This syllabus is subject to further change or revision, as needed, to best realize the educational goals of the course. Necessary revisions will be announced in class or on course materials with fair prior notice.

FIELD ARCHAEOLOGY AND GEOPHYSICAL TESTING
June 10-July 20
Summer, 2018

Course Meetings: Monday-Saturday (9 credits)

Instructors:
Field Director: Dr. Jason L. King
Office: Kamp Mansion/CAA Main Office
Contact Info: jking@caa-archeology.org
Office Hours: by appointment

Geophysics Director: Dr. Duncan McKinnon
Office: Kamp Maynard/Geomatics Office
Contact Info: duncanm@uark.edu
Office Hours: by appointment

Program Director: Dr. Jane E. Buikstra
Office: Kamp Mansion/CAA Main Office
Contact Info: buikstra@asu.edu
Office Hours: by appointment

Course Description:
The Field Archaeology and Geophysical Testing track of the Arizona State University Field School offers a unique, intensive experience for undergraduate and graduate students of all skill and experience levels. Stationed at the Center for American Archeology in Kamps ville, IL, students gain experience in field archaeology, archaeological geophysics and laboratory methods, archaeological theory, and research design while engaging in problem-oriented research at Lower Illinois Valley archaeological sites. Students gain experience in geophysical testing, total station use, excavation and laboratory methods, including mapping, soil description, artifact and debris processing, water flotation collection and processing, and curation. Practical experiences are supplemented by reading assignments and lectures by field school staff and guest lecturers.

Course Goals: The goals of the field archa eology courses are to teach students the skills necessary to participate in archaeological field and laboratory work in any context and to prepare them to undertake future archaeological research.

Learning Outcomes: By the end of this course, each student will have demonstrated they are able to:
- Conduct geophysical survey at archaeological sites and understand the manner in which they inform decisions concerning groundtruthing and unit placement
- Understand the basic logic of excavation strategies and how decisions are made to excavate specific contexts
- Successfully setup an excavation unit
- Successfully excavate levels to correct dimensions
- Develop a vertical unit profile
- Measure and map accurately
- Adequately document excavation of their assigned unit
- Properly collect, identify, and process archaeological artifacts and debris
- Properly collect and process flotation samples
• Adequately understand the cultural implications of excavated soils, material culture and their contexts, both within the unit and in relation concurrent and previous excavation units
• Complete an independent archaeological research project

Pre-requisites/Co-requisites/Anti-requisites: none

Required Course Texts/Readings:
Digital versions of course readings are distributed online via ASU’s BlackBoard software. All readings should be completed before arriving in Kamps Ville.

Buikstra, J. E.

Buikstra, J. E. and D. K. Charles

Chapman, R. C.

Charles, D. K. and J. E. Buikstra

Charles, D. K., J. Van Nest and J. E. Buikstra

Griffin, J. B.

Herrman, J. T., J. L. King, and J. E. Buikstra

King, J. L., D. K. Charles

King, J. L., Duncan P. McKinnon, Jason T. Herrmann, Jane E. Buikstra, and Taylor H. Thornton
Montet-White, A.  

Morgan, D. T.  

Ruby, B. J., C. Carr and D. K. Charles  

Scarry, C. M. and R. A. Yarnell.  

Styles, B.  

Course Format:  
The Field Archaeology and Geophysical Testing program is primarily conducted onsite at the Mound House site, except for rain days. Evening sessions are held in the laboratory, processing collected archaeological materials. These activities are supplements by lectures and independent research projects.

Course Schedule  
Attendance is required for all class meetings, meals, and lectures. A typical day (M-F) in the Field Archaeology and Geophysical Testing track runs as follows (subject to change):

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:15 AM</td>
<td>Meet for Breakfast</td>
</tr>
<tr>
<td>8:00-10:00 AM</td>
<td>Fieldwork</td>
</tr>
<tr>
<td>10:00-10:15 AM</td>
<td>Break</td>
</tr>
<tr>
<td>10:15 AM-12:30PM</td>
<td>Fieldwork</td>
</tr>
<tr>
<td>12:30-1:15 PM</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:15-4:30 PM</td>
<td>Fieldwork</td>
</tr>
<tr>
<td>5:00-5:30 PM</td>
<td>Dinner</td>
</tr>
<tr>
<td>6:00-7:00 PM</td>
<td>Break</td>
</tr>
<tr>
<td>7:00-9:00 PM</td>
<td>Labwork, Lecture, or Projects</td>
</tr>
</tbody>
</table>

Saturdays are half days (6:15 AM-12:00 PM) for labwork or project time.

Fieldwork start and end times will vary slightly depending on travel time.

Coursework  
Final grades for the course will be assigned on basis of the following:

- Technical Skill (20%): Students should demonstrate mastery of basic field methods (e.g. shovel and trowel technique, measurement accuracy, soil description, data recording) to receive full points for this portion of the grade. This portion of the grade is evaluated through direction observation of students’ execution of field tasks.
• **Efficiency (20%)**: Students should show the ability to execute field and laboratory tasks in an efficient manner as they begin to master technical skills. This portion of the grade is evaluated through direction observation of students’ execution of field tasks.

• **Interpretation (20%)**: Students should demonstrate that they understand the cultural implications of the sediments excavated, material culture, and their contexts. Evaluation of interpretative ability occurs through students’ completion of field recording forms, which are reviewed for completion and accuracy by all field staff, and then discussed with students to correct any errors or omissions. Upon review by field staff, students will be given the opportunity to improve and/or correct forms as necessary.

• **Attitude (20%)**: The overall success of any field project depends upon group effort. Students contribute to a successful field season through cooperation, taking the initiative to ensure work proceeds efficiently, and maintaining a positive attitude. This portion of the grade is evaluated through direction observation of students’ execution of field tasks.

• **Project (20%)**: Each student will engage in an independent, instructor-approved research project that incorporates information from readings, lectures, and excavation experience. Students are expected to submit a project abstract for instructor approval. Approved projects address an archaeological question. The completed project is a 12-15 minutes conference-style presentation to the field school during the last week.

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

**Schedule of Readings and Assignments**: See attached
Pre-readings must be completed before arrival in Kampsville.

**Final Grades**
Final grades are scaled to individual performance based upon the overall numeric score, individual effort and contributions, and personal improvement over the course of the field school. Final grades are additionally adjusted to overall class performance—no quotas for specific grades are imposed.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-/ A/ A+</td>
<td>89.5-92.4/ 92.5-97.4/ 97.5-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>B-/ B/ B+</td>
<td>79.5-82.4/ 82.5-87.4/ 87.5-89.4</td>
<td>Good</td>
</tr>
<tr>
<td>C/ C+</td>
<td>69.5-77.4/ 77.5-79.4</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>59.5-69.4</td>
<td>Passing</td>
</tr>
<tr>
<td>E</td>
<td>&lt;60</td>
<td>Failure</td>
</tr>
<tr>
<td>XE</td>
<td>&lt;60</td>
<td>Failure due to Academic Dishonesty</td>
</tr>
</tbody>
</table>

**Extra Credit (customize)**
There will be no extra credit opportunities assigned for this course.

**Late Assignments.**
Unexcused late assignments will not be accepted. Excuses for an assignment must be made and approved in advance of the due date of the assignment.

**Grade Appeals**
ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see [http://catalog.asu.edu/appeal](http://catalog.asu.edu/appeal).

**Course Policies**
Though not required, laptop computers are highly recommended for all students, particularly for their final projects. Computers are available for student use in our lab, though these are shared by all field school programs.

Use of cell phones, including texting, is prohibited during class time and fieldwork.
Grade Appeals
ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see http://catalog.asu.edu/appeal.

Incompletes
A mark of "I" (incomplete) is given by the instructor when you are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (http://students.asu.edu/forms/incomplete-grade-request).

Student Standards
Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf

Academic Integrity
Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see http://provost.asu.edu/academicintegrity.

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others’ work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Note: Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else’s work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

Prohibition of Commercial Note Taking Services
In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor’s oral communication in the form of notes. Notes must have the notetaker’s name as well as the instructor’s name, the course number, and the date.

Student Support and Disability Accommodations
In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC)
facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: http://www.asu.edu/studentaffairs/ed/drc/

If you are a student in need of special arrangements, we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services. Typically, once a student discloses the need for an accommodation through their study abroad application, the Study Abroad Office, the academic unit, the student and DRC will develop a plan on how to best accommodate the student within the parameters available within the onsite locations.

Drop and Add Dates/Withdrawals
Please refer to the academic calendar on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal.

Please note that the ASU Academic Calendar only refers to withdrawal for the academic portion of your study abroad program. Please refer to the Study Abroad Withdrawal Policies for important dates regarding withdrawing from your Faculty Directed program.

Email Communications
All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to: http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822 and file a help desk ticket by clicking on “My Help Center.”

Campus Resources
As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

• Tutoring: http://studentsuccess.asu.edu/frontpage
• Counseling Services: http://students.asu.edu/counseling
• Financial Aid: http://students.asu.edu/financialaid
• Disability Resource Center: http://www.asu.edu/studentaffairs/ed/drc/
• Major/Career Exploration: http://uc.asu.edu/majorexploration/assessment
• Career Services: http://students.asu.edu/career
• Student Organizations: http://www.asu.edu/studentaffairs/mu/clubs/

Harassment Prohibited:
ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (UCB 221) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.
Establishing a Safe Environment:
Learning takes place best when a safe environment is established in the classroom. Students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others’ viewpoints, whether you agree with them or not.

Syllabus Disclaimer:
The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Blackboard.

Student Conduct Statement:
Students are required to adhere to the behavior standards listed below:
- ACD 125: Computer, Internet, and Electronic Communications http://www.asu.edu/aad/manuals/acd/acd125.htm, and

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (http://www.asu.edu/aad/manuals/usi/usi201-10.html).

Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

Religious Accommodations for Students:
Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.