

## **A History of the Deputy Center**

**Professor Sandy Bardsley, History**

**Associate Professor Jamie Paxton, History**

**With support from Professor Frank Kuserk, Biology**

**Brielle Popolla**

**May 31, 2017-Aug. 9, 2017 (10 weeks)**

### **Project Description**

We are applying for a SOAR summer research grant to enable Brielle Popolla to research and write a background history of the A. John '50 and Lillian K. Deputy Field Study Center for Environmental and Biological Sciences under the joint supervision of Sandy Bardsley and Jamie Paxton. The Deputy Center is a 70-acre tract in Upper Mt. Bethel that the owner, John Deputy, has allowed Moravian College to use. Currently, Dr. Frank Kuserk uses the site for his own students, who use the land for biology and environmental science field research. Our interest in the Deputy Center stems from a commitment Bardsley and Paxton have made to develop and offer a new course in experimental archaeology beginning in spring 2018 that will make use of the site.<sup>1</sup> Experimental archaeology can encompass a wide range of projects, including a comparison of crop yields on lands cultivated using Native American and European techniques, the assessment of pollution levels in medieval houses, and the efficacy of different fencing methods.

Before launching the course, we need to learn more about the history of the property and how it came to be in its present state. The tract is mostly wooded but contains the foundations of a house and a barn and several, deteriorating stone walls, suggesting that former occupants had cultivated some of the land. Brielle's SOAR project, therefore, will provide a history of the site and its uses and situate the site within the broader historical context of the region in terms of settlement patterns, land use, and economic development. Knowing more about the land and how it was used in the past will help us determine how best to use the land in the present and to identify historically sensitive locations. In addition to the longer background history, Brielle will write a short text about the site for use on a website and in promotional materials for the course.

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<sup>1</sup> Experimental archaeology is "the fabrication of materials, behaviors, or both in order to observe one or more processes involved in the production, use, discard, deterioration, or recovery of material culture." James M. Skibo, *Pottery Function: A Use-Alteration Perspective* (New York: Plenum Press, 1992), 18.

The SOAR project will take place in four overlapping stages. 1) With our assistance, Brielle will identify, locate, and begin to read the relevant primary sources, including maps, land, tax, and census records that are likely to be housed at the Northampton County Courthouse in Easton. These records will identify past owners, land transfers, and subdivision of the property and provide a basis for further research. Then Brielle will expand her search to include local historical societies and libraries, including the Northampton Historical and Genealogical Society, the Slate Belt Historical Society, Bangor Public Library, and the Easton Public Library. 2) Brielle will shift to reading and organizing the materials. As research reveals new sources, she may have to visit additional archives and libraries. We may find it useful to visit the site as archaeological remains may help inform the documentary record or the evidence helps us to better understand and use the location. 3) Once Brielle has read and taken notes on research, she will begin organizing and writing a longer history of 10-20 depending on how much material she finds. Drs. Bardsley and Paxton will read and comment on drafts. 4) Lastly, Brielle will distill her research into a short history of 1.5-2 pages that can be used both for a website about the site and for promotional materials for the course.

### **Roles, Responsibilities, and Timeline**

Weeks 1-2: Locating sources in libraries, archives, and historical societies.

With guidance from Drs. Bardsley and Paxton, Brielle will identify and locate appropriate primary and secondary sources. We will communicate regularly in meetings and by email.

Weeks 3-6: Reading and note taking.

In consultation with Drs. Bardsley and Paxton, Brielle will read and take notes on her research material with an eye towards identifying themes and an organization for the paper.

Weeks 7-9: Writing the longer history

Brielle will begin writing a history of the Deputy Center land, incorporating maps and images as appropriate. Drs. Bardsley and Paxton will read and comment on drafts.

Weeks 10: Writing text for the website and promotional materials.

Brielle will distill the longer history into a shorter narrative, appropriate for reproduction on our website, for Dr. Frank Kuserk's classes, and in promotional materials. She will also identify the 3 or 4 images most appropriate for site users.

### **Student engagement in discipline-appropriate scholarly research**

Brielle will be undertaking an original research project that builds on the skills she has developed in her 100- and 200-level history classes. With guidance from her advisors, she will develop a research plan, identify appropriate primary and secondary sources, use and interpret documentary evidence and archaeological remains (the house, barn, and walls that remain on site), and produce a research paper using the conventions of history.

### **Contributions to the discipline and opportunities to share**

The project, if approved, will provide important historical background that will help Drs. Paxton Bardsley, Paxton, and Kuserk better understand the site to be used for the experimental archaeology course. The project will be shared in several ways. One of the express goals is to develop a website for the Deputy Center and promotional materials for the course. Brielle will present her findings at Scholarship Day, and we can explore other forums for disseminating the work. For example, the Northampton County Historical and Genealogical Society hosts a speakers series relating to local history. The NCHGS is also about to launch a journal devoted to the history of the county, which may provide an outlet for Brielle to publish her research as an article.

**A History of the A. John ('50) and Lillian K. Deputy Field Study Center for  
Environmental and Biological Sciences**

**By Brielle Popolla, History Major and Museum Studies Minor**

**Expected Graduation Date: May 2019**

**Request for on-campus housing**

**Student Statement of Purpose**

The SOAR Project of writing a history of the A. John ('50) and Lillian K. Deputy Field Study Center for Environmental and Biological Sciences ties very well into my major and minor, History and Museum Studies respectively. The minor of Museum Studies is very versatile and is not only limited to curatorial or administration work. Furthermore, as I progress in my undergraduate career, I have come to realize that would like a job in Public History. Public History, by definition, is when historians work outside of the academic realm. This discipline encompasses many jobs and locations, such as museums, houses, non-profit organizations, national parks, etc., all of which can relate to my major and minor. Unfortunately, Moravian does not have this as a field of study, and although Lehigh does as a concentration, it appears to be more art focused. (<https://history.cas2.lehigh.edu/content/public-history-lehigh>). By participating in this SOAR project, I gain more experience and more valuable and resourceful skills from my undergraduate education that I can take with me as I pursue future schooling and careers.

There are many outcomes I am hoping for with this SOAR Project, such as experience, better writing and research skills, and to educate the public. First of all, as detailed above, I hope to gain more varied and useful skills to aid me in a future career. Secondly, one important skill for any historian is the ability to research and then articulate the findings. As already stated, I have never done any research that pertains or relates to archaeology before, and this SOAR Project would help facilitate those research skills, for example, by looking into maps and physical structures of the land. Therefore, the experience I gain over this summer will help round out my research abilities for other projects in the future. Along with research comes writing and this project's end goal is to write a history – and potentially website information – on the A. John ('50) and Lillian K. Deputy Field Study Center for Environmental and Biological Sciences. As this history is not for a grade and will be visible to the general public, my writing will need to become stronger. However, those new capabilities that I learn will again be useful for the rest of my life. Finally, I hope that by completing this SOAR Project, the public and various students – biology and history, at the moment – will have a better understanding of the land, how it was used in the past, and how to use it in the future.

Outcomes:

1. To gain experience in different fields of history that will be useful to my future career(s).
2. To strengthen and diversify my research and writing capabilities.
3. To educate multiple groups of people on the history of the A. John ('50) and Lillian K. Deputy Field Study Center for Environmental and Biological Sciences so that it may be of use to them in the future.

## **Expense Proposal**

Brielle's expenses will consist primarily of (1) mileage, as she travels from Moravian to archives in Easton and to interview neighbors of the Field Center on Quaker Plain road, north of Bangor; (2) research fees; and (3) photocopying of any documents she might find. These total \$159.28.

### **(1) Mileage: \$114.28**

We estimate that Brielle will need to travel to and from the North Bangor region twice (27.4 miles each direction x 2 for round trip = 54.8 miles, x 2 for two round trips = 109.6 miles). At the current federal mileage reimbursement rate of 53.5 cents per mile, this works out to **\$58.64**.

We estimate that Brielle will need to travel to archives in Easton (the Sigal Museum and Northampton County Historical and Genealogical Society) or to other archives in the area about four times. The Sigal Museum is 13 miles from Moravian College, thus 26 miles roundtrip. Four trips will total 104 miles, which works out to **\$55.64** at the rate of 53.5 cents per mile.

Together, these total \$114.28.

### **(2) Research Fees: \$25**

The Jane S. Moyer Library at the Sigal Museum charges \$10 for every 2 hours of research time spent there (this is perhaps because they get a flood of genealogists researching family history and have very limited space). It will thus be far cheaper to pay for her to have an adult student membership at \$25, which will give her unlimited hours without needing to pay research fees. Interlibrary loan is not available in the case of archival material, and most of the data she needs cannot be found at Moravian College.

### **(3) Photocopying: \$20**

We've not been able to find any data on the Sigal Museum website about photocopying charges. Nor do we know how much she will need for copying land deeds, court records, newspaper articles, etc. as she comes across these. We'd like to reserve \$20 for this potential expense. Again, interlibrary loan is not appropriate for these materials.

**Total Budget: \$159.28**