Exploring Heritage Archaeology at Indiana University: Reporting on a Collaboration between Wylie House Museum and the Glenn A. Black Laboratory of Archaeology

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Abstract

This article is an overview of a collaborative Indiana University (IU) Bicentennial Project designed to explore and raise awareness of the cultural heritage on IU's historic Bloomington campus, protect the university's archaeological resources, contribute to its teaching and research mission, and enhance documentation and interpretation of its historic house museum. The primary project partners were IU's Glenn A. Black Laboratory of Archaeology and the Wylie House Museum, a unit of IU Libraries. Using state-of-the-art remote sensing methods and traditional archaeological excavations, the project sought to locate the buried subterranean greenhouses at the home of first university president, Andrew Wylie. Historical research focused on the position of the Wylies and IU in the development of the city of Bloomington, particularly on the transition from subsistence farming in the mid-19th century to the development of leisurely gardening and floriculture later in the 19th and early 20th centuries. Through campus archaeological field school opportunities, internships, talks, exhibits, presentations on campus, and outreach opportunities throughout the university and Bloomington communities, the project contributed to the IU curriculum and promoted a better understanding of IU's cultural heritage. Importantly, this campus archaeology project provided a unique opportunity to pursue place-based education and experiential learning that connected students, university, and community stakeholders to their local heritage.

Keywords

archaeology; historic house museums; cultural heritage; family archives; Indiana University.

Competing Interests

The authors declare no competing interests.

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As a state-owned entity, university property and resources are considered protected; however, Indiana University (IU) is dynamic, always in phases of growth and expansion. In 2017, two Indiana University institutions with similar missions partnered to propose a bicentennial archaeology project to preserve and document a piece of university history and establish a model for campus archaeology as the university's footprint grows. Both the Wylie House Museum (WHM) and the Glenn A. Black Laboratory of Archaeology (GBL) facilitate appreciation of IU and local history through their collections, exhibitions, and programming. They serve the campus as significant multidisciplinary academic research centers. The campus archaeology collaboration was a natural partnership as well as an important extension

of their independent roles. The WHM and GBL received one of a few IU Office of the Bicentennial grants to explore and preserve IU's unique cultural heritage through campus archaeology at Wylie House Museum. The multi-year collaborative project, *Revealing IU's Earliest Cultural Landscapes through Heritage Archaeology*, provided a unique learning opportunity for students, documented an aspect of the university's archaeological past, and furthered the academic missions of both units. Furthermore, it developed a model for future campus archaeological endeavors. In what follows, we describe the development and implementation of the *Heritage Archaeology* project. We provide project context with an overview of the history of the Wylie family, the establishment of the WHM, and the impact of more recent construction projects on archaeological resources that constitute the Wylie property. Through the lens of place-based education, we review student involvement in project design and independent student research. We discuss the field school, the results of archaeological investigation, and curriculum planning and student professionalization. We report on our efforts to involve and engage community audiences in our excavations and research. We also discuss the importance of the *Heritage Archaeology* project as a campus model and the broader impacts of campus archaeology.

Institutional Background and Wylie History

Wylie House Museum is the 1835 home of the first president of Indiana University, Andrew Wylie (1789–1851), and his family (Figure 1). Indiana University purchased the private home in 1948 and began restoring and developing it into a museum in the

Figure 1. Wylie House Museum, the 1835 home of the first president of Indiana University.

1960s. Presently, it is a unit of the IU Libraries, a house museum open to the public, and an archival repository for Wylie family collections. The museum's role as an academic resource has grown exponentially in recent years, providing an immersive learning space and supporting the curricula for a wide variety of disciplines. WHM's Morton C. Bradley, Jr. Education Center, adjacent to the museum, provides a space for exhibits and programs. The Education Center also serves as a classroom space for teaching and learning activities, such as primary source instruction and historical research, including historical archaeology.

The GBL is Indiana University's center for archaeological scholarship, faculty research, and student field schools. The GBL also manages, preserves, and makes accessible the university's vast archaeological collections.¹ Like WHM, the GBL serves a wide variety of audiences and has a strong academic mission. GBL staff periodically uses salvaged Wylie collections for the purposes of teaching and learning. Every historic home resides on an archaeological site and the 1835 Wylie House (Indiana site number 12Mo1310) is no exception. The residents of the home left evidence of their personal experience in place and time through structures and objects beneath the surface. In addition, the historical record informs the context and understanding of any archaeological finds at a historic home. The WHM and the GBL recognized the potential for additional—and more extensive—archaeological work and collaborations beyond the salvaged collections. Indiana University's Office of the Bicentennial grant award for *Revealing IU's Earliest Cultural Landscapes through Heritage Archaeology* provided just such an opportunity. The grant funded an on-site field school and excavation, internships, and a regional symposium on campus archaeology projects and programs.

The beautiful campus of Indiana University Bloomington is a landscape rich in history and tradition, deeply valued and frequently extolled. The *Heritage Archaeology* project was an effort to bring awareness to the Hoosier heritage that extends beneath the historic buildings and grounds to the buried archaeological record of the university's past. Indiana University, Bloomington has not yet implemented a campus-wide survey of cultural resources.² The *Heritage Archaeology* project was the first time IU archaeologists, students, and historians were able to take advantage of the historic WHM property and strategically and methodically conduct archaeological research on campus. It also provided an opportunity to document a pedagogical and methodological model for future campus archaeology endeavors.

Prior to the 2017–2018 *Heritage Archaeology* project, professional archaeological management was not a focus at WHM. In 1995, in preparation for the construction of a wheelchair ramp and an accessible sidewalk on the north side of the house museum, an untrained staff member led students in an excavation. According to a museum newsletter, student volunteers screened the pile of displaced soil for artifacts and excavations uncovered both the northwest corner of the original summer kitchen foundation and a second adjacent structure (Lawrence 1995). Artifacts stored in the attic of Wylie House are likely associated with these excavations; though, without documentation and original context, provenance is not definitive. In 2009, construction of the Morton C. Bradley, Jr. Education Center unearthed a portion of a brick wall and numerous artifacts. This buried structure may have been a segment of the original carriage house and the objects recovered, because of their notable excellent preservation, may have been in storage there. Most of the artifacts are household items (ceramics and glass) and are stored at the WHM. Students analyzed, cataloged, and curated them as part of the *Heritage Archaeology* project. The 2009 loss was tragic and underscored the need for awareness of, quite literally, the depth of IU's history.

An intentional, educational excavation was a goal of both GBL and WHM after IU lost the opportunity to explore the property archaeologically in 1995 and especially 2009. The *Heritage Archaeology* project proposed to provide a model excavation and educational components that would prevent similar misfortunes in the future.

In more recent years, WHM worked closely with the GBL and campus archaeologists to use the previously found artifacts for course study and to consult on archaeological finds during ongoing work in the museum gardens. In addition, GBL and WHM made formal agreements and arrangements for the presence of archaeologists during projects on the grounds, such as the rebuilding of a retaining wall and restoration of a porch. Building upon these relationships and small projects, *Heritage Archaeology* became the first planned, thorough excavation on the historic Wylie House property. It was an opportunity to provide a place-based educational model for future campus archaeological work while looking into the archaeological record of 19th century Bloomington. Place-based education refers to teaching and learning that is rooted in what is local—the history, environment, culture, economics, etc. of a particular place. It is a pedagogical method that grew out of American educator John Dewey's philosophy of education, which extolls the values of experiential learning using what is "already seen and felt and loved by learners" (Dewey 1902, 353). It is congruent with campus archaeology projects and students' inherent connections to their university. Both campus archaeology and place-based education have the powerful potential to harness students' interest, curiosity, and care for their physical and cultural environments, thus engaging them in deeper and more meaningful learning.

Archaeological work is a public endeavor, and campus archaeology is a very public expression of how a university values its past. The WHM is situated just off-campus in an active area of Bloomington. It functions as a nexus between campus and community, reflecting the history of both and providing public programming based in academic pursuits. *Heritage Archaeology* project leaders created an onsite outdoor public laboratory for all to see, involved community members in the field-school work, and extended the interpretation of the museum through exhibits and specialized tours. Indiana University is a major multi-campus research institution, and the *Heritage Archaeology* project pulled the research mission of the university into the open, providing a powerful way to demonstrate the university's commitment to problem-solving, dynamic partnerships, and student learning. Archaeology and place-based education at a house significant to the history of both the university and the city provided an excellent means to engage in historical archaeology meaningful to numerous audiences.

GBL and WHM identified two subterranean greenhouses, believed to be located in the eastern portion of the home's front lawn, as potential points of investigation. Rebecca and Theophilus Wylie, of the second family to occupy the home, built these greenhouses in the latter half of the 19th century. This was a period of time when residents used external spaces for outdoor activities such as cooking, gardening, tending animals, and storage. Wylie House was originally a twenty-five-acre subsistence farm when established in 1835. Through many decades, the property accommodated a barn, chicken coop, laundry, smoke house, carriage house, icehouse, and well. Over time, the Wylies changed or built structures to address their needs, such as the eventual addition of the subterranean greenhouses. While these structures no longer stand, archaeological traces remain. Much of the Wylie property in the vicinity of the house is minimally disturbed and provides excellent possibilities for the recovery of early materials in their original context.

The Wylie family writings make multiple references to the greenhouses, and a grandson, Theophilus A. Wylie III, created a property memory map for IU in 1954 (Figure 2). He grew up in the home and his map provides a detailed sketch of the gardens, trees, structures, and outbuildings on the property during the late 1800s. The Wylies dug the greenhouses into the south facing lawn. According to the sketch, the subterranean structures had glass lids, interior steps, and shelving. The family used them to grow and overwinter plants, flowers in particular. At some point in time, likely the 1920s, the subsequent owners filled them in with building rubble and fill-dirt. As an underground structure, the likelihood of finding evidence of the subterranean greenhouses was good and therefore expected to be a reliable archaeological excavation for student learning. In addition, they are structures that impart meaning to a societal agricultural shift embodied by the second Wylie family who moved from subsistence farming to more leisurely farming practices.

Therefore, the greenhouses were ideal for excavation for several reasons. First, subterranean greenhouses are unique features not widely found on 19th century farmsteads across the Midwest. Second, the greenhouses were integral to the propagation of flowers, and floriculture was a multi-generational passion of the Theophilus Wylie Family. Third, the construction of the greenhouses marks a significant shift in agricultural practices away from subsistence farming on the Wylie property. Fourth, Theophilus Wylie III documented the location and provided a description of the greenhouses. Finally, the integrity of the front lawn remains relatively intact and that portion of the farmstead experienced little change, limiting the potential for disturbance of the greenhouses.

Figure 2. Memory map of the Wylie property created by Theophilus Wylie III in 1954. The subterranean greenhouses in the front lawn are denoted features 4 and 5, are outlined in green, and sketches are inset to right.

Project Goals

The primary goals of investigating the subterranean greenhouse were to: (1) contribute to Indiana University's bicentennial celebration of its history through unique learning opportunities, (2) establish a pedagogical and methodological model for pursuing campus archaeology activities, and (3) bring archaeology and historic research to bear on understanding the social and cultural impact that IU had on wider Bloomington. In support of these goals, the *Heritage Archaeology* project included research, teaching and learning, and outreach activities for students, the campus community, and local residents. In addition to the archaeological field research, students undertook preliminary archival research that underpinned the field investigations and contributed to WHM exhibits and site interpretation. The primary teaching and learning components were the four-week summer field school and companion semester-long laboratory methods course. Both leveraged the numerous advantages of place-based learning to support the investigations of the greenhouses and investigations into early floriculture at Wylie House. Additionally, education included community volunteer days and several presentations and events for professional and public audiences. The *Heritage Archaeology* project culminated in a regional symposium about campus archaeology. This symposium brought together archaeologists from several IU campuses and Midwest universities to discuss professional approaches to, and examples of, campus archaeology projects and programs. Symposium attendees included Indiana University leadership and staff. It was an opportunity for them to hear the results of the *Heritage Archaeology* project, learn about other campus archaeology projects, and engage in a discussion about future campus archaeology at Indiana University.

Contextualizing Wylie House through Student Research

The partnership between GBL and WHM provided students the unique opportunity to combine several aspects of archaeological and historical research while gaining experiences through a traditional field school. For this project, the archaeologists and the students had the advantage of access to historical records related to the local area, the Wylie House, and the Wylie family garden practices. Family letters, journal entries, photographs, and essays provided relevant practical information and historical context for the field school excavation. These materials also contributed to the enhanced learning inherent in place-based pedagogy, allowing students to identify with Indiana University through the founding family of Wylie professors and their children who were IU students. The voices found in the letters and journal entries in the Wylie House archival collections are their campus predecessors. The historical record often becomes more real through this shared experience of place across time, fostering curiosity and helping students draw parallels between their experiences and that of their predecessors.

Paid student interns mined the archival records and produced useful end products (e.g., interactive property maps, summary blog posts, and a physical exhibit) to support the curriculum and field planning. These products also helped to relay the project background to the campus and general public. The interns synthesized information and made connections between the historical record and the aims of the *Heritage Archeology* project at Wylie House. The results of their work became the basis for the field school students' contextual knowledge related to the excavation.

The IU Office of the Bicentennial hired a senior student intern to begin exploring Wylie House archives and university archives during the spring and summer of 2017. Her goal was to provide a foundation to the project through a dynamic summary of the history of the Wylie House property and structures. In consultation with the university's GIS Librarian and GBL Research Scientist, the intern learned how to create digital maps that would visually communicate the Wylie property history, as well as its geographic relationship to early Bloomington and the IU campus. This was a particularly useful approach given that the detailed memory map of the Wylie homestead exists as a colorful and informative visual aid.

She created two maps. The first, entitled "The Legacy of Andrew Wylie" (Chaudhari 2017b), allows viewers to explore early Bloomington, learn about the origins of Indiana University, and locate the Wylie house in the context of local and campus history. Her second map concentrated on the Wylie house and grounds through georeferencing the Theophilus A. Wylie III memory map (Chaudhari 2017a) onto modern satellite imagery. Viewers can draw a spyglass over the map to select a feature, such as the icehouse or well. A text window then appears to explain the feature or provide historical information. Through these maps, a dense amount of geographical and Wylie property background information can be understood in a short amount of time. The archaeologist leading the field school incorporated the maps into the syllabus as part of the students' introduction to the historical context of the project. The strength of place-based education is evident in this intern's rigorous study and deeper inquiry. Her investigation into Wylie and university property maps inspired her to do additional research in the Wylie financial records and correspondence collection. She culled the materials for references to particular crops and animal products to establish what the Wylies were likely growing and raising (versus purchasing at a store). She summarized her findings in a blog post, providing additional information to inform archaeological work at Wylie House Museum, such as the likelihood of finding particular livestock remains (Chaudhari 2017c).

A second Bicentennial undergraduate intern spent the fall and spring of 2018 researching the correspondence and ephemera collections of the Theophilus and Rebecca Wylie family for materials relating to the floriculture and "gentlemen farming" practices in which they engaged. When Rebecca and Theophilus took ownership of the home, they sold all but five acres of the farm. By this point in time, the late 1850s, the railroad ran through Bloomington and the town had grown substantially. Unlike the first Wylie family, Theophilus and Rebecca did not need to practice subsistence farming and could engage in less rigorous farming practices and floriculture. This represents a significant historical shift as expanding railroads provided small Midwest towns with train deliveries of goods that once had to be produced on individuals' farms. Like many, the Wylies sold a large portion of their property and devoted time and attention to more leisurely endeavors. Floriculture was the activity of choice for the female Wylies. The intern researched the spread of floriculture throughout America during the latter part of the 19th century and the extent to which the Wylies practiced particular methods of flower gardening. Her efforts provided substantial context to the field school excavation. She summarized her research in the museum's blog (Guthrie 2017), curated an onsite physical exhibit (Figure 3), and developed a comprehensive digital exhibit on the museum website (Guthrie 2018). In addition to serving as foundational understandings for the field school, the intern's work also informed the ongoing interpretation work of the museum. Docents learned new information about the Wylies' agricultural practices. They can now incorporate the relevance of floriculture to Wylie family life and U.S. history into museum tours.

Figure 3. A portion of the physical exhibit at Wylie House created by undergraduate project intern that provided historical context and information related to the excavation project.

This was just one of many ways in which student work on the *Heritage Archaeology* project contributed to the interpretive work of Wylie House staff and volunteers. It exemplifies a value of place-based education: community and civic involvement that extends beyond the focused learning period. The increased investment students have in learning about an environment to which they belong often leads to meaningful positive contributions to that community (Smith and Sobel 2010).

Field Investigations

Building on the archival research, students were involved in every step of archaeological investigations, from remote sensing surveys to excavations to artifact analysis. Archaeological geophysics allows archaeologists to remotely detect and record subsurface features and materials through non-invasive and non-destructive surveys. Archaeologists often employ geophysical methods as an initial step in investigations because they are an efficient and cost-effective way to locate potential archaeological features before any ground-disturbing excavations are undertaken. Geophysical methods offered the potential to locate both greenhouses and confirm their size and shape prior to breaking ground through excavation. The primary method used here, ground-penetrating radar (GPR), is well suited for historic-era archaeological sites because of the strong reflections (imaged signatures) that stone and brick foundations reflect. Unlike other methods, GPR is not affected by metallic objects that could cause interference. GPR distributes radio waves into the ground and measures the

intensity of subsurface radar reflections leading to the detection of both natural and cultural strata (Conyers 2012). Discontinuities in the natural horizons may represent buried archaeological features or historic disturbances such as foundations, other structural architecture, privies, or refuse pits. GPR data is collected in vertical reflection profiles that are stacked and sliced horizontally to create composite plan images at different depths providing a plan representation of subsurface archaeological deposits and features.

In spring of 2018, Todd Thompson of the Indiana Geologic and Water Survey conducted a GPR survey of the front and side yards of Wylie House (Figure 4). The results indicated two small rectangular anomalies in slightly different locations at different depths in the suspected location of the greenhouses (Figure 5). The shape and locations of these anomalies corresponded well with the 1954 Theophilus A. Wylie III memory map; however, both were smaller than the dimensions recorded on the map. The GPR also detected a large linear rectangular anomaly to the northeast of the house. This anomaly corresponds to the location of the utility house/barn original to the Andrew Wylie residence in the earlier 19th century, and very likely represents remains of the building's foundation below the surface (Figure 6). The Wylies rebuilt the utility house/barn in two subsequent iterations due to destructive fires. During the Theophilus Wylie residence, the utility house was home to a second-story laboratory used by the professor for his numerous scientific pursuits.

A complementary remote sensing method, magnetic gradiometry or magnetometry, detects variations in the earth's magnetic fields affected by subsurface soils and artifacts that may indicate archaeological features (Apinsall et al. 2008; Kvamme 2006). Because of sensitivity to iron rich objects and features, magnetometry surveys are not always optimal for historic-era sites. However, project archaeologists believed that the use of magnetometry at Wylie House would provide a useful basis for comparison with both GPR survey and the results of the excavations. The magnetic signature of cultural disturbances differs from the signature of undisturbed natural

Figure 4. Ground-penetrating radar survey of the front lawn of the Wylie House in March 2018.

Figure 5. The results of the ground-penetrating radar survey demonstrating two small square anomalies at different depths in the location of the greenhouses known from Wylie archives.

Figure 6. The results of the ground-penetrating radar survey demonstrating several interesting anomalies highlighted in purple: a large rectangular anomaly likely representing the foundation of the utility house, and the remnants of a 20th century driveway.

strata. Buried archaeological features, historic disturbances, and iron-metal artifacts produce a strong positive signature that are visualized as black or dark grey anomalies in the resulting data image. Later in the summer of 2018, a project archaeologist and students conducted the magnetometry survey over the area of excavations and adjacent eastern yard (Figure 7). As suspected of a historic era site, the resulting data image was difficult to read and highly disturbed (Figure 8). The magnetometry clearly detected steel nails used for excavation grids (outlined in red) but signatures for the remains of the greenhouses were absent (Figure 8).

Figure 7. Graduate field director conducts the magnetic gradiometry survey of the front lawn of Wylie House with help from an undergraduate project intern.

Figure 8. The results of magnetic gradiometry survey. The black areas indicate the presence of iron objects or areas of heavy disturbance. As suspected, magnetometry did little to aid in locating the subterranean greenhouses.

Nine undergraduate students or recent graduates with majors spanning anthropology, history, classical studies, underwater science, art history, chemistry, and food studies enrolled in the *Heritage Archaeology* project's four-week four-credit field course in the summer of 2018 (Figure 9). The project grant provided for paid graduate and undergraduate assistant positions: a Field Supervisor, a Graduate Field Assistant, and an Undergraduate Assistant (who was given extra duties because of previous archaeological field experience and contributions as a project intern).

Based on the results of the GPR survey and following standard archaeological practices, field school excavations began in June with two, two-meter by two-meter hand-excavated test units to ground-truth the location and size of the greenhouse features (Figure 10). Two additional two-meter-by-two-meter units were opened directly east during the first week of excavations (see Figure 11). Students screened all removed soil through quarter inch mesh at stations adjacent to the excavations, and all artifacts were collected or documented. Excavation units revealed that the stratigraphy of the Wylie front yard was consistent with the rest of the property and was composed of an artifact-rich historic yard midden dense with artifacts dating to the late 19th and 20th centuries. Artifacts from both centuries are found in the same contexts across the property.

The field school uncovered and collected a total of nearly 11,000 artifacts throughout the front yard midden, including whiteware ceramics, redware pottery, transferprint ceramics in blue, purple, and black prints, clear flat glass, aqua flat glass, multiple

Figure 9. The 2018 *Heritage Archaeology* field school students and field crew in front of the Wylie House.

Figure 10. Students diligently work in small groups to excavate their assigned units.

Figure 11. Plan view of original four excavation units for the 2018 field school.

colors of container glass, metal nails, animal bone, architectural materials, coal, and slag. Materials present were typical for the time period, and other historic farmstead assemblages across the Midwest share similar representative collections (e.g., Dappert and Emerson 2013). Students ultimately categorized artifacts into the following material classes, recorded by count and weight: historic ceramics, glass, metal, architectural materials, bone, charcoal, slag, leather, shell, wood, and stone (see Table 1 for totals). Because brick, slag, and charcoal are ubiquitous in yard midden deposits across the property, students collected smaller samples of these artifact types.

Compared to excavations elsewhere on the property, a much higher frequency of redware pottery was found in the front yard. The presence of redware pottery that served as flowerpots and seedling pots would be expected in the vicinity of the greenhouses. Flowerpot sherds are a common find on 19th and early 20th century estates due to the popularity of the genteel practices of caring for houseplants, horticulture, and floriculture popular during the Victorian period (Northeast Museum Services Center Archeology and Museum Blog 2012; Lathrop 2000; Pittman and Hunter 2002; Watkins 1959). Central to these leisurely gardening practices was the utilitarian flowerpot. Several American potteries began producing redware flowerpots in the 18th century, and production increased during the 19th century. Despite their popularity and ubiquity at many sites, flowerpots have remained overlooked and understudied by archaeologists (Northeast Museum Services Center Archeology and Museum Blog 2012; Lathrop 2000;

Table 1. Material categories and artifact counts.

Material Category	Artifact Count	Artifact Weight (g)
Glass	4735	5909.14
Ceramics	1254	3387.31
Metal	882	3781
Faunal	685	1281
Architectural Materials (Sample)	25	17045.1
Bricks Discarded	-	13434.28
Wood	184	176.6
Charcoal and Coal	2809	4196.7
Slag	360	639.9
Shell	3	1.3
Stone	1	22.2
Leather	1	2.5
Other	6	0.8
Total	10945	49877.83

Pittman and Hunter 2002; Watkins 1959). Rita DeForest (2010, 98–100) used archives of period gardening literature (e.g., Henderson 1884) to characterize flowerpot functions based on orifice diameter: 2–3” pots were used for seedlings, plant and flower cuttings, and strawberries; 4” pots were best suited for slipper flowers; 6–7” pots were used for daffodils and tulips; 10–12” pots were used for crocuses; and 12” pots were used for repotting plants and small trees. While flowerpot sherds were recovered in abundance during excavation, only a few rim sherds were uncovered, including at least two 6” pots and one 7” pot. These size flowerpots are consistent with the types of flowers recorded in the Wylie Family archives.

Amongst the fragments of bricks, slag, and charcoal, artifacts of note included: several buttons, an ink bottle base, Little Mae with Pets ceramics, Basket of Flowers china, marbles, pie weights, a metal toy horse, a ceramic insulator from an early 20th century radio, and animal bone with butchering and cut marks. The ink bottle was produced by the J. Bourne & Son company, which supplied stoneware bottles for P & J Arnold, an ink manufacturer in London (University of Nebraska-Lincoln History Harvest, n.d.) (Figure 12). This stoneware ink bottle dates to 1850–1880. Little Mae with Pets ceramics were a children’s transferprint tea set produced from 1888–1895 that depicts a little girl, Mae, with her pet dog (Snyder 1997) (Figure 13). The tea set presumably belonged to one of Theophilus and Rebecca’s five grandchildren who grew up in the house. Basket of Flowers China was produced in 1825 and Theophilus and Rebecca Wylie inherited a set from Theophilus’ parents (Snyder 1997) (Figure 14). The China set is still part of the house museum collection. Thirteen buttons were recovered ranging in material from Prosser (china) ceramic, white glass, earthenware, metal, to shell, and ranged in production dates from 1700 to the early 20th century (Marcel 1994) (Figure 15).

Figure 12. Stoneware ink bottle manufacturer in London dating between 1850-1880 found in the front lawn of Wylie House.

Figure 13. Fragment of a plate part of Mae with Pets children's tea set produced form 1888-1890.

Figure 14. Fragment of a Basket of Flowers China plate that was produced in 1825 and Theophilus and Rebecca Wylie inherited a set from Theophilus' parents.

Figure 15. A sample of the buttons recovered from the Wylie House front lawn.

At approximately nine centimeters below the surface in Unit 3, students encountered a rectangular feature, loosely infilled with dark brown soil and bricks that were the remains of one of the greenhouses (Figure 16). Students could not fully expose the greenhouse feature because excavations could not extend to the north or west due to the presence of underground utility lines. The portion of the greenhouse exposed in horizontal plan view measured 3.08+ meters east-west by 2.84 meters north-south. The location and shape of the greenhouse feature matched the anomalies previously identified in GPR results. Given that the greenhouse feature was larger than the GPR anomalies, the two GPR anomalies likely represent different parts of the same single greenhouse feature rather than representing two distinct features; the east and west sides of the greenhouse reflected the radar pulses differently due to differences in material content and processes of infilling. Unfortunately, archaeologists and students did not encounter any trace of a second greenhouse in the results of geophysical survey or excavation. It is possible that the second greenhouse is located farther south than indicated on the Theophilus A. Wylie III memory map and was outside the limits of geophysical surveys and excavations.

Students were able to excavate 141 cm below the surface in one quadrant of the greenhouse to expose stratigraphic profiles. The stratigraphic profile walls revealed the presence of at least seven different fill zones, which were primarily constituted of bricks and rubble (limestone, mortar, tile, and other architectural materials). The greenhouse excavation unearthed a total of 321 bricks and 582 non-brick artifacts; much of this number is accounted for by shards of flat glass (clear and aqua) and redware pot sherds, but fragments of molded glass servingware, clear and amber glass container fragments, a metal buckle, metal nails, animal bone, whiteware ceramics, and other materials were uncovered as well.

Figure 16. The top of the greenhouse feature exposed in our excavation units. You can see that the orange-colored soil and bricks that were used to in-fill the greenhouse are distinct from the undisturbed brown soil of the front lawn.

Artifacts of note discovered in the greenhouse include a blue transferprint ceramic sherd, a shell button, and a metal girdle buckle. Blue transferprint pottery was produced from 1820–1860, and the presence of blue transferprint wares may correspond to initial construction or use of the greenhouse by the Theophilus Wylie family in the mid-1860s (Figure 17) (Stelle 2001). The dual-hole shell button may date from as early as 1892, but more likely dates to the shell button boom in the Ohio River Valley after 1900 and corresponds to the end of the use-life of the greenhouse (Figure 18) (Marcel 1994). Girdle buckles are rare archaeological finds and reflect status and gender in personal adornment. Project archaeologists initially interpreted the ornate repousse metal alloy adornment as a chatelaine (Figure 19). Chatelaines served as a decorative yet practical tool belt for women, used to hold small tools such as scissors, thimbles, and keys attached with chains (Danna 2019; White 2005). However, upon further investigation, this object lacks the eyelet features necessary to attach tools chains and much more likely represents a girdle buckle (White 2005, 47). According to Carolyn White (2009, 248–249), “Girdles were narrow belts made of textiles or leather that fastened in the front of the gown with a bow or a buckle . . . By the early 19th century, the placement of the girdle rose to just below the breasts, and was worn with neo-classical fashions” (see also White 2008, 2013). Girdle buckles are rare in the archaeological record, so the Wylie girdle offers a unique glimpse into personal adornment in the late 19th and early 20th centuries.

Figure 17. Examples of blue transferprint ceramics excavated at Wylie House.

Figure 18. Shell button likely dating to the early 20th century recovered from the greenhouse.

Figure 19. The rare find of a girdle buckle recovered from the greenhouse feature.

Curriculum Planning and Student Professionalization

While the overarching goals of archaeological field schools are to train students in basic field methodologies and to provide hands-on experience, the *Heritage Archaeology* project also emphasized the importance of engaging the public in archaeological practice. Furthermore, the course emphasized how to work as professionals in a field environment. It was important for students to understand that they represent the university when out in the field. Therefore, the summer field school was designed around a typical professional workday structure to introduce students to what they might expect to encounter working in cultural resource management. It also allowed students to keep regular schedules and part-time summer studies or employment outside of the field school, making the field experience accessible and affordable to more students.

Prior to the start of the field course, a pre-field training session was held with four goals: (1) to introduce Wylie House history and the goals of the *Heritage Archaeology* project more thoroughly; (2) to give the students a chance to get to know their field school peers; (3) to introduce the course syllabus and set course and professionalism expectations; and (4) to introduce Title IX law. The latter two goals were especially important due to the prevalence of sexual misconduct documented in academic fieldwork, particularly within the discipline of archaeology (Clancy et al. 2014; Meyers et al. 2018). It was paramount to discuss these issues with students, introduce them to Title IX, lay out rules and consequences for the field school, and provide resources for victim and bystander reporting of misconduct (Nelson et al. 2017). Students were required to read literature from the Southeastern Archaeological Conference, the “Preliminary Results of the SEAC Sexual Harassment Survey” (Meyers et al. 2015) prior to the meeting. The students discussed the article, reviewed procedures and consequences for the field school, acquainted themselves with local and university resources, and then watched an introductory video about Title IX. Students were required to complete IU’s official Title IX training and send the field instructor the certificate prior to the start of the field course.

Communicating what archaeology is, what cultural resources are, and why they are important to the public is at the heart of successful and ethical archaeology. As Terry H. Klein and colleagues discussed for the future of archaeology, “Engage the Voting Public or Kiss Your Research Goodbye,” the public is our largest and most underutilized ally in historic preservation and protecting cultural resources (Klein et al. 2018, 1). The *Heritage Archaeology* project included volunteer opportunities from the outset. The project planned for public opportunities as a critical component of the field course schedule. Students learned that they would be expected to regularly engage with members of the public and lead them in excavation and artifact processing work. In addition to working with the public during scheduled volunteer workdays, they were also expected to relay information to walk-up visitors. Learning how to communicate the project and archaeological methods to others was an important field school learning objective. To that end, the curriculum also required students to write two blog posts during the field school. The blog posts were geared toward the public and shared on the GBL’s blog *The Dirt*. The blog posts provided a platform for students to introduce themselves, their interests or background in archaeology, what they were currently learning in the field, and exciting or interesting finds. Students were also required to make daily entries in field journal notebooks to document and discuss new information or techniques learned, details about fieldwork and artifact finds, and overall reflections on participating in an archaeological excavation, working at a museum, required readings, or Wylie family history. This was a way to record

Figure 20. Students wash artifacts from the 2018 Wylie House field school outside of the GBL as part of the *Laboratory Methods in Archaeology* course offered the fall of 2018.

student thoughts and experiences in perpetuity. The students discussed weekly reading assignments in the afternoons. Research article topics included archaeological fieldwork, historic archaeology, campus archaeology, and museums and interpretation.

As a complement to the field course, during the fall semester of 2018, a three-credit-hour laboratory and analytical methods course was offered through the IU Department of Anthropology and used the newly excavated Wylie artifact assemblage as a real-world case study (Figure 20). Two project leaders served as co-instructors of *Laboratory Methods in Archaeology* and a graduate student in anthropology assisted with artifact processing and analysis. One graduate and fourteen undergraduate students enrolled and not only learned how to process and analyze archaeological materials recovered from excavation, but also produced original research based on the Wylie House data. Given the wide variety of material types, students focused on analyzing and curating the large ceramic assemblage and worked in small groups to accomplish processing and research. Students presented their research results and interesting findings as part of a final research paper project at the end of the semester. The results of student research are included in the final excavation report and provided a credential-building opportunity for students.

Community Engagement and Volunteer Opportunities

As a public institution, IU's Office of the Bicentennial expected grant-funded projects to extend beyond campus. Community engagement was a critical facet of the *Heritage Archaeology* proposal and implementation. Elements of that engagement included: expressly welcoming the public to view and learn about the fieldwork; encouraging visitors to ask the students questions; tours of the project exhibit and WHM; developing and hosting community excavation days; and publicly documenting the work and findings through blogs and social media platforms. In addition, the project proposal included public presentations for community groups and programs, such as IU's Mini-University (a week-long summer educational experience for adults).

The museum is located in a residential neighborhood, adjacent to campus proper. Given that the excavation sites were in the front yard, the work drew the interest of people passing by, many of whom stopped to observe as it unfolded. Signs were printed and placed in the yard to welcome people to visit the site, and visitors touring the museum regularly stopped to learn about the project. Students introduced museum docents (composed of IU students and local community members) to the project goals and field school methods so that they could share the information with guests. Docents encouraged visitors to approach the worksite and ask questions of the students while they worked. Students then took turns fielding questions and showing visitors around the worksite. In addition, local media regularly interviewed and photographed the students throughout the four-week period, providing students with additional opportunities to articulate their work.

The community volunteer component was a significant aspect of the *Heritage Archaeology* project. Each Friday of the four-week field school was made available to the public for hands-on archaeological opportunities. Spaces were limited and online registrations filled up quickly. The twenty volunteers included IU staff, Bloomington community members, and professionals in the museum and archaeology fields. When volunteers arrived onsite, a student introduced them to the project by walking them through the exhibit in the Morton C. Bradley, Jr. Education Center. A brief training period followed, and then volunteers worked alongside the students for the remainder of the morning. The volunteers assisted students with the day's tasks (Figure 21). They primarily did hand excavation of units, but they also screened soil for artifacts and washed artifacts when bad weather impacted the ability to safely work outdoors.

Figure 21. Volunteers working with a field school student to excavate a unit.

The community volunteer days had multiple benefits for the *Heritage Archaeology* project. They fulfilled the IU Office of the Bicentennial's intention to involve the public in the 200th year celebration projects. They provided a structured and immersive way for community members to engage with the university bicentennial through a specific teaching and research endeavor. The volunteer days were also instructional for the students, helping them to develop communication skills as they trained volunteers and spoke with visitors. Through the volunteer days, the project gained community interest, support, and media coverage. They also provided twenty people with a unique opportunity to have a meaningful interaction with historical archaeology and IU. These people are potential future ambassadors for archaeology, the university, and local historic preservation.

Project leaders sent an online survey to the community volunteers after the field school ended to get feedback about their experience. Fifteen of the twenty participants responded. Responses indicated that most participants felt the project was well run, enjoyable, and that their interactions with field school students were extremely positive. Many respondents also noted that they would be interested in future community volunteer archaeology opportunities.

Laboratory and Analytical Work

The *Heritage Archaeology* project's academic value extended beyond the research and field school. Laboratory and analytical work followed and involved the processing, analysis, and curation of several different artifact types by IU undergraduate and graduate students (Figure 22).

A Graduate Assistant (GA) worked throughout the fall of 2018 and spring of 2019 to lead the washing, classification, and curation of all artifacts recovered from the field school. The GA also oversaw the processing and archiving of excavation documents like field notes and photographs. The results of his analysis and contributions to this

Figure 22. An undergraduate project intern and graduate student assistant work together at the GBL processing and analyzing Wylie House artifacts from the 2018 field school.

report are included in the field results section above. *The Dirt* blog contains posts summarizing some of his work as well.

The project grant also provided for the hiring of one of the field school students to continue as an Undergraduate Assistant (UA) for processing extant collections housed at the museum. The UA developed procedures for documenting future accidental discoveries made on the Wylie House grounds during gardening and landscaping. She created an interactive Google map accessible to staff and volunteers to easily mark the location and information about any artifacts or cultural resources encountered. The UA also created historical artifact guides to help in the identification of artifacts and designed two outreach activities to engage the public and school aged children. She also at times assisted with the processing of field school artifacts at the GBL. Blog posts summarizing some of her work can be found on *The Dirt*.

Student Research and Dissemination of Results to Public and Professional Audiences

Sharing the project goals, processes, and outcomes was important for a variety of reasons. The IU Bicentennial celebration was a time for showcasing the good work of IU in the past, present, and future. The *Heritage Archaeology* project was unique in its embodiment of all three. Historical research and the excavation on the historic property uncovered stories of the lives of early IU leaders essential to the establishment and early growth of the university. The project highlighted Wylie House and Glenn A. Black Laboratory's efforts to establish strong collaborative academic experiences for students through a variety of opportunities. Additionally, the project was the beginning of the conversations and education needed to explore what a broader campus archaeology program might entail and provide at IU in the future. Project leaders were able to share the project goals and results with campus groups through presentations for the IU Libraries' Dean's Advisory Board, IU's Mini-University participants, and IU's Office of the Bicentennial. In addition, the project leaders gave two open campus talks, one at the WHM and another at the campus main library as part of a speaker series, *Stories from IU Special Collections*, sponsored by the University Archives (Figure 23).

Project leaders also disseminated project design and field results to professional archaeology and archive audiences. In September 2018, the Indiana Department of Natural Resources Division of Historic Preservation and Archaeology hosted the Indiana Public Archaeology Symposium at the GBL. *Heritage Archaeology* project leaders gave a overview presentation on the project focusing on public participation through community days and outreach events. They presented the preliminary results of the follow-up survey sent to community volunteer participants. In April of 2019, a project leader and the Graduate Field Supervisor presented a competitively selected paper on the *Heritage Archaeology* project at Midwest Archives Conference in Detroit, Michigan. The presentation addressed the strengths and advantages of archival materials in historical archaeological research.

Students showcased their project-related work through several poster and podium presentations that highlighted the results of their archival, field, and laboratory research. The Graduate Field Supervisor presented a poster on the preliminary field results at the 2018 Indiana Public Archaeology Symposium and the 2018 Midwest Archaeological Conference. An undergraduate project intern presented a poster based on her original research using archival photos and excavation data tracing the history

Figure 23. Project leaders give an invited talk as part of the *Stories from IU Special Collections speaker series* sponsored by the University Archives.

of buttons at Wylie House at the 2018 Midwest Archaeological Conference (Figure 24). In October 2019, another undergraduate project intern designed an innovative poster detailing her work processing and curating extant Wylie collections stored at Wylie House and presented it at the Plains Anthropological Conference (Figure 25).

Figure 24. An undergraduate project intern presents a poster of research on buttons found at the Wylie House at the 2018 Midwest Archaeological Conference at Notre Dame University.

Figure 25. An undergraduate project intern presents a poster of her work and research at Wylie House at the 2019 Plains Anthropological Conference in Bloomington, Indiana.

Figure 26. Michael McRobbie, the president of Indiana University, stops by to check out our ceramic plate puzzle activity at an IU First Thursday outreach event in the fall of 2019.

A commitment to engaging public audiences expanded beyond the field programming. Project leaders presented public lectures during the 2018 Indiana Archaeology Month, to the Monroe County History Club, and to the Morgan County Genealogical Society. In September 2019, project leaders and students shared photos from the field school and offered two activities for IU’s inaugural First Thursday celebration of the fall semester. One activity displayed “mystery objects” found during construction or excavation and challenged participants to identify them and their use. Mystery objects included the handle of a bone toothbrush, a milk glass canning jar lid, the base of an ink bottle, a ceramic insulator from an early radio, and a girdle buckle. Another activity was piecing together 2D puzzles that replicated ceramic plates and platters recovered from Wylie House during construction and excavation to demonstrate that archaeologists rarely find whole vessels and must extrapolate from small fragments (Figure 26).

Campus Archaeology Symposium

As part of IU’s bicentennial celebration, archaeologists from both the Bloomington and South Bend campuses of IU initiated archaeological investigations to explore and promote campus cultural resources and uniquely combine teaching, learning, research, and local service. To present these investigations and explore the role of campus archaeology regionally, the *Heritage Archaeology* project included a plan to engage the topic through a symposium.

Figure 27. A project leader welcomes participants to the Indiana University Campus Archaeology Symposium at the Wylie House Museum Morton C. Bradley Jr. Education Center in September of 2019.

On September 6, 2019 archaeologists from IU campuses across the state and colleagues from the wider Midwest convened at WHM for IU's first Campus Archaeology Symposium. Funded through IU's Office of the Bicentennial's *Heritage Archaeology* project grant, the symposium presenters and attendees explored the buried archaeological record of university campuses and discussed how to balance university growth with preservation of campus cultural resources. The one-day symposium took place in the museum's Morton C. Bradley, Jr. Education Center and presenters included faculty, staff, and students from different IU campuses, as well as archaeologists from other Midwestern universities. Campus and community stakeholders attended to both learn about campus archaeology and to contribute to the discussion. They included campus administration and leadership, campus facilities and operations, faculty and staff, and friends and donors of campus museums. The first half of the symposium centered around the history, projects, and potential of archaeology at IU Bloomington with contributions from WHM and GBL staff and students, IU Historian James Capshew, Bicentennial Intern Spencer Bowman, and local IU historian and Coordinator for Military and Veteran Services, John Summerlot (Figure 27). The second half of the symposium moved to archaeological projects and programs farther afield from the Bloomington campus, including presentations by Jay VanderVeen at IU South Bend, Paul Mullins at IUPUI, Mark Schurr at the University of Notre Dame, and GBL Curator Melody Pope discussing past work at the University of Iowa. The current and former directors of Michigan State University (MSU)'s Campus Archaeology Program (CAP), Stacey Camp and Lynne Goldstein, served as discussants. MSU CAP is the premier campus cultural resource program in the county. Final discussions revolved around the ways in which academic institutions have built and sustained successful campus archaeology programs, and the potential for others to do the same.

Discussion: Campus Archaeology as Student-centered Learning and Place-Based Education

According to a recent survey by Matthew Kroot and Lee Panich (2020), there are currently thirty campus archaeology programs in the United States that regularly undertake field investigations. Campus archaeology fieldwork falls primarily within two categories: "projects that are motivated by research or training interests and those that aid in the mitigation of the effects of institutional construction projects on archaeological resources" (Kroot and Panich 2020, 135; see also contributions to Skowronek and Lewis 2010). The Michigan State University (MSU) Campus Archaeology Program (CAP) is a premier program that combines research and compliance work to mitigate the effects of development on campus heritage with the goal of protecting campus archaeological resources while advancing the education of university students and the wider public (Lewis 2010; Michigan State University Campus Archaeology Program, n.d.; O'Gorman 2010). The Wylie House property was the perfect opportunity for IU's burgeoning campus archaeology program to emulate the model established by the MSU CAP. Subsequent compliance work ahead of construction projects on the property provided further student training opportunities and complemented the research, training, and outreach facets of the *Heritage Archaeology* project. While campus archaeology at IU has not yet been able to obtain sustained institutional support like the MSU CAP, the GBL has continued to manage the archaeological resources at Wylie House and undertake internal university contracts in compliance with state mandates ahead of construction projects on the property.

The *Heritage Archaeology* research activities of the students and the campus field school are a model example of place-based education. The Wylie House excavations were experiential learning opportunities that immersed students in their personal and local world—their campus history, culture, environment—and uses that immersion as a foundation for engagement and deeper learning. Campus archaeology is inherently place-based and takes advantage of the broader strengths of this pedagogical approach. Place-based learning developed in the field of environmental science in the 1960s as an outgrowth of John Dewey's experiential learning model. Experiential learning places learning in “life terms” for the student through relevance (Dewey 1902). Place-based education emphasizes the value of the learner's connection to the physical spaces and communities to which they belong. Linking learning to a student's immediate world provides a dynamic in which most students find relevance. This in turn inspires deeper inquiry, promotes interest in understanding and problem-solving, more rigorous study, and leads to greater investment in the subject matter and the place in which the learning occurs. As students learn more about their personal local environment, culture, and/or history, they often develop stronger connections to their communities, leading to civic engagement and advocacy (Smith and Sobel 2010).

Like campus archaeology, teaching and learning at WHM inherently leverages the advantages of immersive, place-based education. As an entity that quite literally houses IU history, it is a part of IU students' personal academic heritage. The museum harnesses the power of place to foster student curiosity about the distant past for several disciplines that use it as an academic resource. The notion of home and a space filled with domestic artifacts provide a familiar and accessible learning environment, even if 19th century American history is unfamiliar. Wylie House's role in IU history is the students' history, and it allows them to draw parallels between their experiences and those of their predecessors. Students can (and do) situate their observations within the context of present time and culture and relate them to their own identities, thereby creating meaning.

The *Heritage Archaeology* project field school provided the participating students the optimal place-based learning experience, connecting them with their academic roots. The physical location and the historical context of the excavation project is their own—their campus, their history. Archaeology is often associated with long-lost civilizations in far-away places, but, as this project demonstrated, archaeology is practiced in the country, state, and sometimes even the town or campus in which they live and learn. Students have the advantage of what is familiar to them. Many already know the layout of the geographic area on which the site sits. They are likely aware of the general topography, geology, water sources, seasonal fluctuations, and other contextual information that is crucial to fully understanding a place and the lifeways of the people who once lived there. This prior knowledge allows students to ask more meaningful questions, and it provides the opportunity for more advanced and well-rounded learning.

While this project's place-based educational advantages were not formally assessed, the Graduate Field Supervisor to the project shared the positive impact it had on her learning experience in a presentation at the 2019 Campus Archaeology Symposium entitled, “Learning from Your Own Backyard: Campus Archaeology and Student Professionalism.” She acknowledged the practical implications of working on campus, such as being able to return to her own home every evening and not having to worry about packing up or subleasing to work at a distant location. She also referred to the positive aspects of having contextual knowledge going into the project, which

provided a degree of confidence and allowed more time to focus on mastering archaeological skills. In an email exchange following the project, she referenced the deeper physical and emotional connections to a past she shares with her community,

My experience as the Field Supervisor for the Wylie House campus archaeology project taught me many things, but I think most importantly, it served as a reminder that meaningful, rewarding archaeological work can happen within my own community. It was exciting to have the opportunity to engage with my fellow Bloomingtonians who were eager to contribute to knowledge of our shared past, and I love that my work helped foster a new appreciation for such a beautiful, local place. (email message to author April 29, 2020)

The place-based *Heritage Archaeology* project provided the Graduate Field Assistant, an international doctoral student, with an enhanced connection to IU and the local community (see also, Dufton et al. 2019). His participation in the field school inspired him to return to Wylie House as a garden volunteer, where he continued to contribute his time and skills to the historic garden program. He planned a new garden plot in which he introduced varieties of plants grown in his home region of Mexico. He grew, among other things, gourds that he then dried and carved. He then planned and implemented a series of gourd carving workshops for the campus and local communities. It may be that place-based education has the potential to be more significant for international students, who are creating a home away from home, by providing an expedient means to a deeper understanding of, and connection to, their new environment.

Studies have demonstrated that undergraduate students are not always familiar with the cultural heritage of their campuses but are interested in learning more about the history and archaeology of their academic homes (Horrom 2011; Kroot and Panich 2020, 17). Pursuing campus archaeology provides access to campus cultural heritage through field and laboratory work as well as exhibition and outreach. Campus archaeology invites students, the campus community, and public to become stakeholders in local histories and heritage management. Students are fundamental stakeholders in the research of their own campus cultural heritage. The experiential and situated learning of campus archaeology facilitates connections between the campus and local communities and draws stakeholders together, helping to promote civic engagement in student participants (Landau 2019; Kroot and Panich 2020; VanderVeen 2018).

Moreover, many traditional field schools are not accessible to all students in terms of affordability and inclusivity. The high cost of field schools can be prohibitive for many students (see Heath-Stout and Hannigan 2020). In contrast, campus archaeology programs eliminate the costly need for travel and room and board. Likewise, staying local is more budget friendly as it allows students to retain part-time employment in the evenings and weekends. Additionally, students are not required to share housing with other students or crew, housing that is typically shared in close quarters and defined along assumed binary and heterosexual gender roles (Blackmore et al. 2016, 18; Rodriguez 2015). The ability to remain in their regular housing or to choose their own local housing is particularly important for students that do not identify along heteronormative gender binaries. Student-selected housing offers a more inclusive housing option for fieldwork ultimately making field experiences safer and more accessible.

Conclusions

While Indiana University landscapes continue to change, failure to recognize and preserve the remains of the campus below its dormitories and classroom buildings leaves an incomplete picture of IU's past and the deeper histories of the landscape. Chroni-
cling material heritage through archaeology can simultaneously enrich and challenge traditional our institutional and local histories, tangibly linking the present with the past. The *Heritage Archaeology* project provided a singular experience combining student-led research, place-based education, and the exploration and promotion of IU's tangible history.

The impacts of this project reverberate beyond IU's Bicentennial celebration by helping us communicate the importance of both the Wylie House and IU archaeological record, advocate for campus cultural heritage, and raise awareness across IU's administrative and operations units. The project integrated unique campus assets—historic sites and special collections—with course curricular goals. The collaborative work demonstrated shared stewardship and preservation of campus archaeological resources. It also demonstrated the potential for archaeologists and students to work with other university units to locate, record, and preserve other archaeological sites and cultural resources on campus. After the project's end, WHM and GBL collaborated on management plans for the Wylie House archaeological site that can also serve as a model for other campus archaeological collections. In addition, the GBL continues to undertake archaeological compliance mitigations ahead of smaller scale construction projects at WHM. IU is a state-owned entity with protected property and resources it must preserve, even as it continues to expand. The *Heritage Archaeology* project established a successful pedagogical and methodological model for the university to emulate in future campus archaeology that balances cultural heritage and dynamic change.

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Notes

1. In the time since this paper was drafted, the Glenn A. Black Laboratory of Archaeology has been made a constituent unit of the newly formed Indiana University Museum of Archaeology and Anthropology.
2. The nickname Hoosier refers both to those associated with Indiana University (students, alumni, etc.) and residents of the state of Indiana as a whole.

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