

LABORATORY TRAINING IN ARCHAEOLOGY: ANT4180L/ANG6183

Turlington B357, Wednesday, 9:35 – 12:35

Spring 2023

Instructor: Charles Cobb

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Office Hours: Weds, 3-4:00 pm, Fri, 10:00-11:00

Note: Dickinson is a closed curation facility, access with key only. Please let me know if you plan to show up in person for office hours and I can meet you in our lobby. I'm also happy to meet online via zoom or similar app, or else right after class.

Course Description

This course focuses on the material culture of Spanish colonialism in the Americas and how it is used in archaeological interpretation. The artifacts we will be working with derive from the southeastern United States, but we will be looking at larger issues of the Iberian exploration and colonization of the Western Hemisphere. The course is pitched at two levels. First, every week we will be considering categories of artifacts (ranging from clothing objects to pottery) and how they are classified and analyzed. Second, we will have readings and discussion on some of the social issues that archaeologists attempt to address through the study of these objects. Various topics of interest to us will include, but are not limited to, chronology-building, hybridity, identity, and status.

Learning Outcomes

By the end of the semester, students will have:

1. Gained an understanding of the role of Spanish colonialism in the settlement of the Americas, and in particular the southeastern region of the United States.
2. Learned standard archaeological classifications of European material culture dating to the A.D. 1500-1800 interval.
3. Mastered some of the key methods for creating digital archives based on artifact attributes.
4. Received training in making interpretations about social and historical processes based on the analysis of archaeological data.

Course Format and Requirements

The course will meet for a three-hour period (9:35 am – 12:35 pm) on every Wednesday of the semester for which regular classes are scheduled. This period will be broken down into several segments. At the beginning I will provide a lecture on the topic of the day. This will be followed by a discussion of the assigned readings for the week. The discussion will be led by student teams. We then will have an introduction to typological issues pertaining to the weekly material culture topic. Finally, we will be conducting preliminary analyses on recently excavated collections from Nombre de Dios, a Franciscan mission site in St. Augustine. This will provide students with the opportunity to develop expertise in the procedures of formal archaeological laboratory studies.

Assignments and Grades

Class attendance (10 points x 15 classes = 150 points): with only one class a week, missing one is equivalent to missing a week's worth of work. It is important that you attend all classes. We will cover so much in one day that I will not be able to personally go over in entirety what you may have missed.

In-class quizzes (50 points x 3 quizzes = 150 points): we will have four in-class quizzes that will test your knowledge of the archaeological materials introduced to you in class.

Synopses of key readings, and weekly reading summaries (30 points): each student will produce an overview of the readings for a given week. This will be required only once. I will work with each student on preparing and delivering the summary.

In addition, students must provide an abstract of around 100-200 words for each of the readings for a given week. The abstracts must be turned in (via email) prior to the class for which the readings are assigned. (5 pts x 14 class = 70 pts)

Research project (100 points): undergraduate students will be asked to produce a 5 page research paper based on an analysis of materials from the Comparative Mission Archaeology Portal, an online digital archive that will be introduced in the class. Graduate students will be asked to produce a 10 page paper.

A final letter grade will be assigned at the end of the semester, according to the following 500 point scale:

<u>Grade</u>	<u>% of points</u>	<u>Point spread</u>
A	(93-100%)	465-500
A-	(90-92%)	450-464
B+	(87-89%)	435-449
B	(83-86%)	415-434
B-	(80-82%)	400-414
C+	(77-79%)	385-399
C	(73-76%)	364-384
C-	(70-72%)	350-363
D+	(67-70%)	335-349
D	(63-66%)	315-334
D-	(60-62%)	300-314
F	(<60%)	<300

If you miss a quiz or due date for the take-home assignment, you must have a valid excuse in order to be allowed a make-up day. Justifiable absences are detailed by the university at the following link: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Text

There is no assigned textbook for this course. All readings will be posted on Canvas.

Cheating and Plagiarism

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel

Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://gatorevals.aa.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

WEEK

TOPIC

January 11 Spanish Material Culture: Origins and Variety

Light Reading: "A Serendipitous Discovery." *American Archaeology* magazine

- Overview of Archaeology of Spanish Colonialism
- Overview of work carried out by the University of Florida

Take some time and peruse: <https://www.floridamuseum.ufl.edu/histarch/artifact-gallery/>

January 18 From Site to Artifact: Context, Form, and Function

Rodríguez-Alegría, Enrique

2016 The Material Worlds of Colonizers in New Spain. In *Archaeologies of Early Modern Spanish Colonialism*, edited by Sandra Montón-Subías, María Cruz Berrocal, Apen Ruiz Martínez, pp. 39-59. Springer, New York.

South, Stanley

2016 Pattern Recognition in Historical Archaeology. In *The Historical Archaeology Laboratory Handbook, vol. 1: Patterns and Analysis*, edited by John M. Chenowith, pp. 203-210. Germantown, MD, Society for Historical Archaeology.

- General discussion and lab overview of history of European ceramics

Take some time and peruse: <https://apps.jefpat.maryland.gov/diagnostic/index-Ceramics.html>

January 25 Introduction to Spanish Colonialism in the Americas

McEwan, Bonnie G.

2014 The Historical Archaeology of Seventeenth-Century La Florida. *The Florida Historical Quarterly* 92(3):491-523.

Van Buren, Mary

2010 The Archaeological Study of Spanish Colonialism in the Americas. *Journal of Archaeological Research* 18(2):151-201.

Lab Exercises:

- Spanish ceramic types
- <https://www.floridamuseum.ufl.edu/histarch/ceramic-types/>

February 1 Faunal Analysis

Professor Susan deFrance, guest lecture

deFrance, Susan D.

2020 Guinea Pigs in the Spanish Colonial Andes: Culinary and Ritual Transformations. *International Journal of Historical Archaeology* <https://doi.org/10.1007/s10761-020-00548-6>.

Reitz, Elizabeth J.

1992 The Spanish Colonial Experience and Domestic Animals. *Historical Archaeology* 26(1):84-91.

Lab Exercises:

- Introduction to identifying faunal elements
- Mini-presentation of ongoing research on ancient DNA at Florida Museum

February 8 Colonial Archaeology: A Primer on Method and Theory and Things

Deagan, Kathleen

1988 *Artifacts of the Spanish Colonies of Florida and the Caribbean, Vol. 1*. Smithsonian Institution Press, Washington, DC

- Chapter 3 “Economic Factors Affecting the Distribution of Artifacts in Florida and the Caribbean”

Ewen, Charles

2001 From Colonist to Creole: Archaeological Patterns of Spanish Colonization in the New World. *Historical Archaeology* 34(3): 36-45.

Lab Exercises:

- Introduction to Nombre de Dios collection
- Exercises on archaeological contexts

• In-Class Quiz 1

February 15 Spanish Expeditionary Period

Keehnen, Floris W. H.

2019 Treating ‘Trifles’: the Indigenous Adoption of European Material Goods in Early Colonial Hispaniola (1492-1500). In *Material Encounters and Indigenous Transformations in the Early Colonial Americas: Archaeological Case Studies*, edited by C. L. Hofman and F. W. M. Keehnen, pp. 58-84. Brill, Leiden.

Legg, James B., Charles R. Cobb, Edmond A. Boudreaux III, Brad R. Lieb, Chester B. DePratter, and Steven D. Smith

2020 The Stark Farm Enigma: Evidence of the Chicasa (Chikasha)-Soto Encounter in Mississippi. In *Modeling Entradas: Sixteenth-Century Assemblages in North America*, edited by Clay Mathers, pp. 43-67. University of Florida Press, Gainesville.

Lab Exercises:

- Indigenous pottery types in colonial Spanish Florida
- 16th century diagnostics

February 22 The Subjects and Objects of Empire: Indigenous Archaeology

Cobb, Charles R., and Dino A. Ruggiero

2003 Lithic Technology and the Spanish Entrada at the King Site in Northwest Georgia. In *Stone Tool Traditions in the Contact Era*, edited by C. R. Cobb, pp. 13-28. University of Alabama Press, Tuscaloosa.

Smith, Marvin T., and David J. Hally

2020 The Acquisition of Sixteenth-Century European Objects by Native Americans in the Southeastern United States. In *Modeling Entradas: Sixteenth-Century Assemblages in North America*, edited by Clay Mathers, pp. 203-246. University of Florida Press, Gainesville.

Lab Exercises:

- Appropriating European objects
- Lithic Technologies

March 1 The Mission Period

Milanich, Jerald

1998 *Laboring in the Fields of the Lord: Spanish Missions and Southeastern Indians*. Smithsonian Institution Press, Washington DC.

- preface and Chapter 1

Panich, Lee M., Rebecca Allen, and Andrew Galvan

2018 The Archaeology of Native American Persistence at Mission San José. *Journal of California and Great Basin Anthropology* 38(1):11-29.

Lab Sources:

2002 *Artifacts of the Spanish Colonies of Florida and the Caribbean, 1500-1800: Vol. 2*. Smithsonian Institution Press, Washington, D.C.

- Chap. 4, Religious Items
- Chap. 5, Amulets and Magical Items

March 8 Taste and Consumption

Graham, Margaret A., and Russell K. Skowronek

2016 Chocolate on the Borderlands of New Spain. *International Journal of Historical Archaeology* 20(4):645-665.

Pavao-Zuckerman, Barnet, and Diana DiPaolo Loren

2012 Presentation is Everything: Foodways, Tablewares, and Colonial Identity at Presidio Los Adaes. *International Journal of Historical Archaeology* 16:199-226.

Lab Sources:

Deagan, *Spanish Artifacts*, vol. 2

- Chap. 9, Buckles...
- Chap. 12, "Coins and Weights"
- Chap. 14, Pastimes...

• In-class Quiz 2

March 15 Spring Break

March 22 Conflict Archaeology: Forts, Battles, Armaments

Beck, Robin A., Christopher B. Rodning, and David G. Moore (eds.)

2016 *Fort San Juan and the Limits of Empire: Colonialism and Household Practice at the Berry Site*. University Press of Florida, Gainesville.

- pp. 1-3, and Chap. VI ("What They Left Behind")

Schmader, Matthew F.

2018 One Battle, Many Cultures: Vazquez de Coronado and the "Tiguex War" of 1540-1542. In *Fields of Conflict, Conference Proceedings from the 10th Biennial International Conference*, Vol. 2, pp. 18-35. Mashantucket, CT, Mashantucket Pequot History and Research Center.

Lab Exercises:

- Gun parts, gunflints, musketballs

Lab Source:

Deagan, Kathleen

2002 *Spanish Artifacts Vol. 2*.

- Chap. 13, Personal Firearms

March 29 Digital Databases

- Digital Archive of Comparative Slavery: <https://www.daacs.org>
- The Comparative Mission Archaeology Portal: <https://cmap.floridamuseum.ufl.edu/>
- La Florida: The Interactive Digital Archive of the Americas (currently being revamped)

• Distribution of class project assignment

April 5 Architecture

South, Stanley, Russell K. Skowronek, and Richard E. Johnson

1988 *Spanish Artifacts from Santa Elena*. Anthropological Studies No. 7. South Carolina Institute of Archaeology and Anthropology, University of South Carolina, Columbia.

- Chap. 3, The Architecture Group of Artifact Classes

Wells, Tom

2016 Nail Chronology: The Use of Technologically Derived Features, In *The Historical Archaeology Laboratory Handbook*, vol. 2: *Seventeenth, Eighteenth, and Nineteenth Century*

Materials, edited by John M. Chenowith, pp. 155-176. Germantown, MD, Society for Historical Archaeology.

April 12 Sourcing Studies

This class will be a hands-on demonstration of the use of portable X-Ray Fluorescence (pXRF), an instrument that can determine the elemental composition of materials. The physics behind this are somewhat complex, and we are more concerned with practical applications. The link to our lab source reading below has an introduction to the technique, but it is a bit detailed. Focus on pages 7-9, 15-16, and generally peruse the remainder of the chapter.

• Research Projects due

April 19 Identity in the Spanish Empire

Deagan, Kathleen, and Darcie MacMahon

1995 *Fort Mose: Colonial America's Black Fortress of Freedom*, University Press of Florida.
• pp. 1-4, 20-36

Pavao-Zuckerman, Barnet, and Diana DiPaolo Loren

2012 Presentation is Everything: Foodways, Tablewares, and Colonial Identity at Presidio Los Adaes. *International Journal of Historical Archaeology* 16:199–226.

Lab exercises:

- Identifying personal objects and beads

Lab Sources:

Deagan, Spanish Artifacts, vol. 2

- Chap. 8, Clothing Fasteners

Kidd, Kenneth E., and Martha Ann Kidd

2016 A Classification System for Glass Beads for the Use of Field Archaeologists. In *The Historical Archaeology Laboratory Handbook*, vol. 2: *Seventeenth, Eighteenth, and Nineteenth Century Materials*, edited by John M. Chenowith, pp. 253-296. Germantown, MD, Society for Historical Archaeology.

April 26 Space and Place

Blind, Eric Brandon, Barbara L. Voss, Sannie Kenton Osborn, Leo R. Barker

2004 El Presidio de San Francisco: At the Edge of Empire. *Historical Archaeology* 38(3):135-149.

Deagan, Kathleen

1983 St. Augustine: First Urban Enclave in the United States. *North American Archaeologist* 3(3):183-205.

Lab Exercises:

- Approaches to spatial analysis

• **In-Class Quiz 3**