

## ARCH 1900: The Archaeology of College Hill

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Office hours: Tuesdays 1-3; Rhode Island Hall 007

Meeting times: Tuesdays 12-12:50 (section) & Wednesdays 3-5:30 (excavation/lab)  
Meeting locations: RI Hall 108 (section) & List Art Building lawn (excavation)



### Introduction to the course

Have you ever wondered about the history lying beneath your feet as you walk around campus? The Archaeology of College Hill will give you a chance to dig into it—literally! This course offers an introduction to archaeological methods and theory by participating in a real excavation here on campus. You will learn the foundational methods of archaeological fieldwork: excavation, documentation, and artifact identification and interpretation. The fieldwork will also extend beyond the trenches: you will combine historical and archaeological sources to research Providence's early history, interact with a variety of audiences to share information about our excavation, and become familiar with political and ethical challenges in the field of archaeology.

In past years, fieldwork for this course has been conducted at the First Baptist Church, the John Brown House, Hope College, the Quiet Green, and at Moses Brown School.

This year, we are lucky to be starting an excavation at a brand-new site! In the mid-1800s, a house was constructed where the lawn next to List Art Building stands now. It was torn down in the late 1960s, but traces of its foundation remain buried under the soil. During field/lab sessions on Wednesdays, we will first be excavating the foundations of this 19<sup>th</sup> century home, and then processing and analyzing the artifacts that we find. Tuesday discussion sections will focus on providing a solid introduction to archaeological methods and theory.

There are no prerequisites for this course. This is also a writing-designated course (WRIT), which means that: 1. you will have the opportunity to write at least twice; 2. you will receive substantive feedback on your writing from the instructors; and 3. you will have opportunities to apply our feedback to multiple drafts of the same assignment or future drafts of different writing assignments.

### **Learning goals**

Students who successfully complete this course will be able to:

- Apply knowledge of archaeological method and theory to plan and execute an archaeological excavation.
- Conduct historical and archival research to make novel interpretations about the world around them.
- Summarize, compare, and synthesize archaeological and historical data from a variety of sources, such as journal articles and excavation reports.
- Effectively communicate archaeological information to a variety of audiences, from community members to field experts.
- Make connections between archaeology, ethics, and current events to understand archaeology's use as a tool to understand culture and the human experience.

### **How will you be graded?**

- Attendance and participation: 10%
- Field notes: 10%
- Weekly reading responses: 15%
- Facebook/Instagram post: 10%
- Building biography: 15%
- Object biography: 15%
- Final project: 25%

*Attendance and participation:* Fieldwork is a collaborative, hands-on process and it is extremely important to be present, to be prepared, and to participate actively each week. What does this look like? Participation will be assessed both in the classroom (contributing to discussion, active listening, participation in class activities, keeping

up with the readings) and in the field/lab (being on task, working effectively as a team member, helping to set up and clean up).

Regarding absences: I understand that life happens and sometimes you cannot make it to class. If you need to be absent for whatever reason, please let me know as soon as you can so we can work together to determine the best way to proceed. More than two absences without advance warning, however, will negatively impact your grade by one percentage point per unexcused absence. Being more than ten minutes late to class without prior approval will also count as an unexcused absence.

N.B. Students are also required to attend at least 2 hours of excavation during Community Archaeology Day, scheduled for **Saturday, October 14th**, and to assist with backfilling our trenches (date TBD).

*Field notes:* Archaeology is an inherently destructive process—we irrevocably remove materials as we excavate. Diligent documentation of our fieldwork is, therefore, essential. Everyone is required to keep their own personal field notebook, which should be updated during and after every excavation session. The notebooks should be a narrative of what has happened, what you found, and any other relevant information (weather conditions, your trenchmates for the day, hypotheses and ideas about the site, etc.). Notebooks should also include at least one drawing or sketch of trench plans and/or artifacts. These will be handed in to me at regular intervals for evaluation. In addition to personal notebooks, you will take turns being in charge of the iPad-based digital recording system on site. The responsibilities for this include writing a daily narrative, creating/updating the dayplan, recording collected materials, taking opening and closing trench photos, etc. When you are in charge of the iPad, you don't need to write a full entry in your personal notebook—just make a note you were on the iPad that day. Each part of field notes (your personal notebook and the site database) are weighted equally at 5% each of your total grade. You will be assessed on the overall quality and accuracy of your notes.



*Weekly reading responses:* Readings related to the themes/topics of each Tuesday section meeting are assigned each week. You are required to submit 8 reading responses (out of 11 possible) on Canvas. These should be 150-300 words and are informal in nature—I want to see your own thoughts about and reactions to the

readings, as well as any lingering questions you might have (i.e. don't just summarize the readings, please). To receive full credit, reading responses should be submitted by 10:00 am on Tuesdays (two hours before our section meeting) so I have time to read them all and incorporate your questions and thoughts into the plan for the day.

*Facebook/Instagram posts:* One of the learning goals for this course is to learn how to effectively communicate archaeological information to a variety of audiences. To that end, each of you will be responsible for running the Archaeology of College Hill Facebook and Instagram pages for one week during the semester. You should make at least one long-form post (including pictures and/or video) about some aspect of the excavation. Posts are due by 11:59 pm on the Friday of your assigned week, at which point I will upload them to the class Instagram and Facebook. Signups for weeks will happen in the first week or so of class.



*Building biography:* This writing and research project allows you to conduct historical and archival research to learn more about the history that surrounds you every day on College Hill. You will select a historic building (extant or not) in the College Hill area and write a paper that discusses the building's construction, use, significance, and changes over time. In your paper, you should also discuss whether or not there

is potential for any archaeological investigation of the area around the building (if extant) or the site of the building itself (if not). Papers should be 1,250-1,500 words long. You will be assessed on whether and how well you cover the above topics, in addition to the overall organization and clarity of your written work.

*Object biography:* As you will learn in Week 9, object biographies are a way of thinking about the 'life cycle' of an artifact and how its uses and meanings change through time and human interaction. They are also a common way to communicate archaeological information to a variety of audiences, from museum displays to excavation reports to professional conference papers. In this project, you will select an object from our excavation and construct an object biography. Objects are first-come, first-served; signups will open Week 9. After doing an initial physical analysis, you should consult historical, archival, and archaeological resources to develop an interpretation of what it is, how it may have been used and reused, why it was ultimately deposited in its archaeological context, and what it can tell us about our archaeological excavation. You will share the results of your research with the class in an 8-10 minute presentation. The presentation should include:

- A physical description of the object: what is it made of? What are its dimensions? How much does it weigh? Are there any decorative elements or words on it?
- Its archaeological context: where in the trench was it found? What other artifacts were found in association with it (if any)?
- An interpretation of the object: what is it? What was it used for? How did it end up where it did? What does it tell us about the building we are excavating?
- At least two photographs of the object and one image of a piece of comparandum.

You will be assessed on whether and how well you cover the above elements, the overall clarity and structure of your presentation, and the plausibility of your interpretation of the object.

*Final project:* Final projects will each be unique but will all make a substantial contribution to the overall archaeological project. You will have the option to choose a project in one of four categories:

1. Excavation and other fieldwork—reports of each trench
2. Artifact analysis—ceramics, glass, metal, etc.
3. Historical and archival research
4. Community outreach—an exhibit proposal, educational materials, etc.

To ensure your success in these projects, I am implementing a scaffolded system. First, you should hand in a short (1-2 page) proposal by 11:59 pm on the Friday of Week 8. Sometime in Week 9 or 10, you will meet with me and the TA to discuss the scope and logistics of the project and talk through any questions. A rough draft of your project will be due by 11:59 pm on the Friday of Week 13, which I will provide substantive feedback on. You will also peer review each other's drafts. Your final project is due at the end of finals period. Group projects are allowed; you are encouraged to come talk to me as early as possible to ensure that your idea is feasible and fair.

### **Late work policy**

All assignments should be submitted by the stated deadlines found in this syllabus and on Canvas. However, I understand that things come up and you may not always be able to turn work in on time. I am generally happy to provide extensions as needs arise, provided you speak with me in advance (i.e. not an hour before the deadline) and that you do not take advantage of this grace. Any work submitted after its deadline without prior approval will incur a 10% grade reduction for each day it is late.

## Time and credit hour breakdown

Over 15 weeks, students will spend 44.5 total hours in the classroom between sections and excavation/lab (3.5 hours/week for most weeks). Weekly readings and written reading responses should take approximately 5 hours/week for 11 weeks, 55 hours total. Field notes and database entries should take 1 hour/week for 11 weeks of excavation, 11 hours total. Research and writing for the three major assignments (~15 hours for building biography, ~15 for object biography, ~34.5 for final project) and the Facebook/Instagram post (5 hours) are estimated to take the remaining 69.5 hours over the course of the term. Total: 180 hours.

## 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:

- Safety will always be our top priority, be it in the field, lab, or classroom. While we should all expect to work in close proximity to one another, no one should hesitate to bring issues of safety to the attention of their classmates and instructors. **Unsafe, inappropriate, or harassing behavior will not be tolerated in the class.**
- Students must be dressed appropriately in order to participate in fieldwork. **Close-toed shoes (preferably hiking or work boots) are required** for all outdoor fieldwork. Wear clothes that you don't mind getting (very) dirty. As is often the case in archaeology, we have limited time and we may work in adverse weather conditions. Be prepared with appropriate rain gear, footwear, sunscreen, hats, water bottles, etc.
- Archaeological fieldwork is physically demanding and can involve heavy lifting, shoveling, and prolonged periods of working outdoors in squatting or bent postures. **Please notify the instructor of any injuries or existing physical limitations** within the first week of class (or as they arise) so that we can make any necessary accommodations. For more information about fieldwork accommodations, please refer to the "Inclusive, Accessible, Archaeology" PDF guide available on Canvas.
- We will be excavating trenches to depths of up to 1 meter. Be aware of the location of the trenches to prevent injury and be aware of your surroundings (especially your fellow classmates!) when using tools. Never lean or sit on the edge of the trench due to the possibility of collapse and keep all materials and tools away from the edge of the trench to avoid falling object injuries.
- Archaeological fieldwork and lab work demand 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.

- 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.
- 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 or materials unaccompanied by the instructor or teaching assistant will not be tolerated.

### **Texts and required materials**

- A small notebook for your fieldnotes. I am partial to the weatherproof options from [Forestry Suppliers](#), but any notebook will do.
- All required readings will be made available on Canvas. If you are interested in continuing in archaeology, or want more information, you might consider purchasing the following, but they are not required:
  - Deetz, James. 1996. *In Small Things Forgotten: An Archaeology of Early American Life, Revised Edition*. New York: Anchor.
  - Renfrew, Colin, and Paul Bahn. 2016. *Archaeology: Theory, Methods, Practice*. 7<sup>th</sup> ed. London: Thames and Hudson.
- All field equipment (besides your notebook) will be provided by the Joukowsky Institute.

### **Diversity and inclusion**

The disciplinary origins of archaeology are intimately entangled with colonialism, nationalism, and racism. Archaeology has since been slow to consider and include diverse identities, perspectives, and abilities, both in written scholarship and in the field. I am deeply committed to addressing inequities within archaeology and feel strongly about creating a more diverse, equitable, and inclusive discipline. As such, I strive to create a learning environment for my students in which all diverse backgrounds and perspectives (e.g., race, gender, ethnicity, citizenship status, sexual orientation, age, socioeconomic status, religion, ability, etc.) are well-served by this course, that students' learning needs are addressed both in and out of class, and that the diversity that the students bring to this class is viewed as a resource, strength, and benefit.

As your instructor, I am committed to help accomplish these goals in the following ways (as well as in ways not enumerated here):

- If you have a name and/or pronouns that differ from those that appear in your official Brown records, please let me know.
- I acknowledge that this course does not exist in a vacuum. If your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. If you prefer to speak with someone outside of the course, Dean Bhattacharyya, Associate Dean of the College for Diversity Programs, is an excellent resource.
- If something was said in class (by anyone) that made you feel uncomfortable, or if you have feedback or concerns about course dynamics, please talk to me about it. The option of anonymous feedback is always available as well, which will lead to me making announcements to the class if necessary. The feedback form is available on Canvas and I will check it at the end of each week.

### **Accessibility and accommodations**

Brown University is committed to the full inclusion of all students. Please inform me early in the term if you have a disability or other condition that requires accommodations or modification of any course procedures. If you need accommodations or services, you should contact Student Accessibility Services at 401-863-9588 or [SAS@brown.edu](mailto:SAS@brown.edu) to discuss your needs and begin the registration process.

Brown is also committed to the inclusion and support of students whose first or primary language is not English. Information about support services may be found by contacting [ellwriting@brown.edu](mailto:ellwriting@brown.edu) or 401-863-5672.

### **Academic honesty policy**

Your work is expected to be your own. All students should be familiar with and adhere to Brown's [academic code](#). Proper attribution/documentation must be provided for all ideas, words, research, and images used. If you have any questions about citation, etc. PLEASE ask! Misunderstanding the code is not an excuse for dishonest work, so please come to me, a librarian, or the appropriate dean with any questions about what constitutes plagiarism. The academic code can be found [here](#). Read it. In addition, incorporating any text into assignments that has been generated by artificial intelligence (AI) language models, such as ChatGPT, is prohibited.



## WEEKLY SCHEDULE

You are expected to come to each section prepared to discuss the week's readings and fieldwork progress. This means that all readings must be completed BEFORE our section meeting each week.

### Week 1: Introduction to the course and site

Sept. 6 - Course introduction (meet in Rhode Island Hall 108, wear comfortable shoes for walking to site)

- Site information packet (ok to read after class this week)

### Week 2: Introduction to archaeology and excavation

Sept. 12 - discussion section (RI Hall 108)

Sept. 13 - excavation (List Art Building lawn, 64 College St.)

- Excerpts from Renfrew & Bahn - 'Introduction: The Nature and Aims of Archaeology' (p. 12-18), Ch. 2: 'What is Left? The Variety of Evidence' (ONLY p. 49-59) and Ch. 3.2-3: 'Assessing the Layout of Sites and Features' and 'Excavation' (p. 98-123, up to 'Recovery and Recording of the Evidence')
- Drewett, Peter. 2011. *Field Archaeology: An Introduction*. 2nd London & New York: Routledge. Ch. 6: 'Digging the Site' (p. 99-118)
- Lucas, Gavin. 2001. "Introduction." In *Critical Approaches to Fieldwork: Contemporary and Historical Archaeological Practice*, edited by Gavin Lucas, 1-17. London: Routledge.
- Watch "Introduction to Database Recording" prior to Wednesday's excavation
- (Optional) Watch "Khan Academy: What is archaeology: Understanding the Archaeological Record" @ <https://www.khanacademy.org/humanities/special->

[topics-art-history/arches-at-risk-cultural-heritage-education-series/the-role-of-archaeology/v/what-is-archaeology](https://www.oxfordjournals.org/doi/full/10.1093/ajph/101.11.2011)

### **Week 3: Introduction to archaeological recording**

Sept. 19 - discussion section

Sept. 20 - excavation

- Drewett, Peter. 2011. *Field Archaeology: An Introduction*. 2<sup>nd</sup> ed. London & New York: Routledge. Ch. 7: 'Recording Archaeological Excavations' (p. 119-35)
- Roosevelt, Christopher H., Peter Cobb, Emanuel Moss, Brandon R. Olson, and Sinan Ünlüsoy. 2015. "Excavation is ~~Destruction~~ Digitization: Advances in Archaeological Practice." *Journal of Field Archaeology* 40(3): 325-46.
- Gordon, Jody Michael, Erin Walcek Averett, Derek B. Counts, Kyosung Koo, and Michael K. Toumazou. 2016. "DIY Digital Workflows on the Athienou Archaeological Project, Cyprus." In *Mobilizing the Past for a Digital Future: The Potential of Digital Archaeology*, edited by Erin Walcek Averett, Jody Michael Gordon, and Derek B. Counts, 111-41. Grand Forks, ND: The Digital Press @ The University of North Dakota.
- Browse example records

### **Week 4: Methods and approaches of historical archaeology**

Sept. 26 - discussion section

Sept. 27 - excavation

- Deetz - Ch. 1: 'Recalling Things Forgotten: Archaeology and the American Artifact' (p. 1-37)
- Deetz - Ch. 7: 'Parting Ways' (p. 187-211)
- 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.
- 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.

*Building biography assigned*

## **Week 5: Report writing and publication**

Oct. 3 - discussion section

Oct. 4 - excavation

- Report on the Summer 2021 Excavations at the Sack Family House in Providence, RI
- CHOOSE TWO:
  - Ellens, Samantha. 2016. "Archaeological Excavations on Potato Hill, Montserrat, May-June 2016." Unpublished site report.
  - Knoblauch, Christian, and Laurel Bestock. 2019. "Uronarti 2018-19: NCAM Report." Unpublished site report.
  - Tuck, Anthony, Sarah Kansa, Kate Kreindler, and Eoin O'Donoghue. "2016 Excavations at Poggio Civitate and Vescovado di Murlo." *Etruscan Studies* 20(1): 35-57.

## **Week 6: Community archaeology, ethics, and reflexive practice**

Oct. 10 - discussion section

Oct. 11 - excavation

- Atalay, Sonya. 2012. *Community-Based Archaeology: Research With, By and For Indigenous and Local Communities*. Berkley, CA: University of California Press. Ch. 1: A Sustainable Archaeology (p. 11-32)
- Tully, Gemma. 2007. "Community Archaeology: General Methods and Standards of Practice." *Public Archaeology* 6(3): 155-87.
- CHOOSE ONE:
  - Mrozowski, Stephen A., and D. Rae Gould. 2019. "Building Histories That Have Futures: The Benefits of Collaborative Research." *Archaeologies* 15(3): 400-421.
  - Franklin, Maria, and Nedra Lee. 2020. "African American Descendants, Community Outreach, and the Ransom and Sarah Williams Farmstead Project." *Journal of Community Archaeology and Heritage* 7(2): 135-148.
  - Flewellen, Ayana Omilade, et al. 2022. "Creating Community and Engaging Community: The Foundations of the Estate Little Princess Archaeology Project in St. Croix, United States Virgin Islands." *International Journal of Historical Archaeology* 26: 147-176.

*Building biography due Friday, Oct. 13, 11:59 pm*

*Saturday, Oct. 14 is Community Archaeology Day! All students are required to attend at least two hours.*

## **Week 7: Household archaeology and designing research questions**

Oct. 17 - discussion section

Oct. 18 - excavation

- Deetz - Excerpt from Ch. 2: "The Anglo-American Past" p. 38-49 (start at beginning, end at 'Flowerdew Hundred')
- Battle-Baptiste, Whitney. 2011. *Black Feminist Archaeology*. Walnut Creek, CA: Routledge. Ch. 2: 'The Hermitage' (p. 73-108)
- Foster, Catherine P. 2012. "The Uruk phenomenon: a view from the household." In *New Perspectives on Household Archaeology*, edited by Bradley J. Parker and Catherine P. Foster, 437-472. Winona Lake: Eisenbrauns.
- Mrozowski, Stephen A. 2006. *The Archaeology of Class in Urban America*. Cambridge: Cambridge University Press. Ch. 3 (p. 36-62): "Shifting the Focus: Archaeology of the Urban Household."

## **Week 8: Urban archaeology and the archaeology of Providence**

Oct. 24 - discussion section

Oct. 25 - excavation

- 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.
- Rubertone, Patricia E. 1982. "Urban Land Use and Artifact Deposition: An Archaeological Study of Change in Providence, Rhode Island." In *Archaeology of Urban America: The Search for Pattern and Process*, edited by Roy S. Dickens, 117-41. New York: Academic Press.
- Providence City Plan Commission. 1967. *College Hill: A Demonstration Study of Historic Area Renewal*. 2nd Providence: Providence City Plan Commission. Part IIA: "History of College Hill" (p. 20-37)
- Optional, but highly recommended: Rubertone, Patricia E. 2020. *Native Providence: Memory, Community, and Survivance in the Northeast*. Lincoln: University of Nebraska Press. Ch. 1 - "Fox Point," p. 29-69.

*Final project proposals due Friday, Oct. 27, 11:59 pm*

## **Week 9: Introduction to artifact analysis - object biographies and ceramics**

Oct. 31 - discussion section

Nov. 1 - excavation/lab

- Gosden, Chris, and Yvonne Marshall. 1999. The cultural biography of objects. *World Archaeology* 31(2): 169-178.
- Deetz - Ch. 3: All the Earthenware Plain and Flowered (p. 68-88)
- Orton, Clive, and Michael Hughes. 2013. *Pottery in Archaeology*. 2<sup>nd</sup> ed. Cambridge: Cambridge University Press. Ch. 2: 'The Potential of Pottery as Archaeological Evidence' (p. 24-37)
- Take a look at artifact guide websites (links on Canvas in the 'Resources' discussion page)

*Object biography choice sign-up due Friday, Nov. 3, 11:59 pm (at the latest; note that objects are first-come, first-served)*

### **Week 10: Introduction to artifact analysis - graves, houses, metals**

Nov. 7 - discussion section

Nov. 8 - lab

- Deetz - Ch. 4: Remember Me as You Pass By (p. 89-124)
- Deetz - Ch. 5: 'I would have the howse stronge in timber' (p. 125-64)
- Grissino-Mayer, Henri, Justin T. Maxwell, Grant L. Harley, Niki A. Garland, David H. Holt, Carl Absher, B. Jacob Beale, Mathew S. Boehm, Kristen A. de Grauw, Anna-Maria Rautio, and Alex W. Dye. 2013. "Dendrochronology Reveals the Construction History of and Early 19th Century Farm Settlement, Southwestern Virginia, USA." *Journal of Archaeological Science* 40(1): 481-89.
- Reeves, Matthew, and Eric Schweickart. 2019. "Identifying and Analyzing Agricultural Landscapes Using Metal-Detector Survey and Nail-Batch Analysis." *Historical Archaeology* 53: 412-31.

### **Week 11: Artifact interpretation**

Nov. 14 - discussion section

Nov. 15 - lab

- 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.
- Mullins, Paul R. 1999. "Race and the Genteel Consumer: Class and African-American Consumption 1850-1930." *Historical Archaeology* 33(1): 22-38.
- Dawdy, Shannon, and Richard Weyhing. 2008. "Beneath the Rising Sun: 'Frenchness' and the Archaeology of Desire." *International Journal of Historical Archaeology*, 12(4): 370-87.

- Praetzellis, Adrian, and Mary Praetzellis. 2001. "Mangling Symbols of Gentility in the Wild West: Case Studies in Interpretive Archaeology." *American Anthropologist* 103(3): 645-54.

## **Week 12: Preserving, curating, and presenting the archaeological record**

Nov. 21 - discussion section

Nov. 22 - NO CLASS; Thanksgiving break

- Cronyn, J.M. 1990. *The Elements of Archaeological Conservation*. London: Routledge. Ch. 1: 'Introducing Archaeological Conservation' (p. 1-13) and excerpt from Ch. 3: 'General Techniques of Conservation' (p. 95-101)
- Clarke, Mary. 2015. "The Digital Dilemma: Preservation and the Digital Archaeological Record." *Advances in Archaeological Practice* 3(4): 313-30.
- Appleton, J. 2007. "Museums for 'The People'?" In S. Watson (ed.), *Museums and Their Communities*. London: Routledge, pp. 114-126.
- Jameson, J.H. 2003. "Purveyors of the Past: Education and Outreach as Ethical Imperatives in Archaeology." In L.J. Zimmerman, K.D. Vitelli, and J. Hollowell-Zimmer (eds.), *Ethical Issues in Archaeology*. Walnut Creek, CA: Alta Mira, pp. 153-162.

## **Week 13: Object biography presentations!**

Nov. 28 - discussion section (object biography presentations)

Nov. 29 - lab (1<sup>st</sup> half will be object bio presentations)

No readings assigned this week - work on your object bios and final projects!

*Final project rough draft due Friday, Dec. 1, 11:59 pm; peer review will be assigned over the weekend*

## **Week 14: Wrap-up**

Dec. 5 - discussion section (peer review discussion)

Dec. 6 - lab/time to work on final projects

No readings assigned this week - peer review/final projects only

*Final projects due Wednesday, Dec. 20, 11:59 pm (note: **I cannot offer extensions on final projects** because all grades must be submitted Friday, Dec. 22.)*