, by 5:00pm**

In lieu of the exams, graduate students will research and write a professional, publishable-quality term paper on some aspect of historical archaeology. I strongly encourage you to select an aspect of your thesis or dissertation and write a paper that can be published in *Historical Archaeology*. The first step, after selecting a topic and researching sources, will be to prepare a four page “term paper proposal” modeled on a thesis proposal; in the proposal you will state the nature and importance of the question, discuss previous research and potential sources, outline your plan for analysis of the topic, and summarize the significance of the proposed research. A separate bibliography of primary and secondary sources that you intend to use in preparing the term paper must be included.

**The term paper proposal is due by 5 p.m. on Thursday, February 6<sup>th</sup>, 2020.**

The optimal length for a ANTH 607 term paper is 15-20 pages of text (12-point font, double spaced), although papers of a greater or lesser length will be accepted (note: longer does not necessarily mean better!). The paper must adhere to the requirements and recommendations provided in Kevin’s “Guidelines for Writing Your Term Paper” handout. A digital copy of the paper is to be submitted via email on or before 5 p.m., Thursday, April 30<sup>th</sup>, 2020. Submitting your paper after this date will result in a lower grade.

My term paper grading criteria are as follows:

- A:** Research, analysis, writing, and citation are professional and with minimal editing the paper could be published as a journal article or book chapter
- B:** Paper is good in most respects, but due to shortcomings in one or more areas would require significant editing before publication would be possible
- C:** Paper is at lowest levels of acceptability, and would require major new research or re-writing to achieve publishable standards
- D:** Paper falls below lowest levels of acceptability in research, analysis, writing, and citation
- F:** Paper fails to meet all professional standards, or the professor has found evidence of plagiarism.

## **3. Transcription Project (10%) Due February 13th**

For the transcription project, each student will work through a deed, a will, and an inventory from the Port Royal, Jamaica records. Along with the transcriptions, write a short paper (2-3 pages) contextualizing the records.

## **4. Personal Genealogy Report (15%) Due February 27th**

Each student will conduct genealogical research into their own family, researching a **minimum** of 5 generations back. I strongly urge you to go back as far as possible. For the oldest relative you can find, write a 3-5 page report about that relative. The reports should include as much pertinent major life event information as possible, such as employment, marriages, children, etc. All source documents should be referenced and included in an appendix. If someone in your

family is an avid researcher and has already done this, I urge you to casually dismiss their hard work and do it over yourself. A thorough familiarity with genealogical research is vital for a historical archaeologist!

### **5. Artifact Study: (15%) Due March 31<sup>st</sup>**

Each student will pick an artifact and write a 3-5 page report on the artifact. This report should focus on the site context, the use of the object, maker mark information, dates, etc. Analogous artifacts from other sites should be discussed. A separate bibliographical source page should be included.

Finally, during the last week of classes each student will present their term paper research to the class. These presentations will follow the same guidelines as the class presentations.

#### **Grading Scale**

90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

Last day to drop classes on Howdy without a fee is January 17<sup>th</sup>. The last day to Q-drop is April 14<sup>th</sup>.

#### **Academic Honor:**

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Find the Student Honor Council rules and procedures here: <http://aggiehonor.tamu.edu>

#### **Americans with Disabilities Act (ADA) Policy:**

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit <http://disability.tamu.edu>. Disabilities may include, but are not limited, to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

#### **Plagiarism Statement**

(From <http://writingcenter.tamu.edu/Faculty/Teaching-Writing-or-Public-Speaking/Developing-Your-Method-of-Instruction/Citation-Documentation Accessed 9/8/15>)

According to the Texas A&M University Definitions of Academic Misconduct, plagiarism is the appropriation of another person's ideas, processes, results or words without giving appropriate credit ([aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)). You should credit your use of anyone else's words, graphic

images, or ideas using standard citation styles. If I should discover that you have failed to properly credit sources or have used a paper written by someone else, I will recommend that you receive an F in this course. The Aggie Honor System Office processes for adjudication and appeals can be found at <http://aggiehonor.tamu.edu>

### **Title IX and Statement on Limits to Confidentiality**

Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report (per Texas A&M System Regulation 08.01.01) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff, or third parties visiting campus. These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (<https://scs.tamu.edu/>).

Students and faculty can report non-emergency behavior that causes them to be concerned at <http://tellsomebody.tamu.edu>.

### **Attendance**

Texas A&M views class attendance as an individual student responsibility. Students should attend all classes and complete all assignments if they wish to make a good grade. Please refer to Student Rule #7 for details concerning reasons for excused absences and protocols for making up work missed during excused absences (<http://student-rules.tamu.edu/rule07>).

### **Anthropology Department Diversity Statement**

Respect for cultural and human biological diversity are core concepts of Anthropology. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. The Anthropology Department supports the Texas A&M University commitment to Diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences (See <http://diversity.tamu.edu/>).

Schedule  
*Subject to Change*

**Week 1: Introduction to the course**

*January 14<sup>th</sup> & 16<sup>th</sup>, 2020*

Thursday: *Other People's Garbage*

**Week 2: Theoretical Foundations and the History of Historical Archaeology in the US**

*January 21<sup>st</sup> & 23<sup>rd</sup>, 2020*

Readings:

In Orser: Chapters 1&2 (pages 3 – 53)

In Deetz: 38-42; 64

Bass, George (1983) *A Plea for Historical Particularism in Nautical Archaeology*. Shipwreck Anthropology, ed. R.A. Gould. University of New Mexico Press: 91–104.

Hume, Ivor Noel (1978) *The Why, What, and Who of Historical Archaeology*. In Historical Archaeology: A Guide to the Substantive and Theoretical Contributions. Ed. Robert Schuyler. Baywood Publishing Co. Farmingdale, NY.

**Week 3: Interpreting Historical documents – Wills, Deeds, Inventories, Treatises**

*January 28<sup>th</sup> & 30<sup>th</sup>, 2020*

Readings: Murray (1998) Deciphering Old Handwriting

(2017) “What does that say?” Series part I-III: Deciphering the Handwritten Records of Early America. A State Archives of North Carolina Blog.

<https://ncarchives.wpcomstaging.com/2017/09/01/what-does-that-say-series-pt-i/>

<https://ncarchives.wpcomstaging.com/2017/09/01/what-does-that-say-series-pt-ii/>

<https://ncarchives.wpcomstaging.com/2017/09/01/what-does-that-say-series-pt-iii/>

Beaudry, Mary (1988). *Words for things: linguistic analysis of probate inventories*. In Documentary Archaeology of the New World. Ed. Mary Beaudry. 1988. Cambridge University Press. Cambridge, MA.

Brown, Marley (1988). *The behavioral context of probate inventories: an example from Plymouth Colony*. In Documentary Archaeology of the New World. Ed. Mary Beaudry. 1988. Cambridge University Press. Cambridge, MA.

**Week 4: Historical Maps, Surveys, and Iconographic Depictions**  
*February 4<sup>th</sup> & 6<sup>th</sup>, 2020 (Feb 6<sup>th</sup> – Exam Review)*

Readings:

Orser Chapter 5 and 6 (pages 119 – 143)

Deetz Chapter 4 (pages 89-124)

Seasholes, Nancy (1988). On the use of Historic Maps. In *Documentary Archaeology of the New World*. Ed. Mary Beaudry. 1988. Cambridge University Press. Cambridge, MA.

Smith, A. (2007). *Mapped Landscapes: The Politics of Metaphor, Knowledge, and Representation on Nineteenth-Century Irish Ordnance Survey Maps*. Historical Archaeology Vol. 41 No. 1. (pp81-91)

**Week 5: Genealogical research**

*February 11<sup>th</sup> , 2020 – Exam 1*

*February 13<sup>th</sup>, 2020 – (607) Transcription Project Due*

Readings:

*National Archives Catalog Guide for Genealogists and Family Historians*  
(<https://www.archives.gov/research/genealogy/catalog-guide>)

Crow, Amy. (2016) *Beginning Genealogy: How to Get Started the Right Way*. In familysearch.com. <https://www.familysearch.org/blog/en/beginning-genealogy-started/>

**Week 6: Dating, Artifact Analysis, and Interpretation**

*February 18<sup>th</sup> & 20<sup>th</sup>, 2020*

Readings:

Orser: 85-101; 188-224

Deetz p. 68- 77

Harris, E. (1997) Principals of Archaeological Stratigraphy. Chapter 2: The Concept of Stratigraphy in Archaeology. (pages 7-21)

Hume, Iver Noel (2001) Glossary, pages 361-373. In If these Pots Could Talk: Collecting 2,000 years of British Household Pottery. Chipstone Foundation, Milwaukee, WI.

## **Week 7: Excavation techniques**

*February 25<sup>th</sup> & 27<sup>th</sup>, 2020*

*February 27<sup>th</sup> - - Geological Projects Due*

Readings:

Orser Chapter 7: 167-200

Cary, H and Last, J. (2007). For the Record: The What, How, and When of Stratigraphy. *Ontario Archaeology* No. 83/84. (pp 70 - 78)

## **Week 8: Conservation of Archaeological Materials**

*March 3<sup>rd</sup> & 5<sup>th</sup>, 2020*

March 5<sup>th</sup> – (607) Reading list for Week 9 is due

Readings:

Hamilton, D. (1999) *Overview of conservation in archaeology; basic archaeological conservation procedures*. In Methods for Conserving Archaeological Material from Underwater Sites (Published online at nautarch.tamu.edu/CRL. (Pages 4-10)

Rotroff, S. I. (2001). "Archaeologists on Conservation: How Codes of Archaeological Ethics and Professional Standards Treat Conservation." Journal of the American Institute for Conservation 40(2): 137-146

Thursday: Tour CRL

*March 9<sup>th</sup> – 20<sup>th</sup>, 2020*

**Super Spring Break**



## **Week 10: Artifact Deposition Patterns and Site Interpretation**

*March 24<sup>th</sup> & 26<sup>th</sup>, 2020*

March 24<sup>th</sup> – Reading list for Week 11 is due

Readings: See eCampus

Lectures will be delivered via Zoom, please check your email from 2:00-2:20 to and accept the invitation to the lecture.

Tuesday:– Ms. Dempsey: South’s Artifact Distribution Patterns

Thursday: Mr. Palomino: A History of Tobacco & Pipe Stems in Archaeology

### **Week 11: Interpretation in Historical Archaeology**

*March 31<sup>st</sup> & April 2<sup>nd</sup>, 2020*

March 31<sup>st</sup> – **Exam II** – Available on eCampus from 2:20pm – 3:35pm.

Thursday:

Mr. Palomino (25 minutes) Gender, Faith, and Ethnicity in Historical Archaeology

Ms. Dempsey (25 minutes) – Global Historical Archaeology & Agency

### **Week 12: Case Studies**

*April 7<sup>th</sup> & 9<sup>th</sup>, 2020*

Readings: TBD

Tuesday: Mr. Palomino – The Port Royal Project

Thursday: Ms. Dempsey – La Salle’s 1686 Expedition to Texas & *La Belle*

### **Week 13: Case Studies**

*April 16<sup>th</sup>, 2020*

Readings:

Dostal et al. (2020). Integrating Digital and Conventional Recording Techniques for the Documentation and Reconstruction of an 18th-Century Wooden Ship from Alexandria, VA. In *Digital Applications in Archaeology and Cultural Heritage*. Vol. 16. March 2020.

Kennedy, C. (2016) Shelburne Shipyard Steamboat Graveyard. *INA Quarterly* 43.1/2. Spring Summer 2016. (p. 12-17).

Kennedy, C. (2015) Shelburne Shipyard Steamboat Graveyard. *INA Quarterly* 42.2. Summer 2015. (p. 12-17).

Crisman, K, and Kennedy, C. (2014) Shelburne Shipyard Steamboat Graveyard. *INA Quarterly* 41.2. Summer 2014. (p. 16-21).

Tuesday: The Shelburne Shipyard Steamboat Graveyard Project (Guest lecture Dr. Carolyn Kennedy)

Thursday: The 4 ships from Alexandria, VA

**Week 14: Student Presentations and Exam Review**

*April 21<sup>st</sup> & 23<sup>rd</sup>, 2020*

Grad Student Term Paper Presentations & Undergraduate Extra Credit presentations via Zoom

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*April 30<sup>th</sup>, 2020*

Term Papers Due by 5pm.