

THE UNIVERSITY OF SOUTH DAKOTA

Anthropology 431

Summer 2018

## Archaeological Field Techniques



Instructors: Drs. Matthew Sayre and Silvana Rosenfeld

Emails: [Matthew.Sayre@usd.edu](mailto:Matthew.Sayre@usd.edu); [Silvana.Rosenfeld@usd.edu](mailto:Silvana.Rosenfeld@usd.edu)

This course is an introduction to the aims, methods, and accomplishments of archaeology. It is a course on archaeological methods (covering the techniques archaeologists use to reconstruct the past). Our aim in presenting this summary/field methods course is 1) to allow those with a limited amount of time to get an overview of archaeological fieldwork and 2) to provide those deeply interested in archaeology with a solid base for further courses in the subject. The course serves as an introduction for more specialized coursework.

### Required Textbooks:

*Field Methods in Archaeology* 1997. Thomas Hester, Harry Shafer, Kenneth L. Feder. McGraw-Hill, New York.

### Recommended Readings:

Isbell, W. H. (2004). Mortuary preferences: a Wari culture case study from Middle Horizon Peru. *Latin American Antiquity*, 3-32.

Isbell, W. H. [1997] *Mummies and Mortuary Monuments. A Postprocessual Prehistory of Central Andean Social Organization*. University of Texas Press

Rosenfeld, S., & Bautista, S. (Eds.). (2017). *Rituals of the Past: Prehispanic and Colonial Case Studies in Andean Archaeology*. University Press of Colorado. Open Access: <http://www.open.org/search?identifier=626999>

Silverman, H., & Isbell, W. (Eds.). (2008). *Handbook of South American Archaeology*. Springer Science & Business Media.

## **Course Requirements:**

### **A- Six credits Option**

Attendance and Participation 100 points. Students are expected to go to the field/lab five and a half days of the week (see schedule below).

Field Notes and Summary 100 points. These must include references to the textbook, which we will discuss in the field. Please begin reviewing the textbook before we leave for Peru. At the end of every week in the field all field notes will be collected and reviewed

Quizzes (3) 100 points Oral exams discussing the textbook chapters will be given at the end of each week.

Final Paper 100 points. Starting in the second week we will begin preparing for the final paper (minimum of 2,000 words and 8 academic sources required), which will focus on analyzing one aspect of fieldwork or a critical analysis of the results of the field season and how they fit into broader discussions of Huari prehistory. The students will present their paper proposal and preliminary findings to the field school participants. The final paper will be due on August 12<sup>th</sup> to D2I, after field work is complete.

Total Points 400 points.

Letter grades will be based on total points achieved. The breakdown is indicated below:

Total Points:	400-360 A	359-320 B
	319-280 C	279-240 D
		239-Below F

### **B. Three Credits Option**

The contact hours for this course are filled during the one month field school. The requirements are the same as for the six credits option (assistance and participation, field notes and summary, and quizzes) but the final paper is not required.

Total Points:	300-270 A	269-239 B
	238-208 C	207-177 D
		176-Below F

#### Description:

Field activities• Setting up and laying out excavation units• Setting up and using a total station to create maps, take elevations, and outline excavation features• Drawing profiles and plan maps of stratigraphic and architectural features• In-field digital data collection and digital drawing using iPads or other digital tools to record excavation data• Excavation techniques in a variety of contexts, including mounds, plazas, and tombs(i.e. bioarchaeological excavation).

Laboratory activities• Zooarchaeological analysis• Artifact style, function and period identification• Artifact attribute analysis with a heavy concentration on ceramics• Ceramic conservation and illustration• Photographic documentation of artifacts• Processing and analysis of human remains, if relevant or encountered. • GIS photo georeferencing• Processing of soil samples: fine screening and flotation

Schedule: In general we will work Monday-Friday from 8am-5pm. We will work on some Saturday mornings depending on field conditions. You will be expected to work three evenings a week in the laboratory from 7-9pm. One of those evenings will be devoted to discussions of fieldwork and the textbook.

June 1<sup>th</sup> – depart for Peru

June 2-3 Tours in Lima of Museo Nacional de Antropologia, Catacombs of San Francisco Church, Museo Larco Hoyle, and other relevant cultural sites.

June 4<sup>th</sup> - Travel to Ayacucho

June 5<sup>th</sup> –June 30<sup>th</sup> Excavate in Huari Archaeological Site.

#### Course Outcomes:

1. Learn and appreciate a different culture in current day Peru and

learn about daily life in a developing country.

2. Develop an interest in global travel and issues while broadening perspectives on the global community and fostering a desire for future travel opportunities.

3. Learn and appreciate the Andean past and the current cultures of Peru.

4. As a part of a global community, students will develop a broader, more enlightened, perspective of the world which will help them develop an international perspective.

5. Students will learn the importance of speaking another language, as they will be part of an international trilingual excavation team.

Additional course outcomes for six-credit course:

1. Students will complete an original research project derived from their fieldwork experience.

2. Students will complete a presentation of their original research to an informed audience of researchers.

### **Academic Integrity**

The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the "Conduct" section of the University of South Dakota Student Handbook.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- a. Given a zero for that assignment.
- b. Allowed to rewrite and resubmit the assignment for credit.
- c. Assigned a reduced grade for the course.
- d. Dropped from the course.
- e. Failed in the course.

### **Freedom in Learning**

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student

opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

### **Disability Accommodation**

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director  
Disability Services, Room 119 Service Center  
(605) 677-6389  
Web Site: [www.usd.edu/ds](http://www.usd.edu/ds)  
E-mail: [disabilityservices@usd.edu](mailto:disabilityservices@usd.edu)

### **Diversity and Inclusive Excellence**

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

Policy on absence: <http://www.usd.edu/policies/upload/Excused-Absence-Policy.pdf>