

**CORE 103 – The Process of Change in Science
TROJAN ARCHAEOLOGY**

T/Th 11-12:20

Lab Tuesday 12:30-2:30

Dr. Kenneth E. Seligson
Seligson@usc.edu
Office Hours: W 1-3
Office: AHF B40
Phone: (213) 740-1902

TA: Dr. Kirby Farah
Kirbyfar@usc.edu
Office Hours:
Office: GFS 215



Course Description

This course is an introduction to archaeological practice and process based right here on campus at the University of Southern California. Students will learn the foundational methods of archaeological research design and fieldwork, including techniques of survey, mapping, documentation, excavation, and artifact identification and analysis. The remit of the course also extends beyond survey tracts and excavation trenches. Students will engage with issues of visual presentation and representation, interact with professional and non-professional audiences, become familiar with political and ethical challenges, and integrate data from other sources into their research (e.g., documents, oral histories, museum collections).

Introduction, Objectives, and Outcomes

The University Park campus has been the site of the school's academic buildings since 1880. Prior to that it was farmland owned by a number of prominent early residents of Los Angeles. Even earlier, there may have been a Spanish/Mexican presence, and even before that it was home to California Native American populations for millennia. The long and varied evolution of human cultural development in the area is the reason we have chosen to excavate on campus—to learn more about the prehistory and history of the land where USC is situated.

Excavations will focus on the earliest area of the university. The original campus buildings were placed in the vicinity of Bovard and Taper Hall, including the Old College, USC's first brick structure (since torn down). Residential buildings from that era were located alongside the Old College, in the area between Bovard and the Physical Education Building. We will survey these areas and select locations to place our excavation units as we establish goals for this year's dig season. Archaeology is a collaborative discipline and everyone will have input.

The goal of this course is to introduce students to a variety of archaeological field methods and research strategies, as well as stewardship issues and sub-specialties within the discipline (primarily survey and excavation, but also archival research, geoarchaeology, digital recording, spatial analysis, and heritage management). As part of the course requirements, students will create a short video presentation, maintain a field notebook and video journal, maintain a dig blog, and create and present a final project that will include both a written and a visual component. Ultimately, this class will prepare students to navigate the entire process of archaeological research, no matter where in the world they may wish to put their skills to use.

By the end of the course you should be able to:

- Understand archival research in both print and digital formats.
- Implement methods in archaeological survey.
- Implement methods in archaeological excavation.
- Record archaeological plans and profiles manually and digitally.
- Analyze and interpret archaeological materials.
- Comprehend and appreciate the political and ethical issues of archaeological research.
- Present a completed research project related to the history of USC and its landholdings.

Course Requirements

Attendance in daily lectures and excavations is mandatory for all students, as is attendance in lab meetings when they are scheduled. Reading for each class is to be done prior to the course meeting.

Description of Assignments

You will be assessed in this course based on your short video presentation, field notebook, blog posts to the project blog, and the creation and presentation of a final project. Both your short video presentation and final project will focus on the history of USC and the university's evolving relationship with the broader LA community. The short video will include interviews with librarians, professors, and/or fellow students. Archaeology requires detailed record keeping and maintaining your field notebook is critical to your grade. Once we begin the excavation segment of the course, you will turn in your notebooks at the end of each week and they will be returned to you at the beginning of the next class meeting. Your notebook will be assessed based on the detail of your notes and thoroughness of your documentation, including technical drawings.

The class will be maintaining a blog of the dig and lab analyses that follow. An excavation in the center of campus will naturally draw a lot of curiosity. A blog will help us keep the university community and general public informed about our work. Blog posts will be crafted by your excavation team and will be graded based on content and clarity. Over the course of the dig, we will use 360° cameras in each excavation unit that can simultaneously capture interviews and the excavation, as well as people walking around the excavation. This will allow you to maintain a visual daily journal that will serve as an immersive debrief of the archaeological process and your daily finds. We will also use Virtual Reality equipment that will enable you and visitors to the site to see these interviews and documentation of the ongoing excavation in 360 immersive space.

Your final project for this course will be based on some aspect of USC history or archaeological field methods (sampling strategies, horizontal vs. vertical digging, site selection decisions, documentation methods, etc...). You will draw on your short video presentation, your field notes, as well as your daily film journals to explore the major issues surrounding your topic. Your final project will include a 10-page written paper as well as a visual component (such as a longer video presentation, conference-style poster, etc.). You will use our USC dig as a case study. You will present the results of your research to the class in the final weeks of the semester. Your final presentation should also be completed with an eye to presenting your findings to the general public.

Statement on Attendance

Attendance in all classes is mandatory. Repeated absences will negatively affect your grade especially as reflected in your field notebook grade.

Statement on Late Assignments

Notebooks must be turned in each day. If I do not receive your notebook you will receive zero credit for that day. You will be responsible for blog posts on a rotating basis. If you post within 24 hours after the set deadline you will lose 1/3 of a grade. After 24 hours you will lose a full grade each day.

Statement of Contact Hours and Out of Class Workload

The best way to reach me is through email (Seligson@usc.edu). As this is a block course, you will be seeing me every day of the week, which should allow me to address most issues you may have in person. On the weekend, please allow 24 hours for me to respond to your emails. Your out of class workload involves creating your short video presentation, maintaining your field notebook, writing blog posts, doing course readings, and working on your final project (this may include additional archival and laboratory research).

Grading Breakdown

<u>Assignment</u>	<u>% of grade</u>	<u>Due date</u>
Video Presentation	20%	
Planning Meeting		by January 25
Outline of Presentation		by February 8
Rough Drafts		by March 1
Final Version		March 22
Field notebook	20%	Weekly (during excavation)
Blog Posts	20%	Rotating (throughout course)
Project Presentation	10%	April 17-26
Final Project	30%	May 1

Grading Scale

A (94+pts), A- (90-93.9 pts), B+ (87-89.9 pts), B (84-86.9 pts), B- (80-83.9 pts), C+ (77-79.9 pts), C (74-76.9 pts), C- (70-73.9 pts), D+ (67-69.9), D (64-66.9 pts), D- (60-63.9 pts), F (59.9-0 pts) Pass (>69.9 pts).

Final grades are non-negotiable.

Statement on Archaeological Fieldwork

Archaeological fieldwork can be a physically demanding task. Students must have the physical capacity to excavate in the sun for as long as three hours per day. This will include being hunched over and working with field tools, hauling and screening buckets of dirt, and generally being active around the dig site. If you do not have this kind of energy or ability you should consider a different course as it will negatively affect your ability to complete required course goals. You should be sure to carry enough water to stay hydrated during excavation days and you may consider wearing gloves to prevent blisters from excavation tools.

Required Readings

There are two required books for this course:

Epting, Charles

2013 *University Park Los Angeles: A Brief History*. The History Press, Charleston, SC.

Stewart, R. Michael

2010 *Archaeology: Basic Field Methods*. Kendall Hunt Publishing.

Course Schedule

Wk	Date	Meeting Topics	Readings	LAB
1	1/9	Introduction to the Course and to Archaeological Fieldwork		Short Lab
	1/11	Introduction to the Archaeology of Southern California	Stewart ch. 1, 4	
2	1/16	A Brief History of Los Angeles and the University of Southern California	Epting ch. 1, 2	Short Lab
	1/18	USC Archives with Claude Zachary and Suzanne Noruschat	Epting ch. 3, 4	
3	1/23	Ground-based Remote Sensing in Archaeology	Stewart ch. 5	Geophysical Survey of Dig Site
	1/25	Geophysical Results and Introduction Total Station Mapping	Stewart ch. 6	
MEET WITH DR. SELIGSON TO DISCUSS SHORT VIDEO PROPOSAL				
4	1/30	Site Mapping using Total Station, Results and Final Excavation Plan	Stewart ch. 2, 3	Total Station Map of Dig Site
	2/1	Excavation Day #1		
5	2/6	Excavation Day #2 - Field Documentation Standards	Stewart Ch. 8, 9; Epting ch. 3	Excavation
	2/8	Excavation Day #3		
OUTLINE OF SHORT VIDEO PRESENTATION DUE				

Wk	Date	Meeting Topics	Readings	LAB
6	2/13	Excavation Day #4 - Sediments, Soils, and Geomorphology	Stewart ch. 7	Excavation
	2/14	Excavation Day #5		
7	2/20	Excavation Day #6	Epting ch. 4, 5	Excavation
	2/21	Excavation Day #7		
8	2/27	Excavation Day #8	Epting ch. 6	Excavation
	3/1	Excavation Day #9 – Final Day, Backfilling	Epting ch. 7	
DRAFT OF SHORT VIDEO PRESENTATION DUE				
9	3/6	USC's ARCLab and Artifact Curation with Professor Lynn Dodd		Short Lab
	3/8	Planning Research Projects		
10		NO CLASS – SPRING BREAK		
11	3/20	GIS in Archaeology	Epting Ch. 8; Prufer and Thompson 2016	GIS Lab
	3/22	Analysis and Interpretation	Stewart ch. 10	
SHORT VIDEO PRESENTATION FINAL VERSION DUE				
12	3/27	Ethics and Global Heritage	Stewart Appendix 1; Brodie and Renfrew 2005	Optional ArcLab Time
	3/29	Ethics and Indigenous Archaeology	Echo-Hawk 2000; Coleman 2013	

Wk	Date	Meeting Topics	Readings	LAB
13	4/3	Archaeologies of Identity	Meskell 2007; Wylie 2007	Optional ArcLab Time
	4/5	Archaeology and Politics	Rowlands 2007; Meskell 2002	
14	4/10	Analysis and Interpretation	TBD	Optional ArcLab Time
	4/12	No Lecture	TBD	
15	4/17	Student Presentations		Optional ArcLab Time
	4/19	Student Presentations		
16	4/24	Student Presentations		
	4/26	Student Presentations		
	5/1	FINAL PROJECT DUE		

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu> or to the *Department of Public Safety* <http://adminopsnet.usc.edu/departments/departments-public-safety>. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <http://sarc.usc.edu> describes reporting options and other resources.

Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.