

# **ANTH 430/493: Advanced Fieldwork in Archaeology**

University of Tennessee – Knoxville  
Winter Mini-Term 2023  
(3-6 Credits)

## **Instructor Information**

Katherine Parker ([kparke38@vols.utk.edu](mailto: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, January 3 – 20 (3 weeks)

## **Course Description**

This course is an accelerated introduction to standard and advanced archaeological field methods, including excavation, geophysical survey, feature and artifact identification, mapping, and site interpretation. Students will hone these skills at a series of archaeological moonshine still sites on the Francis Marion National Forest (FMNF) near Charleston, South Carolina, the setting of a late nineteenth to twentieth century clandestine landscape. Students will engage in connecting the archaeological data derived from the excavations to broader themes of mobility, identity, political economy, resistance, and power through the study of the spaces in which former coastal plantation owners lived and made moonshine while navigating encroaching industrial activities. 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**

- Conduct pedestrian and shovel test surveys to identify and delineate new moonshine still sites
- 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 Soil Book
- 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 and GPS units
- Advance potential interpretations regarding the connection between features/artifacts within a test unit to broader activities on the site
- Learn best practices for the use of metal detectors to locate and delineate historical archaeological sites
- 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 survey and excavation. Monday through Friday will be spent fully in the field, with lab work replacing field work on rain days. The final week of the semester will include morning lab time followed by fieldwork in the afternoons to provide more hands-on experience with the material culture from twentieth century sites. We may participate in tours of nearby historical sites in the Charleston area on select rain and field days to gain a better understanding of historical lifeways in the Lowcountry.

## Course Expectations

**Participation and Attendance:** Due to the short and intensive nature of this course, students are expected to be present and punctual for all class sessions. Participation also includes helping to set up and break down field equipment each day as well as helping to keep our field house common areas clean and tidy. Your attendance is important both for your own experience as well as the success of the fieldwork undertaken by you and your fellow students.

Attendance and participation is broken down into 10 points per day—if you are present and active for the full day, you’ll get full credit. Unexcused absences, repeated lateness in the mornings, and failure to pull your weight in the field and house tasks each day will result in deducted points that day. Absences are excused if you communicate with the instructor (me) in advance about personal or family emergencies, medical issues, suspected cases of COVID-19, or other emergent concern. Please let me know as soon as possible if you suspect that you are ill or need to be excused for any reason.

## Grading and Assessment

Fieldwork Participation and Attendance	140 points	28% of final grade
Individual Field Notes Journal	140 points	28% of final grade
CV Draft and Revision	70 points	14% of final grade
“Munch-and-Learn” Workshop Participation	75 points	15% of final grade
Other Weekly Assignments	75 points	15% of final grade
<b>Total Points</b>	<b>500 points</b>	

Grades for this course are calculated based on the total number of points that you earn divided by the total number of possible points for the course (see chart below). There are no weighted averages/percentages that are determined by the assignment type—just straight points. If you want to estimate your final grade, look at the number of points required for the grade you want and subtract the total number of points you’ve already earned—that deficit is how many points you still need to earn if you want that grade. Note: Extra credit is not generally offered for this course. If you are in a position where a large number of points need to be made up, we will meet together and talk about potential options/alternate assignments to make up credit.

## Grading scale:

A	500 – 463 points (100 – 93%)	C+	397 – 378 points (79 – 76%)
A-	462 – 448 points (92 – 90%)	C	377 – 363 points (75 – 73%)
B+	447 – 428 points (89 – 86%)	C-	362 – 348 points (72 – 70%)
B	427 – 413 points (85 – 83 %)	D	347 – 298 points (69 – 60%)
B-	412 – 398 points (82 – 80%)	F	297 points and below (Below 60%)

**Individual Field Notes:** All students will be given a notebook 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. Other reference information for the site(s) that you work on, such as a description of relevant features, site datum locations, measurements, etc., can and should also be included as necessary. Each journal entry is worth 10 points, for a total of 140 possible points.

**“Munch and Learn” Workshops:** Twice a week, we will have a 1-hour workshop and discussion around different themes related to professional development, ethics, and safety in archaeology. These workshops will take place at the end of the field day, either during our communal dinner or during a post-dinner snack time (depending on the group preference). While there aren't any tests on the workshop content, the weekly assignments will correspond to the different workshop sessions to help build on our discussion. Some workshops will be guest-led or include guest archaeologists and professionals from the region, while others will be led by the instructor. The goal of these workshops is to encourage you to engage with professional resources, think about the kinds of careers in archaeology that interest you, and strategize ways for you to be successful in applying for those jobs/programs. Attendance at and participation in each of these workshops will be worth 15 points each, for a combined total of 75 possible points for all 5 workshops.

**Weekly Assignments:** Each week, there will be 1-2 assignments that correspond to different topics covered by the biweekly “Munch and Learn” workshops. These assignments will include creating a CV, completing worksheets, and summarizing attributes of different jobs/programs/skills that correspond to the assignment theme. All of these assignments will be due in person, via email, or on Canvas by midnight of the due date (see schedule below). Each assignment will be worth 15 points, for a combined total of 75 possible points for all 5 assignments.

## Required Readings, Materials, and Equipment

**Readings:** There are no required textbooks for this course. Readings will be available as PDFs on Canvas. If you require/prefer printed copies of any required readings, please let me know at least 48 hours in advance so I can make a printed copy available to you.

**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 (preferably high-visibility colors/hunting orange, but any will do)
- Work gloves (canvas or rawhide work well and are fairly inexpensive—if you get the large \$2 rawhide gloves at the hardware store/Walmart, you can layer with a thin pair of gloves for extra warmth for way less than lined mechanic/work gloves cost)
- Personal hand sanitizer and/or baby wipes for cleaning your hands in the field
- Bandana, gaiter, or Buff
- Backpack for carrying your water, lunch, layers, and personal share of UTK field equipment (standard school-sized backpacks work great—technical gear, specialized backpacking packs, or military surplus-style bags are not required).

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 electrolyte powder/tablets will be provided in the field to keep everyone hydrated.

The mobile nature of our fieldwork and its wooded setting means that we do not have fixed, plumbed, or portable toilets available at our field site. Bathroom needs generally adhere to backwoods/backcountry waste management protocols, meaning students will need to bring biodegradable toilet paper and/or wipes that can be safely buried or packed out. For students who are unable or uncomfortable with using the bathroom outside without facilities, particularly for more involved purposes or to address menstrual needs, bathroom trips to the nearby gas station (~15 minutes from the field site) can be arranged as needed. Please let the instructor (me) know in the moment or in advance of any concerns you may have related to bathroom use.

Field attire is another important part of your archaeological toolkit. Fieldwork is a sweaty, dirty business, even in the winter—as such, you will want to wear layered clothing that is moisture-wicking and that you don't mind sacrificing to soil stains. Temperatures in coastal South Carolina will vary from 35-60 degrees Fahrenheit and may even get as hot as mid-60s. Layering will be important to staying comfortable throughout the day.



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

### Recommended Field Attire:

- **Top layers:** t-shirts, fishing shirts, wicking long-sleeve shirts, and denim or flannel button-downs are all appropriate
- **Bottom layers:** jeans, cargo/hiking pants, overalls, coveralls, or other kinds of sturdy work pants (think about pants that are made with denim or canvas like those made by Carhartt or Duluth Trading Post) are all appropriate
- **Footwear:** Closed-toe shoes are mandatory on site, with hiking or work boots recommended (sneakers and rain boots are both acceptable but not recommended alternatives)
- **Winter layers:** Outer jacket, such as a raincoat, sturdy windbreaker, fleece jacket/pullover, or other kind of hoodie are appropriate for outerwear. Students may also prefer to bring tights, long underwear, or compression wear as a base layer, depending on your comfort level and preference.

Because we will be working in a wooded setting, sweatpants and other kinds of athleisure pants are **not** recommended—you will find that these materials can snag on branches more easily and are too thin to keep you

knees comfy when kneeling at the edge of a test unit! Goodwill and other thrift stores are great places to find field clothes that you can use and abuse, especially on a budget. Students will all be provided with an orange, high-visibility work vest to wear while in the field as part of the US Forest Service’s standard work safety requirements, but students may plan on bringing additional high-visibility/hunting-safety outerwear or layers if they so choose.

**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:

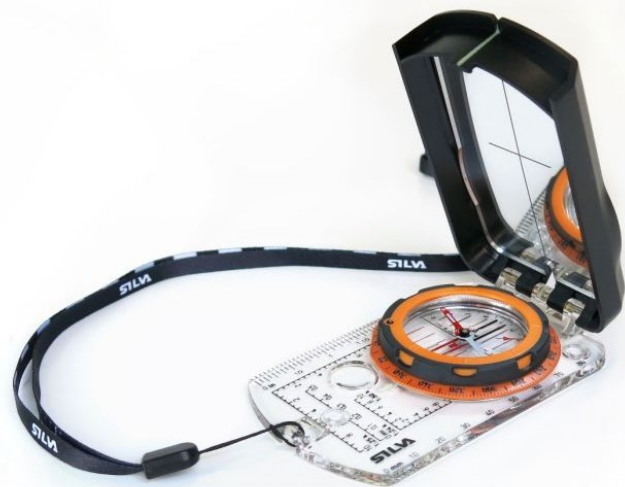
- Flat pointed trowel and/or rectangular margin trowel (4” – 5” long, with thinner blades and Marshalltown brand strongly recommended)
- Sighting or survey compass (should come with a mirror if using a clamshell-style or a viewfinder if using a traditional sighting-style compass—see images below for examples. Recommended brands include Suunto, Silva, and Brunton).
- 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)
- Engineer ruler (triangular shape, scale sizes from 10-60 on the ruler)



**Suunto KB-20 sighting compass**

**\*\*Recommended model\*\***

(KB-14 also works well but is much pricier)



**Silva Ranger 2.0 mirrored sighting compass**

*Comparable brands/models:*

**Silva** Guide 2.0 and Ranger Quad 2.0;

**Suunto** MC-2 G or MC-2 NH;

**Brunton** TruArc 15 or 20

**Note:** Archaeologists tend to be polarized on the debate between mirrored and traditional sighting compasses. Most archaeologists working in CRM in the Southeast prefer the traditional Suunto KB-20-style sighting compasses for their ease of use and greater accuracy when sighting. If you opt for a mirrored compass style, make sure that it (1) specifies “Azimuth” as one of the features (means that there will be a red/black arrow outline in the center bezel), (2) has a center or gridline printed on the mirror, and (3) has a small gap/aperture at the base of the mirror to sight through.

**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.**

## Schedule

Week	Fieldwork Schedule	Munch & Learn Schedule	Assignment Schedule
<b>Week 1</b> (Jan 2 – 6)	Site orientation, grid setup, pedestrian survey	<b>T:</b> Field Safety and Ethics <b>TH:</b> Making a CV	<b>M:</b> N/A <b>W:</b> Field safety assignment due <b>F:</b> Week 1 field journal due
<b>Week 2</b> (Jan 9 – 13)	Pedestrian survey, metal detector and STP delineations	<b>T:</b> Applying for Jobs <b>Th:</b> Grad school 101	<b>M:</b> CV draft due <b>W:</b> Job application assignment due <b>F:</b> Week 2 field journal
<b>Week 3</b> (Jan 16 – 20)	Finish remaining site delineations, test unit excavations at site 38BK3020	<b>T:</b> Building your CV while in undergrad <b>Th:</b> Crew dinner	<b>M:</b> Grad school assignment due <b>W:</b> Revised CV draft due <b>F:</b> Week 3 field journal due

## 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.**

## 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)