SYLLABUS (Revised 1/25/13)

ANTH 442A&442B/542A & 542B (Section 2): Field Training In Archaeology

Archaeological Field School at Mission Guevavi

Spring Semester 2013

COURSE PERSONNEL

Instructor of Record:

Dr. Barnet Pavao-Zuckerman
Office: Arizona State Museum North, Room 215
Office Hours: Tuesdays and Thursdays 10-11AM, or by appointment
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Collaborating Instructors:

J. Homer Thiel (Project Director, Desert Archaeology, Inc.)
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Jeremy Moss (Park Archaeologist, Tumacácori National Historic Park)
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Teaching Assistants (email for appointments):

Nicole Mathwich
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COURSE SCHEDULE SUMMARY (see below for details)

Lecture/Lab Class: Fridays 1-3:30PM

Fieldwork Schedule:
Saturday, February 23rd (day trip)
Saturday, March 2nd (day trip)
Saturday, March 9th through Saturday March 16th (Spring Break), overnight for 8 days
Saturday, March 23rd (day trip)
Saturday, April 6th (day trip)

This syllabus and schedule (below) are subject to change and, indeed, probably will change! Any changes to this syllabus will be announced during class and posted on the D2L site.
COURSE CREDITS AND FEES

Registration is by permission of instructor, and is required for two 3-credit field school courses, Anth 442A and Anth 442B (Section 2) for undergraduate credit, or Anth 542A and 542B (Section 2) for graduate credit. Field school registration is subject to normal University of Arizona tuition and fees. A special course fee of $350.00 per 3 credit course ($700.00 total) covers field school costs, due at registration.

COURSE DESCRIPTION

The Spring Semester archaeological field school at Mission Guevavi is a six-credit hands-on field and laboratory course that will provide practical training in excavation and analysis of material remains from several contexts in and around the 18th century Spanish mission, Mission Los Santos Ángeles de Guevavi, located in part within Tumacácori National Historic Park (National Park Service). The field school will be carried out as a collaborative project between the University of Arizona, the National Park Service, and Desert Archaeology, Inc. Field school participants will learn contemporary archaeological field methods including research design, mapping and survey, excavation, record keeping and data management, curation and analysis of artifacts, archaeological interpretation, and archaeological ethics and legal mandates. Lectures, discussions, and research projects augment the field and laboratory experiences.

LEARNING OBJECTIVES

1. Participate in the implementation of research-based, ethically-sound, archaeology, from research design to fieldwork, artifact preparation, laboratory analysis, and interpretation.
2. Engage in active archaeological research through the completion of a student project related to the overall project’s goals.
3. Understand the importance of an ethically-engaged archaeology and the impacts of archaeology on descendent communities.
4. Gain archaeological skills and knowledge to enhance long-term professional development.

ARCHAEOLOGICAL SETTING

Mission Guevavi is located on the Santa Cruz River approximately one hour south of Tucson. Temperatures in the Spring Semester are ideal for archaeological field work with high temperatures in the high 60’s to low 70’s. Archaeological investigations at Guevavi will focus on several contexts in and around the mission, including several prehistoric features in addition to mission-period contexts. These contexts are currently under threat of destruction by erosion or vehicular traffic.

Mission Guevavi was founded in 1691 by Father Kino near a small community of O’odham farmers. The community briefly served as a head mission, but was abandoned in the 1770’s. The site consists of the ruins of the church and associated mission buildings, mission-period middens, and numerous historic and prehistoric features. The field school will focus on recovering archaeological data from several endangered contexts including the mission midden,
an unknown adobe-walled structure, and several likely prehistoric features and structures.

CLASS REQUIREMENTS AND EVALUATION

Students will be evaluated on the basis of their overall participation in field school activities, including the quality of the notes in their field journal, engagement with fieldwork and laboratory activities, final project, and ability to work cooperatively as part of a research team. Each student’s field journal will be turned in at the end of the semester for evaluation and will become part of the archives of the excavation project at the Arizona State Museum, University of Arizona. The final project topic should be chosen by the end of the Spring Break field session, and should summarize an original contribution to the overall research of the project (see further description below).

The course requirements contribute to your final grade as follows:

- 20%: Field Journal
- 50%: Participation, teamwork, and attendance
- 30%: Final Project (25%: Written Paper, 5%: Oral Presentation)

ATTENDANCE

Attendance at all classes and all field days is required, and there are no opportunities to make up missed field, lab, or lecture. In case of emergency, notify the instructor as soon as possible. Many of our on-campus days are devoted to on-campus tours, so please do not be late to class (we won’t wait for you). Please also arrive on-time for departing for fieldwork, otherwise we will leave you behind and you will have to arrange your own transportation to the field site.

FINAL RESEARCH PROJECT

Each student will choose a research project to complete using the data collected as part of the field school, and supplemented by their own research. You may choose your own topic in consultation with the field school instructors, but you must have your final topic approved by Dr. Pavao-Zuckerman. We will do our best to diversify the class topics so that you are each working on different data sets—you cooperation to avoid duplication of effort is appreciated. The results of the research project will be presented in a final written report that should adhere as closely as possible to professional archaeological writing standards. You will also be required to present the results of your research in a final class presentation that should not exceed 10 minutes in length. Ultimately, the data and analyses contributed by the field school team will be published as part of Desert Archaeology, Inc.’s Technical Report series, with each student given credit commensurate to their relative contribution to the larger project. More detailed information regarding the structure of the final research report and presentation will be provided separately.

READINGS

All readings are provided for you either on the class D2L site, or on reserve in the Arizona State Museum Library (see codes below). Please note that the ASM library is only open Mondays through Thursdays from 10AM to 3PM, so plan accordingly. Some of the readings are assigned
to specific lecture days, while others can be read on your own schedule, but **must** be read prior to the start of fieldwork. Please note that a few additional readings will be added through the course of the semester as a few remaining topics and lectures are assigned.

**ACCESSIBILITY AND ACCOMMODATIONS**

It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations.

**ACADEMIC INTEGRITY**

All students should review and adhere to the University’s Code of Academic Integrity ([http://deanofstudents.arizona.edu/codeofacademicintegrity](http://deanofstudents.arizona.edu/codeofacademicintegrity)). In this class, all work submitted via D2L will be screened through Turnitin.com. Plagiarism will not be tolerated, and any violations of the code of academic integrity will be reported to the Dean of Students Office, and will result in a failing grade in the class.

This syllabus and course schedule (below) are subject to change and, indeed, probably will change! Any changes to this syllabus will be announced during class and posted on the D2L site.
CLASS SCHEDULE

Friday 1/11  First Day of Class, Introductions, Site History, Tour of AZSITE (Rick Karl)
Friday 1/18  Permitting (Todd Pitezel), Tour of Repository & Catalog Collections (Arthur Vokes and Mike Jacobs)
Friday 1/25  Zooarchaeology (Barnet Pavao-Zuckerman)
Friday 2/1   Archaeological Ethics (Barbara Mills) and Indigenous Archaeology (TJ Ferguson), National Park Service and Historic Preservation (Jeremy Moss)
Friday 2/8   Documentary Evidence (Dale Brenneman)
Friday 2/15  Groundstone (Jenny Adams) and Native American Ceramics (Jim Heidke)
Friday 2/22  Bioarchaeology and NAGPRA (Jim Watson and John McClelland)

Saturday, 2/23 IN FIELD (day trip)

Friday 3/1   Paleobotanical Remains and Agriculture (Suzanne K. Fish)

Saturday, 3/1 IN FIELD (day trip)

Friday 3/8   Spanish and Mexican Period Historical Materials (Homer Thiel)

SPRING BREAK, Saturday 3/9 Through Saturday 3/16 IN FIELD (Overnight Camping)

Friday 3/22  LAB—Research Projects

Saturday, 3/23 IN FIELD (day trip)

Friday 3/29  LAB—Research Projects
Friday 4/5   LAB—Research Projects

Saturday, 4/6 IN FIELD (day trip)

Friday 4/12  LAB—Research Projects
Friday 4/19  LAB—Research Projects
Friday 4/26  LAB—Research Projects

Friday 5/3, 5PM  RESEARCH PAPER DUE (Submit to D2L Dropbox)

Tuesday 5/7, 1-3PM  FINAL CLASS PRESENTATIONS
REQUIRED READINGS (SUBJECT TO ADDITIONS)

Assigned readings should be read prior to the class for which they are assigned. General Readings should be read prior to the first day of field work.

Readings Key:
R = on reserve in the ASM Library (open 10AM-3PM Monday through Thursday, closed Friday!)
D = PDF available on D2L course site

General Readings (Read Prior to Fieldwork)

RD Burton, Jeffery F.

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RD Danson, Edward B.

R Kessell, J. L.

D Robinson, William J. and Mark R. Barnes

D Seymour, Deni J.

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D Thiel, J. Homer and Michael Brack (editors)
January 18th: Archaeological Permitting, Tour of Collections

No readings, but see ASM procedures manual on D2L site.

January 25: Zooarchaeology

D Baker, Barry W., Brian S. Shaffer, and D. Gentry Steele

D Landon, David B.

D Pavao-Zuckerman, Barnet

February 1: Archaeological Ethics, and Indigenous Archaeology

D Colwell-Chanthaphonh, Chip, Julie Hollowell, and Dru McGill

D Colwell-Chanthaphonh, Chip, Julie Hollowell, and Dru McGill

D Watkins, Joe

February 8: Documentary Evidence

R Kessell, John L.

D Kessell, John

**February 15: Ground Stone Analysis**

R Adams, Jenny L.


**February 22: Bioarchaeology**

D Powell, Joseph F., D. Gentry Steele, and Michael B. Collins


D Trope, Jack F., and Walter R. Echo-Hawk

2000 The Native American Graves Protection and Repatriation Act: Background and Legislative History, in *Repatriation Reader: Who Owns American Indian Remains?*, edited by Devon A. Mihesuah, pp. 123-168. **Electronic book accessible through UA library (see link in D2L), read only chapter 7.**

**March 1: Paleobotanical Remains (Additional Readings to be Announced)**

D Hester, Thomas R., Harry J. Shafer, and Kenneth L. Feder


**March 8: Historical Materials**

D Fox, Anne A. and Kristi M. Ulrich