

Real Archaeology

ANT 3190-001, Call Number: 42218, 3 credit hours, Spring 2018, No prerequisites
Prof. Clifford T. Brown, Department of Anthropology, Florida Atlantic University, Boca Raton Campus

Lecture: Tuesday, Thursday 11:00-12:20 am, **Place:** Boca Raton Campus, Room SO190 (Bldg. 44)

Dr. Brown's contact information: Office: SO172, Phone number: (561) 297-3232, e-mail: ctbrown@fau.edu, web site: <http://www.fau.edu/~ctbrown>, Office hours: 9:20-11:00 am Tuesday, Thursday, and by appointment.

Catalog description: This course contributes to the professional development of archaeology students by teaching them the theory, methods, and techniques of public archaeology and cultural resources management. Course includes a review of health, safety, and ethics issues in archaeology; international, federal, state, and local statutes affecting public archaeology; and hands-on instruction in practical methods.

Objectives: The purpose of the course is to prepare archaeology students for professional employment in their field. This class is about doing *real* archaeology, the work that most professional archaeologists really perform every day, which is quite different from the theoretical discussions of cultural evolution and cultural ecology that dominate most archaeology classes.

The course will contribute to the professional development of undergraduate archaeology students by preparing them to work in the public archaeology sector, where most archaeology graduates find jobs. Over 80% of all archaeologists today work in historic preservation, contract archaeology, and cultural resources management. The proportion is even higher for recent recipients of an undergraduate degree in archaeology. Cultural resources archaeology, or "professional archaeology," requires an understanding of law, regulation, and public policy in addition to the scientific issues of academic archaeology.

Do you know the answers to the following questions?

- What's a site form? How do I fill one out?
- What's a site number? How do I get one?
- What's the Smithsonian Trinomial Numbering system?
- What's the difference between a National Park, a National Landmark, and a National Monument
 - When does it matter?
- What's a historic context, where do I find one, and how do I use it?
- How do I write a report that meets professional standards, and who establishes those standards?
- Who is the State Archaeologist and what role does he play in my project?
- What's it cost to dig a test pit?
- How much do I dig, and when do I stop digging?

If you're planning to get a job in archaeology after college, you'll need to know the answers to these and many similar questions. The answers are not taught in most conventional archaeology classes. This class will teach you the answers to these and many other questions that are important to your professional development as an archaeologist.

We start with a review of jobs, health, safety, and ethics issues in archaeology. We continue with a review of relevant laws and regulations: international, federal, state, and local. Then we review the process of performing professional, public archaeology projects from beginning to end, from bidding on contracts to long-term curation of the artifacts.

We will cover lots of practical topics like: Map reading, Coordinate systems, the Public Land Survey System, Orienteering, Historical research, Survey methods, Curation, and Regional planning.

We will practice some techniques outdoors, such as orienteering, mapping, GPS, understanding and describing soils, stratigraphic excavation, and so forth. The fieldwork will be performed on or near campus during class periods.

Textbook and other readings:

Neumann, Thomas W., Robert M. Sanford, and Karen G. Harry (2001). *Cultural Resources Archaeology: An Introduction*. Second edition. Walnut Creek: Altamira Press, a Division of Rowman & Littlefield Publishers. ISBN 978-0-7591-1846-1.

Many of the readings for the class are online. I will post non-textbook readings documents on Blackboard. The Federal laws are generally available from this National Park Service web site:

http://www.nps.gov/history/history/online_books/fhpl/contents.htm

Equipment: You will need a hand calculator (not on your cell phone) that will calculate the trigonometric functions. Please also buy a flexible, retractable meter-tape at least 3 meters long (5 or 7 meters is better). These are available in hardware stores, but *make sure* it is marked in *meters*, not feet; it is alright if the tape has English units provided it also has metric ones. You may also wish to buy a compass and trowel. If you buy a trowel, you should probably purchase a 4 or 4 1/2 inch pointed Marshalltown. The compass should be a Suunto brand survey compass. I suggest you consult me about compass models before making a purchase because they are expensive and specialized equipment.

Accessibility Statement: “In compliance with the Americans with Disabilities Act (ADA), students who, due to a disability, require special accommodation to properly execute course work must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 110 (561-799-8010) -- and follow all OSD procedures.”

Assignments and grading:

- I will assign two short papers, each worth 10% of the final grade.
 - One paper will be a review of a Phase I archaeological survey report, and
 - The second paper will be a summary of state archaeological laws.
- There will be one midterm exam worth 20% of the final grade on safety, ethics, and historic preservation law (first half of the semester)
- There will be a final on archaeological practice (second half). It is worth 20% of the final grade.
- There will be a quiz on cartography, worth 10% of the final grade.
- Quizzes on the online lectures will be worth 15% of the final grade.
- Attendance, homework, class participation, and fieldwork will be worth 15% of the final grade.

Policies: Class attendance is mandatory and counts toward your grade. I also reserve the right to reduce grades because of absences. I may make exceptions, at my discretion, in individual cases for reasonable cause if you contact me in advance. I will not penalize you, of course, for officially excused or permitted absences, such as, for example, those due to participation in sports or religious observances. Please come to class prepared to discuss the readings and online lectures, and to ask questions. Classes are your best opportunities to ask questions. You should attend the lectures because I use them to share significant information that does not appear in the text. My lectures will also highlight the most important ideas for you. Poor attendance will affect your grade.

Please arrive on time. Entering late distracts the whole class. If you must arrive late, please enter unobtrusively.

University policy on the use of electronic devices states that “In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.” So, no texting or cell phone calls, please.

I reserve the right to reduce the grades of papers turned in late. Make-up exams for missed tests will not normally be given except in extraordinary circumstances that can be clearly documented.

Use the *American Antiquity* style guide for formatting citations and references in written assignments. It is available at the journal web site (<http://www.saa.org>). Please feel free to contact me for

help in using references in your papers. To avoid plagiarism, all factual statements in your papers should normally have citations indicating their sources.

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf.

Course outline, homework, and reading assignments: Assignments listed for a class should be completed for the class date they are listed under unless otherwise stated.

Online Learning: I will post audio lectures online. For each online lecture, you will find a PowerPoint file and one or more audio files in mp3 format. You should view the PowerPoint file while listening to the audio recording of the lecture. You are fully responsible for the information in these lectures. They are not optional or auxiliary materials. You will be tested on the information conveyed in them. We will spend several minutes at the beginning of each class discussing the assigned online lectures. That will be an ideal time to ask any questions you have about them. *There will be brief daily or weekly quizzes on this material and it will also comprise the bulk of the midterm exam. Please ask questions in class about the online lectures.* I will also normally post online the PowerPoint presentations I use in my classroom lectures.

Part 1: Archaeological Safety and Ethics

January 9: Introduction. Why Public Archaeology? Heritage and identity. Heritage tourism.

January 11: Professional archaeology. Job tracks. Qualifications.

- Read Preface and Chapter 1 in the textbook.
- Read archaeology section of Secretary of the Interior's Professional Qualifications Standards: http://www.nps.gov/history/local-law/arch_stnds_9.htm.
- Review Federal jobs on www.usajobs.com. Search by the archaeology series code: 0193.
- Review jobs on www.archaeologyfieldwork.com and www.shovelbums.net.

Homework Assignment:

- Purpose: To learn what types of jobs are available and what qualifications they require so you can start preparing yourself for them.
- Study the job ads posted on the three websites above.
- For the Federal jobs listed on the usajobs.com website: What are the ARCHAEOLOGICAL job titles and the qualifications required for each? Focus on the educational requirements. Don't just copy and paste individual ads.
- For the private sector jobs listed on the other two websites, what are the job titles and the qualifications required for each, for example, field technician and crew chief?
- Due next Tuesday.

January 16: Professional and Archaeological Ethics. Looting, collecting, antiquities market, armed conflict. International conventions. Spying.

- Read Register of Professional Archaeologists Code of Conduct and Standards of Research Performance (<http://www.rpanet.org/>).

- Read AIA Code of Ethics, Code of Professional Standards, and AIA Grievance Procedure (<http://www.archaeological.org/about/policies>).
- Read SAA Principles of Archaeological Ethics (<http://www.saa.org/AbouttheSociety/PrinciplesofArchaeologicalEthics/tabid/203/Default.aspx>)
- Read “Convention for the Protection of Cultural Property in the Event of Armed Conflict” at <http://www.icrc.org/ihl.nsf/FULL/400> or http://portal.unesco.org/en/ev.php-URL_ID=13637&URL_DO=DO_TOPIC&URL_SECTION=201.html
- For good measure, visit the U.S. Committee of the Blue Shield: <http://www.uscbs.org/index.htm>
- Online lecture: International Historic Preservation Law, parts 1 and 2.

Homework Assignment: Create a professional résumé for yourself. It should be no more than 2 pages long and should be designed to help you apply for a job as an archaeologist. Therefore, it should address and emphasize the qualifications solicited by employers in the job ads you reviewed in the last class. See models posted on Blackboard. Due at next class.

January 18: Safety

- Read Antiquities Act and Antiquities Act regulations.
- See: The Story of the Antiquities Act, by Ron Lee <http://www.cr.nps.gov/archeology/pubs/lee/index.htm>. Read Forward, Introduction, and Chapter 6. The rest is commended to you as interesting and educational.
- Read Textbook Chapter 2.
- Online lecture: Legal authorities and Federal government.

January 23: Safety, continued.

- Read the Historic Sites Act
- Online lectures: Antiquities Act and Historic Sites Act

Part 2: Archaeological Law and Policy

January 25: Business 101: Scopes of Work, Cost Estimates, Contracting. Professional Archaeological Practice. Starting a Project

- Read Chapter 3 in textbook
- Read Chapter 4 in textbook.
- Browse the whole Act. Read Sections 106 and 110 carefully. Browse 36 CFR Part 800.
- Online lecture: National Historic Preservation Act (NHPA) Parts 1-3.

January 30: Background research: Known sites, site files, history, geology, geomorphology.

- Read 36 CFR Part 60 and National Register Bulletin 15, “How to Apply the National Register Criteria for Evaluation” (available at <http://www.cr.nps.gov/nr/publications/bulletins/nrb15/>).
- Advisory Council Compliance Flowchart: <http://www.achp.gov/flowexplain.html>. Study it!
- Online lecture: National Historic Preservation Act (NHPA) Parts 4-6.

February 1: Background research continued

- Read ARPA. Browse Uniform Regulations (43CFR77).
- Online lecture: Archaeological Resources Protection Act (ARPA)

February 6: The Native American Grave Protection and Repatriation Act.

- Read NAGPRA. Browse regulations (43CFR Part 10).
- Online lecture: Native American Graves Protection and Repatriation Act (NAGPRA) Parts 1 & 2

February 8: Native American consultation. Indian law and cultural resources.

- Read Executive Order 13175 of November 6, 2000: “Consultation and Coordination with Indian Tribal Governments”. Read EO13007 “Indian Sacred Sites”, May 24, 1996.

February 13: State Laws and Local Ordinances. Midterm Review

- Read Florida Statutes, Chapter 1A-32 (Archaeological Research), 1A-40 (Collections), 1A-44 (Unmarked human burials), and 1A-46 (Archaeological and Historical Report Standards and Guidelines)

February 15: Test 1 on Ethics, Safety, and Historic Preservation law.

Part 3: Professional Practice in Public Archaeology

February 20: Maps: Reading them and making them. Projections and coordinate systems. UTM's State Plane System, PLSS.

- **BRING:** a scientific calculator to class (one that has the trigonometric functions [sine, cosine, tangent, etc.]). Mapping homework.

February 22: Maps, continued.

February 27: Maps: continued.

- Read: http://www.colorado.edu/geography/gcraft/notes/mapproj/mapproj_f.html and <http://www.colorado.edu/geography/gcraft/notes/coordsys/coordsys.html>. <http://erg.usgs.gov/isb/pubs/booklets/symbols/buildings.html>

March 1: Mapping practice: Pacing, distances, angles

Homework Assignment: Turn in map

March 13: Mapping review. Predictive modeling.

March 15: Map quiz. Identification: Reconnaissance and Phase I survey.

March 20: Soils: Textures, colors, and horizons

http://www.sassa.org.uk/index.php/Main_Page

<http://www.soils.umn.edu/academics/classes/soil2125/doc/labunts.htm>

Nice web sites on soils. Focus on soil formation, soil textures, and soil colors. First paper due.

March 22: Soils practice; Shovel testing.

March 27: Phase II: National Register Evaluation of Sites. When is a site “Significant”?

- Read Chapter 5 of the textbook.
- Read National Register Bulletin: “Guidelines for Evaluating and Registering Archaeological Properties” available at <http://www.cr.nps.gov/nr/publications/bulletins/arch/>

March 29: Unit layout: Field practicum.

April 3: Phase III: Data Recovery and Mitigation

- Read textbook Chapter 6 and the Advisory Council’s “Recommended Approach for Consultation on Recovery of Significant Information from Archeological Sites” at <http://www.achp.gov/archguide.html>

April 5: Phase III continued: Techniques, approaches, sampling. Second paper due.

April 10: Data recording.

- Read Chapter 7 of the textbook.

April 12: Artifact analysis. Laboratory procedures and curation.

- Read Federal Curation Regulation: 36 CFR Part 79.

April 17: Reports.

- Read “Florida State Report Standards and Guidelines” and “Florida Report Sufficiency Checklist”

April 19: Conclusion and review.

FINAL EXAM: May 1, 10:30-1:00 pm. in Room SO190 (the normal classroom)