THE UNIVERSITY OF SOUTH DAKOTA

Anthropology 531 Summer 2018

Dr. Matthew Sayre

Dr Silvana Rosenfeld Office Hours: In field

Archaeological Field Techniques

This graduate level course is an introduction to the aims, methods, and accomplishments of archaeology. The three credit version of the course is focused on archaeological methods (covering the techniques archaeologists use to reconstruct the past). The second three credit course is described below and provides the opportunity for students to conduct original research on material recovered from the excavations.

My 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.

Course Requirements: The final grade for the three credit course will be calculated on the following points and class requirements:

Attendance and Participation 100 points

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.

Final Paper 100 points

Total Points 300 points

At the end of every week in the field the instructors will collect all field notes and review them. He will return these graded notes by Monday. Starting in the second week we will begin preparing for the final paper

which will focus on analyzing one aspect of field work. This 4000 word paper will be due on August 15th, after field work is complete.

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

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

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Final Paper: There will be a final paper due during finals week, on August 12, 2016 at 5pm. **It is worth a total of 33% of your final grade.** The final paper will be a critical analysis of the results of the field season and how they fit into broader discussions of Chavin's history.

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• 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 encoutered. • 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 1st – 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 4th - Travel to Ayacucho

June 5-30 Excavate in Huari archaeological site

Additional credits: a **3 credit course in Andean Archaeology** is also available. The contact hours for this course are filled during the one month field school. The students will conduct additional research into Andean Archaeology and they will present their findings to the field school participants.

This course will require the student to conduct original research and to present an interpretive paper that presents the results of this field analysis. Students will be required to undertake the analysis of material culture recovered from the site of Chavin de Huantar. There are five main options for the independent field research: paleoethnobotanical research (archaeobotany), ceramic analysis, digital archaeology and mapping, faunal analysis, or lithic analysis.

This course will require a formal research proposal to be submitted before the course begins. This paper proposal will be based off of discussions with the professor. We will discuss possible research topics, relevant literature, and access to collections. The three-page paper proposal

Students will be organized into research groups to apply these research findings to local archaeological models. Their original research will be included in their final paper, which will be at least 4,000 words, to be submitted by the end of the Summer term. Oral exams discussing the readings will be given at the end of each week.

<u>The three main components of the second component of the graduate course are:</u>

Research Proposal (40 points)

Oral Quizzes on reading (4 x 40 = 160 points)

Final Paper (100 points)

Required textbooks:

The Incas and their Ancestors, M. Moseley (IA)

Mummies and Mortuary Monuments. A Postprocessual Prehistory of Central Andean Social Organization, William Isbell 1997 University of Texas Press (MM)

Coursework Timeline:

Week 1: IA, pps. 1-98.

Week 2 IA, pps. 99-160, MM Ch 1-2

Week 3: Review readings, begin independent research

Week 4 MM, Ch 3, 4, 5

Week 5 MM, Ch 6, 7, 8

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

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 the six credit course:

1. Students will participate in the research process by proposing, revising, and completing an original research proposal.
2. Students will complete original research based on on-site data and present it to an informed local audience.

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.

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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