

Syllabus for Syllabus for Anthropology 393 (001) Archaeological Field School

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This course is an introduction to the study of archaeology with a focus on fieldwork and limited laboratory analysis. The field investigations will be conducted on a stratified prehistoric site dating from ca. 10,000 BC to AD 1700. The site is located south of Cumberland, Maryland, adjacent to the Potomac River. During the fieldwork portion of the course, weather and work schedule permitting, visits will be made to other archaeological sites in the area for the purpose of comparison.

Laboratory analysis will be conducted on a limited basis (rain days) during the field effort as well as after conclusion of fieldwork on June 21st. The laboratory work will be directed toward compiling a catalogue of specimens recovered from the site excavations. This will involve basic processing of artifacts in preparation for identification and analysis.

The fieldwork is scheduled for a 9-day period from June 13th to June 21st with June 21st the last full day of fieldwork. Following fieldwork, lab sessions will be scheduled for Linthicum 005. This will include a minimum of three half-day lab sessions with lab schedule times to be determined during the field work portion of the class.

The text for the course, entitled **Archaeology: Basic Field Methods**, (2002) by R. Michael Stewart, contains extensive readings on field methods. This will be the required text for the class. Instructions on field methods will be given **on site** with handouts and slide presentations used to illustrate key aspects of archaeological field investigations.

There will be no formal exams during the course; rather, grades will be based on attendance and how well the student accomplishes tasks in the field (e.g. feature excavation, identification of artifacts, recognition of soil changes, etc.) and preliminary laboratory analyses. Grades will be based on attendance (40%), successful implementation of field tasks such as excavation techniques and field data recording (30%), and the compilation of a field journal (30%). The final version of the field journal must be typed and is due on the last day of class. Specific instructions on recording observations in a field journal will be given during the first day of class. Since this is a hands-on learning experience, attendance is extremely important. For each missed day of class, 5 points will be deducted from your final grade for the course.

Individuals taking the course for graduate credit must undertake an independent field project on the site that involves testing a specific research question through limited excavations. A separate journal will be submitted describing the purpose, methodology and results of this inquiry.

The readings in the text below are designed to provide background as well as explanation for archaeological field procedures from the initial reconnaissance or survey level to intensive excavation and analysis. The readings will also help to explain the rationale behind the extremely detailed data recording techniques used in the field.

Upon successful completion of this course, engaged students should be able to:

- Demonstrate the ability to recognize, map and excavate archaeological features.
- Effectively communicate details of the archaeological record as it relates to human material culture and context.
- Identify prehistoric lithics and ceramics in the field and discern the differences between various types of artifacts.

- Communicate details on planning the layout and coverage of archaeological excavations.

Week 1. 5/26 Introduction: Basic concepts and logistics for the archaeological field school.

Week 2-3: Complete Readings in advance of field work.

Weeks 3-4. 6/13-21 Field Excavations on the Barton Site in western Maryland.

Weeks 6-7. 6-22 – 7-14 Laboratory Work followed by journal preparation.

Field Journals Due on July 14

Readings

Chapter 1: Introduction, pp. 1-18.

Chapter 2: The Archaeological Record and the Recognition of Evidence, pp.19-35.

Chapter 3: Fieldwork Motivations and Design, pp. 37-54.

Chapter 4: Background Research, pp. 55-84.

Chapter 5: Preparing for the Field, pp.85-99.

Chapter 6: Maps, Surveying and Mapmaking, pp. 101-160.

Chapter 7: An Introduction to Sediments, Soils, Stratigraphy, and Geomorphology, pp. 161-204.

Chapter 8: Working on the Surface, pp. 205-237.

Chapter 9: Subsurface Investigations, pp. 239-318.

Chapter 10: Training and Professional Practice, pp. 319-331.

For further interest, here are some other books on archaeological field methods:

Barker, P.A.

1982 **Techniques in Archaeological Excavation**, 2nd edition, Universe Books, NY.

Dancey, W.S.

1981 **Archaeological Field Methods: An Introduction**. Burgess, Minneapolis.

Deetz, James

1977 **In Small Things Forgotten: The Archeology of Early American Life**. Anchor Press.

Dever, W.G. and H.D. Lance

1978 **A Manual of Field Excavation: Handbook for Field Archaeologists**. Hebrew Union College and Jewish Institute of Religion, Cincinnati and Jerusalem.

Fladmark, Knut R.

1978 **A Guide To Basic Archaeological Field Procedures**. Department of Archaeology, Simon Fraser University, Publication No. 4, Burnaby, BC.

*Hester, Thomas R., Harry J. Shafer, and Kenneth L. Feder

1997 **Field Methods in Archaeology**, 7th edition. .

Hole, Frank and Robert Hester

1973 **An Introduction to Prehistoric Archeology**. Holt, Rinehart & Winston, NY.

Joukowsky, Martha

1980 **A Complete Manual of Field Archaeology: Tools and Techniques of Field Work for Archaeologists**. Prentice-Hall, Inc. (out of print).

McIntosh, Jane

1986 **The Practical Archaeologist**. The Paul Press, Ltd. London.

Noel-Hume, Ivor

1975 **Historical Archaeology**. W.W. Norton and Company, New York.

Orser, Charles E., Jr. and Brian M. Fagan

1995 **Historical Archaeology**. Harper-Collins, New York.

Wheeler, R.E.M.

1954 **Archaeology from the Earth**. Clarendon Press, Oxford.

* commonly used text used in archaeological field schools for many years (since the 1960s)

FINAL EXAMS No final exam is given; the field journal is graded as your primary writing task along with field data recording for the excavation units in which you were working.

Grading Scale

94.0-100 A; 90 – 93.9 A-; 87.0-89.9 B+; 84.0-86.9 B; 80.0-83.9 B-; 77.0-79.9 C+; 70.0-76.9 C; 67.0-69.9 D+; 60.0-66.9 D; 0.0-59.9 F

Attendance: Attendance will be taken daily. until the first exam. After that you're on your own. However, over the rest of the semester it will be obvious which students attend class regularly. Since the exams are made up largely from lecture material, you may find it overwhelming to skip classes and then try to study for the exams by reading the course textbook. Consequently, attendance is highly recommended.

Make-up policy: There are no exams, but make-ups for field days missed may be arranged at my discretion.

Late assignments: Assignments (the field journal) are due at the time indicated on this syllabus. If work is turned in late, it is graded at my discretion. Late work will be penalized one letter grade for every day it is late. If work is e-mailed to me instead of turning in a paper copy of the journal, you will not receive any comments back other than your grade for the journal.

Class cancellations due to weather: If a day in the field is cancelled due to weather, there will be no make-up day.

Policy on Repeating Course: Students may not repeat this course more than once without the prior approval of the Academic Standards Committee. Please call 4-4351 or visit ES 235 for more information.

Disability and Support Services: Students who have, or suspect that they may have, a disability should seek services through Disability Support Services. Students must be registered with DSS and receive written authorization to obtain disability-related accommodations. If you need accommodation due to a disability, please visit DSS for guidance. The office is located at 7720 York Road, AD 232, Ph: 4-2638 or 3475.

Department Statement on Academic Dishonesty: (Updated Spring 2007)

The faculty of the Department of Sociology, Anthropology & Criminal Justice takes a strong stand against *Academic Dishonesty* of all forms. Academic dishonesty will not be tolerated in any class. It includes, but is not limited to, any form of cheating or unapproved help on an exam or academic exercise, copying someone else's written work without citation, presenting fabricated information as legitimate, any unauthorized collaboration among students, or assisting someone to cheat in any way. All students have the ethical responsibility for doing their own work. A student who is uncertain about whether or not something constitutes academic dishonesty in a particular class has the obligation to see their instructor for clarification. Consistent with university policy, the minimum penalty for academic dishonesty in any form is determined by the individual faculty member in each class, and may consist of "a reduced grade (including "F" or zero) for the assignment; a reduced grade (including "F") for the entire course," or other options as stipulated in the TU Student Academic Integrity Policy. The minimum penalty for academic dishonesty is to lose a letter grade on a particular assignment but in most cases, the penalty will be more severe. Students who are charged with academic dishonesty must remain enrolled in the course and cannot withdraw. Instructors who make the determination that academic dishonesty has occurred will notify the student in writing of the finding, the penalty, and the process for appeal. The same written notice will be forwarded to the Office of the Registrar on campus, the Dean of the College of Liberal Arts, and to the Chair's Office in the department. *Academic Dishonesty* undermines the legitimate efforts of students and involves serious repercussions. The faculty of the department urge all our students to act with integrity with regard to work submitted.