



COWLEY COLLEGE
& Area Vocational Technical School
COURSE PROCEDURE FOR ARCHAEOLOGY FIELD SCHOOL

ARCHAEOLOGY FIELD SCHOOL
ANT 6921 (3) Credit Hours

Student Level:

This course is open to students on the college level in either the Freshman or Sophomore year, and to area high school students and other volunteers.

Catalog Description:

ANT6921 - ARCHAEOLOGY FIELD SCHOOL (3hrs)

A 5-day, hands-on practical course in archaeological field techniques, held at an identified archaeological site. Students will assist instructor and staff in the survey, excavation, artifact recovery, documentation and interpretation of the site. Open to non-student volunteers and community groups.

Prerequisites:

ANT6920 Intro to Archaeology preferred for Anthropology majors; all participants must attend a pre-field training session as described in Unit I below.

Controlling Purpose:

This 5-day course provides students and volunteers with a hands-on introduction to the practical skills of archaeological field work, including survey & mapping methods, basic excavation and artifact recovery, documentation procedures, analysis and interpretation.

Learner Outcomes:

Upon completion of this course the student will be able to demonstrate the basic techniques of archaeological survey, excavation, artifact analysis and interpretation under supervision. The student will also demonstrate knowledge of the culture(s) and history associated with the site at which the field school takes place

Units Outcomes and Criterion Based Evaluation Key for Core Content:

The following outline defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for

taking more advanced work in the same field, but without any major handicap of inadequacy in his background.

- D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

UNIT 1: Pre-Field Training

Outcomes: The students will describe the nature of archaeological fieldwork, the organization and activities of a field school and the cultural and historical interest and significance of the site to be worked.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Understand and articulate the purpose of the field school, and the nature of the fieldwork to be undertaken.
						2. Prepare a checklist of required personal equipment needed for the field school.
						3. Understand the organization and leadership structure of the field school, and their place & assignments within that structure.
						4. Understand the standard operating procedures to be employed in the field.
						5. Appreciate and articulate the cultural and historical interest in, and significance of the site of the field school.
						6. (Volunteers only) Schedule their shifts for the field school.

UNIT 2: Archaeological survey & mapping

Outcomes: The student will be able to conduct basic survey and mapping tasks.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Complete a walking survey under supervision.
						2. Interpret the results of the walking survey, and explain how these results are used to begin initial excavations.
						3. Use other non-invasive survey equipment under supervision, if available.
						4. Create a basic archaeological map of the site.
						5. Suggest location(s) of test pit(s), based upon the survey data.

UNIT 3: Excavation methods

Outcomes: The student will be able to perform, under supervision, the proper techniques of archaeological excavation.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Dig a test pit, or expand existing excavation under supervision.
						2. Create a grid system for a test pit or existing excavation under supervision.
						3. Execute proper methods of excavation, including digging, sifting and brushing within the test pit or existing excavation under supervision.
						4. Document in situ and recover any found artifacts under supervision.
						5. Maintain data control throughout the excavation process, including proper techniques of recording, protecting and storing any finds.
						6. Account for the absence of archaeological finds, when applicable.

UNIT 4: Documentation methods

Outcomes: The student will document the work and experience of the field school.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Keep a detailed personal journal of all work done during the field school, according to best practices and methodologies of archaeology.
						2. Use photography, videography and/or technical illustration to document work and/or artifacts.
						3. Update and improve site maps to reflect work completed and/or artifacts & features recovered.

UNIT 5: Artifact processing/Analysis & Interpretation

Outcomes: The student will process and analyze materials recovered in the field school.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						1. Discuss the advantages and disadvantages of cleaning artifacts.
						2. Properly clean artifacts, if the decision is made to do so.
						3. Process artifacts in the field and/or the lab, including a complete catalog of all recovered materials in keeping with the best practices of archaeology.
						4. Discuss the cultural and/or historical significance of any artifacts recovered with field school instructors and staff in a concluding field seminar, and/or discuss possibilities of future work at the site.
						5. Write a summary of personal field work experience, including description and interpretation of artifacts found (if any).

Criterion Based Evaluation:

Grades are based on total points the student earned on

Daily field assignments (survey, mapping, excavation, etc) 8 hrs daily

Field journal, 30 minutes daily

Field seminar participation, 1 hr daily

Final summary document 1 hour

Letter grades will be assigned according to the following scale

A = 100-90

B = 89-80
C = 79-70
D = 69-60
F = 59 and below

Textbook Required:

Contact the Cowley Bookstore or Instructor for current textbook.

Materials/Equipment Required:

Students must have a computer with Internet access.

Attendance Policy:

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

Grading Policy:

The grading policy will be outlined by the instructor in the course syllabus.

Maximum class size: 20*

*This number refers to enrolled college students, and does not preclude any number of community volunteers.

Course Timeframe:

The U.S. Department of Education, Higher Learning Commission and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

Refer to the following policies:

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

Disability Services Program:

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability, which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.