GESM 130
TROJAN ARCHAEOLOGY: THE ARCHAEOLOGY OF US
T/Th 11-12:20, VKC 254

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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, and artifact identification and analysis. Students will become familiar with the archaeological history of the University Park neighborhood and Southern California more broadly. The remit of the course also extends beyond survey tracts and artifact analysis. 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). The course will involve trips to museums and archaeological sites around Los Angeles.

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 conduct archival research and archaeological surveys right here on campus—to learn more about the prehistory and history of the land where USC is situated.

One of the main course projects will be to plan a professional archaeological project from start to finish. We will begin with archival research in collaboration with the USC Special Collections staff. Next, archaeological and remote sensing surveys 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 where we would place excavation units. Archaeology is a collaborative discipline and everyone will have input. While we will not be conducting actual excavations, the recovery of artifacts during the construction of the University Village complex last year allows for students to analyze similar materials to those that would have been recovered from an excavation on campus.

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 write an analytical report, maintain a field notebook, write blog posts, 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 students should be able to:
- Understand archival research in both print and digital formats.
- Implement methods in archaeological survey.
- 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 weekly class meetings is mandatory for all students. Repeated absences will negatively affect your grade. The best way to reach me is through email (seligson@usc.edu). I will try to respond to your email within 24 hours. The writing assignments (including the blog posts) will be turned in online using Blackboard (via the TurnItIn system), and will be due in by 11:59pm PST on the assigned date. Assignments handed in one day late will lose 1/3 of a letter grade (e.g. B+ becomes B). Each additional day late will result in the loss of a full letter grade.

Description of Assignments
You will be assessed in this course based on your short analytical report, excavation proposal, blog posts to the class blog, two exams, and the creation and presentation of a final project. Your analytical report will address an archaeological or historical issue relating to the development of Los Angeles and/or the University Park neighborhood specifically. It will be 1000-1300 words (approximately 4 pages in length). Your excavation proposal will involve creating a detailed plan for an excavation somewhere in campus or in the neighborhood based on the preliminary survey exercises we will do as a class.

The class will be maintaining a blog about research and survey work. You will be responsible for at least two short entries (~300 words each) complete with images. The midterm and final exam will cover information from class meetings and the assigned readings. Your final project will focus on the archaeological history of USC or Los Angeles more broadly. Your final project will include either a written paper or a non-essay option (such as a video documentary, digital comic book, photo blog or conference-level research poster, to name a few). You will need to discuss your idea for your final project with Prof. Seligson by the 8th week of class. 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.

Grading Breakdown

Assignment	% of grade	Due date
Participation	5%	Ongoing
Analytical Report	15%	Feb. 7
Midterm Exam	15%	Feb. 26
Excavation Proposal	15%	March 28
Blog Posts	10%	Ongoing
Project Presentation	5%	Weeks 14-16
Final Project	20%	May 1
Final Exam	15%	May 7

Required Readings
There are two required books for this course:

1. Epting, Charles, 2013, *University Park Los Angeles: A Brief History*. The History Press, Charleston, SC.
2. Fagan, Brian, 2003, *Before California: An Archaeologist Looks at Our Earliest Inhabitants*. Rowman & Littlefield; Lanham, MD.

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.

Course Schedule

Wk	Date	Meeting Topic	Readings
1	1/8	Introduction to the Course	
	1/10	Introduction to Archaeology	Fagan ch. 1
2	1/15	Archaeology of Southern California I	Fagan ch. 2, 3
	1/17	Archaeology of Southern California II and Discussion	Fagan ch. 4, 5
3	1/22	California: 1491	Epting ch. 1, 2
	1/24	A Brief History of Los Angeles and the University of Southern California	Epting, 3, 4
4	1/29	USC Archives with Suzanne Noruschat	Epting ch. 5, 6, 7
	1/31	A Brief History Continued and Discussion	Epting ch 8, 9
5	2/5	Archaeological Survey Methods and Ground-Truthing Exercise	Stewart 2002 Survey Chapter excerpt; USC Master Plans Archive
	2/7	Remote Sensing **Analytical Report Due**	Garrison et al. 2016; Prufer and Thompson 2016; Canuto et al. 2018
6	2/12	Surface Collection: Site X	Harrison 2011
	2/14	Survey and Surface Collection Discussion	
7	2/19	USC Village artifacts with Prof. Dodd	Herstik 2017; Engel 2014
	2/21	Midterm Exam Review	
8	2/26	**Midterm Exam**	
	2/28	Natural History Museum Visit: Becoming L.A. Exhibit	Gumprecht 1997
9	3/5	USC's ARCLab and Artifact Curation	De Pastino 2014; Pettas 2016

	3/7	Indigenous Archaeology	Jurmain and McCawley 2009
10		NO CLASS – SPRING BREAK	
11	3/19	History of Change in Archaeology I	Fagan 2005 ch. 1-4
	3/21	History of Change in Archaeology II	Fagan 2005 ch. 5-7
12	3/26	Garbology	Rathje 1974; Rathje et al. 1992
	3/28	Ethics and Global Heritage **Excavation Proposal Due**	Stewart 2002 Appendix 1; Brodie and Renfrew 2005; Kelley et al. 2011
13	4/2	Archaeology and Politics	Rowlands 2007; Meskell 2002
	4/4	The Ins and Outs of Archaeological Fieldwork	Burke et al. 2004; Stewart 2002
	4/5	Trip: San Gabriel Mission (or Catalina Island)	Valdez 2004; Guerrero 2010
14	4/9	Student Presentations	
	4/11	No Class – Work on Final Projects	
15	4/16	Student Presentations	
	4/18	Student Presentations	
16	4/23	Student Presentations	
	4/24	No Class – Work on Final Projects	
	5/1	**FINAL PROJECT DUE**	
	5/7	**FINAL EXAM 11AM – 1PM**	

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/department/department-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.