

**APPLIED ARCHAEOLOGY FIELD SCHOOL**  
**San Bernardino National Forest/Cotsen Institute of Archaeology, UCLA**

**Syllabus**

**I. Introduction**

Taught by USDA Forest Service archaeologists, this course is designed for students interested in careers in applied archaeology and cultural resource management. You will learn essential, fundamental skills associated with archaeological survey, site recording, excavation, and lab work. You will learn about the laws and processes that apply to archaeology and cultural resource management in the public and private sector.

However, this is more than just a class. It is a research project and you are an important member of the research team. The work you do during this class will add considerably to our understanding of prehistoric land use by the Serrano and contribute to the understanding of settlement patterns in the San Bernardino Mountains. It will also help us to understand patterns of land use by early settlers in the San Bernardino Mountains.

The summer 2009 class is organized around several different activities. First, students will be divided into crews in order to accomplish tasks that will be assigned during the course of the field school. The first week will be spent learning how to read a topographical map, how to use a compass, how to identify lithic, ceramic, and historical artifacts, how to excavate, how to conduct pedestrian surveys and identify archaeological sites, how to create site maps, and how to record sites on standard Department of Parks and Recreation forms.

Then, during the next four weeks, students will conduct pedestrian surveys in Holcomb Valley and the surrounding areas, and excavate at the historic period site of Clapboard Town, a mining camp that dates to the 1860's. Each week a different team will excavate, while the other teams will conduct survey. A minimum of one instructor will be working at all times with each crew.

Work will begin at 6:30 AM, Monday through Friday. A mid-day lunch break will be followed by a work period in the early afternoon. Based on the weather, we will adjust the daily work schedule between field and lab as needed.

During most evenings there will be an after dinner presentation and discussion. Each presentation will focus on a specific facet of archaeology, Serrano ethnography, and cultural resource management. Sometimes these discussions will be led by your instructors, sometimes they will be led by Forest Service scientists, and sometimes they will be led by outside experts.

Your instructors and the volunteers that are going to participate in this field school have a wealth of experience and education from which you can draw. As our research proceeds, make sure that you ask as many questions as you can. Take advantage of our time together.

## **II. Attendance**

You will be expected to be ready to begin activities at the appointed hour each day. Do not be late. As a team member, you are responsible to both your team and to the group. You are free to leave camp when we are not working. However, during the work week, make sure that you have notified one of the instructors. You should be back in camp on Sunday night and be prepared to work through Friday afternoon. You are free to stay in camp over the weekend or not, as you choose.

## **III. Course Requirements**

Students are required to attend all lectures, participate in all activities listed in the syllabus, and complete all assignments. While conducting pedestrian surveys, each team is responsible for completing the appropriate site records. When conducting excavations students are responsible for completing all level records and attachments necessary to professionally document their work. Each student is responsible for completing a journal of field notes (see part IV (2) below).

## **IV. Required Texts**

There are no required texts outside of the course workbook. However, there is a library in camp that can be used by students. It consists of ethnographical and archaeological texts relating to the Serrano

## **V. Meals**

Your fees pay for meals from Sunday dinner through Friday lunch. Meals starting with Friday dinner and continuing through Sunday lunch are your responsibility. You may use the Field School kitchen equipment to prepare weekend meals. You must also make sure that you leave things as clean, or cleaner, than you found them. As a participant in the field school, you will be assigned to help our cook prepare meals and clean up. Everyone is expected to help out.

## **VI. Grading**

Students will be graded in four areas:

1. You will participate in a multitude of activities as a member of a five-person team. You will be graded on your contribution and teamwork based on the observations of your instructors. **20% of your grade.**
  - a. **Your team will form a working group for accomplishing various tasks. For some of these tasks a team leader may be appointed.**

**This responsibility will pass to team members on a rotating basis. The leader will be responsible for making sure that the task is completed accurately and professionally. The team leader will organize the group and assign specific responsibilities. Other members of the team are responsible for working cooperatively with the team leader and contributing to the overall task. Your grade will be based on performance as both a leader and a team member.**

2. During weeks two through five, you will be an active participant in a research project. As a member of the team, you are required to keep field notes on a daily basis. At the end of the course, you will turn in your field notes. You will receive a grade based on the thoroughness, accuracy, and clarity. Keep your field notes separate from you class notes. **30% of your grade.**
  - a. **Field notes are important because they are a permanent record of work done and personal observations. They should include who worked with you; what you did; where you did it; how long you did it; what you discovered or accomplished; what you observed in the world around you; and any sketches or illustrations that might be useful in illuminating your descriptions or observations. Think of future archaeologists using your notes to reconstruct the events that took place during our field season, how we accomplished our goals, and what you contributed to the success of the project.**
  - b. **You should discuss your daily activities with your team members, comparing observations and findings. However, copying someone else's notes is not acceptable, and will result in an "F" for this portion of the class.**
3. You will be required to complete standard site record forms for the sites you record during survey. You will also be required to fill out level record forms to document your excavations. Your team will be responsible for filling out the appropriate forms correctly, neatly, and accurately. **30% of your grade.**
  - a. **Locating and recording sites is the one of the basic objectives of cultural resource management. It provides a tool for the management and protection of sites, implementation of projects connected with federal, state, and local government, and a data base for the reconstruction of settlement patterns. It is also the first step in determining eligibility for the National Register of Historic Places.**
  - b. **Level records are the most basic permanent record we have of how things were associated when they were found during the course of excavation; they document provenience and associations.**
4. There will be a final exam consisting of 25 questions. It will cover methods and theory of survey and excavation, federal laws and regulations governing Serrano

ethnography, cultural resource management, lab techniques, and lithic and ceramic analysis. **20% of your grade.**

- a. **The test will consist of 25 multiple-choice, fill-in the blank, and true-false questions. Grading will be 22-25=A; 19-21=B; 17-18=C; 15-16=D; Less than 15=F.**

## **VII. Safety and accommodation for disabilities**

This is a field class. It will necessarily involve physical exertion and toleration of environmental extremes. Students are expected to be in sufficiently good physical condition that they can participate in our daily activities. However, safety is our main concern. Let an instructor know if you feel uncomfortable about any of our activities.

We are going to be working in a hot, xeric environment. Drink lots of water, wear a hat, and use sunscreen. If you feel faint, notify an instructor and seek shade.

There are rattlesnakes in the area. **Be aware of your surroundings** and watch where you put your hands and feet. If you are bitten, stay calm and immediately notify an instructor. There are also black bears, mountain lions, bobcats, and coyotes. Chances are that you will not see any of these animals during your stay in the Forest. But remember, bears and mountain lions can be dangerous. If confronted, **do not stare directly into their eyes, and do not run; make yourself as “big” as possible; make noise-AND DO NOT PANIC.**

## **VIII. Academic Integrity and Plagiarism**

The UCLA Catalog defines plagiarism as:

*02.01c: Plagiarism. Plagiarism includes, but is not limited to, the use of another's words or ideas as if they were one's own, including but not limited to representing, either with the intent to deceive or by the omission of the true source, part of or an entire work produced by someone other than the student, obtained by purchase or otherwise, as the student's original work or representing the identifiable but altered ideas, data, or writing of another person as if those ideas, data, or writing were the student's original work.*

The UCLA Catalog defines cheating as:

*02.01a: Cheating. Cheating includes, but is not limited to, the use of unauthorized materials, information, or study aids in any academic exercise or the failure to observe the expressed procedures or instructions of an academic exercise (e.g., examination instructions regarding alternate seating or conversation during an examination).*

Please refer to section VI (2) (b) of the syllabus for a specific example of potential plagiarism in this class. Cheating on the final exam will result in an “F” for that portion of the class.

**IX. Class Schedule:**

**Week One: June 22-26**

<b>Sunday</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>6:30 AM - 12:00 PM</b>	Review syllabus; JHA: How to read a topo map; Compass reading and orienteering	Intro to artifacts: lithics, ceramics, cans, bottles and historic artifacts ; Introduction to survey	Recording sites on Site Record Forms	Drawing a sketch map; Mapping exercise	Introduction to excavation; Introduction to laboratory.
<b>1:00-4:30 PM</b>	Field Exercise: Site visits in the Holcomb Valley; topographical map reading	Field exercise: Survey	Field exercise: record sites	Field Exercise: making a sketch map	Field Exercise: Recording Clapboard Town; NEPA and sensitive species: Scott Eliason
<b>7:00-7:45 PM</b> Welcome: Forest Staff	Skills for working in the great outdoors. Wanda Raschkow, BLM	Overview of regional archaeology (Daniel)	Native perspectives: Ernest Siva, Serrano/ Cahuilla Elder	NHPA, National Register, and the Section 106 Process (Bill)	

**Week Two: June 29- July 3**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>6:30 AM - 12:00 PM</b>	Survey/ Dig	Survey/Dig	Survey/Dig	Survey/Dig	Survey/Dig
<b>1:00-4:30 PM</b>	Dig/Survey- Site Records/lab	Dig/Survey- Site Records/lab	Dig/Survey- Site Records/lab	Dig/Survey- Site Records/lab	Dig/Survey- Site Records/lab
<b>7:00-7:45 PM</b>	Open	Mining in the San Bernardino Mtns. Tim and Kim Sweet, BBVHS	Artifact photography	Open	

**Week Three: July 6-10**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>6:30 AM - 12:00 PM</b>	Survey/Dig	Survey/Dig/	Survey/Dig	Survey/Dig	Survey/Dig
<b>1:00-4:30 PM</b>	Dig/Survey- Site Records/lab	Dig/Survey- Site Records/lab	Dig/Survey- Site Records/lab	Dig/Survey- Site Records/lab	Dig/Survey- Site Records/lab
<b>7:00-7:45 PM</b>	Settlement Patterns and Sampling (Bill)	Open	Aboriginal Trails (Daniel)	Open	

**Week Four: July 13-17**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>6:30 AM - 12:00 PM</b>	Dig/Survey	Dig/Survey	Dig/Survey	Dig/Survey	Dig/Survey: Visit by San Manuel/James Ramos
<b>1:00-4:30 PM</b>	Dig/Survey- Site Records/lab	Dig/Survey- Site Records/lab	Dig/Survey- Site Records/lab	Dig/Survey- Site Records/lab	Dig/Survey- Site Records/lab

7:00-7:45 PM	Ethnobotany (Daniel)	Open	Open	Open	
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**Week Five: July 20-24**

	Monday	Tuesday	Wednesday	Thursday	Friday
6:30 AM - 12:00 PM	Dig/ Survey	Dig/ Survey	Dig/ Survey	Backfill/Lab/Site Records	Break Camp Final exam
1:00-4:30 PM	Dig/Survey- Site Records/lab	Dig/Survey- Site Records/lab	Dig/Survey- Site Records/lab	Lab/Site Records Wrap-up; Discussion	Class Dismissed
7:00-7:45 PM	Opportunities in CRM: Cindy Arrington, SWCA	Open	Continuing your education: Dr Wes Bernardini, U. of Redlands	End of Class Celebration Dinner	

**X. Weekend Trips:**

If you decide to go on one or all of our “Weekend Trips”, you need to know that the deal is: your car, your gas, your food, your money; we pay camping fees, lead the trip, and lecture. It is advisable to carpool to save money. These ventures are purely supplemental to the course; if you wish, you are welcome to remain in camp or travel around Southern California on your own. In no way will your decision affect your grade.

**June 27-28:** Joshua Tree National Monument via Coyote Holes

**July 4-5:** Newberry Cave and Rodman Mountains; Topoc Maze (Needles);  
Colorado River Intaglios (Blythe)

**July 18 or 19:** Fish Traps; Idyllwild rock paintings (one day)

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