

Anth 372 / 570: Archaeological Field School

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Schedule

We will meet **every week day** between May 27 and July 3 from **8:00 AM to 5:00 PM**. Each day we will meet at the loading dock behind Science 1 (adjacent to the "Lot K" parking lot), then proceed either directly to the field or to the classroom for a morning lesson. We will leave promptly from the loading dock at 8:00 AM, so don't be late, or you may not be able to participate that day.

Transportation

All transportation to and from the archaeological site will be provided by the staff. We will be traveling together in a van or vans; no personal vehicles will be permitted at the site. If you must return to campus early for a doctor's appointment or other urgent reason, notify your instructors in advance and we will make arrangements to transport you back to campus.

Course Description

The 2014 Binghamton University Archaeological Field School will be investigating an 18th century historical site along the north bank of the Susquehanna River in the Town of Union. The Historic Amos Patterson site is associated with one of the oldest standing structures in Broome County. Around 1797, Amos Patterson built a farmstead and saw mill which flourished during the 19th century. Later owners transformed the house into a temperance (abstinence from alcohol) hotel called Washingtonian Hall.

Binghamton University is working with the current owners at the Amos Patterson Museum to research the original site of the farmstead. Field School students will explore the property to identify and excavate domestic buildings (former dwellings), features (trash deposits, outbuildings), and artifacts from both the farmstead and Washingtonian Hall era use of this space.

This field school is part of an on-going collaboration between the Public Archaeology Facility at Binghamton University, the land owners, and the Amos Patterson Museum. It is likely students will encounter the land owners, museum staff, and avocational archaeologists and historians. Visitors will be looking to us for cues on how to behave respectfully and safely at the site; as a member of this field school, you are expected to **be a good ambassador** for the University and for archaeology.

Learning Objectives

By the end of this class, you will have the basic knowledge and skills necessary to participate in professional excavations, and to secure entry-level employment in the field of Cultural Resource Management. A willingness to rethink what you know--or think you know--and to understand and respect the different perspectives is required to meet the course requirements.

This course is designed with following learning objectives in mind:

- To teach you to recognize, record, and excavate cultural material at an archaeological site
- To develop an appreciation for the process of archaeological research, from inquiry through excavation and interpretation
- To appreciate the teamwork and cooperation that is integral to archaeological excavation
- To recognize the contemporary significance of archaeology and cultural resource management
- To develop skills in interacting with members of the public who are interested in archaeology

Required Reading

- Textbook: *Field Methods in Archaeology (7th Edition)* by Hester, Shafer, & Feder (1997 version)
- This textbook will be available for purchase at the University Bookstore and other booksellers; if you can't purchase it, please tell your instructor
 - Short articles and videos to be posted on course Blackboard site

Understanding the content of the course reading and watching is critical to your participation in in-class activities, both in the lab and the field. I have reduced the volume of the readings to give you the time to reflect on those that are assigned. You are responsible for reading these by the beginning of the class for which they are assigned – they will enable your participation in class activities.

I suggest that you keep a running document of main points presented in each reading assigned (article or chapter) to reference in written assignments. This will save you the trouble of re-reading all your readings and prevent you from getting lost in the details. We will workshop this process early in the semester.

Course Grades:

Your overall course grade will be assigned based on the following components. Further details on each assignment will be distributed during class.

- **Daily Field and Lab Participation: 70 points**

Attendance is mandatory and critical to your successful completion of field school. We will be working as a team, and lateness and absences will disrupt the learning of others even more than in a traditional classroom environment. Your participation will be graded based on your

attitude, willingness to learn, and cooperation with your fellow classmates. At the mid-point of the term, you will receive a preliminary participation grade on the course Blackboard with a brief comment about how you can improve this part of your grade. This is to ensure you have the opportunity to get the most out of field school and

- **Field Journals: 20 points**

You will be required to keep daily notes on your field activities to include information about your excavation activities, field conditions, and interpretations of your excavation unit's artifacts and features. Consult your Field Guide for a list of specific information to include.

- **Final Project: 10 points**

You will be asked to present a mini-report, a single-unit version of the annual archaeological excavation reports we will discuss in class. You will be asked to use your notes and readings to give a summary of one excavation unit which includes information on methods of excavation, notable artifacts, features, and soil observations, and interpretations of human activity within the unit. This assignment is primarily an on-site presentation to the group on Week 6 of field school, but you will also be asked to hand in a 2-4 page summary due the day of your presentation. You will be graded on the clarity, accuracy, and thoroughness of this report. You will be expected to use the appropriate archaeological vocabulary in your report.

Specific instructions for the field journals and final project will be distributed and reviewed in class. Assignments must be **submitted in hard copy by the beginning of the class meeting in which they are due**. See Late Assignment Policy below.

Each portion of the class is allotted a specific number of points to ensure fair and consistent grading. I encourage you to use the table below to track your grades throughout the semester.

Letter Grade	Numeric Equivalent	What it Means
A	92.5 and above	Very good to excellent. Well-written, clearly communicated, demonstrates a clear understanding of material, shows critical and creative thinking.
A-	89.5 and above	
B+	86.5 and above	
B	82.5 and above	Good to very good. Fulfilled assignment requirement with a few minor improvements suggested. Shows understanding that goes beyond simple definitions of facts. Does a good job

		explaining.
B-	79.5 and above	
C+	76.5 and above	
C	72.5 and above	Acceptable. Completed the basic requirements of the assignment but nothing more. General understanding of material demonstrated.
C-	69.5 and above	
D	62.5 and above	Minimally acceptable. Content missing, limited demonstration of understanding.
F	62.4 and below	Not acceptable. Missing significant content or did not follow guidelines. No understanding demonstrated.

Course Website (Blackboard)

You are responsible for checking Blackboard for course updates throughout the week. I will do my best to email weekly announcements with reminders and resources for you, but you are ultimately responsible for visiting our Blackboard page to access course information. Most of our lessons will take place outdoors without powerpoint, so if you are fond of visual aides, the blackboard will be particularly important for you to explore!

Participation

Participation will be graded based on active participation in class activities and completion of mini-assignments. Asking questions and answering in-class prompts regularly will ensure that you receive full points for this portion of your grade. The quality, not quantity, of your engagement during our time together is what is important.

At the mid-point of the term (end of Week 3), I will post a preliminary attendance and participation grade and brief comments for each student to improve this portion of your grade. Feel free to speak to me privately about how to make class a more comfortable environment for you to participate.

Course Policies:

- **Appropriate behavior**

We are a community of learners. Remember at all times that this is a class in which we are respectful of each other. Disruptive and distracting behavior is inappropriate during class time. If you engage in any of these activities, you may be asked to leave the class for the day.

During the first week, we will make a chart that outline exactly what kinds of behaviors are distracting versus encouraging to make this policy crystal clear.

In addition to respecting each other, all field school participants will be expected to be good ambassadors for our group when interacting with members of the public. This includes field trips as well as visitors to the site and lab. Local community members are valuable allies in learning about the area's history! Be friendly, welcoming, discuss your interest in archaeology with members of the public, but direct any specific questions about the research to your instructors.

“Horseplay”: Safety is of the utmost concern at an archaeological site. We will encounter digging tools, sharp objects, holes, roots, and other hazards every single day! We will do a site-specific safety talk on the first week of class, but regardless of the setting, please keep your head up and your ears open whenever class is in session.

Musings on Cell Phone Use: Plants versus zombies is a really fun game but you should not be playing it, or using your phone for any other reason, while we are in the field or lab. If you get an emergency phone call or text message, you may leave the classroom or immediate vicinity of your unit to answer. Please do not take any other calls and avoid texting until lunch time. Any use of your cell phone that is distracting or irritating to others should be avoided – remember we are a community of learners and when it gets hot and exhausting, people have the tendency to get a little cranky!

Laptops Aren't Great for This: We will be moving between classroom and field throughout field school so I don't suggest using a laptop for course-related note-taking. Laptops will not be allowed in the field. If you choose to bring your laptop for rain days, you will be responsible for ensuring its safety and security.

- **Late assignments**

Late assignments will not be accepted after 2 calendar days beyond the deadline (this means that if a paper is due in class on Tuesday, Thursday is the absolute last day the paper will be accepted). For each day your assignment is late, you lose 10% of the total grade you would have received if it were on time (if you were to get 10/10 points on the assignment and you turned it in 1 day late, you would instead get 10-1 points, or 9 points.)

If you can provide documentation of an illness or other extenuating circumstance, you need to notify the instructor BEFORE the class meeting when the assignment is due. You will still be expected to complete the assignment within a reasonable amount of time.

- **Academic honesty policy**

Academic dishonesty refers to acts of plagiarism, cheating, and falsification of research data.

When you registered for classes, you signed a statement agreeing to abide by the Student Academic Honesty Code and other University rules and procedures. These rules apply to this class. Any student caught cheating or plagiarizing in any work submitted for this course will be penalized and may FAIL THE COURSE. Each year academic honesty violations can and do result in Harpur students being suspended from the University for multiple semesters. Submitting work that contains someone else's work, without proper citation, demonstrates a disregard for academic honesty, and will be considered as a form of cheating. I WILL NOT tolerate ANY form of plagiarizing or cheating in this course. For additional information on plagiarism and the correct use of sources, see resources provided by the Writing Center, the University Bulletin, and the Libraries.

Each student is required to submit original work in all areas of this course. This means that for writing assignments and exams each student must submit his/her own work. If you quote any material not of your own writing, paraphrase or summarize the work of someone else (even if it's just a few phrases), or rely on another person's data, evidence or critical method, be sure to CITE that material. This pertains to anything you've learned from books, articles, or web-based sources.

To see a proper form of citation, take a look at any of the articles that you will be reading for this class and the citation guidelines provided on the Binghamton University Libraries website. If you are unsure, ask me!

- **Services for Students with Disabilities**

Should you require additional assistance due to a physical or learning disability, your instructor is eager to make appropriate accommodations for you in conjunction with Services for Students with Disabilities (SSD). Please do not hesitate to discuss your situation with me, or if you prefer, to contact SSD for confidential discussion. Your instructor and the University community are here to help you succeed. For more information on SSD, please call 777-2686 or email bjfairba@binghamton.edu.

- **Asking for Help from Peers and Instructors**

Archaeology is a collaborative, dynamic discipline. If you have any questions about what we are doing, especially when we are working at the site, do not hesitate to call over your instructors for consultation! Have a dialogue with your pit partner and other students about your question, and call over an instructor to give guidance once you've thought it through. In many ways this is an exercise in learning how archaeologists think, not just what they do!

If you have questions or concerns that you need to discuss with an instructor in private, please feel free to do so. Make sure you **ask** for privacy if you need it so that the instructor can address your concern appropriately. You are welcome to talk to me during class, after class, and during breaks if needed, but please not before class while we are setting up (unless it is a medical emergency!)

Course Schedule

The following is the course schedule including the general topic for each class period and any readings or assignments that should be completed for that class. **This schedule should be regarded as somewhat tentative because we are at the mercy of the weather and the cultural materials we uncover, so we may switch gears with little notice.** Check Blackboard each evening before class and pay attention to your instructors' verbal updates for modifications to this plan.

Date	Topic	Readings/Assignments
WEEK 1 Tuesday 5/27	Syllabus Safety talk and site tour Goals of archaeology Material culture classification activity	Prepare your fieldwork toolkit
WEEK 1 Wednesday 5/28	Field methods overview Paperwork demonstration Site Report lesson & Research Design Field survey & excavation	Hester et al. (Pages 1-4, 5-20, and especially 21-40)
WEEK 1 Thursday 5/29	Sampling strategies activity Discuss unit placement, research goals Field survey & excavation	Study your field guide
WEEK 1 Friday 5/30	Excavation Friday Visit: TBA	Hester et al. (69-101, 113-137)
WEEK 2 6/2-6/6	Excavation Friday Visit: TBA	Hester et al. (Pages 143-158, 208-212, 215-225, 235-246)
WEEK 3 6/9-6/13	Excavation Friday Visit: Historic Doc. Research with Dr. Maria O'Donovan	Faulkner 2004 *Article from Historic Arch book
WEEK 4 6/16-6/20	Excavation Friday Visit: TBA	Hester et al. (Pages 253-282)
WEEK 5 6/23-6/27	Excavation Friday Visit: TBA	Hester et al. (Pages 298-318, 319-344) *TBA: short lithic analysis, ceramics, experimental archaeology excerpts
WEEK 6 6/30-7/3	Excavation Group site reports on-location by dig teams (1 per day after lunch time)	*TBA: articles on archaeological careers

Supplies

Having the right supplies is the key to a fulfilling and comfortable field school experience. Below is a list of REQUIRED supplies which you are expected to bring every day. Below that, a list of suggested supplies that are helpful to have on hand.

REQUIRED:

- Closed-toe shoes** – For safety reasons you must wear closed-toe shoes at all times. Most field archaeologists wear hiking boots, so if you have those, they are a good choice.
- Long pants** – We strongly prefer you to wear long pants in the field for safety reasons.
- Pointing masonry trowel** – I recommend the 4.5” pointing trowel made by Marshalltown with a wooden handle, which can be purchased at Kovarik True Value in Binghamton and some of the other hardware stores in town. Do not buy a trowel larger than 5” wide, it will not work very well for these purposes.
- Line level** – Look for hooks that don’t seem likely to fall off a string; it’ll drive you nuts if it keeps falling off.
- Measuring tape with metric** – The local Home Depot carries one or two large models but you may need to look online for this. I am told local dollar stores sometimes carry them, too.
- Sturdy gloves** – I recommend leather-palm or full leather work gloves unless you have an ethical concern about that material. There are non-animal versions of work gloves that will also work. Look in the contractor/lumber section of your hardware store rather than the gardening section! Gardening gloves tend to be thin, expensive, and get holes in less than a week of field work.
- Sun protection** – At the very least, you should have and use sunscreen. We will be out in the full sun most of the time. See below for other sun and heat protection items that are useful to have.
- Bug spray** – Please be armed with whatever bug spray you’re comfortable using. We will be working next to the river during the hot and humid season and are likely to encounter swarms of mosquitos.
- Big water bottle** – Bring a nice, big, full water bottle every day.
- Lunch** – Expect that you’ll need to bring your lunch with you into the field daily.

SUGGESTED:

- **Light weight, loose clothing** – Try to wear light weight clothing that won't cause you to overheat. You should be able to bend, squat, sit, and maneuver in your outfit so avoid excessively tight pants in particular. Jeans, for example, can get hot and restrictive during fieldwork. Use your best judgment about what works for you in hot weather.
- **Bandannas or thick headbands** – You are going to sweat in the field, and having a bandanna or thick headband to absorb it before sunscreen-laced sweat gets into your eye improves your quality of life significantly. Bandannas are available cheaply at any craft store in town (it's a good idea to wash them before wearing!)
- **Wide-brimmed hat** – You'd be surprised how hard it is to keep sunscreen on your face, and even more surprised how much less hot you feel if your head is shaded. Any wide-brimmed hat will do, although the safari-style floppy ones with wrap-around brims are favorites in the field.
- **Sun protective "UPF" rated clothing and hat** – "UPF" rated clothing will help you avoid overheating and burning. I highly recommend investing in a long sleeve t-shirt with sun protection. It'll keep you cooler than wearing a t-shirt and sunscreen, and you won't have to reapply as often.
- **Leatherman or Swiss Army Knife** – Having a multi-tool in your pocket makes it easy to cut string when laying out excavation areas or tighten screws on screens in a pinch. They last forever and you never know when they'll come in handy.