



ANTHRO 134-- ANALYSIS OF THE ARCHAEOLOGICAL RECORD

Fall 2023 Course Syllabus

Prof. William A. White, III

Email:

Lecture: Tu and Th 9:30—11AM, Social Sciences, Room 61

Lab: Wed. 9:00—Noon, Social Sciences, Room 61

Office Hours: Tues. 11AM-1PM and Thurs. Noon—2PM

What is this course about?

This class is an attempt to teach archaeological survey methods commonly used in the United States, except for digging. It is designed to introduce students to common practices used by entry-level archaeological technicians in the cultural resource management (CRM) industry with the hope that it will help further the careers of the CRM practitioners of tomorrow.

Why is this course important?

You might have heard of CRM, but did you know:

- The CRM industry in the United States generates more than \$1.4 billion dollars each year. This compares with academic archaeology, which operates with an estimated \$43 million in grant funding.
- There are between 10,000 and 7,000 CRM archaeologists in the United States.
- At the local level, historic preservation in the United States by 59 SHPOs, 176 THPOs, and 1,971 certified local governments—each of which has its own unique regulations, requirements, and objectives.
- The rise of heritage tourism and increased compliance with international heritage

regulations is seen as the future of CRM as American and European CRM companies expand their practices abroad.

- Despite these trends, there are very few CRM-specific college degrees offered in the United States and Canada.

What should you know by the end of this course?

- How archaeologists collect and organize data in the field.
- How to participate in an archaeological survey.
- How to use a compass, tape measure, protractor, and piece of paper to draw a sketch map of an archaeological site.
- The basics of lithic identification.
- The basics of ceramic identification.
- How to record an archaeological site.
- How to collect the information necessary to fill out a California site form (DPR 532) .

What are the course policies?

- Readings form the core of our class discussions and activities. Please do the readings BEFORE you come to class.

- Please watch all videos BEFORE you get to class.
- Be ready to contribute to class discussions and activities. I expect you to participate.
- Attendance is optional but you will not do well without attending lectures and lab sessions.
- This class includes **mandatory outdoor activities**. We will be outdoors for most lab sessions regardless of weather. As the saying goes: *“There is no bad weather. Only bad clothing.”* **Please be prepared** for whatever conditions we may find ourselves in. Bring water, sunscreen, raingear, ect. if you think it will improve your ability to participate.
- That being said, I am a big believer in inclusion. I will make accommodations to make sure people of every ability level can participate. **Let me know if you need any accommodations** whether they’re documented with the DSP office or not.
- I am a fan of respect and will do my very best to show you all respect. There may be times when, in discussion, you might disagree with me or the other students. This is okay. We are always free to disagree with others, but I expect you to remain respectful in this class.
- Follow the directions on all assignments and be a good partner in all group activities.



About the Instructor: For as long as he can remember, Bill White has always wanted to become an archaeologist. His professional archaeology career began in 2004 when he started working in cultural resource management. More recently, Bill's work has focused on community-based public archaeology with an emphasis on African American history and the racialization process. His current research interests include heritage conservation, historic preservation law and practice, cultural landscapes, and digital humanities.

Are there any required texts?

You do not have to purchase any books for this class. I will provide course readings as PDF documents that you can access on the class bCourses site. If you are serious about becoming an archaeologist, I recommend you buy three other books if you can afford them. They will help you better understand the mechanisms behind our course activities:

Recommended Texts (Not Required)

Anfinson, Scott F.

2019 *Practical Heritage Management: Preserving a Tangible Past*. Rowman and Littlefield, Lanham.

Collins, James M. and Brian Leigh Molyneux

2003 *Archeological Survey*. AltaMira Press, Walnut Creek, CA.

Neumann, Thomas W. and Robert M, Sandford

2010 *Practicing Archaeology: An Introduction to Cultural Resources Archaeology*. Second Edition. AltaMira Press, Walnut Creek.

Notification of Objectionable Materials:

Some portions of the course content may be considered unsettling by some students, but such materials and subjects are important for the learning process. Students are not excused from interacting with such materials, but they are certainly encouraged to express well-formed opinions that express any objections and the reasons for them. These potentially objectionable subjects in this class include, but are not limited to: *human skeletal remains, ethnocentrism, slavery, race and racism, narratives of violent or discriminatory events, and unethical experiences in the workplace.*

We will also watch a video of people using stone tools to butcher an animal.

I will tell you beforehand if I have photos of human or animal remains.

You can step outside the room while we watch the video or slides with human remains. This will not hurt your grade or ability to participate.

Please tell me in advance if you will have difficulties addressing any of these topics so I can make accommodations.

How will you be graded?

<i>ASSIGNMENT</i>	<i>POINTS</i>	<i>ASSIGNMENT TYPE</i>	<i>PERCENTAGE</i>	<i>YOUR SCORE</i>
Resume and Job Conversation	100	Individual		
Archaeological Mapping Essay	100	Individual		
Lab Worksheets	80	w/Group		
Artifact Identification Essay	100	Individual		
Completed DPR form	100	w/Group		
Course Evaluation	80	Individual		
Attendance/ Participation	140	Group		
TOTAL	700		Your total points ÷ 700 = Your grade	

How is this class structured?

The goal of this class is to help you learn how to do archaeological pedestrian survey, which includes how to identify artifacts commonly encountered in the western United States and how to collect the data needed to complete an archaeological site form for the State of California. I also want to help those of you who want to become archaeologists learn the skills you will need to land gainful employment in the CRM industry. Perhaps you will also find some part of this class inspiring enough to pursue it as a research topic in graduate school. We will spend our lecture periods discussing aspects of survey and will spend our lab sessions doing activities associated with artifact manufacture or learning survey skills.

Because I believe you all will learn more from doing archaeological survey than you will reading about it, **we will be outside on our lab** days doing field activities. These activities will require you to move your body (e.g. you will need to use your arms, legs, and mind). Furthermore, we will be outside regardless of the weather. Be prepared for sun, rain, heat, cold, and/or anything you may encounter in the natural world. Know your body. Bring coffee, water, a snack, and/or anything else you need to make it through class (except for tobacco).

I understand all of us are differently abled and am more than willing to make accommodations. Please **let me know if you will be physically unable to do any of our planned activities** so I can figure out an alternative for you.

What type of assignments are there in this class?

Your grade will be based on your performance on seven types of assignments:

1) Lab Worksheets (80 Points): Each Wednesday we have a 3-hour lab session. You will work with a partner or in small groups to fill out a worksheet in lab each week. There are 12 lab sessions this semester. You have to turn in at least eight (8) worksheets.

2) Resume and Job Conversation (100 Points): Create a 1-page resume based on an archaeology job you've found on the internet and schedule a 30-minute job conversation with me or the class' GSI at some point this semester during our office hours.

3) Mapping Archaeological Sites Essay (100 Points): We will spend considerable time learning how to draw a sketch map of an archaeological site. This 1,500-word essay asks you to report on one aspect of site mapping that you find interesting.

4) Artifact Analysis Essay (100 Points): We will be learning about lithics and ceramics in this class. This 1,500-word essay asks you to report on one aspect of stone tools or archaeological ceramics you find interesting.

5) Completed DPR Form (100 Points): The State of California asks archaeologists to complete a site record for each site they identify. In small groups, you will complete a California Archaeological Site Form (DPR 532).

6) Course Evaluation (80 Points): Write 500-1,000 words on what you liked, didn't like, and think needs improvement in this class.

7) Attendance and Participation (140 Points): Our lab sessions will be hands-on. They will not be successful unless students participate. I will be taking attendance for lab sessions. Each week I will give the class a grade for participation. I will distribute a maximum of 10 points based on how well students are participating in the lectures and lab sessions during Weeks 1--14.

Covid Protocols and Attendance

This class will follow all University of California, Berkeley protocols regarding the Covid-19 virus. You can stay current with university requirements at: <https://coronavirus.berkeley.edu>

It is highly encouraged that you come to class in-person whenever possible. **You can still get an 'A' in the class if you cannot come in person.** Just let me know that you won't be coming, and I will make a note of it. **However, lab sessions cannot be made up.** Either you're there or you are not. Fortunately, you don't have to attend every single lab session.

***Reading and assignment schedule** (Dates and topics subject to change)

* Readings and Videos are essential to your success in this class. Please complete each week's readings by the start of each class					
WEEK	DATE	TOPIC	ACTIVITY	READINGS/ ONLINE RESOURCES	ASSIGNMENTS
1	8/23/2023	Introduction to the course		N/A	Lab Worksheet
	8/24/2023			Neumann and Sanford (2010) Ch. 1	
2	8/29/2023	Basics of Archaeological Survey		Collins and Molyneaux (2003) Ch. 2 and 3	
	8/30/2023		LAB: Basic land navigation of Strawberry Creek and Riparian Zones	How to use a Compass: https://youtu.be/0cF0ovA3FtY?si=yh1DcvktlqMjRrUq Silva Navigation School: https://youtu.be/-N8roXXgIhM?si=qlROZxTGtb-IOZ24	Lab Worksheet
	8/31/23			Collins and Molyneaux (2003) Ch 4 and 5	Resume and schedule job conversation
3	9/5/2023	Site formation processes		White and King (2007) Ch. 4, 5, 6, and 7	
	9/6/2023		LAB: Using a compass and tape measure to draw a sketch map	How to read a topo map: https://youtu.be/CoVcRxza8nl?si=NH-LAEazgsBJoxkh US Topographic Maps: https://guides.lib.berkeley.edu/public-health/phw272/maps How to use a Clinometer: https://youtu.be/Sd3GtgXP-w?si=xzJWOVAB6rd874CQ Calculate height using clinometer https://youtu.be/rVNhDZOwVU8?si=lR9v83NetmF5bgKK	Lab Worksheet
	9/7/2023			Neumann and Sanford (2010) Ch. 5	

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WEEK	DATE	TOPIC	ACTIVITY	READINGS/ ONLINE RESOURCES	ASSIGNMENTS
4	9/12/2020	Provenience and recording archaeological data		Napton and Greathouse (2009) Ch 9; White and King (2007) Ch 8	
	9/13/2020		LAB: Using handheld GPS device	Using Trimble GeoXH: https://youtu.be/dJAN8Ce23LE?si=l_LI9Mvbd-zpuk8Y Collecting Geospatial Data https://youtu.be/Y3qXVuTEwT4?si=_1O_pggPsVzAb2XJ	Lab Worksheet
	9/14/2023			White and King (2007) Ch 10	
5	9/19/2023	Sediments and Stratigraphy		Rapp, Jr. and Hill (1998) Ch 2	
	9/20/2023		LAB: Lower Fire Trail walk	Plantnet App (https://apps.apple.com/us/app/plantnet/id600547573) (https://play.google.com/store/apps/details?id=org.plantnet&hl=en_US&gl=US)	Lab Worksheet
	9/21/2023			Rapp, Jr. and Hill (1998) Ch 3	
6	9/26/2023	Fill, Features, and Modified sediments		Adams and Valdez, Jr. (2009) Ch 10	
	9/27/2023		LAB: Observing Strawberry Creek	Plantnet App (https://apps.apple.com/us/app/plantnet/id600547573) (https://play.google.com/store/apps/details?id=org.plantnet&hl=en_US&gl=US)	Lab Worksheet
	9/28/2023			Rapp, Jr. and Hill (1998) Ch 9	
7	10/3/2023	Lithic Materials		Whittaker (1994) Ch 2 and 5	

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WEEK	DATE	TOPIC	ACTIVITY	READINGS/ ONLINE RESOURCES	ASSIGNMENTS
	10/4/2023		LAB: Flintknapping exercise	Intro to Flintknapping: https://youtu.be/jiCuhj1a-5k?si=tpg6WM_iqW9j9P8z Basic Lithic Terminology: https://youtu.be/sdKhuvaKebA?si=N Dw-2vP14NkbcMRg	Lab Worksheet
	10/5/2023			Whittaker (1994) Ch 6 and 7	Archaeological mapping paper Due
8	10/10/2023	Lithic Analysis		Whittaker (1994) Ch 8 and 9	
	10/11/2023		LAB: Flintknapping exercise	Butchering a Bison with Clovis Tools: https://youtu.be/XmsrkFjPiKM?si=OPr2xslUcQ5NNXpg	Lab Worksheet
	10/12/2023			Whittaker (1994) Ch 10 and 11; Projectile Point Identification https://www.projectilepoints.net/ California Projectile Points https://scahome.org/public-resources/glossary-of-terms/projectile-point-types/	
9	10/17/2023	Ceramic Identification		Lundberg (2008); Mills (2008)	
	10/18/2023		LAB: Ceramics studio	Berkeley Art Studio: https://artstudio.berkeley.edu	Lab Worksheet
	10/19/2023			Roux (2019) Ch 2	
10	10/24/2023	Ceramics in California		Roux (2019) Ch 2 (cont.); Southwest Ceramics Virtual Museum https://swvirtualmuseum.nau.edu/wp/index.php/artifacts/pottery/	
	10/25/2023		LAB: Ceramics studio	Berkeley Art Studio: https://artstudio.berkeley.edu	Lab Worksheet

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	10/26/2023			Dillon and Boxt (2013); California Ceramics https://scahome.org/public-resources/glossary-of-terms/ceramic-types/	
11	10/31/2023	The Built Environment		McAlester and McAlester 2006 Eclectic Homes; McAlester and McAlester 1998 Berkeley	
	11/1/2023		LAB: Campus historic properties walk		Lab Worksheet
	11/2/2023			McAlester and McAlester 2006 Houses since 1940	Artifact Analysis Paper
12	11/7/2023	Recording Buildings		Foster 2004 Southwest and California; Foster 2004 Modern Trends	
	11/8/2023		LAB: Near-campus residential landscape		Lab Worksheet
	11/9/2023			Collins and Molyneaux (2003) Ch 8	
13	11/14/2023	Filling out DPR form	Filling out DPR form		
	11/15/2023		LAB: Record archaeological site		
	11/16/2023		Filling out DPR form		
14	11/21/2023	THANKSGIVING BREAK		NO READINGS	
	11/22/2023	THANKSGIVING BREAK		NO READINGS	
	11/23/2023	THANKSGIVING BREAK		NO READINGS	
15	11/28/2023	Filling out DPR form	Filling out DPR form		
	11/29/2023		LAB: Record archaeological site		
	11/30/2023		Filling out DPR form		
	12/5/2023	RRR Week		N/A	
	12/6/2023	RRR Week		N/A	

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WEEK	DATE	TOPIC	ACTIVITY	READINGS/ ONLINE RESOURCES	ASSIGNMENTS
	12/7/2023	RRR Week		N/A	
16	12/12/2023	Finals Week		N/A	
	12/13/2023	Finals Week		N/A	
	12/14/2023	Finals Week		N/A	Completed DPR form; Course Evaluation

University of California, Berkeley Course Policies

Safe Spaces

Lecture and group project meetings are open spaces for the discussion of topics that some may find controversial or sensitive. Active participation is both encouraged and expected. Please contribute to the discussion, ask questions, and feel free to disagree with your instructor, fellow students, and any of the course content in a respectful manner. The university takes threatening and/or disruptive behavior very seriously. Please see the appropriate sections of the Berkeley Campus Student Code of Student Conduct for discussions of threatening and disruptive behavior (http://sa.berkeley.edu/sites/default/files/UCB-Code-of-Conduct-new%20Jan2012_0.pdf)

If you are concerned about the behavior of those in this class, you can view the many Safe Spaces for Students options offered by Cal Berkeley (<http://diversity.berkeley.edu/community-support-spaces-and-resources/services-and-safe-spaces-students>) or those offered by the Berkeley Office for the Prevention of Harassment and Discrimination (<https://ophd.berkeley.edu/>)

Academic Integrity

(<http://teaching.berkeley.edu/statements-course-policies#academic>)

Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor. In all of your assignments you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. If you are not clear about the expectations for completing an assignment or taking a test or

examination, be sure to seek clarification from your instructor beforehand. Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors. The consequences of cheating and academic dishonesty—including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school—are simply not worth it.

Cheating: Anyone caught cheating on a quiz or exam will receive a failing grade and will also be reported to the University Office of Student Conduct. Except for the final project in this class, please do your own work on writing assignments, quizzes, and exams in order to guarantee that you are not suspected of cheating. Make sure the documents you upload to bCourses were created by you on your own computer at an IP address associated with you.

Plagiarism/Self-plagiarism: You must be original in composing the writing assignments in this class. To copy text or ideas from another source (including your own previously, or concurrently, submitted course work) without appropriate reference is plagiarism and will result in a failing grade for your assignment and usually further disciplinary action. For additional information on plagiarism, self-plagiarism, and how to avoid it, see, for example: <http://www.lib.berkeley.edu/instruct/guides/citations.html#Plagiarism> Here's what I have to do if you're caught plagiarizing <http://gsi.berkeley.edu/teachingguide/misconduct/prevent-plag.html>

Turnitin: UC Berkeley's honor code states "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." As a tool to promote academic integrity in this course, written work submitted via bCourses may be checked for originality using Turnitin. Turnitin compares student work to a database of

books, journal articles, websites, and other student papers. This creates an opportunity for students to improve their academic writing skills, by ensuring that other sources have been properly cited and attributed. For more information about Turnitin at UC Berkeley, visit: <http://ets.berkeley.edu/academic-integrity>

Letters of Accommodation: I am dedicated to making this course available and passible to any student, regardless of disability. If you need accommodation to help with any of my assignments, please request a Letter of Accommodation from the university (<http://dsp.berkeley.edu/students/returning-students/letters-accomodation>).

Accommodation of Religious Creed: I respect all religious beliefs. If any of my assignments conflict with a religious event, please tell me in advance so we can make arrangements (<http://sa.berkeley.edu/uga/religion>).

Scheduling Conflicts: Life happens. I know. If you have a conflict with any of the assignments in class, please notify me BEFORE you need to miss class or an assignment. We can work something out.

Technology Disclaimer: This is not an online class but you will not be able to easily access course materials without: internet access (WiFi, Ethernet, 4G service) and a computer (PC or Mac), a tablet (Microsoft Surface, iPad, Samsung Galaxy Tab), and/or a smartphone (iPhone, Galaxy, whatever else there is in the world). If you've already got this stuff, you're golden. Please talk to me ASAP if you don't already have access to one of these devices and internet/4G reception.

Likewise, this course heavily uses its bCourses site. There, you will find your readings, submit your written assignments, access quizzes, and collaborate with classmates on your group project. I will do my best to make sure the website is working, but please tell me if anything

on the website does not work. Also, glitches with the website are not excuses for you to not complete course assignments. Back up any problems with an email with your assignment attached. I will help walk you through any problems but you still need to do the work.

The Department of Anthropology at the University of California, Berkeley

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<http://anthropology.berkeley.edu/news>.

