

Cornell College

2018

Field locations: various rural properties including Kitchen/Rose and Robertson, Cedar County, Iowa

ANT 311 Introduction to Archaeological Field Methods

Liability Waiver: Acknowledgement and Assumption of Risk Statement

- Before departure from campus, all class members must have submitted a completed copy of this form to the instructor.
- Students are covered by the College liability policy so long as they are on College property or are operating vehicles owned by the College.
- When traveling away from the College, student personal insurer, or if applicable, the carrier and the carrier's insurer, are liable.

I, the undersigned Cornell College student, do hereby expressly and affirmatively state that I voluntarily wish to participate in the off-campus field activities of the ANT 311 course as a part of my academic program. I acknowledge that an injury may occur during these activities, either on site locations or traveling to/from the site(s) and that any injury may result in serious impairment of future abilities to earn a living, engage in business, social and recreational activities, and generally enjoy life. These injuries may result from my own actions or the actions or inactions of others, or a combination of both. I understand that neither the landowner(s) of the site locations nor Cornell College has any control over or responsibility for persons not employed by it or any actions by them.

I acknowledge that I fully understand the contents of this Acknowledgement and Assumption of Risk statement before signing the same and have had an opportunity to ask questions. All questions I have asked have been answered to my complete satisfaction. Having done so, I agree to assume any and all potential risks of these activities and agree to hold the landowner(s), the Office of the State Archaeologist, Cornell College, and their respective officers, employees, and agents harmless for liability as it relates to these activities. I further understand and agree to assume all responsibility for all risk of theft, loss, or damage of personal property that may occur at any time as a result of my course participation.

Signature of Student _____
Date _____

Signature of Parent (Required if the student is younger than 18 years old)

Date _____

Cornell College
Department of Sociology and Anthropology
ANT 311 Introduction to Archaeological Field Methods
8:15 am to 3:00 pm M-F

INSTRUCTOR: John F. Doershuk, Ph.D., Office of the State Archaeologist, 700 Clinton St., 384-0751, fax -0768; e-mail: john-doershuk@uiowa.edu and jdoershuk@cornellcollege.edu; cell: 319-530-9148 (given the “local” but off-campus nature of this field course office hours are by appointment).

PREREQUISITES: ANT 101 or 105 (or instructor permission). It is assumed that the student has been exposed at an elementary level to such anthropological concepts as culture, society, lineage, etc. Prior courses with archaeological content will heighten a prospective participant’s field school experience but is not a requirement.

REQUIRED TEXT: none; the instructor will provide a number of articles, handouts, and required forms.

NORTON 303 (tbd) (classroom for first day of the block) and when inclement weather forces us from the field): various articles, texts, manuscripts, and reports pertinent to the archaeology of eastern Iowa and comparative artifacts will be available for use by the course participants.

GRADING: Field school courses are by design highly participatory learning environments. Each student is expected to be 100 percent in attendance and ready to be a team player in all activities, supportive of fellow class participants, engaged, enthusiastic, and ready to ask pertinent questions. Attitude, demonstrated advancement in execution of field methods and techniques (mapping, excavation, profile drawings, etc.), and growth in personal and professional skills will be tracked subjectively by the instructor through observation and quantified by field tests focusing on demonstrated proficiency. Receipt of an “A” represents excellent work, “B” is above average, and “C” represents an average performance. A grade of “D” represents poor work and “F” is a failing grade. Grades with “+” and “-” will be reported for overall course grade only. Including travel time to the various field sites, students will invest approximately seven hours per class day in field-related course activities plus 1-2 hours per day in additional reading or journaling activities related to the course.

POLICY ON MISSED EXAMS/LATE ASSIGNMENTS: Attendance is strongly encouraged as one-course-at-a-time is an intensive learning environment in which the student quickly places their academic standing at risk by missing information supplied during class hours. Students will be allowed to take missed exams or turn in late assignments *only* in the case of documented medical or family emergencies. Note that some graded activities and exam material will only be available in class. Permission to take missed exams or turn in late assignments will be granted at the instructors’ discretion (with potential point deductions) only to students who can present valid reasons (Health Center verification, letters from a physician or legal guardian, etc.). If scheduled exams conflict with the observation of bona fide religious holidays, alternative dates or makeup exams can be arranged. Of greatest importance, to qualify for exceptions...**you must notify me in advance (by phone, fax, email, or in person) of any circumstances that prevent the completion of course requirements on the dates and by the deadlines included in this syllabus or announced in class.**

STUDENTS WITH DISABILITIES: Students who anticipate a need for reasonable accommodations (e.g., seating, testing, etc.) as outlined in the Section 504 regulations of Public Law 93-112 should arrange an appointment with the instructor within the first two days of class. Appropriate accommodations will be arranged in cooperation with duly designated Cornell College personnel.

2018 Cornell College (September Block) Archaeological Field School Syllabus J.F. Doershuk

ACADEMIC ASSISTANCE: Please do not hesitate to visit the Cornell College *Writing Resource Center* if you desire additional assistance with assignments.

PLAGIARISM: A student who plagiarizes (defined as: “to use and pass off as one's own the ideas or writings of another”¹), including the copying of answers for any test or other assignment, faces penalties that Sept. include an F on the assignment or an F in the course. Each student is required to complete their own work and contribute equitably to group undertakings.

STUDENT COMPLAINTS: If you have concerns about the design or conduct of this course or grading in the course, you should first discuss the matter with me. If we cannot resolve the issue or you feel you cannot discuss the matter with me, you should make an appointment with the Sociology and Anthropology Department Chairperson. Any complaints unresolved at the departmental level will be referred to the Dean of the College.

COURSE DESCRIPTION: The Cornell College Archaeological Field Program will continue on-going research efforts in the Cedar River valley at a number of archaeological site locations and areas with substantial potential for discovery of as yet unknown archaeological sites or components at previously recorded locations that may be available for testing.

GOALS AND OBJECTIVES: Participants will be introduced to the basic methods of field archaeology including artifact identification, site mapping, excavation techniques, artifact processing, and beginning analytical methods. The field school will include lectures on Iowa Archaeology and the culture history sequence of eastern Iowa.

COURSE OUTLINE:

NOTE: THIS IS AN *IDEAL* SCHEDULE WE WILL NO DOUBT MODIFY BASED ON WEATHER

WEEK 1

Monday Aug. 27	9:00 to 11:30 AM—at Norton 303: Organizational meeting Introductions/Resources/Expectations/Schedule; Basic Concepts: Archaeology; Native American Concerns; Iowa Culture History Overview; Archaeological Excavation Basics; Artifacts. <i>LUNCH on-campus 11:30 AM to 12:30 PM.</i> 12:30 PM @ Norton 303: Tuesday plans; prepare for field work.
Tuesday Aug. 28	Daily (leave campus by 8:15 AM – return by 3:00 PM) Unless otherwise indicated: on-site excavations @ 13CD15 Lunch (you provide, including beverages) on-site
Wednesday Aug. 29	On-site excavations—13CD15
Thursday Aug. 30	On-site excavations—13CD15
Friday Aug. 31	On-site excavations—13CD15

¹*The American Heritage® Dictionary of the English Language, Third Edition* copyright © 1992 by Houghton Mifflin Company. Electronic version licensed from InfoSoft International, Inc. All rights reserved.

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WEEK 2

Monday Sept. 3	On-site excavations—tbd
Tuesday Sept. 4	On-site excavations—tbd
Wednesday Sept. 5	On-site excavations—tbd
Thursday Sept. 6	On-site excavations—tbd
Friday Sept. 7	On-site excavations—tbd

WEEK 3

Monday Sept. 10	On-site excavations—tbd
Tuesday Sept. 11	On-site excavations—tbd
Wednesday Sept. 12	On-site excavations—tbd
Thursday Sept. 13	On-site excavations—tbd
Friday Sept. 14	On-site excavations—tbd

WEEK 4

Monday Sept. 17	On-site excavations—tbd
Tuesday Sept. 18	Completion of field work including final maps and profiles; Backfilling all units and removal of all equipment (return to Cornell/OSA for cleaning);
Wednesday Sept. 19	Final lab activities at Norton 303 as needed; Equipment organization/cleaning (inc. lab)/packing; Field Journals/make-up assignments due by Noon

Notes:

- (1) Schedule of specific activities subject to change on short notice pending prevailing weather patterns.
- (2) Scheduling options: flintknapping; drone use in archaeology demonstration; visit to the Office of the State Archaeologist facility in Iowa City and Macbride Hall Museum of Natural History.
- (3) All students are expected to maintain a daily journal of activities/experiences/archaeological thinking (min. 300 words daily) in addition to completion of field notes/maps as required given the particular excavation context being investigated. Original journals will be turned in at the end of the course; you may make a copy for yourself. Handwritten acceptable if legible.
- (4) All students are expected to spend ca. four hours per week browsing archaeological texts and articles on Eastern Iowa prehistoric cultures (and related topics) available online and at Norton 303. The list of readings examined should be included in the student's daily journal—include 50–100 word annotated bibliography entries for each reading completed; target number = 15.

Lithic Analysis Vocabulary

Flintknapping

Flintknapper

Refitting (conjoining)

Cores

Blocks

Cobbles (tested and untested)

Blanks, flakes, flaking debris, debitage (waste, shatter, decortication, thinning, finishing)

Retouch

Percussion flaking (hard and soft hammer)

Pressure flaking

Punch flaking

Bipolar flaking (requires anvil)

Bifaces and Unifaces

Points (spears, darts, arrows; “PPK” = projectile point/knife)

Knives

Scrapers (end and side)

Drills, Piercers, Awls

Gravers (becks and burins)

Morphological Analysis (typology)

Metric Analysis (measurements); “geometric morphometrics”

Microwear Analysis (a.k.a., Usewear Analysis), high and low power microscopy

Residue Analysis (blood proteins, DNA)

(Old World)

(New World)

Neolithic

Archaic (use of composite tools and microliths)

Mesolithic

Paleoindian (fluted points – e.g., Clovis and Folsom types)

Paleolithic

(pre-Paleoindian—yet to be well defined)

Upper Paleolithic (e.g., modern *Homo sapiens* use of blade technology) – many types

Middle Paleolithic (e.g., *Homo erectus* use of **Acheulian** handaxes [early] and Neanderthals
[archaic *Homo sapiens*] later use of **Mousterian** disc cores and Levallois flakes)

Lower Paleolithic (e.g., *Homo habilis* use of **Oldowan** choppers)

Paleo-Indians (14000? to ca 9000 BP)

(“first” Americans; family-based bands; egalitarian; highly mobile; “big game” hunters; Clovis and Folsom projectile points)

Archaic (9000 to 3000 BP)

(Early, Middle, Late: adaptation to Holocene—non-glacial climate—diversification of subsistence to broad spectrum of natural resources including nuts, shellfish, small game; rise of *sedentism*; multi-bands; lineages; achieved status; regional traditions)

Woodland (3000 to 1000 BP)

(Early, Middle, Late: early farmers—horticulture/gardening; pottery; elaborate burial mounds and mortuary behavior; long-distance trade for “exotic” materials—e.g., Hopewell)

Mississippian (1000 to 500 BP)

(Cahokia, Etowah, Coosa: intensive farmers; chiefdoms; cities, platform mounds; ascribed status; craft specialization; ranked societies; assymetric redistribution)



Artifact Collecting in Iowa

Do's and Don'ts



Do...

- ...get landowner's permission before collecting.
- ...catalog and label all finds.
- ...record site locations with the Office of the State Archaeologist (OSA).
- ...report any human remains or burial sites to the OSA.
- ...try to identify artifact types represented in your collection.
- ...join the Iowa Archeological Society.
- ...give programs to school groups.
- ...allow professional archaeologists to view and study your collection.
- ...read about artifacts and archaeology
- ...participate in public field schools whenever possible.
- ...enjoy your hobby!

Don't...

- ...trespass.
- ...dig in or around archaeological features.
- ...collect human remains.
- ...collect from public land without a permit.
- ...buy or sell artifacts (many items on the market are fakes).
- ...mix artifacts from different sites.
- ...let your collection be dispersed by auction.
- ...let your hard work go to waste by losing data on your collection.
- ...let artifacts become damaged by storing them in piles or letting them rub together.
- ...re-work or re-shape artifacts (gluing broken artifacts back together is OK).

Please contact the Office of the State Archaeologist or other professional archaeologists if you have any questions.

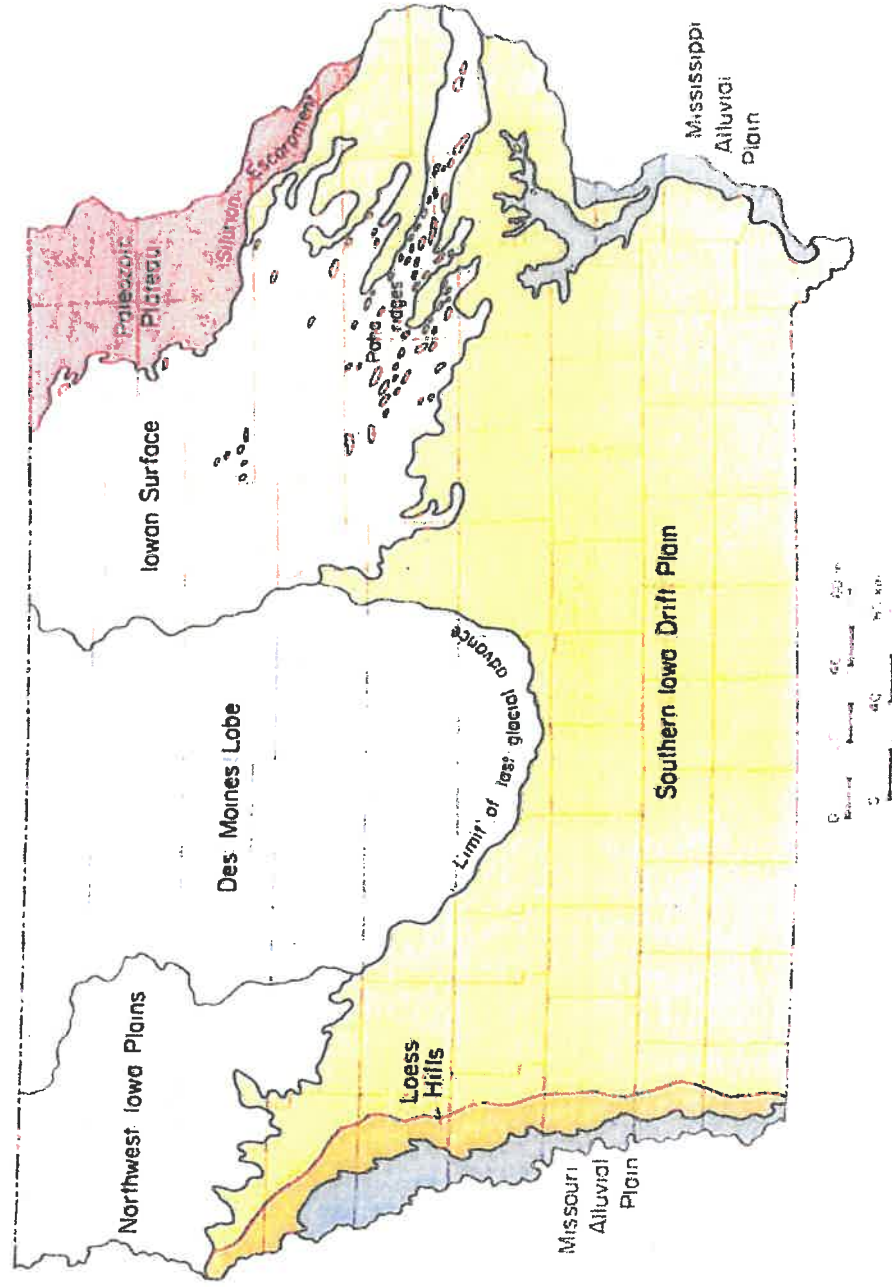
Office of the State Archaeologist , Eastlawn, University of Iowa, Iowa City, Iowa 52242

Phone: 319-335-2389; fax: 319-335-2776; e-mail: state-arch@uiowa.edu

Visit the OSA Home Page: <http://www.uiowa.edu/~osa/index.htm>



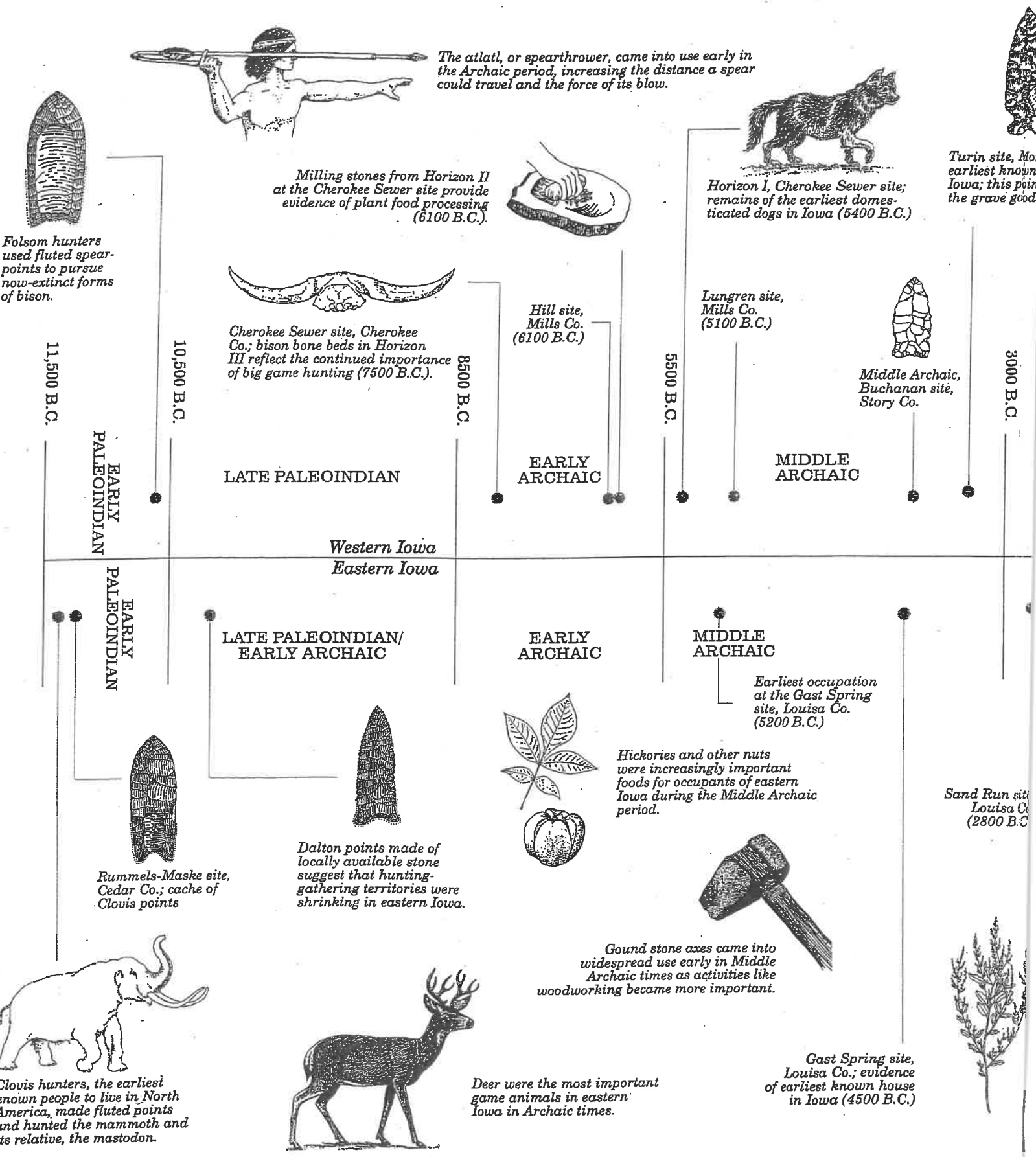
Iowa's 7 Major Landforms



Landform Regions of Iowa

Iowa's Archaeological Time Line

1 of 2



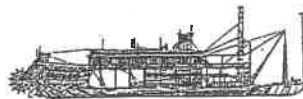


Native copper from Lake Superior was used to make tools in Archaic times; this "Old Copper Complex" spear point is from Dickinson Co.



Scapula hoes show the importance of bison hunting and horticulture in the Mill Creek culture.

Small points found on Late Woodland sites indicate the use of the bow & arrow.



The steamboat Bertrand sank in the Missouri River in 1865.



Pottery became widespread in Iowa after 500 B.C.

Engraved catlinite tablets have been found at the Blood Run site, Lyon Co. (A.D. 1600).



Diagonal Dune site, Ringgold Co. (800 B.C.)

Wis Central School, Pottawattamie Co. (900 B.C.)

M.A.D. sites, Crawford Co. (A.D. 300)

Rainbow site, Plymouth Co.; Boyer occupation (A.D. 600)

A.D. 1996 Iowa celebrates 150 years of statehood

A.D. 1673

A.D. 1250

A.D. 900

A.D. 300

200 B.C.

800 B.C.

LATE ARCHAIC

EARLY WOODLAND

MIDDLE WOODLAND

LATE WOODLAND

MILL CREEK
GREAT OASIS

ONEOTA

HISTORIC

Western Iowa
Eastern Iowa

B.C. + A.D.

LATE ARCHAIC

EARLY WOODLAND

MIDDLE WOODLAND

LATE WOODLAND

ONEOTA

HISTORIC

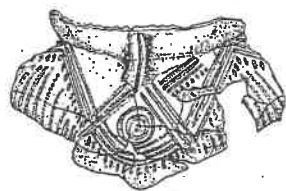
Gast Farm village, Louisa Co. (A.D. 400)

Hartley Fort, Allamakee Co. (A.D. 1100)

Sny Magill Mounds, Clayton Co. (500 B.C.)



Platform pipes like this one from Toolesboro, in Louisa Co., are characteristic of Hopewell sites.



Shell-tempered pottery with trailed line designs is found at Oneota sites like McKinney, in Louisa Co.



The French arrive along the Mississippi, (A.D. 1673).

John Gilbert's trading post, Johnson Co. (1836-1837)

Effigy Mounds were built by Late Woodland groups in northeast Iowa.



Stemmed points like this Waubesa are common on Early Woodland sites.



Cultivation of goosefoot, a food crop began during Late Archaic times; it was not important until after A.D. 800.