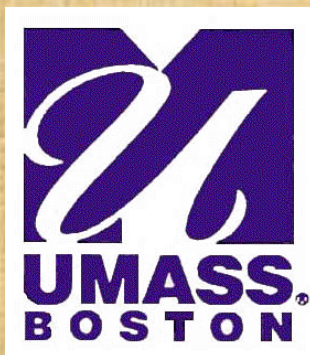


UNIVERSITY OF MASSACHUSETTS, BOSTON M.A. PROGRAM IN HISTORICAL ARCHAEOLOGY

Graduate Student Handbook



NATURE OF THE PROGRAM

Historical archaeology is a rapidly expanding subdiscipline of anthropology. In recent years, the field of historical archaeology has acquired an increasingly global focus, attracting the attention of archaeologists, anthropologists, and historians to the potential offered by the material record for illuminating such broad issues as colonialism and its impact worldwide, the historical roots of globalization, and the social history of the disenfranchised. Indigenous peoples, both within the U.S. and abroad, have looked to historical archaeologists for help illuminating their experiences under colonial domination and dislocation. Such research agendas coupled with the economic importance of historic preservation and its links to tourism have greatly expanded the visibility of historical archaeology and its successes. The M.A. program at UMass Boston plays a key role in training students to participate in this research effort.

The UMass Boston graduate program in Historical Archaeology was initiated in 1981, and since the late 1980s, the program has attracted an increasing proportion of students from outside metropolitan Boston. In 2003 the program entered an expanded and exciting new phase that draws on multiple faculty and staff specialties, diverse course offerings, augmented student funding, and increased enrollment. In 2005 the program came under full administrative and curricular control of the Department of Anthropology. Unlike many other programs in the U.S. that offer M.A. degrees in archaeology, the UMass Boston program is currently devoted solely to historical archaeology and its integration with anthropology and history. The sharpness of focus yet depth of coverage are made possible by the significant number of historical archaeologists and associated colleagues in the program's primary academic departments and affiliated research center, and their joint commitment to critical themes in historical archaeology. From the social and environmental consequences of institutional and ideational differences among European colonial regimes to the forging of multicultural societies and national identities in the U.S. and in Latin America, the program is an important voice in the discussion of historical processes related to colonialism, industrialization, urbanization, globalization, and the birth of the modern political economy.

The M.A. program is designed for two complementary yet distinct purposes: (1) to begin a student's advanced degree path with coursework, research, and training that will successfully prepare her or him for completing graduate work at the Ph.D. level and (2) to provide solid methodological, theoretical, and topical grounding for students seeking jobs in cultural resource management, museums, non-profit organizations, secondary education, government agencies, or community colleges. These purposes are fulfilled with guided but diverse and flexible course offerings, many opportunities for laboratory and field research, and careful advising. Our graduates have continued their training at the Ph.D. level at institutions such as Boston University, Brandeis University, Brown University, University of California at Berkeley, University of Colorado, University of Connecticut,



University of Pennsylvania, State University of New York–Binghamton, and Yale University. A successful placement record sees many working as professional archaeologists for places as diverse as Plimoth Plantation, Mashantucket Pequot Museum and Research Center, National Park Service, Massachusetts Historical Commission, Army Corps of Engineers, and City of Miami, Florida. Their employers include both public and private sector firms and institutions concerned with environmental review, historic preservation, and the promotion of public appreciation for the past.

PROGRAM PARTICIPANTS

The M.A. Program in Historical Archaeology draws on the expertise of a range of faculty in the Department of Anthropology, Andrew Fiske Memorial Center for Archaeological Research (The Fiske Center), and Department of History. The Fiske Center (www.fiskecenter.umb.edu/) supports a variety of research projects in historical and environmental archaeology and cultural heritage preservation. For a full faculty and staff listing in the Department of Anthropology, visit the homepage at www.umb.edu/academics/cla/dept/anthropology/faculty.html. Area code is 617.

Historical Archaeology Graduate Program Faculty

Amy E. Den Ouden, Assistant Professor of Anthropology, received her Ph.D. in Anthropology from the University of Connecticut, with a specialization in Native North America. Her current research focuses on colonialism, Native land rights, and the construction of “race” in southern New England. She has done extensive archival and ethnographic research as a part of her work on the federal acknowledgment projects for the Eastern Pequot and Golden Hill Paugussett nations. Her recent publications include “Recovering Gendered Political Histories: Local Struggles and Native Women’s Resistance in Colonial Southern New England,” co-authored with Schaghticoke elder and educator Trudie Lamb Richmond (in *Reinterpreting New England Indians and the Colonial Experience*) and her book, *Beyond Conquest: Native Peoples and the Struggle for History in New England* (University of Nebraska Press, 2005).

Email: amy.denouden@umb.edu. Phone: 287-6852.

David B. Landon, Associate Director of the Fiske Center, received his Ph.D. in Archaeology from Boston University. Landon came to UMass Boston in 2000 from Michigan Technological University, where he was an Associate Professor. During 1997-98 he was a Research Fellow in the Archaeobiology Laboratory of the Smithsonian Institution. Landon’s research interests are the archaeology of historic and industrial period sites, environmental archaeology, zooarchaeology, and archaeological science. Landon has published in more than a dozen journals including *Historical Archaeology*, *Journal of Archaeological Science*, *International Journal of Osteoarchaeology*, *IA: Journal of the Society for Industrial Archaeology*, and *Journal of Wildlife Management*. Landon recently served as editor of the journal *Northeast Historical Archaeology*.

Email: david.landon@umb.edu. Phone: 287-6835.

Stephen A. Mrozowski, Professor of Anthropology, Chair of the Department of Anthropology, and Director of the Fiske Center, received his Ph.D. in anthropology from Brown University. His specific research interests include social theory, historical archaeology, environmental and urban archaeology, and the study of complex societies. He has directed research throughout the Northeast and Mid-Atlantic region and has conducted fieldwork in Britain and Alaska. He is the co-author of *Living on the Boott: Historical Archaeology at the Boott Mills Boardinghouses, Lowell, Massachusetts* (University of Massachusetts Press, 1996), co-editor of *Lines that Divide: Historical Archaeologies of Race, Class and Gender* (University of Tennessee Press, 2000) and author of *The Archaeology of Class in Urban America* (Cambridge University Press, 2006) and has published more than sixty essays dealing with topics ranging from theoretical issues in historical archaeology to the evolution of urban landscapes in New England, Virginia and Britain.

Email: stephen.mrozowski@umb.edu. Phone: 287-6842.

Stephen W. Silliman, Associate Professor of Anthropology and Graduate Program Director, received his Ph.D. from the University of California, Berkeley, with specialties in archaeological theory and the archaeology of Native North America. His topical interests include the impact of post-Columbian colonialism on Native American peoples in North America and collaborative indigenous archaeology. His current project, funded by the National Science Foundation, focuses on tribally-sponsored archaeological research on the Eastern Pequot Tribal Nation reservation in southern New England. He has published recently in *American Antiquity*, *Journal of Field Archaeology*, as well as in edited volumes. His books include *Lost Laborers in Colonial California: Native Americans and the Archaeology of Rancho Petaluma* (University of Arizona Press, 2004), *Historical Archaeology* (Blackwell, 2006) co-edited with Martin Hall, and *Collaborative Indigenous Archaeology at the Trowel's Edge: Exploring Methodology and Education in North American Archaeology* (University of Arizona Press, 2008).

Email: stephen.silliman@umb.edu. Phone: 287-6854. Web: www.faculty.umb.edu/stephen_silliman

John M. Steinberg, Senior Scientist in the Fiske Center, received his Ph.D. from UCLA and held a position as Research Associate at the Cotsen Institute of Archaeology at UCLA before coming to UMass Boston in 2006. He has a long-term, multidisciplinary field research project in Iceland, funded by the National Science Foundation and Wenner-Gren, looking at Viking colonization in the North Atlantic. He specializes in complex societies, economic anthropology, remote sensing, GIS, field methodology, and regional analysis.

Email: john.steinberg@umb.edu. Phone: 287-6824.

Heather B. Trigg, Senior Scientist in the Fiske Center, received her Ph.D. from the University of Michigan. Her research interests include the social and economic effects of colonization on both colonizers and indigenous peoples, as exemplified by her book *From Household to Empire: Society and Economy in Early Colonial New Mexico* (University of Arizona Press, 2005). She has worked extensively in the Southwest U.S. on both prehistoric and historic sites and in the Northeastern U.S. on historic sites. She has a technical specialty in paleoethnobotany; and in addition to materials in her primary research areas, she has identified plant remains from sites in Iran, Mongolia, and Germany.

Email: heather.trigg@umb.edu. Phone: 287-6838.

Judith Francis Zeitlin, Associate Professor of Anthropology, earned her Ph.D. from Yale University. She is an archaeologist and ethnohistorian who focuses primarily on colonial period native societies of Latin America, where she is especially interested in the dynamics of cultural change and persistence. Archaeological fieldwork in Mesoamerica, including Oaxaca, the Isthmus of Tehuantepec, and Belize, has been complemented by archival research in Mexico and Spain. Her recent works include *Cultural Politics in Colonial Tehuantepec* (Stanford University Press, 2005), *Caciques and Their People* (co-edited with Joyce Marcus), and "The Paleoindian and Archaic Cultures of Mesoamerica" (co-authored with Robert N. Zeitlin) for the *Cambridge History of the Native Peoples of the Americas*.

Email: judith.zeitlin@umb.edu. Phone: 287-6836.

Additional Faculty and Staff in the Department of Anthropology and the Fiske Center

Ping-Ann Addo, Assistant Professor of Anthropology, received her Ph.D. from Yale University. She is an interdisciplinary scholar in the areas of sociocultural anthropology, Tongan/Pacific Islander material culture, and contemporary cultural migration. She curates exhibits and runs community projects at the intersection of visual arts, natural history, and community activism.

Email: ping-ann.addo@umb.edu. Phone: 287-6845.

Patrick Clarkin, Assistant Professor of Anthropology, received his Ph.D. in biological anthropology from SUNY Binghamton. His research among Hmong immigrant communities in the U.S. examines the impact of war and social dislocation on human growth and development.
Email: patrick.clarkin@umb.edu. Phone: 287-6858.

Reza Fazell, Associate Professor of Anthropology, received his Ph.D. from the University of California, Berkeley. His research has focused on ecology and political economy of agropastoral tribes in Iran, livestock marketing in Somalia, and refugees and migrant workers in Greece.
Email: reza.fazel@umb.edu. Phone: 287-6840.

Rosalyn Negrón, Assistant Professor of Anthropology, received her Ph.D. from the University of Florida. She specializes in Latino/a studies, urban anthropology, linguistics, identity theory, and ethnographic methods.
Email: rosalyn.negron@umb.edu. Phone: forthcoming.

Dennis Piechota, Archaeological Conservator for the Fiske Center, consults on collection care and treatment for campus projects as well as area museums such as the Peabody Museum of Archaeology and Ethnology, Harvard Semitic Museum, and Peabody Essex Museum. He is an adjunct faculty member at the Sea Research Foundation where he conserves collections retrieved from the Mediterranean and Black Seas.
Email: dennis.piechota@umb.edu. Phone: 287-6829.

Tim Sieber, Professor of Anthropology, received his Ph.D. in social anthropology from New York University. He has done field research in Boston, New York City, Caracas, and Lisbon. His research, publications, and consulting focus on cities in the areas of education, child welfare, heritage and heritage tourism, gentrification, community and urban development, environmental problems, and multicultural relations.
Email: tim.sieber@umb.edu. Phone: 287-6853.

Leith Smith, Staff Archaeologist with the Fiske Center and Project Archaeologist for Boston's Central Artery/Tunnel Construction Project ("Big Dig"), holds an M.A. in Public Service Archaeology from the University of South Carolina and is completing his Ph.D. at Syracuse University. His research interests include the study of intermediate level societies in West Africa and the archaeology of the African Diaspora. He has worked in New England cultural resource management for more than ten years.
Email: leith.smith@umb.edu. Phone: 287-6859.

Lauren Sullivan, Lecturer in Anthropology, has a Ph.D. from the University of Texas at Austin. She has conducted field research in the Maya lowlands since 1987, with a special focus on northwestern Belize. Her interests include the development of complex society and the analysis of ceramics for regional chronology-building and for the examination of trade, exchange, and social organization. She currently co-directs the Programme for Belize Summer Archaeological Field Program.
Email: lauren.sullivan@umb.edu. Phone: 287-6855.

Alan Waters, Lecturer in Anthropology, has an M.A. from the University of Chicago. He teaches courses in social and cultural anthropology, and his specialized areas of interest include ethnomusicology, the anthropology of art and religion, Africa, the Caribbean, and contemporary American culture, as well as the history of social theory.
Email: alan.waters@umb.edu. Phone: 287-6855.

Affiliated Faculty in the Department of History

Jonathan Chu has his Ph.D. from the University of Washington and an M.S.L. from Yale University. He is Associate Professor of early American history and Associate Dean of the Graduate College of Education. Currently studying the legal and economic impact of the American Revolution on Massachusetts, he has also published on a variety of subjects ranging from 17th-century Quakers to the passage of the Chinese Exclusion Act and debt litigation in Revolutionary Massachusetts.
Email: jonathan.chu@umb.edu. Phone: 287-6886.

Spencer Discala, Research Professor of History, received his M.A. and Ph.D. degrees from Columbia University. He specializes in modern Italian and European history. He is the author of six books including *Twentieth Century Europe: Politics, Society, Culture* (2004), *Italy: From Revolution to Republic, 1700 to the Present*, (with Salvo Mastellone), *European Political Thought, 1815-1989* (1998), and *Italian Socialism between Politics and History* (1996).
Email: spencer.discala@umb.edu. Phone: 287-6869.

Woodruff Smith, Professor of History, received his Ph.D. from the University of Chicago. His teaching and research fields include modern European history, history of imperialism, history of social and cultural sciences (including anthropology), economic history, modern and early modern transatlantic history, and African history. He is the author of five books, of which the most recent is *Consumption and the Making of Respectability 1600-1800* (2002).
Email: woodruff.smith@umb.edu. Phone: 287-6885.

Malcolm Smuts, Professor of History, received his Ph.D. from Princeton University. He is a specialist in the political and cultural history of early modern Britain, focusing primarily on the monarchy and royal court during the first half of the 17th century but also including social history, material culture, and the evolution of houses and households from the 16th through 18th centuries. He is the author of several books including *Culture and Power in England 1585-1685* (1998), and he edited *The Stuart Court and Europe: Essays in Politics and Political Culture* (1996).
Email: malcolm.smuts@umb.edu. Phone: 287-6875

Julie Winch, Professor of History, received her Ph.D. from Bryn Mawr College and specializes in African-American history and biography, maritime history, and the American Revolution to the Civil War. She is the author of *A Gentleman of Color: The Life of James Forten* (2002) as well as the annotator of *The Elite of Our People: Joseph Wilson's Sketches of Black Upper-Class Life in Antebellum Philadelphia* (2000).
Email: julie.winch@umb.edu. Phone: 287-6882.

Department of Anthropology Administrative Staff

Barbara Davis, Administrative Assistant, received a B.A. in French from UMass Boston and has worked in the Department since 1980.
Email: barbara.davis@umb.edu. Phone: 287-6850.

Melody Henkel, Laboratory Coordinator, received a B.F.A. in Graphic Design with a concentration in photography from Southeastern Massachusetts University, a B.S. in Public Archaeology from Bridgewater State College, and an M.A. in Historical Archaeology from UMass Boston.
Email: melody.henkel@umb.edu. Phone: 287-6833.

CURRICULUM

Students are assigned a graduate advisor upon entering the program based on stated interests and faculty availability. The graduate advisor may or may not be the student's thesis advisor, depending on how the student's research project unfolds. In order to graduate, students must complete 36 credits, which include eight 3-credit courses (four required, four elective), participation in graduate field training in archaeology, and a master's thesis. Per university policy, only six graduate credits can be transferred from another campus, and only six graduate UMass Boston credits can be applied from previously non-matriculated students. Graduate students are required to maintain a 3.0 GPA; within the Historical Archaeology M.A. program, a grade of "C" or below is not considered passing. Students are expected to complete coursework in 3-4 semesters and complete the thesis in 1-4 semesters thereafter. All students must stay on "program fee status" any time that they are not enrolled in classes, such as when working on the thesis, to avoid paying late penalties or risk having to be readmitted.

Course requirements

Four required courses

ANTH 625	3 cr	"Historical Archaeology"
ANTH 640	3 cr	"Archaeological Methods and Analysis"
ANTH 665	3 cr	"Graduate Seminar in Archaeology"
HIST 685	3 cr	"Topics in Atlantic History"

Four elective courses, chosen in consultation with advisor

ANTH 615	3 cr	"Public Archaeology"
ANTH 630	3 cr	"Seminar in the Prehistory of the Americas" (may be repeated for credit)
ANTH 645	3 cr	"Topics in Environmental Archaeology"
ANTH 650	5 cr	"Materials in Ancient Societies" (CMRAE course at MIT)
ANTH 670	3 cr	"Research Methods in Historical Anthropology"
ANTH 672	3 cr	"Culture Contact and Colonialism in the Americas"
ANTH 674	3 cr	"Culture, Heritage, & Tourism"
ANTH L675	3 cr	"Cultural Theory in Anthropology"
ANTH 696	1-4 cr	"Individual Research in Archaeology" (by permission of instructor)
ANTH 697	3 cr	"Special Topics in Archaeology"
ANTH 698	1-6 cr	"Practicum in Archaeology" (by permission of instructor)
ANTH 3xx	3 cr	Undergraduate offerings (by permission of instructor <u>and</u> advisor)
ANTH 4xx	3 cr	Undergraduate offerings (by permission of instructor <u>and</u> advisor)
AMST 604	3 cr	"Gender and Sexuality in U.S. History and Culture"
AMST 605	3 cr	"Ethnicity, Race, and Nationality"
HIST 600	3 cr	"Research Seminar"
HIST 605	3 cr	"Colloquium"
HIST 646	3 cr	"The New England Town"

Archaeological fieldwork requirement

ANTH 685	6 cr	"Summer Field School in Historical Archaeology"
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Students will receive intensive, graduate-level archaeological field training before completing the thesis, typically through Anth 685. Substitutions are made only by formal petition to the Graduate Committee. If the waiver is approved, these 6 credits have to be fulfilled through regular coursework.

Thesis requirements

ANTH 699	6 cr	"Master of Arts Thesis"
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Course descriptions

Department of Anthropology

ANTH 615. Public Archaeology (Staff)

An examination of cultural resource management in New England and the United States. Includes the significance of state and federal environmental and historic preservation legislation, and the implementation of these laws from drafting proposals and the granting of contracts to the collection of data and its analysis for recommendations to mitigate the impact of construction on archaeological sites. Students learn the processes of national register nomination, problem-oriented proposal and report writing, and calculation of budget estimates for proposed work as well as examine the nature of community and collaborative archaeology. 3 credits. *Offered every 4-5 semesters, when possible.*

ANTH 625. Historical Archaeology (Landon, Mrozowski, Silliman)

An in-depth survey of current research in historical archaeology. Special attention is given to work done in New England and the Northeastern United States, as current projects are evaluated with regard to their theoretical approach, methods, and results. 3 credits. *Offered every Spring semester.*

ANTH 630. Seminar in the Prehistory of the Americas (Silliman, Zeitlin)

An introduction to the key topics and literature in the precontact cultural traditions, politics, lifeways, and material practices of the indigenous peoples of the Americas. The course is designed as a seminar discussion that runs concurrently with a lecture-based course at the undergraduate level. Topics will vary per semester among the following four options: Ancient North America, Ancient Peru, Ancient Mesoamerica, and New England Prehistory. By approval from the Graduate Committee, course may be repeated for credit if topical focus varies. 3 credits. *Offered every 1-2 semesters.*

ANTH 640. Archaeological Methods and Analysis (Landon, Mrozowski, Silliman)

This course introduces the practice of historical archaeology in the laboratory and in the field through considerations of research design, methodology, material culture, and technical analyses of archaeological remains. The first portion of the course will involve discussions and readings on research design, field methodology, and sampling and recovery. The remaining segments will cover material culture and technical analyses in the laboratory with a focus on ceramics, metal, glass, stone, plant remains, animal remains, and conservation techniques. The latter component of the course will be strongly devoted to hands-on, practical training in laboratory techniques and material identification. 3 credits. *Offered every Fall semester.*

ANTH 645. Topics in Environmental Archaeology (Landon, Steinberg, Trigg)

This course provides an overview of tools and techniques archaeologists use to investigate the interrelationship between cultures and their environments. We will explore how archaeologists and environmental scientists study past human-environment interactions, including human alteration of the environment and cultural responses to environmental change. Discussions of case studies provide examples of the interpretive power of interdisciplinary environmental archaeology research. Laboratory work with collections from archaeological sites provides practical experience and the basis for student research projects. 3 credits. *Offered every 3-4 semesters.*

ANTH 650. Materials in Ancient Societies (Staff)

A one- or two-semester laboratory course offered as part of the teaching program of the Center for Materials Research in Archaeology and Ethnology (CMRAE) at MIT. The topic of the course rotates annually among lithic materials, ceramics, faunal/floral materials, metals, and archaeological data analysis. The course may be taken more than once. 5 credits. *Offered every 1-2 semesters.*

ANTH 665. Graduate Seminar in Archaeology (Mrozowski, Silliman)

This course is designed to provide students with a comprehensive background in current archaeological history and theory. It focuses on the major theoretical schools in archaeology and their historical development as well as the diversity of contemporary theoretical approaches. Emphasis is also given to the articulation of social theory as developed in anthropology, history, and archaeological research. 3 credits. *Offered every Fall semester.*

ANTH 670. Research Methods in Historical Anthropology (Den Ouden, Zeitlin)

An introduction to the methods, analytical concerns, and theoretical approaches employed by anthropologists investigating past societies through documentary evidence. Readings for the course will range from the foundational literature of ethnohistory, with its primary focus on the historical study of marginalized cultures traditionally the subject of anthropological scrutiny, to recent trends in historical anthropology that reflect both a broader global base and a heightened sensitivity to issues raised by feminist, postcolonial, and indigenous scholars. Using historiographic tools outlined in class, students will conduct documentary research projects. 3 credits. *Offered every 3 semesters.*

ANTH 672. Culture Contact and Colonialism in the Americas (Den Ouden, Silliman, Zeitlin)

This course will explore the multifaceted nature of the colonial encounter in the Americas, from the institutional arrangements of the major European powers to the varieties of Native experience before and after 1492. Special attention will be given to the analytical and theoretical discourse shaping anthropological approaches to colonialism in studies of gender, material culture, ideology, ethnicity, accommodation and resistance. Data and perspectives drawn from both ethnohistory and historical archaeology will be included in readings and discussions. 3 credits. *Offered every 3 semesters.*

ANTH L675 (AMST L575). Cultural Theory in Anthropology (Addo, Den Ouden)

This course surveys 20th century sociocultural theory, providing students in historical archaeology, American studies, and other disciplines with a complementary background in cultural anthropology. The emphasis is on American anthropologists, their theories of culture and the attention these theories give to history, and the discursive contexts within which these various theories have emerged. 3 credits. *Offered every 3-4 semesters.*

ANTH 685. Summer Field School in Historical Archaeology (Landon, Mrozowski, Silliman, Steinberg, Trigg)

Summer field survey or excavation in historical archeology for 6-8 weeks, typically offered in the Northeast. Credit will be given for a UMass Boston field school or for any other appropriate field school or internship offered at another institution, upon approval of the graduate program faculty. 6 credits. *Offered every summer, often two or three times.*

ANTH 696. Individual Research in Archaeology (Staff)

Students may take this course to pursue research relevant to the program of study. A proposal for the semester's research area must be approved by the instructor and the student's advisor before registering for the course. 1-4 credits. *Offered by arrangement.*

ANTH 697. Special Topics in Archaeology (Staff)

The content of this course, while always relevant to the program, will vary depending on the specialty of the visiting or permanent faculty member who may teach this course on a one-time basis. 3 credits. *Offered infrequently.*

ANTH 698. Practicum in Archaeology (Staff)

For this internship course, graduate classroom education is applied in a practical situation, such as field work or a research project for a public archaeology contract agency, a museum, an archaeological laboratory, an historical commission, or a preservation agency. In the practicum, students develop a wide range of skills and experience related to possible future employment. 1-6 credits. *Offered by arrangement.*

ANTH 699. Thesis Research Projects in Historical Archaeology (Staff)

An M.A. thesis will be developed from a problem-oriented analysis of documentary and archaeological data, following the process laid out in this Handbook. Students receive a “Y” (Incomplete) grade on their transcript for this course until the thesis is completed. 6 credits.

*Department of History***HIST 600. Research Seminar (Staff)**

This is the introductory course in historical research and methods. Readings draw upon diverse historical materials, with special attention to primary materials. Emphasis is given to the development of research and writing skills. It is normally taught in American history. 3 credits.

HIST 605. Colloquium (Staff)

This is the introductory course in historiography. A topic, varying from year to year, is treated in the light of past and present schools of historical thought. Emphasis is given to the development of analytical skills. The colloquium is normally taught in European history. 3 credits.

HIST 646. The Early New England Town (Staff)

This course uses the early history of New England towns to examine the social life of Americans from first settlement to the American Civil War. Through the study of the town, students consider topics in social, political legal, economic, demographic, and environmental history. 3 credits.

HIST 685. Topics in Atlantic History (Smith, Smuts, Staff)

Examination of important themes in the history of the Atlantic world between the 16th and 19th centuries. Such themes will involve economic, cultural, social and/or political interactions between peoples and countries on both sides of the Atlantic. Possible topics may include the structure of Atlantic trade (including slave and sugar trades), commerce with indigenous peoples, development of North American production, and changes in patterns of consumption in America in the seventeenth and eighteenth centuries. 3 credits.

*Department of American Studies***AMST 604. Gender and Sexuality in U.S. History and Culture (Staff)**

This course explores the historical construction of gender and sexuality in US social and political culture of different eras, through current historical scholarship, primary documents, and such cultural representations as literature or film. 3 credits.

AMST 604. Ethnicity, Race, and Nationality (Staff)

This course explores the construction and maintenance of ethnic, racial, and national identities in the United States in the 19th or 20th centuries. Students draw on interdisciplinary readings in anthropology, art, history, literature, popular culture, religion, sociology, and other fields. They learn to analyze various types of texts containing implicit and explicit expressions of ethnic, regional, and national identities. 3 credits

THESIS PROCESS

Completion of a thesis is the capstone requirement for the Historical Archaeology degree. Every student must complete a thesis based on original research using archaeological data, primary documents, oral history, and/or ethnographic field results. Theses based on library research or literature reviews are not acceptable. Students are encouraged to discuss potential thesis ideas with their various advisors and professors as early as possible. Many students find very worthwhile and successful thesis projects by working with faculty members on their numerous field and laboratory projects in the Fiske Center and Department of Anthropology. Such projects often emerge from the required participation in a graduate-level field school, which the program offers as Anthropology 685. For example, many recent graduate student projects have used data sets from Sylvester Manor on Shelter Island in New York, the Eastern Pequot reservation in Connecticut, Hassanamessit Woods and Magunco in eastern Massachusetts, and the African Meeting House in downtown Boston. Others pursue more independent projects on pre-existing or new research materials or collections with the assistance of UMass Boston faculty and other archaeologists who work off-campus.

To assist students in developing thesis ideas, the program has designed the sequence of first-year courses to lay the groundwork for thinking about theory and method in historical archaeology in the fall semester with Anthropology 665 and Anthropology 640, respectively, and to guide students in developing a thesis proposal in the spring while taking Anthropology 625 (Historical Archaeology). For some students, this proposal may be a trial run at developing and articulating a research idea, but for many others, it will lead to the formal thesis proposal. At the latest, M.A. students should begin formulating a thesis topic and associated proposal by the time they have completed their first year, which includes the summer, in the graduate program. This proposal will need to be developed not only in the context of the spring graduate seminar, but also in consultation with the advisor or department member who would be best suited to supervise the work. This proposal must conform to the guidelines included in Appendix 1.

Once the proposal is approved and signed by the supervisor, the student must make five copies of the signed proposal (unless being distributed in digital format) and submit them to the Graduate Program Director for distribution to the Graduate Committee. Copies must be delivered to the Graduate Program Director by **March 1** for all students wishing to graduate in the fall of that same year or by **November 1** for all students wishing to graduate in spring or summer of the following year. Students can turn in proposals at any time, however, if the timing does not impact expected graduation schedules. The deadlines ensure that students have formulated a proper and feasible research design well before they engage with the research and attempt to write the final product. All thesis proposals must be signed by the thesis supervisor and approved by the Graduate Committee before the project can commence. The committee will do one of three things: (a) approve the proposal, (b) approve the proposal with stipulations of what the thesis must do that the proposal does not yet outline explicitly or clearly, or (c) decline the proposal with suggestions for improvement.

After successfully completing a proposal or in anticipation of doing such a proposal, the student registers for Anthropology 699: "Thesis Projects in Historical Archaeology." In this course, an M.A. thesis will be developed from a problem-oriented analysis of documentary and archaeological data. The thesis will include a description of the problem in the context of the disciplines of anthropology and history, its application to the data, a description of the analyses undertaken, and their results with reference to the problem. In the conclusion, the results of the research project should be discussed in relation to other current research in the field. Refer to Appendix 1 again. If the thesis is not completed

in that semester (and it frequently is not), the student receives an “In Progress” grade, which appears as a “Y” on the transcript. This remains until the thesis is completed and defended and the supervisor submits a letter grade. In addition, it is the student’s responsibility to know the deadlines for completing the Registrar’s “Graduate Degree Application” form, which is currently available on-line at www2.www.umb.edu/form/forms/Graduate_Degree_App.pdf. These forms are usually due in mid-February for a spring or summer graduation or in mid-October for a December graduation.

The style and scholarly structure of the thesis should adhere to the accepted standards and practices of professional publications, such as *Historical Archaeology*, the journal of the Society for Historical Archaeology (www.sha.org). Theses must also conform to the specifications regarding format, paper, etc., of the “Guidelines for the Preparation of Theses & Dissertations”, obtainable from the Office of Graduate Studies on-line at www.umb.edu/academics/graduate/dissertation_standards_hyperlinked.doc. Students should start writing the thesis with the appropriate format from the beginning to avoid potential problems with the final draft. A length of 70-80 pages (17,500 to 20,000 words), exclusive of bibliography, is recommended although individual theses will vary in length. The thesis should be structured in the form of a long, refereed journal article (but with chapters), although this is an ideal model that can vary according to individual circumstances.

The completed thesis will be read by and defended before a committee of three, consisting of the supervisor and two other readers chosen in consultation among the supervisor, the student, and the Graduate Program Director. At least two of the three readers must be members of the Department of Anthropology faculty or Fiske Center senior staff, but the remaining reader may come from other Anthropology or Fiske Center faculty, other UMass Boston departments (for example, History, American Studies, Geography, Biology), or a limited range of off-campus scholars with the approval of the thesis committee. A fourth reader may be added at the student’s request.



Thesis completion is a staged process: (1) initial draft(s), (2) committee draft, (3) defense draft, and (4) final draft. The thesis advisor typically will provide the sole input on the initial drafts, working closely with the student. In consultation with the student, the thesis advisor has the responsibility for deciding when a draft is ready to be distributed to other committee members. Keep in mind that it may take several draft versions to reach this point. This draft, the committee draft, will circulate among committee members who will communicate directly with the M.A. candidate and the thesis chair regarding any necessary or suggested revisions. This draft must be distributed at least four weeks prior to a preferred defense date to give the committee time to read and respond, and it is wise to find out committee members’ schedules to make sure that a timely read is possible. Keep in mind that the committee, not the student, sets the defense schedule, so timely delivery of this committee draft is essential. Committee members will strive to return comments to the student within two weeks of receipt of the committee draft, or at least two weeks prior to the tentative defense date. If the thesis is approved for defense, the third installment, the defense draft, will incorporate committee changes requested at the committee draft stage. At least two days prior to the thesis defense, the student must provide to all committee members a summary of changes made to the committee draft and must provide a copy of the defense draft to the committee chair. It need not go to all other committee members, unless requested by the committee.

In the defense, the candidate will deliver a 15- to 20-minute presentation of the thesis to a public audience and will field questions from the audience for 15-20 minutes. The public presentation is designed with three purposes: first, to allow the student to develop a presentation that would be well-suited for a professional conference paper; second, to introduce the student to public speaking; and third, to insure that other students in the program know what their peers have researched and how they have organized their presentation. Following this presentation, the committee will examine the student orally for an additional 30-40 minutes, both on the thesis itself and on the general field into which the thesis falls. After the student is asked to leave the room for committee deliberations, the committee will offer one of the following decisions: (a) pass, no changes required, (b) pass, minor revision required, (c) pass, major revision required, or (d) not pass. The thesis supervisor will inform the Graduate Program Director, if not present, of the result of the defense. Students should bring two copies of the original typescript signatory page on appropriate paper stock to the defense because if the defense is successful (options A and B), the committee members will sign the page at that time.

When the thesis has been successfully defended, any final corrections or revisions required by the readers' committee have been made and approved by the thesis chair, and the thesis has been fully formatted to Graduate Studies' specifications, the Graduate Program Director will sign the original typescript signatory page. The student must then submit the original typescript and the two copies with the binding fee to the Office of Graduate Studies for review and then professional binding by the University of Massachusetts Boston Healey Library. All submissions must conform to the "Guidelines for Theses and Dissertations" (see above). Two copies will be deposited in the Healey Library. A third bound copy must also be submitted to the Department of Anthropology for its files. The Office of Graduate Studies sends additional bound copies of the thesis ordered by the student to the department, where students can arrange to get them. All students must provide their committee members with a final copy of their thesis, but it need not be professionally bound if the student wants to avoid this cost. A clean photocopy from a copy center with spiral, tape, or other binding is sufficient. Upon successful completion of the thesis defense, the thesis supervisor determines a letter grade for Anthropology 699 and submits it to the Office of Graduate Studies.



Please Note: Students who plan to enter a Ph.D. program following completion of their M.A. degree in the UMass Boston program must have the thesis proposal approved by the November 1 deadline if they are applying to enter a Ph.D. program the subsequent fall and must have a reasonable schedule for completing the thesis *before* matriculating in another graduate program. If either criterion is not met, faculty members who are asked to write recommendation letters may decline to do so or may state in the letters that the student may not complete his or her M.A. thesis in time.

LABORATORY AND ANALYTICAL RESOURCES

In the course of their research, faculty members and staff utilize a wide range of analytical equipment and resources. The Department of Anthropology and the Fiske Center have several laboratories dedicated to ongoing research. Faculty and staff are available to assist students in their research projects, and students may be able to use some of this equipment under the direction of individual researchers. For access, please see the individual in charge of that space.

Center Main Laboratory/Processing Laboratory (Mrozowski; McCormack 1/518) is equipped with artifact cleaning and cataloguing supplies, a PC workstation with flat bed scanner, bench space and a fume hood. Microscopes and associated laboratory/teaching space in McCormack 1/503 are also available here for a variety of projects. Phone: 287-6859.

New England Archaeology Laboratory (Silliman; Science 4/026) houses a standard archaeology lab with wet/dry capabilities, artifact storage, PC workstations, flatbed scanner, microscopes, conservation refrigerator, and an extensive journal library. Phone: 287-6843.

Paleoethnobotany Laboratory (Trigg; McCormack 1/319) has equipment for extracting and identifying pollen (centrifuge, fume hood, and three high power microscopes, one equipped with Nemarsky optics); equipment for the identification of macrobotanical remains (two dissecting, low power microscopes, and a high-powered metallurgical scope with digital photography capabilities); and comparative collections for pollen, phytoliths, seeds, and wood. This lab also has a PC workstation. Phone: 287-6838.

Wet Laboratory (Mrozowski, Trigg, Silliman; Science 3/140) contains a Flote-Tech machine for processing archaeological sediment samples and a low power microscope. It also has two fume hoods, workbench space for layout and cleaning of artifacts, one PC workstation, and flotation/soil sample storage areas. Phone: 287-6856.

Special Projects Laboratory (Silliman, Trigg; Science 3/138) contains dedicated space for special Fiske Center or Department of Anthropology projects undertaken by faculty and students. Phone: 287-6866.

Zooarchaeology Laboratory (Landon; McCormack 3/117) houses a faunal type collection, thin section equipment, PC workstation, lapidary saw, Ecomet grinder, and a fume hood. Phone: 287-6847.

Geographic Information Systems and Remote Sensing Laboratory (Steinberg; McCormack 1/401) focuses on computer and technical analyses of geophysical, geoarchaeological, and spatial field data as well as the remote sensing equipment necessary to acquire those data. Phone: 287-6824.

Conservation Laboratory (Piechota; McCormack 1/522) contains two microscopes - one for general inspection and close work and another for examinations using optical mineralogical techniques. More specialized equipment includes a freeze-drying chamber for waterlogged wood and electrolysis equipment for the treatment of metals. Consultation is available on preservation issues such as artifact cleaning, stabilization and mending and on basic materials identification. Phone: 287-6829.



FINANCIAL SUPPORT

When available at the university, financial support comes in several forms: graduate assistantships, research assistantships, and work-study positions.

(1) Graduate assistantships are not need-based, are awarded through funds provided by the Office of Graduate Studies and the Dean of Liberal Arts, and involve salaried employment with the university in either 25%, 50%, 75%, or 100% positions. They carry a full tuition waiver and fee and insurance waivers scaled to the percentage time of the award. The contract period for these positions includes only the academic year, starting in early September and ending in late May.

(2) Funded research assistantships are sometimes available with individual faculty members or through the Fiske Center as a result of external grants and contracts. Much like graduate assistantships, these research assistantships also involve salaried employment with the university in 25% fractions, carry a full tuition waiver, and provide a fee waiver scaled to the percentage time of the award. Since graduate or research assistantships are not need-based, no financial information forms are required for eligibility. The contract period for these positions includes only the academic year, starting in early September and ending in late May.

(3) The third type of financial support available for graduate students involves university work-study positions offered through the Department of Anthropology, the Fiske Center, or other on-campus offices. These positions involve employment with the university, but they do not carry either tuition or fee waivers. In order to be eligible for work-study support, students must submit financial disclosure forms to the financial aid office.

Additional money is available to graduate students from university sources, such as these:

(1) *Fiske Center Research Grant* – offers funds for graduate research and/or travel.

(2) *Dr. Robert W. Spayne Master's Thesis/Project Grant* – offers up to \$1000 for thesis research.

Visit the Graduate Student Assembly website at <http://www.gsa.umb.edu/programs.htm>.

(3) *Professional Development Grant* – offers funds for travel to attend scholarly conferences.

Visit the Graduate Student Assembly website at <http://www.gsa.umb.edu/programs.htm>.



Financial aid is available to qualified students. If interested, please contact the Financial Aid Office on campus or visit their website at www.umb.edu/students/financial_aid/graduate/grad_stdtd.html. You will need to file a Free Application for Federal Student Aid (FAFSA) to determine eligibility. Please note that there are Stafford Loans and Alternative Loans potentially available for summer school, which would apply to the Anth 685 archaeological field school.

ON-CAMPUS STUDENT RESOURCES

Every active graduate student has a mailbox in the Department of Anthropology's main office in McCormack, 4th Floor, Room 434.

In the event of problems, conflicts, or disputes, graduate students are encouraged to speak with their faculty advisors first and then with the Graduate Program Director, if necessary. Additional channels are available should these steps not provide satisfactory resolution.

Graduate students have access to the Graduate Research Center in the Healey Library where computers, laser printers, and other such resources are set aside for graduate students and faculty. In addition to using the journals and books in the Healey Library's own collection, graduate students can apply for a Boston Library Consortium card, which provides circulation privileges at many metropolitan Boston libraries, as well as use the excellent inter-library loan services. An on-line request form for the latter is at <http://umb.illiad.oclc.org/illiad/logon.html>. In addition, the library subscribes to useful on-line databases, such as "Anthropology Plus," "Science Direct," "JSTOR," and "AnthroSource," which provides access to all journals published by the American Anthropological Association. These resources, and many others, are available at <http://www.lib.umb.edu/databases/>.



Some important offices and phone numbers are as follows:

Bursar's Office	Campus Center, Fourth Floor	617-287-5350
Department of Anthropology	McCormack, Fourth Floor, Room 434	617-287-6850
Financial Aid Services	Campus Center, Fourth Floor	617-287-6300
Graduate Admissions	Campus Center, Upper Level	617-287-6400
Graduate Student Assembly	Campus Center, Third Floor	617-287-7975
Health Services	Administration, Second Floor	617-287-5660
Office of Graduate Studies	Campus Center, Upper Level	617-287-5700
Campus "One-Stop"	Campus Center, Upper Level	617-287-6200
Registrar	Campus Center, Fourth Floor	617-287-6200

The department's graduate students have an organization, the Professional Association of Historical Archaeologists, funded through the Graduate Student Assembly. Any students interested in participating or helping it to continue should talk to current members or the faculty advisor.

APPENDIX 1: THESIS PROPOSAL GUIDELINES

Thesis Proposal Guidelines

Historical Archaeology Master's Program

Department of Anthropology

Complete this proposal with the help of your advisor and submit it to the Graduate Program Director by March 1 if you expect to graduate in the fall or winter of that same year or November 1 if you expect to graduate in spring or summer of the following year. See the Graduate Handbook for more details. This form is available as a fill-in PDF file on the department website or in hard-copy from the Anthropology Department office.

General Information

1) Name: _____

2) Working title of project: _____

3) Thesis committee chair: _____

(signature *required* as chair approval of final product)

4) Two other committee members: _____

Proposal Questions

A successful thesis proposal requires four main components: a properly defined and relevant research topic; a description of how the topic relates to current research in the field; a source of primary archaeological or archival data to study that is both rich and manageable; and an analysis plan that helps connect the data and the question in meaningful ways. On additional sheets of paper, please answer each of the questions below to help you develop a focused thesis question that can be addressed through archaeological and historical analysis. *Be sure to provide a bibliography of sources that you have consulted or will consult as you conduct your research.*

1) What primary question or issue are you going to study in your thesis? Why is this topic important? (250 words max)

2) How have other researchers investigated the questions and datasets you are studying? How is your study different from or similar to this other work? (500 words max)

3) Every thesis must be based on original analysis of some primary archaeological, archival, oral historical, and/or ethnographic source material. What sources of data will you study to address your questions? How will you gain access to this primary material? Are any special time, labor, or material resources needed to undertake the project? (500 words max)

4) What methods are you going to use for your analysis? How do you expect to link your analysis to your research questions? (500 words max)

Schedule

1) Course completion schedule. Please fill in the table below.

Four required courses	Cr	Term taken (or planned)
ANTH 625: Historical Archaeology	3	
ANTH 640: Archaeological Methods and Analysis	3	
ANTH 665: Graduate Seminar in Archaeology	3	
HIST 685: Topics in Atlantic History	3	
Four elective courses (fill in number and name)		
Archaeological fieldwork requirement		
ANTH 685: Field Research in Archaeology Note course credit replacements if 685 waived:	6	
Thesis research credits		
ANTH 699: Master of Arts Thesis (Cannot be taken prior to semester proposal is submitted)	6	

2) Proposed thesis schedule. This is intended to help you develop an idea of the time still required to completion and let your committee make sure you have allotted enough time for your work. Please provide approximate dates or date ranges for each step indicated below.

Background research on topic and analytical approaches:

Analysis of primary source materials in lab and/or archives:

First draft chapter completed for chair:

Complete draft to committee chair (your chair should review and comment on your draft thesis and it should be revised before it goes to your full committee):

Committee draft to committee (minimum of 4 weeks prior to defense):

Approximate defense date: