Welcome to Public Archaeology and the Hidalgo County Pauper Cemetery Project (HCPCP)!

The purpose of this course is to provide you with an introduction to the practice and debates of public archaeology, while also giving you the opportunity to participate in a local field project that directly engages with these themes.

Learning Outcomes

1) Students will articulate key concepts and debates within public archaeology.
2) Students will develop and express a personal position with regards to these debates.
3) Students will apply their insights in public archaeology within a Service Learning framework to conduct a local public archaeology project.

Dr. Sarah M. Rowe

Office
ELABN 318

Office Hours
Tues & Thurs 11 am to 12 pm, or by appointment

Email
sarah.rowe@utrgv.edu

Phone
956-665-3567

Service Learning

This is a University-designated service learning course. You will learn by doing, and by reflecting on what you have done.
Required Texts

There are no required texts for this course. All readings are available through the UTRGV library website or online.

Books Available Online or On Reserve in the UTRGV Library


Public Archaeology Journals

- Online Journal in Public Archaeology (AP). Online, open access.
- Present Past. Online, open access.
- Public Archaeology. Leading journal on public archaeology. No access through the library but some articles are available online.
- Journal of Community Archaeology & Heritage. Another preeminent journal. No access through the library but some articles are available online.

Useful Websites

- Florida Public Archaeology Network (FPAN)
- SAA Archaeology for the Public (in particular, explore the “Resources” and “For Archaeologists” tabs)
- SHA Blog: Public Education and Interpretation
- SHA Abandoned Burial Grounds Resource
- NPS: Archaeology and Civic Engagement
- THC: Importance of Cemeteries
Service Learning Guidelines

A. Purpose.

Service Learning links students to the broader community by giving them the opportunity to provide service and learn and the same time. The National Youth Leadership Council defines service learning as "a philosophy, pedagogy, and model for community development that is used as an instructional strategy to meet learning goals and/or content standards.

B. Student benefits.

The Service Learning Project Theme is connected to the Student Career Project. Students learn to set goals, investigate their career interests, their character strengths and values. Based on this information, students will select a community partner that can contribute to their area of career interest. Students will encounter social problems and issues and may have their eyes open to new perspective of the world.

C. Community Benefits.

Community partners are identified from a list provided by the university and students will choose from the list. Students will volunteer and serve using their time and passion for their chosen field. Partners can benefit from additional ideas and solutions along with being able to serve more clients.

D. Reflection.

Student learning can be more productive through the process of action and reflection. This provides more critical thinking and an opportunity for cooperative learning when working with a team.

E. Outcome.

Student Teams will present their experiences by sharing with the class through various types of products.

Hidalgo County Pauper Cemetery

1701 E Richardson Rd, Edinburg

The HCPC is located on Richardson Rd., east of the Freeway. It is adjacent to Hillcrest Cemetery

Founded 1913

The cemetery was in operation until approximately 1990, and was the final resting place for indigent and unidentified individuals.

In Case of Inclement Weather

Certain weather conditions, such as severe thunderstorms or heat warnings, may preclude fieldwork. Should inclement weather occur on a scheduled field day we will meet on campus instead. Such determinations will be made by 9:30 am on the day of our meeting and communicated to students through email and an announcement on Blackboard.
Schedule of Meetings

Class location and the order of topics is subject to change based on project needs and opportunities. Any such schedule changes will be announced on the Blackboard site.

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 8: TBA</td>
<td>Investigating Cemeteries; Mapping Techniques</td>
<td>SHA Abandoned Burial Grounds Resource THC: Importance of Cemeteries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Monumental Archive Project</td>
</tr>
<tr>
<td>Oct. 13: TBA</td>
<td>Local History; Archives</td>
<td>Readings TBA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Baram (2011) Mortuary Mapping</td>
</tr>
<tr>
<td>Nov. 17: Campus</td>
<td>Wrap Up &amp; Community Partner Feedback</td>
<td></td>
</tr>
<tr>
<td>Nov, 24 &amp; Dec 1: No Class</td>
<td>Thanksgiving &amp; Project presentation at AAA meeting</td>
<td></td>
</tr>
</tbody>
</table>


**Grades (A:90-100%, B:80-89%, C: 70-79%. D: 60-69%, F: below 60%)**

**Attendance & Participation (50%):** Archaeology is a cooperative endeavor, and we have limited opportunities for data collection. When you miss class you impact the project as a whole. Short of a medical excuse or other documented emergency I expect each of you to be at our weekly meeting place, on time and ready to engage with the day’s work. Each of our 12 weekly meetings are worth approximately 4% of your grade.

While I cannot emphasize the importance of being there strongly enough I do understand that sometimes life happens. The good news for all of you is that for every hour in the field there are roughly two hours’ worth of data management and analysis required. Should you miss a class for a non-documented reason, contact me and I will offer you an alternate assignment to make up the participation points for the class or portion of the class that you missed.

**Reading Responses (40%):** Each week I will provide you with a writing prompt that integrates questions about the main themes of our readings and asks you to reflect on these themes in light of our ongoing project. In response, you will write a 500-800 word reflective essay that will be posted to our class blog prior to the class meeting the following week. You are required to author 8 out of the 11 writing prompts I provide (5% each). I encourage you to incorporate images or videos (with appropriate attribution) in your response. Likewise, you are welcome to incorporate information from additional readings that you find relevant to the discussion. The blog format is semi-formal, and encourages you to write in your own voice. You also have the opportunity to engage with your classmates’ posts through the commenting feature (which I highly recommend you take
advantage of). Additional guidelines will be provided on creating a blog account, composing blog posts, and online communication.

Final Reflection Essay (10%): After our final class meeting, in which our community partner provides project feedback, you will write a 1000 word essay reflecting on your participation in the project during the semester and thinking about future directions. This essay should be posted to our class blog by 5 pm on December 8.

Personal Safety

We will be conducting fieldwork outdoors, at the Hidalgo County Pauper Cemetery. We may face high temperatures and exposure to the elements. As such, there are several personal safety rules and guidelines that you should follow in order to keep yourself safe and the project on track.

- Close-toed shoes are required on site. No sandals. Hiking boots or other sturdy shoes are recommended.
- Long pants are recommended to protect yourself from brush, critters, and sunburn.
- Protect yourself from the sun. Apply sunscreen prior to arriving on site. Wear shirts that cover your shoulders. Wear a wide-brim hat and sunglasses to protect your face and eyes.
- Stay hydrated! Make sure you drink water while we’re working.
- Speak up! Let your professor know if you are not feeling well or suffer an injury, no matter how minor.

Academic Policies

TIPS FOR COMMUNICATING WITH YOUR PROFESSOR: By UTRGV’s rules, all email communication between the University and students must be conducted through the students’ official University supplied UTRGV account. This means that I am unable to reply to any email sent from a non-UTRGV account. If you do not hear back from me within a reasonable timeframe (generally 48hrs, during normal “business hours”), please check and ensure that you sent your email from a UTRGV account.

Emails are a form of professional communication so be polite and relatively formal. Consider everything you do here at UTRGV as an audition for your work life after graduation. Everything you write leaves an impression so make sure it’s a good impression. For example, avoid “Hi there,” “Hey,” or “Hey Prof.” Instead, try “Dear Professor/Dr. Rowe” and be sure to proofread for spelling errors or typos.

STUDENTS WITH DISABILITIES: If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at
accessibility@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

**MANDATORY COURSE EVALUATION PERIOD:** Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Online evaluations will be available November 15 – December 6, 2017. Students who complete their evaluations will have priority access to their grades.

**SCHOLASTIC INTEGRITY:** As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

**SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:** In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.