

ARCH1900: The Archaeology of College Hill

Joukowski Institute for Archaeology and the Ancient World – Fall 2014

website:	http://blogs.brown.edu/archaeology250		
meeting:	Monday 3-5:20pm (excavation), Tuesday 12-1pm (section)		
location:	Quiet Green – excavation Carriage House at 137 Waterman St. – lab work RI Hall 008 – section		
instructor:	Andrew Dufton	TA:	Catherine Steidl
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office hours:	Tuesdays 1:30-3:30pm (and by appointment)	office hours:	TBA

The ongoing celebrations for Brown's 250th anniversary have highlighted the long and storied history of the university. As we imagine the Brown campus of the future, what questions can we ask of the Brown in the past? How has the physical environment of our campus developed? How – and where – did Brown students spend their time? And what material traces of the past might still be present, right under our feet, as we go about our daily lives?

The Archaeology of College Hill addresses these questions directly, through excavations conducted by Brown students at sites in and around Brown's campus. In past years, fieldwork has been completed at the First Baptist Church, the John Brown House, Hope College, and the Quiet Green. This year – as part of Brown's 250th anniversary celebration – we will continue our work on the Quiet Green, exploring the lives of the first presidents of Brown University through a survey and excavation at the location of the first president's house.

The goals of this course are twofold: to introduce students to the basics of archaeological field methods, and to explore the history and archaeology of the Brown University campus through active research and fieldwork. Each Monday, students will learn the basic components of field archaeology through hands-on survey and excavation of the Quiet Green, and the laboratory processing of the resulting archaeological finds. On Tuesdays, discussion sections will focus on various fieldwork or research techniques and their application to historical New England contexts. The course will culminate in a new display in Rhode Island Hall of materials from the past three years of fieldwork, and a collaborative presentation of our excavation results to the Brown community. Upon completion of this course, students will have a solid foundation for participation in archaeological field projects in the US and abroad.

Because of the hands-on nature of our work, class enrollment has been capped – preference will go to undergraduate concentrators in the Joukowski Institute for Archaeology and the Ancient World or the Department of Anthropology.

Learning goals

- Hands-on training in field techniques, including site survey, excavation, stratigraphic recording, artifact analysis and processing, and conservation
- Experience with historical and archival research, using collections at Brown University and within the city of Providence
- Develop greater knowledge of the history of the Brown Campus and its surroundings
- Learn basic skills for research dissemination, museum display, and public outreach

Grade Breakdown

Writing Assignment I – Buildings at Brown	15%
Writing Assignment II – Object biography	20%
Writing Assignment III – Dormitory ethnography	20%
Final exhibition project	25%
Weekly excavation diaries, blog	10%
Participation and attendance	10%

Course Activities

Writing Assignment I – Buildings @Brown (1250 words, due 5pm, Oct. 3rd): We are all familiar with Brown's campus in 2014, but how has the physical environment changed over time? Students will select a building or other physical feature on Brown's campus, and through archival research will trace the development of this building over time. The paper should include both a brief overview of the historical background and physical characteristics of the structure, and a discussion tracing the changes to the building or its surroundings since its original construction. Papers should include at least **THREE** clearly labelled archival photographs, plans, or maps.

Writing Assignment II – Object Biography (1500 words, due 5pm, Oct. 24th): How can we talk about objects to convey their many meanings in the past? Students will choose a single object of some relevance to the history of Brown University or housed in the University's collections. Building on the examples provided in the weekly readings, students will produce an object biography for the selected artifact. The paper should include at least **ONE** image of the object itself, provide a description of its physical characteristics and current location, and address any shifts in object's meaning in different periods or different contexts.

Writing Assignment III – Dormitory Ethnography (1500 words, due 5pm, Nov. 14th): What does our physical environment say about us as individuals, and how do we shape our physical environment? After reading Daniel Miller's (1988) discussion of council housing in Britain, visit at least **THREE** rooms in the same dormitory at Brown University to investigate how Brown students appropriate institutional spaces to express identity. Describe each of the rooms in detail – what is the same about all three? How have they been changed by their current occupants? Would any of these changes survive in the archaeological record? The paper should conclude with a discussion of how elements such as gender, ethnicity, or other factors may be expressed within an otherwise 'neutral' setting.

Final project (draft of all materials due Dec. 2nd, exhibition Dec. 8th): Dissemination of fieldwork results to the wider community is as important as the fieldwork itself. The class will work as a group to create an exhibition in Rhode Island Hall showcasing the results of the excavations. Individual tasks will be determined by the group, but may include artifact photography, selection and display; information boards; archival research; publicity; reconstructions or other visual materials; or the creation of online resources.

Weekly excavation diaries: Archaeology is a destructive process, and we will be removing a part of Brown's past as we excavate. The documentary record of fieldwork is therefore essential. Each student is required to keep their own personal field notebook during and after our class meetings. These notebooks should be a narrative of what has happened, what has been found, and any other relevant information (weather, problems and concerns, hypotheses). Notebooks

should also include drawings or sketches of trench plans, sections, and/or artifacts. These will be handed in at regular intervals for evaluation. In addition, each student will be required to post **ONE** entry from the excavation notebook to the class blog to share the excavation's progress with the Brown community.

Participation and attendance: Fieldwork is a collaborative, hands-on process and it is extremely important to be present, be prepared, and to participate actively every week. Regular attendance and participation are mandatory, and will be strictly enforced – any unexcused absences will result in attendance grade of 0. Excused absences are acceptable when accompanied by a note from a doctor, coach, or other appropriate authority.

NB: Students are also required to attend at least 3 hours of excavation during family weekend, Saturday, October 25th.

Preparing for archaeological fieldwork

Our excavations will be a fun activity for everyone involved – a primary goal for the course is for students to develop a strong sense of teamwork. However, there are also a few basic principles of archaeological fieldwork that need to be understood in order for the course and our collaborative archaeological research to be successful:

- Students must be dressed appropriately in order to participate in fieldwork. **Close-toed shoes** are required for all outdoor fieldwork. Wear clothes that you don't mind getting dirty. As is often the case in archaeology, we have limited time and **we will work in all weather conditions**, rain or shine. Be prepared with appropriate rain gear, sunscreen, hats, water bottles, etc.
- Archaeological fieldwork is physically demanding and can involve heavy lifting, shoveling, and prolonged periods of working outdoors in squatted or bent postures. **Please notify the instructor of any injuries or existing physical limitations** on the first day of class so that we can make accommodations for your meaningful involvement in the fieldwork without risk of further injury.
- We will be excavating trenches to depths of up to 1 meter. Be aware of the location of trenches to prevent injury. Never lean or sit on the edge of a trench, or sit on the ground inside a trench.
- Archaeological fieldwork and lab work demands careful attention to detail, and, above all, patience. We are never in a rush to excavate soil or materials from the ground before they are properly documented *in situ*. Students must follow the excavation instructions given by the instructor and teaching assistant. Always take the initiative to ask questions, even if something seems rudimentary – **it is much better to ask a question than make a basic mistake**.
- Keep track and take care of equipment at all times. Be sure to pick up after yourself, and to stow equipment in the storage location after the day's work is completed. Everyone must contribute equally to cleaning up the site after each day of fieldwork before anyone can depart – archaeological fieldwork is first and foremost a group effort, and no one is done until everyone is done.
- Finally, the Archaeology of College Hill is representing Brown University to a broader public. Please treat one another with respect and take the time to speak with visitors courteously.

Foul language, inappropriate behavior, and tampering with the excavation areas unaccompanied by the instructor or teaching assistant will not be tolerated.

Texts and Materials

- Deetz, James. 1996. *In Small Thing Forgotten: An Archaeology of Early American Life, Revised Edition*. New York: Anchor Books.
- Renfrew, Colin, and Paul Bahn. 2010. *Archaeology Essentials: Theory, Methods, Practice*. London: Thames and Hudson.
- Roskams, Steve. 2001. *Excavation*. Cambridge: Cambridge University Press. (*Purchase recommended for archaeology concentrators, but selected readings will also be made available online*)
- Small bound notebook for site diaries (Moleskin or similar)
- Marshalltown 4" pointing trowel (\$13 on Amazon)
- all other readings will be made available through Canvas

Useful References and Resources

- Encyclopedia Brunoniana: http://www.brown.edu/Administration/News_Bureau/Databases/Encyclopedia/
- Brown's 250th Anniversary website: <http://brown.edu/about/brown250/>
- Rhode Island Historical Society Library: <http://www.rihs.org/library/collections/>
- Providence City Archives: <http://www.providenceri.com/archives>
- John Hay Library: <http://library.brown.edu/about/hay/>
- Society for Historical Archaeology: <http://www.sha.org>

Weekly Schedule

All readings must be completed **BEFORE** section each week, and students should come to section prepared to discuss readings and fieldwork progress.

Week 1 – An introduction to archaeology

September 9 – Course introduction, field survey

September 10 – Introduction to archaeology

Section Readings:

Renfrew and Bahn 2010, Introduction and Chapter 1 (8-35)

Mrozowski, Stephen A., Grace H. Ziesing, and Mary C. Beaudry. 1996. *Living on the Boot: Historical Archaeology at the Boot Mills Boardinghouses, Lowell, Massachusetts*. Amherst: University of Massachusetts Press. Chapter 2: Historical archaeology in context (13-37)

Week 2 – An introduction to field methods

September 15 – Excavation

September 16 – Techniques of archaeological survey and excavation

Section Readings:

Renfrew and Bahn 2010, Chapters 2-3 (36-103)

Roskams 2001, Chapter 2 (30-39)

Week 3 – Excavation and the stratigraphic record

September 22 – Excavation

September 23 – Basics of site recording, stratigraphy, and excavation

Section Readings:

Roskams 2001, Chapter 6 (110-118), Chapters 9-10 (153-183), selections of Chapter 11 (184-192, 208-216), Chapter 12 (217-238)

Week 4 – Research and the documentary record

September 29 – Excavation

September 30 – Documentary archaeology and archival research

Section Readings:

Phillips, Janet M. 2000. *Brown University: A Short History*. Providence: Office of Public Affairs and University Relations, Brown University. Chapters 1-4 (7-66)

Seasholes, Nancy S. 1988. "On the Use of Historical Maps." In *Documentary Archaeology in the New World*, edited by Mary Beaudry, 92–118. Cambridge: Cambridge University Press.

Wilkie, Laurie A. 2006. "Documentary Archaeology." In *The Cambridge Companion to Historical Archaeology*, edited by Dan Hicks and Mary Beaudry, 13–33. Cambridge: Cambridge University Press.

*****Written Assignment 1 (Buildings @Brown) due 5pm, Friday, October 3*****

Week 5 – Objects and the material record

October 6 – Excavation

October 7 – Putting the material record in context

Section Readings:

Cochran, Matthew D., and Mary C. Beaudry. 2006. "Material Culture Studies and Historical Archaeology." In *The Cambridge Companion to Historical Archaeology*, edited by Dan Hicks and Mary Beaudry, 191–204. Cambridge: Cambridge University Press.

Deetz 1996, Chapters 1-2 (1-67)

Week 6 – Chronology and dating

October 13 – No excavation (Fall weekend)

October 14 – Principles of chronology and archaeological dating

Section Readings:

Deetz 1996, Chapters 3-4 (68-124)

Renfrew and Bahn 2010, Chapter 4 (104-139)

Roskams 2001, Chapter 13 (239-266)

Week 7 – Interpreting objects

October 20 – Excavation

October 21 – Thinking with objects and object biographies

Section Readings:

Gosden, Chris, and Yvonne Marshall. 1999. "The Cultural Biography of Objects." *World Archaeology* 31 (2): 169–178.

Hodder, Ian. 1999. *The Archaeological Process: An Introduction*. Malden, MA: Blackwell Publishers. Chapter 4: Interpreting material culture (66-79)

Kopytoff, Igor. 1986. "The Cultural Biography of Things: Commoditization as Process." In *The Social Life of Things*, edited by Arjun Appadurai, 64–91. Cambridge: Cambridge University Press.

*****Written Assignment 2 (Object Biography) due 5pm, Friday, October 24*****

FAMILY WEEKEND – Excavation October 25, 10am – 4pm

Week 8 – Interpreting sites

October 27 – Excavation

October 28 – From material assemblages to buildings and settlements

Section Readings:

Deetz 1996, Chapters 5-6 (125-186)

Hodder, Ian. 1999. *The Archaeological Process: An Introduction*. Malden, MA: Blackwell Publishers. Chapter 3: How do archaeologists reason? (30-65)

O’Keeffe, Tadhg, and Rebecca Yamin. 2006. "Urban Historical Archaeology." In *The Cambridge Companion to Historical Archaeology*, edited by Dan Hicks and Mary Beaudry, 87–103. Cambridge: Cambridge University Press.

Week 9 – Repeopling the past

November 3 – Excavation

November 4 – Identity and the built environment

Section Readings:

Deetz 1996, Chapters 7-9 (187-260)

King, Julia A. 2006. "Household Archaeology, Identities, and Biographies." In *The Cambridge Companion to Historical Archaeology*, edited by Dan Hicks and Mary Beaudry, 293–313. Cambridge: Cambridge University Press.

Miller, Daniel. 1988. "Appropriating the State on the Council Estate." *Man* 23 (2): 353–372.

Week 10 – An introduction to lab methods

November 11 – Laboratory work (finds processing)

November 12 – Methods for archaeological finds processing

Section Readings:

Knappett, Carl, Lambros Malafouris, and Peter Tomkins. 2010. "Ceramics (As Containers)." In *The Oxford Handbook of Material Culture Studies*, edited by Mary Beaudry and Dan Hicks, 588–612. Oxford: Oxford University Press.

Joukowsky, Martha. 1980. *A Complete Manual of Field Archaeology*. Englewood Cliffs: Prentice Hall. Chapter 12 (276-297)

Orton, Clive, and Michael Hughes. 2013. *Pottery in Archaeology, Second Edition*. Cambridge: Cambridge University Press. Chapter 2 (24-40), Chapter 4 (46-70)

*****Written Assignment 3 (Dormitory Ethnography) due 5pm, Friday, November 14*****

Week 11 – Materials analysis and conservation

November 17 – Laboratory work (conservation)

November 18 – Tools for conservation, ceramic recording and analysis

Section Readings:

Barker, David, and Teresita Majewski. 2006. "Ceramic Studies in Historical Archaeology." In *The Cambridge Companion to Historical Archaeology*, edited by Dan Hicks and Mary Beaudry, 205–234. Cambridge: Cambridge University Press.

Lubar, Steven, and Peter Liebold. 1999. "What Do We Keep." *Invention & Technology*: 28–38.

Orton, Clive, and Michael Hughes. 2013. *Pottery in Archaeology, Second Edition*. Cambridge: Cambridge University Press. Chapters 5-7 (71-103)

Watkinson, David. 2001. "Maximizing the Life Span of Archaeological Objects." In *Handbook of Archaeological Sciences*, edited by Don R. Brothwell and A. Mark Pollard, 649–660. New York: John Wiley and Sons, Ltd.

Week 12 – (Re)Presenting archaeology

November 24 – Laboratory work (analysis, documentation and photography)

November 25 – Museum archaeology and online dissemination

Section Readings:

Copeland, Tim. 2004. "Presenting Archaeology to the Public: Constructing Insights on-Site." In *Public Archaeology*, edited by Nick Merriman, 132–144. London: Routledge.

Merriman, Nick. 2004. "Involving the Public in Museum Archaeology." In *Public Archaeology*, edited by Nick Merriman, 85–108. London: Routledge.

Morgan, Colleen, and Stuart Eve. 2012. "DIY and Digital Archaeology: What Are You Doing to Participate?" *World Archaeology* 44 (4): 521–537.

Renfrew and Bahn Chapter 11: Whose Past? pp. 286-305

Week 13 – Preparations for public exhibition

December 1 – Laboratory work (exhibition preparations)

December 2 – Laboratory work (exhibition preparations)

No scheduled readings – students to continue work on final project

*****Final draft of all exhibition materials due in section, Tuesday, December 2nd*****

Week 14 – Public exhibition

December 8 – Opening of public exhibition at RI Hall