

Field School in North American Archaeology

ANTH 451

Summer Session I 2023

Course Information

Credit Hours	6
Pre or Co-requisites	none
Target Audience	undergraduates
Meeting Pattern	Monday through Friday, 7:30 am – 4:00pm
Instructional Format	in-person
Classroom or Location	field site

Instructor Information

Instructors	<p>Name: Dr. Heather Lapham</p> <ul style="list-style-type: none">Office Location: Alumni 107BOffice Hours: Request meeting at field siteContact Email: hlapham@unc.edu <p>Name: Dr. Mary Beth Fitts</p> <ul style="list-style-type: none">Office Location: Alumni 101COffice Hours: Request meeting at field siteContact Email: marybeth.fitts@unc.edu
Teaching Assistants	<p>Name: Joy Mersmann</p> <ul style="list-style-type: none">Office Hours: Request meeting at field siteContact Email: joymers@live.unc.edu <p>Name: Devin Henson</p> <ul style="list-style-type: none">Office Hours: Request meeting at field siteContact Email: dahenson@unc.edu

Course Content

Course Description

Students will learn through hands-on training the basic techniques of archaeological excavation as well as mapping, surveying, photography (including 3D photography), artifact identification, and data interpretation. Although some classroom and laboratory instruction may be given on rainy days, most time will be spent engaged in fieldwork at an archaeological site. Mini on-site lectures and discussions will encourage students to think about what the artifacts and architectural features in the ground tell us about the people who once lived there.

This summer's field school will continue to assess areas along New Hope Creek in Duke Forest that have significant potential to contain important Native American settlement(s). Historical evidence and local tradition suggest the presence of one or more archaeological sites that were occupied into the colonial era. Archaeological survey and test excavations will reveal new insights into Indigenous land use practices and settlement. We are interested in studying how Indigenous peoples shaped the landscape, what natural resources they exploited, where they chose to settle and for how long, and how lifeways changed through time. Students will seek to recover artifacts and reveal traces of houses and other features that document Native American occupations during the pre-colonial and colonial eras. Daily excavations and findings combined with required readings will allow students to compare and contrast what we can learn about Native American lifeways from archaeological studies versus ethnohistorical accounts, which often present conflicting narratives, to develop a coherent interpretation of the human past.

Course Format

We work in the field Monday through Friday, weather permitting. We will leave for the site at 7:30 am and return to campus at 4:00 pm. If you need transportation to and from the site, plan to meet each morning in the parking lot of Morehead Planetarium at 7:30 am. On rainy days we will work in the laboratory on campus, attend indoor lectures or demonstrations, or take field trips to nearby sites.

Course Guidelines

We strive to create a safe, inclusive, and professional environment in the field, laboratory, and classroom by asking everyone—students, faculty, and guests—to adhere to following guidelines:

- ✓ Be respectful of one another, and one another’s strengths and weaknesses (we all have them);
- ✓ Engage in collaborative teamwork (working well together makes work more fun);
- ✓ Share responsibilities and learning experiences; and
- ✓ Conduct yourself with professionalism (i.e., having the skill, good judgment, and kind behavior that is expected from a person who is trained to do a job well).

Course Texts

You can find the following readings online as free PDFs at <https://archaeology.sites.unc.edu/anth-451-2023-readings-resources/>.

Bauer, Brook M. (2023). *Becoming Catawba: Catawba Indian Women and Nation-Building, 1540–1750*. University of Alabama Press, Tuscaloosa.

Read Chapter 1, Manų Katápa: Land of Catawba before and at Contact, 1540–1750 (pages 19–46).

Graybeal, Lesley M. (2012). “Too Light to Be Black, Too Dark to Be White”: Redefining Occaneechi Identity through Community Education. *Native South* 5:95–122.

Lawson, John (1709) *A New Voyage to Carolina*. [s.n.], London, England.

Read pages 55–58, excerpts from “A Journal.” John Lawson was an English surveyor, naturalist, and writer who traveled throughout the Carolinas during the early eighteenth century. He wrote about the people he encountered, landscapes he traversed, and animals and plants he observed or learned about from Native peoples. The selected excerpts begin with Lawson traveling east toward the area that became known as Hillsborough.

Lynch, Isa Phillips (2006). *The Duke Forest at 75: A Resource for All Seasons*. Duke University, Durham, North Carolina.

Read Chapter 3, The Place and Its People (pages 27–47).

North Carolina Commission of Indian Affairs (2008). *North Carolina's First Peoples*. Department of Administration, Raleigh, NC.

North Carolina Office of State Archaeology (2017). *Archaeological Investigation Standards and Guidelines for Background Research, Field Methodologies, Technical Reports, and Curation*. North Carolina Department of Natural and Cultural Resources, Raleigh, NC.

VIDEOS

Occaneechi: A Past and Present Story

Yellow Shark Media | Jan 8, 2019 | https://youtu.be/GdIRpnDRP_Q

About the Catawba Nation

SouthCarolinaETV | Jul 24, 2019 | <https://youtu.be/JSHZ4K8nq0Y>

Catawba Pottery Tradition Withstands the Test of Time

SouthCarolinaETV | Jul 24, 2017 | <https://youtu.be/Pvvmf4zmjuQ>

Course Goals and Learning Outcomes

In this course students will:

- Learn the basic techniques of archaeological survey and excavation, including setting up excavation units, shoveling, troweling, measuring depths, excavating features, artifact recovery methods (dry screening, water screening, and flotation), and proper record keeping;
- Gain mapping, surveying, and photography skills;
- Learn to identify common archaeological artifact types, including pottery and stone debitage;
- Become familiar with common laboratory techniques, including cleaning, measuring, and cataloging artifacts;
- Discuss the larger research goals of an archaeological excavation; and
- Evaluate what archaeology can tell us about past human behavior and lifeways and how archaeological interpretations compare to information gleaned from historic documents and Indigenous perspectives.

IDEAs in Action General Education Curriculum*

As part of the General Education curriculum, this course will address the Engagement with the Human Past (FC-PAST) Focus Capacity. Students acquire knowledge through evidence about human experience in one or more eras of the human past and learn to evaluate, synthesize, and communicate that evidence, applying it to their lives in the present. Because this course is a hands-on introduction to archaeological excavation, students will acquire knowledge about the human past through the direct recovery and documentation of archaeological artifacts, architectural features, and activity areas. Students will learn how this evidence can be evaluated, synthesized, and communicated in order to present a coherent interpretation of past human behavior. In this way, students will gain a fuller understanding of human experience across time and how past events have culminated in the present, influencing contemporary society and culture. Learning Outcomes include the following:

1. Develop knowledge of different spatiotemporal scales, patterns, ideas, figures, and events from the past.
2. Evaluate primary source material and/or other historical evidence of past conditions (e.g., behaviors, events, and social, cultural, economic, and/or political structures); assess divergent or complementary methods, materials, and/or methodologies in interpreting the human past.
3. Assess conflicting historical narratives based on evidence and methodologies.
4. Generate and evaluate arguments based the analysis of primary and scholarly sources.
5. Apply historical methods and knowledge to make informed judgments about the past and the present.

*As part of the Making Connections General Education curriculum for students who began undergraduate study prior to the Fall 2022 semester, this course will address Behavioral Sciences (HS), Experiential Education (EE), and World Before 1750 (WB).

Expected Time Dedicated to the Class

Outside of class, students also will need to devote time to writing daily entries in their field journal, completing the assigned readings, and watching the assigned videos.

Course Assignments & Assessments

Assignment Descriptions

Grades are based on attendance and participation (25%), performance (25%), public outreach participation (20%), a daily field journal (20%), and a final exam (10%).

Attendance and Participation: You are expected to be at the site each day (unless excused with an acceptable absence), participate actively in all aspects of fieldwork, and be mentally engaged in the various day-to-day activities at the site.

Performance: You will be evaluated on how well you progress in mastering various archaeological tasks, such as digging levels with a shovel, screening, troweling, excavating features, drawing plans and profiles, and taking field notes. Performance also involves how well you excavate and record data independently (once those skills have been mastered) and how you contribute generally to the overall success of the excavation (helping out wherever needed).

Public Outreach: Because we will be excavating adjacent to a popular hiking trail along New Hope Creek in Duke Forest, we will be interacting with the public on a daily basis. Students will have assigned days when they will be responsible for talking with people passing by who are interested in learning about what we are doing and finding. You will also be responsible for providing content for Facebook and Instagram posts that document our activities, findings, and interpretations.

Daily Field Journal: The journal comprises the daily written component of the course. It is designed both as an exercise in descriptive observation and documentation as well as a gauge of how well a student understands the process of data recovery and interpretation.

Final Exam: The final exam will cover topics discussed in the field, readings, and any lectures or laboratory work.

Grade Scale

Your final letter grade will be based on the following scale:

94 or above: A	80 to 82: B-	67 to 69: D+
90 to 93: A-	77 to 79: C+	60 to 67: D
87 to 89: B+	73 to 76: C	Below 60: F
83 to 86: B	70 to 72: C-	

Course Schedule

We work in the field Monday through Friday, weather permitting. We will leave for the site at 7:30 am and return to campus by 4:30 pm. If you need transportation to and from the site, plan to meet each morning in the parking lot of Morehead Planetarium. On rainy days we will work in the laboratory, attend indoor lectures or demonstrations, or take field trips to nearby sites. Trips may include visits to other Duke Forest sites, archaeological sites along the Hillsborough Riverwalk, Occaneechi Band of the Saponi Nation (OSBN) Tribal Grounds, and Town Creek Indian Mound.

Because we will be working along public hiking trails, we will be interacting daily with people passing by who are interested in learning about what we are doing and finding. We also may have visitors from the OSBN, Friends of Duke

Forest, Unearthing Duke Forest, among others. Below is a general schedule for the field school. Trips and visitors will be announced later in time, sometimes at the last minute, with some visitors showing up unannounced.

Wednesday, May 17 – Course begins (orientation day in Alumni Building)

Thursday, May 18 – Begin survey at Duke Forest

Monday, May 29 – No classes (Memorial Day)

Friday, June 16 – Last day of fieldwork; Take-home exam distributed

Monday, June 19 – Reflection day; finalize journals (may be used as a field day, if needed)

Tuesday, June 20 – Official reading day

Wednesday, June 21 – Turn in take-home final exam and journal by 9:00 am

Weekly Schedule

The professors reserve the right to make changes to the syllabus. These changes will be announced as early as possible.

WEEK 1

Meet daily at 7:30 am at Morehead Planetarium or 7:45 am at the secondary parking location to drive to the field site unless notified by professors that inclement weather requires meeting elsewhere.

- Weekly Readings: NCOSA 2017, Part 1 and Part 2.

Wed., May 17 – Introductions; Safety information; Orientation to the field school, project areas; archaeological survey and excavations; artifact identification

Thurs., May 18 – Begin field survey; Mini on-site lecture and discussion (Documenting excavations)

Fri., May 19 – Social media posting day; Site tour and findings update

WEEK 2

Meet daily at 7:30 am at Morehead Planetarium or 7:45 am at the secondary parking location to drive to the field site unless notified by professors that inclement weather requires meeting elsewhere.

- Weekly Readings: NCCIA 2008 **and** Bauer 2023, Chapter 1 (Manú Katápa: Land of Catawba before and at Contact, 1540–1750).

Mon., May 22 – Mini on-site lecture and discussion (Using a total station)

Tues., May 23 – Social media posting day

Wed., May 24 – Site tour and findings update

Thurs., May 25 – Mini on-site lecture and discussion (Recovery methods and research questions)

Fri., May 26 – Social media posting day; Turn in journals for mid-semester check-in

WEEK 3

Meet daily at 7:30 am at Morehead Planetarium or 7:45 am at the secondary parking location to drive to the field site unless notified by professors that inclement weather requires meeting elsewhere.

- Weekly Readings: Lynch 2006, Chapter 3 (The Place and Its People) **and** Lawson 1709, Pages 55–58.

Mon., May 29 – No class (Memorial Day)

Tues., May 30 – Mini on-site lecture and discussion (Field photography and photogrammetry)

Wed., May 31 – Social media posting day

Thurs., June 1 – Site tour and findings update; Mini on-site lecture and discussion (Identifying, excavating, and recording features)

Fri., June 2 – Social media posting day

WEEK 4

Meet daily at 7:30 am at Morehead Planetarium or 7:45 am at the secondary parking location to drive to the field site unless notified by professors that inclement weather requires meeting elsewhere.

- Weekly Readings: Graybeal 2012.

Mon., June 5 – Mini on-site lecture and discussion (Public archaeology)

Tues., June 6 – Social media posting day

Wed., June 7 – Site tour and findings update

Thurs., June 8 – Class field trip to a nearby archaeological or historical site to gain broader perspectives on how we learn about the past in the present.

Fri., June 9 – Social media posting day

WEEK 5

Meet daily at 7:30 am at Morehead Planetarium or 7:45 am at the secondary parking location to drive to the field site unless notified by professors that inclement weather requires meeting elsewhere.

- Weekly Readings: Three Videos — Occaneechi: A Past and Present Story | About the Catawba Nation | Catawba Pottery Tradition Withstands the Test of Time

Mon., June 12 – Mini on-site lecture and discussion (Colonial-era cultural changes within local and regional contexts; How archaeology can inform ethnohistorical accounts and ethnohistorical accounts can inform archaeology)

Tues., June 13 – Social media posting day

Wed., June 14 – Site tour and findings update

Thurs., June 15 – Mini on-site lecture and discussion (What's next: Artifact processing, laboratory analysis, data interpretation, and collection curation)

Fri., June 16 – Last day of fieldwork; Pack up equipment, fill in excavation units, take field school photo, mini on-site lecture (Review: What have we learned, what questions remain), final social media post, etc.; Final take-home exam distributed

WEEK 6

Mon., June 19 – Reflection day; Finalize journals

Tues., June 20 – Official reading day

Wed., June 21 – Turn in take-home final exam and journal by 9:00 am

Academic and Course Policies

Please read the policies on the following pages as they apply to this course.

University of North Carolina at Chapel Hill
Information for Undergraduate Classes
Summer & Fall 2023

Syllabus Changes

The instructor reserves the right to make changes to the syllabus including project due dates and test dates. These changes will be announced as early as possible.

Attendance Policy

University Policy: As stated in the University's [Class Attendance Policy](#), no right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities: [University Approved Absence Office \(UAAO\) website](#) provides information and [FAQs for students](#) and [FAQs for faculty](#) related to University Approved Absences
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview, illness/ flu or club activity), instructors are encouraged to work directly with students to determine the best approach to missed classes and make-up assessment and assignments.

Honor Code

All students are expected to follow the guidelines of the UNC Honor Code. In particular, students are expected to refrain from "lying, cheating, or stealing" in the academic context. If you are unsure about which actions violate the Honor Code, please see me or consult studentconduct.unc.edu.

Acceptable Use Policy

By attending the University of North Carolina at Chapel Hill, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. The Acceptable Use Policy (AUP) sets the expectation that you will use the University's technology resources responsibly, consistent with the University's mission. In the context of a class, it's quite likely you will participate in online activities that could include personal information about you or your peers, and the AUP addresses your obligations to protect the privacy of class participants. In addition, the AUP addresses matters of others' intellectual property, including copyright. These are only a couple of typical examples, so you should consult the full [Information Technology Acceptable Use Policy](#), which covers topics related to using digital resources, such as privacy, confidentiality, and intellectual property.

Additionally, consult the [Safe Computing at UNC](#) website for information about data security policies, updates, and tips on keeping your identity, information, and devices safe.

Accessibility Resources and Service

[Accessibility Resources and Service](#) (ARS – ars@unc.edu) receives requests for accommodations, and through the Student and Applicant Accommodations Policy determines eligibility and identifies reasonable accommodations for students with disabilities and/or chronic medical conditions to mitigate or remove the barriers experienced in accessing University courses, programs and activities.

ARS also offers its Testing Center resources to students and instructors to facilitate the implementation of testing accommodations.

Faculty and instructors with any concerns or questions about accommodations and/or their implementation, are invited to [reach out to ARS](#) to discuss.

Counseling and Psychological Services

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The [Heels Care Network](#) website is a place to access the many mental health resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more. Students can also call CAPS 24/7 at 919-966-3658 for immediate assistance.

Title IX and Related Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/> or by contacting the University's Title IX Coordinator (Elizabeth Hall, titleixcoordinator@unc.edu) or the Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu). Confidential resources include Counseling and Psychological Services and the Gender Violence Services Coordinators (gvsc@unc.edu). Additional resources are available at safe.unc.edu.

Policy on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered, and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (email reportandresponse@unc.edu or see additional contact info at safe.unc.edu) or the Equal Opportunity and Compliance Office at <https://eoc.unc.edu/report-an-incident/>.

Undergraduate Testing Center

The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit <http://testingcenter.web.unc.edu/>.

Learning Center

Want to get the most out of this course or others this semester? Visit UNC's Learning Center at <http://learningcenter.unc.edu> to make an appointment or register for an event. Their free, popular programs will help you optimize your academic performance. Try academic coaching, peer tutoring, STEM support, ADHD/LD services, workshops and study camps, or review tips and tools available on the website.

Writing Center

For free feedback on any course writing projects, check out UNC's Writing Center. Writing Center coaches can assist with any writing project, including multimedia projects and application essays, at any stage of the writing process. You don't even need a draft to come visit. To schedule a 45-minute appointment, review quick tips, or request written feedback online, visit <http://writingcenter.unc.edu>.