



CAPE COD NATIONAL SEASHORE: CULTURAL & ENVIRONMENTAL CHANGE, 1644-1800 EASTHAM, MASSACHUSETTS, USA

Course ID: ARCH 300L

June 30-July 27, 2019

FIELD SCHOOL DIRECTOR:

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INTRODUCTION

Understanding the way past human society changed as that society altered its natural environment is vital for modern day society, as is the recognition that such change is deeply cultural and not just about wildlife, pollution, or food and water sources (though those as well). As people change their own environment through deforestation and soil degradation, how do social identity groups like religions alter to compensate? Archaeology provides long-term, diachronic insight into this question.

Religion is often thought of as being immaterial, but like other aspects of who we are, religious ideas and groups are worked out through the materials and environment around us—which means archaeologists can study them. This project looks at a well-known religious community in a less-clearly-understood time: the century and a half during which the descendants of those called “the Pilgrims” radically altered the landscape of Lower Cape Cod, Massachusetts (present day Eastham, Orleans, Wellfleet and Truro). The outer cape was settled by Europeans starting in 1644 with the founding of Nauset (later Eastham), the only town on the Lower Cape settled by offshoots from the Separatist Plymouth community rather than Puritan Massachusetts Bay. This settlement was motivated in part by

profit, but it was still a religious community, and they carried with them a view of the natural environment as a gift from God to be mastered, “improved,” and used.

The settlement at Nauset quickly began to consume the resources of the Lower Cape, and over time this required economic and social adaptations. How did their religious relation to nature change, then, when the environment began to fail them? To find out, we will excavate one of the earliest European sites on Cape Cod to see how they adapted both economically and culturally to deforestation and soil erosion that occurred between 1644 and 1800. We will stay in Cape Cod National Seashore, living in an 1870s Coast Guard Station right on the beach. Activities will include excavation, mapping, and lab work, as well as interaction with site visitors, local historical sites, and museums. Not only will we create new knowledge about this period, we will also discuss how best to present this time to the public, as the classical stories of the Pilgrims encounter evidence of colonial dispossession and environmental change.

ACADEMIC CREDIT UNITS & TRANSCRIPTS

Credit Units: Attending students will be awarded 8 semester credit units (equivalent to 12 quarter credit units) through our academic partner, Connecticut College. Connecticut College is a private, highly ranked liberal arts institution with a deep commitment to undergraduate education. Students will receive a letter grade for attending this field school (see grading assessment and matrix). This field school provides a minimum of 160 direct instructional hours. Students are encouraged to discuss the transferability of credit units with faculty and registrars at their home institution prior to attending this field school.

Transcripts: An official copy of transcripts will be mailed to the permanent address listed by students on their online application. One more transcript may be sent to the student home institution at no cost. Additional transcripts may be ordered at any time through the National Student Clearinghouse: <http://bit.ly/2hvurkl>.

COURSE OBJECTIVES

This course offers the opportunity to participate in a primary archaeological research project, learning the basic methods and techniques of field archaeology and laboratory work, and how scientific research projects more generally are planned and executed. This is a hands-on course, in which students will learn techniques by applying them to real research situations. This course is a vital first step towards preparing students for graduate school or entry-level jobs in field archaeology but also provides transportable skills of use in other fields, such as experience integrating multiple kinds of data, implementation of research protocols, and technologies such as mapping and materials analysis.

PREREQUISITES

There are no prerequisites for participation in this field school. This is hands-on, experiential learning and students will study on-site how to conduct archaeological research. Archaeology involves physical work and exposure to the elements and thus, requires a measure of acceptance that this will not be the typical university learning environment. You will get sweaty, tired and have to work in the outdoors. Students are required to come equipped with sufficient excitement and adequate understanding that the archaeological endeavor requires real, hard work – in the sun, on your feet, and with your trowel.

DISCLAIMER – PLEASE READ CAREFULLY

Our primary concern is with education. Traveling and conducting field research involve risk. Students interested in participating in IFR programs must weigh whether the potential risk is worth the value of education provided. While risk is inherent in everything we do, we do not take risk lightly. The IFR

engages in intensive review of each field school location prior to approval. Once a program is accepted, the IFR reviews each program annually to make sure it complies with all our standards and policies, including student safety.

We do our best to follow schedule and activities as outlined in this syllabus. Yet local permitting agencies, political, environmental, personal, or weather conditions may force changes. This syllabus, therefore, is only a general commitment. Students should allow flexibility and adaptability as research work is frequently subject to change.

Since the basis for the class is an on-going research project, each term will take a somewhat different emphasis, depending on the particular phase of the project. Excavation will be a major emphasis, as will survey, basic laboratory analysis (cleaning, identifying, and cataloging artifacts), map-making, and locating and analyzing documentation of all sorts. As in any scientific study, new data will (sometimes radically) alter plans and may change the work accomplished.

Archaeological field work involves physical work in the outdoors. Cape Cod National Seashore is a vacation destination, but we won't be spending our days lounging on the beach! (Well, there will be *some* time for that.) We will be working off trails in areas with biting insects and poison ivy. Temperatures can vary from really hot to quite cold; highs in the 50s or 100s are both pretty normal on the Cape in summer. We will likely work through either extreme and through moderate rain showers as well (a poncho is recommended; umbrellas are impractical).

For safety reasons, long pants and close-toes shoes (preferably high-topped, hard toe, work boots) are absolutely required for all field days, long shirts and hats are strongly recommended to defend against sun, heat, and insects. I suggest you shop at a thrift store for light-weight, natural-fiber, long-sleeve shirts and pants (not jeans!) that will get dirty and torn. It will not be worth your while to clean your field clothes daily, so we'll all smell most days! You'll want at least 3 sets of field clothing. Bring and use lots of SPF 50+ sunscreen and LOTS insect repellent, and a reusable water bottle.

We will be staying on government property. The legal drinking age in the US is 21 and underage drinking or the possession *or* use of any illegal drugs will not be tolerated during the project. Students who are over age 21 will not be prevented from responsible, reasonable drinking during off hours and off site, but any issues (drunkenness, supplying underage drinkers, interference with project work) may result in removal from the field school. Due to Park regulations, no alcohol can be kept or used in the Coast Guard Station Building where we will be staying.

Students are very strongly advised to get a current Tetanus shot before the field school! Students are required to review and abide by the safety information below, including the notices about the beach and sharks.

If you have any medical concerns, please consult with your doctor. For all other concerns, please consult with the project director.

LEARNING OUTCOMES

Students in this class will:

1. Learn to perform basic archaeological work as a field tech, including excavation, recording, mapping, and artifact identification, conservation and analysis (assessed in the Methods Quiz and in the field).
2. To explain the theoretical and methodological importance of field and lab procedures
3. To build arguments about site formation and human behavior from primary archaeological evidence: artifacts, contexts, types, sequences, etc., and translate these into locus and unit sheets and field notes

4. To discuss the contribution of archaeology to our knowledge of literate societies and the role of material culture in anthropological research on this project and more generally and explain these in public blog posts
5. Work analytically across disciplinary lines, integrating multiple kinds of data (documentary, archaeological, materials science, oral, and theoretical) to tackle complex problems
6. To translate their insights in sustained intellectual discussion and analytical writing for different audiences (academic, in journals, and public, in blog posts).

GRADING MATRIX

Grading will be calculated based on these primary indicators.

- Attendance and Participation (40%) Students will be graded on their performance of assigned tasks, engagement with the work, attention to detail, and efforts at improvement.
- A Field Journal and Critical Reflections on Deetz and assigned archaeological readings (20%) in which students recount and reflect on the work accomplished each field day, critically examine how it relates to broader questions, and make connections to the assigned readings. Hand in your write-ups in two installments, by the dates below.
- Lab and Field Methods Quiz (20%) A quiz on the methodology readings (Field Methods book) and introductory lecture. It is designed to help you learn terms and procedures that we will put into practice in the field. You may re-take it if necessary (grades will be averaged), but must score a 75% in order to be allowed to continue to work in the field.
- Final Lecture/Reading Quiz (20%) on the other readings and lectures assigned throughout the class, taken the last day of the field project.

TRAVEL & MEETING POINT

Hold purchasing your airline ticket until six (6) weeks prior to departure date. Natural disasters, political changes, weather conditions and a range of other factors may require the cancelation of a field school. The IFR typically takes a close look at local conditions 6-7 weeks prior to program beginning and make Go/No Go decisions by then. This time frame still allows the purchase of discounted airline tickets while protecting students from potential loss of airline ticket costs if we decide to cancel a program.

The site and accommodation are in Eastham, Massachusetts, in what is called “Lower” Cape Cod (meaning farther from the mainland, although actually further north). Students driving to the area will be able to leave their cars for the duration of the project at Salt Pond Visitor’s Center, about a mile from the field house; there is no parking near the project’s accommodation. Students can be picked up from Salt Pond and driven to the field house, one mile away.

Students flying to the area should travel to Boston Logan International Airport (BOS) or Providence (RI) (PVD) and then take the [Plymouth and Brockton Line](#) airport bus (about \$27 o/w) to the [Barnstable Park and Ride](#), Barnstable, MA. Project personnel will arrange to meet students there and drive to the field house (25 miles). Students can also take Greyhound or other bus lines and connect to Plymouth and Brockton’s bus to Barnstable in Boston, Providence, or other locations, and get to the Barnstable pickup.

If you missed your connection or your flight is delayed, please call, text or email project director immediately. A local emergency cell phone number will be provided to all enrolled students.

VISA REQUIREMENTS

The site is in the United States and, unless you pass through another country en route (as those driving from Michigan may do) US Citizens need no passport or visa. Citizens of other countries are asked to check the embassy website page at their home country for specific visa requirements.

ACCOMMODATIONS

During the project, we will stay in an historic, 1870s Coast Guard station right on the beach. It has been updated for safety (such as fire codes) and outfitted to host groups such as ours and others. Rooms have bunk beds and 3 to 8 students will share a room with other students of their own gender identification (room sizes vary). It has modern plumbing (toilets and showers), drinkable water, electricity, and some spectacular, spectacular views of the marsh and ocean. It has heat (being on the water, the temperature gets quite cold some nights) but no air conditioning. It is also an old building and will probably have the occasional insect, draft, or broken thing. Oh, and no wifi! (Though smartphone should get good data reception).

Local Transport: The Station will be a great place to stay, but it's a bit isolated, with nothing within walking distance except the beach. Uber and Lyft operate in the area, but not in large numbers; a trip to Orleans where there are many shops and restaurants will probably cost about \$20 each way. For fieldwork and group trips, we will drive in one 15-passenger van. Bring motion-sickness medication if this is an issue for you, as not everyone will be able to sit up front. We will try to offer a lift to/from nearby towns as scheduling permits, probably once on a weekend so that people can visit the laundromat, but bring books and plan to relax near the Station a fair bit. Bikes can be an option for some local trips, and there are some dedicated trails; wear a helmet, watch for cars, and see [CCNS information on biking](#).

The Beach: The building is directly on a very popular Atlantic Ocean beach ("[Coast Guard beach](#)" and see [NPS history and information here](#)) that summer visitors line up to take a shuttle bus to. Not us! We live here! That said, the Atlantic Ocean can be fierce, with deadly rip-currents and large waves, and Cape Cod stretches right into the middle of it. Swimming can be dangerous and students are **very strongly advised not to swim in the ocean**. There are various fresh water ponds and bay-side beaches (see Town of Eastham [beach directions](#) and the general [town website](#) for more.) If, at your own risk, you choose to swim in the ocean, the project has several non-negotiable rules: swim only when and where lifeguards are present (the beach has a lifeguard during the day until 6pm); obey all posted signs and instructions from lifeguards; never drink alcohol and swim; never swim alone. Violation of these rules will result in dismissal from the program.

SHARKS! Sharks are present in the waters off Cape Cod, and though very rare there have recently been several attacks on humans including one fatality. The National Seashore, which operates these beaches, pays close attention to potential dangers and posts current information. Never swim when a beach is closed, always follow instructions from life guards and these NPS Shark Safety tips: avoid swimming at dawn and dusk and avoid swimming when seals are present. All students must watch the [NPS Shark Smart Video](#) and read the [Shark Safety webpage](#), [Information Sheet](#), and [FAQ](#) as part of their assigned reading (see below).

Food: The project will hire a cook who will shop and prepare dinner each night. Breakfasts and lunches will be self-catered in the field house's kitchen, and students will be required to wash their own dishes. A supply of basic materials (bread, cheese, cereal, coffee, milk, lunchmeats, fruit, etc.) will be kept on hand and a list for "requests" will be posted in the kitchen for specific items (which are not guaranteed to be provided, but we'll do our best!). Students will take turns working in pairs with the cook helping to prep dinners for the group and doing clean up; expect to do this once per week. We will make every effort to accommodate special diets, and the general contents of the kitchen will always be available to those who cannot or do not wish to eat what is served.

COURSE SCHEDULE

All IFR field schools begin with safety orientation. This orientation includes proper behavior at the field area, proper clothing, local cultural sensitivities and sensibilities, potential fauna and flora hazards, review of IFR harassment and discrimination policies, and review of the student Code of Conduct.

Generally, we will work all day, M-F, with a brief break for lunch, and have an easy lab morning Saturdays. Some Tuesday afternoons will finish a little early and then have discussion of the assigned readings before dinner. Wednesday evenings will have lectures, and Friday afternoons are off an hour early. This schedule is schematic, and subject to change. For instance, the order and timing of the lectures may be adjusted to accommodate guest speakers from the area who will discuss local and regional history and culture. Students must be available for lectures and field work. Any time labeled “Fieldwork” may be a combination of field setup/clean-up, excavation, lab work or other work as required and depending on the weather.

| | Mon | Tues | Weds | Thurs | Fri | Sat | Sun |
|--|--|---|---|---|---|---|---|
| Week 1— Arrive Sunday | Orientation 2 hrs), research design (3 hrs); methods (4) 8am- 5pm | Site tour and Fieldwork 8am-5pm | Fieldwork 8am-5pm 7-8:30pm Lecture (theory) | Fieldwork 8am-5pm 4th of July BBQ! | Fieldwork 8am-4pm; <i>Finish all “Methods” readings”</i> | 9am study, 10am Methods Quiz, then lab work until 12p | Free; finish all Theory and Local History Readings |
| Week 2 | Fieldwork 8am-5pm | Site tour and Fieldwork 8am-2pm 3pm-6pm Readings Discussion | Fieldwork 8am-5pm 7-8:30pm Lecture (theory) | Fieldwork 8am-5pm | Fieldwork 8am-4pm | 9-12 lab work; midpoint feedback | Free ; <i>finish all “Museum” readings</i> |
| Week 3 | Fieldwork 8am-5pm | Site tour and Fieldwork 8am-2pm 3pm-6pm Readings Discussion | Field Trip to Plimouth Plantation & History lectures, 7am-7pm | Fieldwork 8am-5pm | Fieldwork 8am-4pm | 9-12 lab work | Optional Whale Watch (transport provided, ticket extra ~\$45) |
| Week 4 | Fieldwork 8am-5pm | Site tour and Fieldwork 8am-2pm 3pm-6pm Study | Fieldwork 8am-5pm 7:30-9pm Lecture (modern history, guest lecture) | Fieldwork 8am-5pm; <i>finish all outstanding readings</i> | Lab 9-12, Study 12- 3, Final Quiz 3-4, Closing Party/BBQ on Beach 5-?? | Departure | |

EQUIPMENT LIST

Things you MUST Bring

- 50+ page Notebook for field notes (I suggest a [Write in the Rain](#))
- Reusable water bottle
- Sunscreen SPF30+ (SPF 50+ recommended)
- Insect Repellent (you may also want to pre-treat your field clothes; I prefer non-DEET but some days really need DEET, so you might want both)
- a bottle of TechNu (removes poison ivy oils)
- Flashlight or headlamp
- Field Clothes with long pants (not jeans)
- Close-toed shoes for working, preferably high-top, hard-toe work boots
- Heavy Sweatshirt or coat (it gets into the 40s sometimes, even in July)
- Plastic bags to protect anything you want with you in the field, in case of rain
- Pencils
- Black sharpies
- Your own Towel
- Bedding: sleeping bag or set of sheets for a twin bed, and pillow (mattress is provided)

Recommended or “If This Applies” Items

- Sunglasses
- Bathing Suit! (and beach towel if you don't want to use your other towel)
- Hat
- Poncho
- Work gloves (not loose gardening-type ones but Velcro-wrist work gloves, preferred)
- Pocketknife or multi-tool (just not in your carryon!)
- Sandals/flip-flops for off hours
- Motion Sickness Medicine (for car rides and optional Whale Watch boating trip)
- Your laptop, cellphone, and chargers (no wifi at the house)
- Personal medications for small issues: Benadryl or calamine for bug bites, Band-Aids and antibiotic ointment for minor cuts and scrapes, aloe for sunburn, pepto bismol, etc.
- your typical compliment of toothbrush/paste/hair products/soap/razor/earplugs, etc.
- Books to read for fun!

All field supplies will be provided, but if you've already been on a dig or want your own trowel, feel free to bring that along. I recommend a [Marshalltown 4 ½”](#) pointing trowel. Don't bring curved [gardening-type](#) trowels.

REQUIRED READINGS

There are two required books for this course and some additional readings, provided in pdfs. Students are required to bring both books with them to the field, because there will be tests on them, and are recommended to have done at least the readings from Hester, Shafer, and Feder before the field school. Good airplane reading!

Safety and Preparation (required in advance of the project)

- Read this syllabus, start to finish, every word!
- Read the CCNS Beach and Water Safety page (<https://www.nps.gov/caco/planyourvisit/beachsafe.htm>)

- Read the CCNS Hiking and Trail Safety page (<https://www.nps.gov/caco/planyourvisit/hikesafe.htm>)
- Read the CCNS Biking Safety page (<https://www.nps.gov/caco/planyourvisit/bikesafe.htm>)
- Read the CCNS Natural Hazards page (<https://www.nps.gov/caco/planyourvisit/environmentalhazards.htm>)
- Read the CCNS Shark Safety Page (<https://www.nps.gov/caco/planyourvisit/sharksafety.htm>)
- Read the CCNS Shark Safety Flyer (<https://www.nps.gov/caco/planyourvisit/upload/sharkackcard-2018-Final-508.pdf>)
- Read the CCNS Shark Safety FAQ (<https://www.nps.gov/caco/planyourvisit/upload/Shark-Safety-FAQ-508.pdf>)

Methods Readings (strongly suggested to complete in advance)

- Hester, Shafer, and Feder (2009). Field Methods in Archaeology, 7th Edition. Left Coast Press
 - *Also available from McGraw Hill; both are fine as long as they say “7th Edition.” Available used online, very inexpensively!*
 - *We will read Chapters 3, 5, 6, 7, and 10, in addition to pages 188-189 and 198-215 only.*
- Chenoweth, J. M. and M. F. Janowitz (2016). A Primer in Historical-Period Ceramics. In J. M. Chenoweth (ed.), *The Historical Archaeology Laboratory Handbook*, The Society for Historical Archaeology, Washington, DC, 51-70.
 - *No, you won’t be expected to memorize every type, but we will want you to be broadly familiar with the larger groups and what kinds of things to look for when learning types. Yes, I wrote this, and no, I don’t get any money from it! ☺*
- South, Stanley. (1978) *Pattern Recognition in Historical Archaeology*. *American Antiquity* 43(2):223-30.

Theory and Local History Readings

- Deetz, J. (1996). In Small Things Forgotten, 2nd edition. New York, Doubleday.**
 - *This book is available in many used bookstores and online quite inexpensively (some less than \$1, plus shipping!), but make sure you have the 1996 version, not the earlier edition.*
 - *Please read the entire book! It’s not that long, and it’s very well-written.*
- Chenoweth, J. M. (2014). Practicing and Preaching Quakerism: Creating a Religion of Peace on a Slavery-Era Plantation. *American Anthropologist* 116(1): 94-109.
 - *Yep, wrote this one too, and still no money for the ole prof.... ☺*
- McManamon, F. P., P. E. Rubertone, et al. (1985). *Chapters in the Archaeology of Cape Cod. Vol III. The historic period and historic period archeology*. National Park Service., [Selections—provided in PDF]

Museums, Heritage, and Colonialism (all in PDFs)

- Lindauer, M. (2008). The Critical Museum Visitor. In *New Museum Theory and Practice*, J. Marstine (Ed.).
- Howard, Peter. 2003. *Heritage: Management, Interpretation, Identity*. Ch 1. “What is Heritage?” pp. 1-13.
- Silliman, S. (2005). Culture Contact or Colonialism?: Challenges in the Archaeology of Native America. *American Antiquity* 70(1): 55-74.
- Zimmerman, Larry. 2005. "Public heritage, a desire for a 'white' history for America, and some impacts of the Kennewick Man/Ancient One decision," *International Journal of Cultural Property* 12: 265-274.