HISP 645: Archaeology and Preservation

University of Maryland
School of Architecture, Planning and Preservation

Spring 2008

Instructor: Prof. Donald W. Linebaugh
Office Location: Architecture, Room 1244
Office Hours: Tuesdays, 1:00-4:00 pm, and by appointment
Phone: 301-405-6309 or 240-461-8936 cell
Email: dwline@umd.edu

CLASS TIME: Tuesday, 4:00 – 6:30 pm
CLASS LOCATION: Architecture, Room 1121

OVERVIEW AND COURSE OBJECTIVES:

This course is intended for preservation students and students in allied disciplines who would like to become familiar with the methods, theories, and contemporary practices of archaeology, particularly those that impact the field of historic preservation. Topics for the semester will include the history of archaeology in the U.S., archaeological method and theory, archaeological interpretation, artifact conservation and curation, and site preservation and protection.

We will use case studies that demonstrate the intersection of archaeological research with a host of disciplines, and look at archaeology’s contributions in terms of landscape studies, building/structure documentation and analysis, cemetery studies, and particularly, in giving voice to underrepresented groups. Guest lecturers will focus on issues such as curation of artifact collections, approaches to site preservation, managing archaeological resources, Sec. 106 (NHPA) archaeology within state highway and transportation departments, etc.

We will take several field trips during the semester, visiting the archaeology department at Mount Vernon to discuss the distillery excavation and reconstruction, the Maryland Archaeological Conservation Laboratory in Jefferson Patterson Park near St. Leonard, and the Lost Towns Project at Historic Londontown. Students will also participate in an ongoing excavation being carried out by the Lost Towns Project in Anne Arundel County. We will also hear from a variety of guest lecturers from the professional community both in class and on our fieldtrips.
The specific goals of this course are to:

- Familiarize students with the methods, theories, and contemporary practices of archaeology, particularly those that impact the field of historic preservation;
- Develop a working vocabulary in archaeology;
- Gain exposure to a wide and diverse range of practice and debate in the field;
- Enable students to begin to form their own framework and understanding of archaeology as they work to become leaders in the preservation field; and
- Explore contemporary issues in archaeology, such as interpretation, artifact conservation and curation, and site preservation and protection.

ASSIGNMENTS AND GRADES:

All written work for this course should be of a level appropriate to graduate students. Spellings, mechanics and grammar do count; this is an opportunity to improve your ability to communicate in written formats. Please take the time to proofread all assignments carefully. Writing is a lifelong project, and you can always improve and hone your skills.

Citations – all citations should be in American Antiquity style (see www.saa.org for the style guidelines).

Class Participation and Preparation (15% of final grade)

This is a seminar class, thus your presence is extremely important, as is your preparation for each class. Class field trips are required and count as part of the class participation grade.

Assignment 1: (10% of final grade)

Virtual Excavation – Perform a virtual excavation using the Excavating Occaneechi Town CD program (this is loaded onto 2 computers in the Caroline lab. You will need to print your map results and artifacts lists for submission to receive credit.

Assignment 2: (5% of final grade)

Laboratory Work and Exercises – a two-hour lab to process artifacts and become familiar with the handling and analysis of archaeological materials. (4 students at a time for 2 hour slots – Thursday afternoons from 1-3 and 5-7 pm). (see readings list Class 4)
Assignment 3: (25% of final grade)
Artifact Study – Examine a class or type of artifacts (for example, ironstone ceramics, tobacco pipes, nails, etc.) – explain the class in terms of manufacture, consumption, use, and meaning. Maximum length for text – 8 pages, double spaced. Provide an annotated biblio. of at least 20 sources on this type of artifact (short one paragraph annotations). **Do not overuse or abuse Internet citations** – this is a library project! **NOTE: YOU NEED TO EMAIL CHOICE FOR APPROVAL.**

Assignment 4: (20% of final grade)
Local or county archaeological ordinance – Select a local archaeological ordinance and examine its strengths and weaknesses in terms of site protection and preservation. You should consider the ordinance in terms of its similarity or differences to site protection at the Federal level. Maximum 6 pages, double spaced. **NOTE: YOU NEED TO EMAIL CHOICE FOR APPROVAL.**

Final Exam (take home): (25% of final grade)

**Course Grading:**

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**Class Absences:**

Please notify me immediately if you cannot make a class due to illness or a personal emergency. These are the only reasons you will be excused from class. We will follow the standard University policy on inclement weather and rescheduling of classes.

**STUDENTS WITH DISABILITIES:**

Students with disabilities who may need academic accommodations should discuss options with their professors during the first two (2) weeks of class so that the student’s learning needs may be appropriately met. The student will need to provide documentation of a disability – assistance is available through Dr. Alan Marcus at Disability Support Service (301-314-7682).
ACADEMIC INTEGRITY AND THE HONOR CODE:

Academic integrity is essential, and the absolute highest standard of integrity and ethical conduct is a requirement of this course. The University Honor Code must be followed in all your work (see the web for the code of academic integrity).

“The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit: www.studenthonorcouncil.umd.edu/whatis.html.” Should your instructor determine that any form of academic dishonesty has taken place in this course, the student(s) involved will face appropriate sanctions.

COURSE MATERIALS:

We have 2 required texts for the class, however one is out of print and will be provided as chapter pdfs. The Hardesty/Little book can be purchased at the University Bookstore or through Amazon or some other online bookseller (one copy of each is on Reserve in the Architecture Library):


Other readings are available on-line as downloadable or printable files (marked + and accessed using password hisp645lin), on reserve in the Architecture Library*, or will be handed out in class**. (Readings for several classes will be announced during the semester; some reading assignments could be modified).

COURSE SCHEDULE:

JANUARY 29, CLASS 1
INTRODUCTION - HISTORY OF AMERICAN ARCHAEOLOGY

Readings:

Readings:


and pdf


Readings:


and pdf

Readings:


Read prior to lab -


FEBRUARY 27, CLASS 5
METHOD AND THEORY – PART 4 (ANALYSIS AND INTERPRETATION - I)

Readings:


DiZerega Wall, Diana. “Family Meals and Evening Parties: Constructing Domesticity in Nineteenth-century Middle-Class New York.” In Lines that


MARCH 4, CLASS 6
METHOD AND THEORY – PART 4 (ANALYSIS AND INTERPRETATION - II)
(ASSIGNMENT #3 DUE)

Readings:


MARCH 11, CLASS 7
CASE STUDIES – PART 1 (MT. VERNON) (FIELD TRIP, 1-5 PM). GUEST LECTURER – ESTHER WHITE, DIRECTOR OF ARCHAEOLOGY

Readings:


Breen, Eleanor. “Archaeology’s Interactive Dig – Distilling the Past.” [www.archaeology.org/interactive/mtvernon/index.html]

MARCH 18, SPRING BREAK

MARCH 25, CLASS 8
CASE STUDIES – PART 2 (COLONIAL WILLIAMSBURG AND KIPPAK PLANTATION) (ASSIGNMENT #3 DUE)

Readings:


Brown, Marley R., III, and Patricia Samford. “Current Archaeological Perspectives on the Growth and Development of Williamsburg.” In Historical


Linebaugh, Donald W. "Kippax Plantation: Traders, Merchants, Planters - An Exhibit Celebrating the Families of Pocahontas." Exhibit Catalog. Center for Archaeological Research, College of William and Mary, Williamsburg, VA, 1995. *


APRIL 1, CLASS 9
CASE STUDIES – PART 3 (HISTORIC LONDONTOWN) (FIELD TRIP, 1-5 PM). GUEST LECTURER – DR. AL LUCKENBACH OR JANE COX)

Readings:

TBA

APRIL 4, FIELD TRIP #3 – LONDONTOWN EXCAVATION (9:30AM – 5:00PM)

APRIL 8, CLASS 10
CASE STUDIES – PART 4 (NEW PHILADELPHIA) (GUEST SPEAKER – DR. PAUL SHACKEL)

Readings:

New Philadephia website:

Review the national register nomination and the research reports on the web page. Other interesting raw data can be found with the census data section.
Readings:


CRM Reports –


Readings:


CRM Reports –


Readings:


The Society for Historical Archaeology, “Standards and Guidelines for the Curation of Archaeological Collections.” [www.sha.org/research/curation.htm]


**MAY 6, CLASS 14**

(ASSIGNMENT #4 DUE)

CURRENT ISSUES - SITE PRESERVATION AND PROTECTION (GUEST SPEAKER - ANDY STOUT, ARCHAEOLOGICAL CONSERVANCY, EASTERN REGION DIRECTOR)

*Readings:*

Michel, Mark. “The Archaeological Conservancy and Site Protection.” (www.cr.nps/seac/protec ting/word/5j-michel.doc)


**MAY 13, CLASS 15**

CURRENT ISSUES – PUBLIC ARCHAEOLOGY AND EDUCATION

*Readings:*


General Audience Publications (REVIEW):


Hurry, Silas D. “Once the Metropolis of Maryland”: The History and Archaeology of Maryland’s First Capital. St. Mary’s City, Historic St. Mary’s City Commission, 2001. *


Affleck, Richard M. At the Sign of the King of Prussia. Harrisburg, Pennsylvania Historical and Museum Commission, 2002. *


MAY 20, FINAL EXAM (TAKE HOME)