

ANTH 430/430R: Fieldwork in Archaeology/Anthropology

University of Tennessee – Knoxville

May Mini-Term 2021

(3 Credits)

Instructor Information

Katherine Parker (kparke38@vols.utk.edu)

Office Hours: M-F 4:30 – 5:30 or by appointment

Meeting Times

Monday - Friday 8:00 am – 4:30 pm, May 10 – 28 (3 weeks)

Course Description

This course is an introduction to archaeological field methods, including excavation, geophysical survey, feature and artifact identification, mapping, and site interpretation. Students will hone these skills at the Rose Hill Plantation State Historic Site in Union, South Carolina, the setting of an early-nineteenth-century plantation landscape. Students will engage in connecting the archaeological data derived from the excavations to broader themes of materiality, identity, political economy, resistance, and power through the study of the spaces in which the enslaved persons at Rose Hill lived and labored. Students who successfully complete this course will have developed the skills necessary to continue on to other archaeological research and contract projects in the Southeastern U.S.

Prerequisites

Students required to complete ANTH 120 or 127 (Introduction to Anthropology) prior to enrolling in this course.

Course Objectives

- Excavate and differentiate archaeological strata and features
- Identify archaeological artifacts from non-cultural material and learn basic sorting criteria for historical artifact classes
- Document archaeological soils composition and colors using a Munsell
- Document all archaeological data and summaries of daily activities in individual field journals
- Map test units and archaeological strata using plan and profile drawings, as well as via the total station
- Advance potential interpretations regarding the connection between features/artifacts within a test unit to broader activities on the site
- Operate GSSI SIR 3000 ground penetrating radar (GPR) unit and be able to provide basic interpretations of any identified anomalies
- Learn basic archaeological history related to the project themes and historical archaeology from weekly reading discussions

Organization and Format

This course is primarily an applied archaeological field methods course, and as such, the majority of the field day will be spent doing archaeological excavation or geophysical (GPR) survey. Monday through Friday will be spent

fully in the field, with lab work replacing field work on rain days. We may participate in tours of nearby historical sites through the SC State Parks system on select rain and field days, at the discretion of our SC State Parks archaeology liaison, Stacey Young.

Course Expectations

Attendance: Due to the short and intensive nature of this course, students are expected to be present and punctual for all class sessions. Your attendance is important both for your own experience as well as the success of the fieldwork undertaken by you and your fellow students. Absences are excused under circumstances including personal or family emergencies, illness, or suspected cases of COVID-19. If you need to be excused for any reason, please notify the instructor as soon as possible.

Grading and Assessment

Participation	200 points	40% of final grade
Field Notes Journal	150 points	30% of final grade
Reading Discussion Questions	100 points	20% of final grade
Attendance	50 points	10% of final grade
Total Points	500 points	

Personal Field Notes: All students will be given a journal to record information about the progression of fieldwork daily. The point of these journals is to teach students how to take good field notes that can be used to interpret the findings after fieldwork ends. Field notes should include information on weather/field conditions, description of work done each day by the student, commentary on what was found during the fieldwork that day, and notes on the setting/measurements/records for the student's excavation area. Each journal entry is worth 10 points, for a total of 150 possible points.

Reading Discussion Questions: Each student will be asked to lead one discussion of the weekly reading assignments. Students should prepare a brief summary (150 – 500 words) of the readings for that week and propose 3-5 questions that can be used to direct the discussion. Good discussion questions go beyond, “Why was this article written?” or “What did this article say?” and address themes that exist between the readings or critiques of the material. Discussion questions and summaries are due by midnight on the Wednesdays prior to discussion.

Required Readings, Materials, and Equipment

Readings: There are no required textbooks for this course. Readings will be available as PDFs on Canvas.

Required Equipment: Due to the intensive, outdoor nature of fieldwork, you will need to carry the following equipment with you each day to stay comfortable, happy, and hydrated:

- Water bottle or hydration pouch
- Sunscreen
- Bug spray
- Hat or head covering
- Work gloves (canvas or rawhide work well and are fairly inexpensive)
- Personal hand sanitizer
- Face mask

Lunch will be taken in the field each day, so plan to pack a non-perishable meal and snacks for throughout the day or bring a personal cooler/insulated lunch box to keep food cold. A 10-gallon water cooler and Gatorade powder will be provided on site to keep everyone hydrated.

Field attire is another important part of your archaeological toolkit. Fieldwork is a sweaty, dirty business—as such, you will want to wear clothing that is moisture-wicking that you don't mind sacrificing to soil stains. Tank tops, fishing shirts, t-shirts, and wicking long-sleeve shirts are all appropriate top layers, while gym shorts, jeans, cargo/hiking pants, and cargo shorts are appropriate bottom layers. Closed-toe shoes are mandatory on site, with hiking or work boots recommended. Sneakers are an acceptable but not recommended alternative.



Note the sturdy boots, head covering, and the power of field dirt and plan your field attire accordingly.

Recommended Equipment: Field schools present an opportunity for those planning to be part of future archaeological projects to hone their skills—and their toolkits. Below is a list of recommended (not required) items for your personal dig kit:

- Pointed Trowel (4" – 5" long, Marshalltown brand strongly recommended)
- Pruning shears or root clippers
- Tape measure (metric and imperial)
- Folding ruler (metric and imperial)
- Line level (can be metal or plastic, should have hooks on either end to attach to a string line)
- Plumb bob (metal recommended)
- Engineer Ruler (triangular shape)

Note: If you are unable to purchase any of the items above or are unsure yet if archaeology is for you, please note that all of the field equipment listed above will be provided for you on site.

Health and Safety Information

COVID-19 Notice: The COVID-19 pandemic is a serious safety consideration for all participants on this project and we ask that everyone follows strict public health safety protocols both on and off the site. We recognize that we will be traveling in from different areas across the state into a different state to participate in this project, and we want to ensure that everyone involved has a safe (and fun!) experience.

Prior to arrival, if you meet the following conditions:

- You believe you have been exposed to someone who has either tested positive for COVID-19 or suspects they may have been exposed,
- You are currently awaiting the results of a COVID-19 test,
- You are running a temperature,
- You are experiencing a cough, shortness of breath, or difficulty breathing,
- You have lost your sense of taste and/or smell, OR
- You are sore or achy (beyond the typical archaeology field pains!),

then please stay home and notify the project supervisor that you are experiencing circumstances that reflect a possible COVID-19 infection. Please respect the safety of your fellow students and the SC Parks staff and know that there will be other field school opportunities in the future.

If you experience any symptoms that might be related to COVID-19 while on this project, please notify the instructor immediately.

While in the field, **masks are recommended but not mandated** if social distancing can be maintained. When in proximity to other crew members (i.e., while screening, riding in a field vehicle, or mapping a test unit), facial coverings are **required to be worn properly** (covering both mouth and nose). Students who require medical accommodations related to mask-wearing or COVID-19 must contact Student Disabilities Services (SDS)—for more information, please visit their website (<https://sds.utk.edu/>). Students who do not comply with mask policies will be asked to leave the field site, and repeated refusals without proper SDS accommodations will be asked to leave the project.

Supplies will be provided on site to disinfect shared equipment, such as trowels or root clippers, between uses, as well as hand sanitizer and a hand washing station, to mitigate the effects of direct contact with equipment. All shared field equipment will be wiped down by project supervisors at the end of each field day.

Schedule

Week	Fieldwork Schedule	Readings
Week 1 (May 10 – 14)	Site orientation, grid setup, shovel test pit (STP) delineations, GPR Wednesday: Reading discussion questions due Friday: Week 1 field journal due	Epperson 1990 Leach 2019 South and Deagan 2002 Rose Hill Plantation Background Documentation
Week 2 (May 17 – 21)	GPR, test unit excavation Wednesday: Reading discussion questions due Friday: Week 2 field journal due	Heath and Lee 2010 Orser 1998 Rose Hill Phase I Report
Week 3 (May 24 – 28)	Test unit excavation, cemetery documentation Wednesday: Reading discussion questions due Friday: Completed field journal due	Epperson 2004 Franklin et al. 2020 Platt 2020

Disabilities Policy

Any student who may need an accommodation based on the impact of a disability should contact Student Disability Services (SDS – <https://sds.utk.edu/>) in Dunford Hall at 865-974-6087 to coordinate reasonable academic accommodations. Students needing accommodations are strongly encouraged to contact SDS and the instructor in advance of the course start date to ensure arrangements are made in advance.

Statement of Academic Integrity

Each student is responsible for their personal integrity in academic life and for adhering to UT's Honor Statement. The Honor Statement reads: "An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.

University Civility Statement:

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

Key Campus Resources for Students:

- [Center for Career Development](#) (Career counseling and resources; HIRE-A-VOL job search system)
- [Course Catalogs](#) (Listing of academic programs, courses, and policies)
- [Hilltopics](#) (Campus and academic policies, procedures and standards of conduct)
- [OIT HelpDesk](#) (865) 974-9900
- [Schedule of Classes/Timetable](#)
- [Student Health Center](#) (visit the site for a list of services)
- [Student Success Center](#) (Academic support resources)
- [Undergraduate Academic Advising](#) (Advising resources, course requirements, and major guides)
- [University Libraries](#) (Access to library resources, databases, course reserves, and services)

Course Readings

Epperson, Terrence W.

1990 Race and the Disciplines of the Plantation. *Historical Archaeology* 24(4):29–36.

2004 Critical Race Theory and the Archaeology of the African Diaspora. *Historical Archaeology* 38(1):101–108.

Franklin, Maria, Justin P. Dunnavant, Ayana Omilade Flewellen, and Alicia Odewale

2020 The Future is Now: Archaeology and the Eradication of Anti-Blackness. *International Journal of Historical Archaeology* 24(4):753–766. DOI:[10.1007/s10761-020-00577-1](https://doi.org/10.1007/s10761-020-00577-1).

Heath, Barbara J., and Lori A. Lee

2010 Memory, Race, and Place: Memory, Race, and Place. *History Compass* 8(12):1352–1368. DOI:[10.1111/j.1478-0542.2010.00739.x](https://doi.org/10.1111/j.1478-0542.2010.00739.x).

Leach, Peter

2019 *RADAN 7 for Archaeology, Forensics, and Cemeteries*. Geophysical Survey Systems, Inc., Nashua, NH.

Orser, Charles E.

1998 The Archaeology of the African Diaspora. *Annual Review of Anthropology* 27:63–82.

Platt, Sarah E.

2020 Urban Dialectics, Misrememberings, and Memory-Work: The Halsey Map of Charleston, South Carolina. *International Journal of Historical Archaeology* 24(4):989–1014. DOI:[10.1007/s10761-019-00533-8](https://doi.org/10.1007/s10761-019-00533-8).

South, Stanley, and Kathleen Deagan

2002 Historical Archaeology in the Southeast, 1930-2000. In *Histories of Southeastern Archaeology*, edited by Shannon Tushingham, Jane Hill, and Charles H. McNutt, pp. 35–50. University of Alabama Press, Tuscaloosa.