Applied Archaeology
ANTH 457/557

Professor Mark Hill
Classroom: Burkhardt 316
Time: MWF 12:00-12:50
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Office Hours: MWF 1:00 to 2:00 or by appointment

Course Description

Applied archaeology is the application of archaeological research and its results to address contemporary human problems (for more information, see the Society for American Archaeology). This can take many forms, such as the use of archaeological sites for tourism and economic development, using archaeological research to understand human and ecosystem interactions, public education, and identifying and preserving sites that are important to communities or the nation. Today, most archaeologists work in one part of applied archaeology known as Cultural Resource Management (CRM). This course will introduce you to the field of applied archaeology and explore in-depth the field of cultural resource management.

Course Objectives

At the end of this semester you will have gained an awareness of how archaeology can be used to address contemporary issues. In particular, you will have gained a working knowledge of cultural resource management, including a detailed knowledge of the laws, regulations, and policies – and the reasons behind them – that shape the field of CRM. You will also gain experience in planning and conducting archaeological projects, and learn the basics of assessing the values of archaeological resources.

Readings and Texts

There are two required textbooks:

King, Thomas F.
XXXX   *Cultural Resource Laws and Practice: An Introductory Guide* (3rd Edition). AltaMira Press, Walnut Creek, California

Neumann, Thomas W., and Robert M. Sanford
XXXX   *Practicing Archaeology: A Training Manual for Cultural Resources Archaeology* (2nd Edition) AltaMira Press, Walnut Creek, California.

These texts will be supplemented with additional required and optional readings. Reading the assigned text and supplemental readings before class is expected.

Blackboard

This course will be on Blackboard. There will be additional resources posted there, including the text of important laws and regulations, which will prove useful to you during the semester. Teamwork is an important aspect of working in archaeology, and the Blackboard site should be used to help coordinate and communicate team activities. Use it to post ideas, sources, and discussions to help your team members and fellow students.

Course Requirements

The course will be presented in lectures, readings, student presentations, and in-class discussion. Lectures will introduce key concepts and will complement the assigned readings. Readings must be completed before class and will be discussed in class. The class will also feature a class project, student presentations and discussion, two exams, and one paper.   Attendance is expected. If you are unable to attend a class you must make arrangements with the instructor.

Archaeology in general and Cultural Resource Management, in particular, rely on teamwork. During this semester, you will be engaged in a class project with a series of steps. The project is a cultural resource management one, and the steps include 1) assessing what the National Environmental Policy Act requires, 2) assessing what the National Historic Preservation Act requires, 3) assessing the requirements of other Federal and State laws, 4) preparing the project plan and bid, 5) researching the project cultural and environmental background, 6) documenting efforts, methods, and results of identifying archaeological sites that are present, and 7) documenting the efforts, methods, and results of evaluating the significance of archaeological sites in the project area. Each step will be carried out by a team of undergraduate and graduate students. Successful completion of this project will require all students to participate and contribute.

Undergraduate Student Requirements

For this class, Undergraduate students will complete two exams, one paper, and will serve as team members for each of the seven teams that are needed to complete the class project. The exams will cover the various laws that direct cultural resource management activities in the United States, and will consist of multiple choice, short answer, and essay questions. Be prepared to write, formulate answers, and defend your answer in the essay questions. Each exam is worth 75 points. Make up exams will only be allowed if I have been notified in advance of the exam period and when accompanied by a documented medical excuse or pursuant to University policy.

The paper will explore an aspect of Applied Archaeology that is of interest to you. Possible subjects include the value of archaeological resources to communities, heritage tourism and economic development, the legal foundations for CRM, an aspect of the CRM process, or a particular CRM project that you found interesting or innovative. You will critically explore your subject in a five page paper, 11 or 12 point font, double spaced with one inch margins. References must be used appropriately in-text, and a separate "references cited" page must be attached to your paper. Use the Society for American Archaeology Style Guide for citation format (available at http://www.saa.org/AbouttheSociety/Publications/StyleGuide/tabid/984/Default.aspx). Figures, maps, and other needed graphics will also be attached to the five page paper, and do not count in the total pages.   This paper will be due on April 25 so you have most of the semester to work on it. However, DON'T WAIT UNTIL THE LAST MINUTE! The paper is

worth 100 points (25% of your grade) and will be graded as though you had the entire semester to work on it – and you do! Get started now! Additional information will be provided in a separate hand out.

Each undergraduate student will be a team member on one of the seven teams for the class project. As a team member, you will be directed by your team leader to complete a critical part of the team's assignment and to help prepare the team's presentation and written report. Each team will present one in-class presentation and will contribute to the final project presentation at the end of the semester. This assignment is worth 50 points and your score will be partially based on anonymous peer evaluations and partially by the instructor.

Your team will also work with all the other teams to compile the final project report and prepare the final project presentation at the end of the semester. The final project report and presentation are worth up to 100 points (25% of your grade). Again, your score will be based partially on anonymous peer evaluations combined with the instructor's evaluation.

Graduate Student Requirements

Graduate students will complete two exams, one paper, and will serve as team leaders for each of the seven teams that are needed to complete the class project. The exams will cover the various laws that direct cultural resource management activities in the United States, and will consist of multiple choice, short answer, and essay questions. Be prepared to write, formulate answers, and defend your answer in the essay questions. Each exam is worth 75 points (15% of your grade). Make up exams will only be allowed if I have been notified in advance of the exam period and when accompanied by a documented medical excuse or pursuant to University policy.

You will serve as the team leader for one of the seven teams completing the class project. Your role as team leader is critical, and is much like being an archaeologist directing crews on real CRM projects. Your team will have one assigned task which contributes to the overall project, and you will direct your undergraduate team members to help you complete this task. You will direct your team in a 15 minute presentation of your results in class. Powerpoint presentations are strongly encouraged! This assignment is worth up to 100 points (20% of your grade), and your score will be compiled partially from anonymous peer evaluations combined with the evaluation of the instructor.

After your team's class presentation, you will be responsible for leading an in-class discussion on the process and results of your team's contribution. You will prepare a list of no fewer than three discussion topics or questions and distribute those to the class, then lead a 15 minute discussion. Discussion topics may include assessing the importance of cultural resources to communities and others, interpretations and conflicts of various laws, different approaches to project planning, different interpretations of project results and recommendations, or other issues. This in-class discussion will provide material you will need later for revising your paper (see next paragraph), and you will be held to a 15 minute presentation and a 15 minute discussion so plan accordingly.

One week after your in-class presentation, you will turn in a draft team report for my review. Think of me as the Principal Investigator for this project. I will review your draft and return a marked-up copy to you for revisions. This counts as your paper, and must be a minimum of five pages (longer if necessary), double-spaced, 11 or 12 point font with one inch margins. References must be used appropriately in-text, and a separate "references

cited" page must be attached to your paper. Use the Society for American Archaeology Style Guide for citation format (available at http://www.saa.org/AbouttheSociety/Publications/StyleGuide/tabid/984/Default.aspx). Figures, maps, and other needed graphics will also be attached to the five page paper, and do not count in the total pages. This draft report is worth 100 points (20% of your grade).

You will revise this paper in accordance with the issues raised in the class discussion and with the instructor's review comments. This revised paper will constitute a chapter in the final project report, and will count for 50 points (10% of your grade).

You will work with the other team leaders to compile each of the chapters into a completed project report. You and the other teams will present your final report to the class during the last week of the semester. As with the other presentations, you are encouraged to use Powerpoint for a 15 minute summary presentation of the entire class project. You will work with each of the other team leaders to then compile a set of no fewer than 7 discussion questions and use those questions to lead a 15 minute in-class discussion of the project results. This project is worth 100 points (20% of your grade), and your score will be based partially on anonymous peer evaluations combined with the instructor's evaluation.

Late Assignments
Late papers will be penalized 10% for every day they are late. Emailed papers and other electronic submissions will not be accepted, you are responsible for turning in a printed paper to the instructor.

Since much of this class involves team participation, students are strongly encouraged to complete their assignments on time. Remember that your contribution to the class project is also being evaluated by your peers!

Presentations will be held on the day they are scheduled. If you are not ready on that date, the presentation will take place with the materials you have and your score will reflect any deficiencies. Missed presentations will not be made up later and all team members will receive a score of "0" for that assignment.

Grading
All grading will be based on your exams, presentations, and papers. Undergraduate students will have maximum of 400 points available (two exams @75 pts each, one paper @ 100 pts, one presentation @50 points, and the completed final project @100 pts). Graduate students will have a maximum of 500 points available (two exams @75 pts each, one paper @ 100 pts, one team presentation @ 100 pts, one revised paper/chapter @ 50 pts, and one completed final project @100 pts). Grading will not be done on the curve, but will be based upon a percentage of the total available points. Grades will be assigned as follows:

Undergraduate Students:

A ≥372 (93%)	B+ 348-359½ (87%)	C+ 308-319½ (77%)	D+ 268-279½(67%)
A- 360-371½(90%)	B 332-347½ (83%)	C 292-307½ (73%)	D 240-267½(60%)
	B- 320-331½ (80%)	C- 280-291½ (70%)	Fail <240 (<60%)

Graduate Students:

A ≥465 (93%)	B+ 435-449½ (87%)	C+ 385-399½ (77%)	D+ 335-349½ (67%)
A- 450-464½ (90%)	B 415-434½ (83%)	C 365-384½ (73%)	D 300-334½ (60%)
	B- 400-414½ (80%)	C- 350-364½ (70%)	Fail <300 (<60%)

Academic Honesty

Students are expected to uphold the Ball State University standard for conduct relating to academic integrity. Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity shall be that their submitted work, examinations, reports, and projects MUST BE THEIR OWN WORK. Make sure to cite all sources. Plagiarism of any sort, whether of the "word for word" variety, paraphrasing, or "mosaic" plagiarism, is unacceptable and unethical. Any student found plagiarizing will FAIL the course. IGNORANCE IS NO EXCUSE.

Guidelines for how and when to cite will be made available to students. Citations in this course will follow the Society for American Archaeology style, and more can be learned about that citation format at the SAA website (www.saa.org).

All occurrences of academic misconduct will be dealt with in accordance with the Student Academic Ethics Policy guidelines and procedures outlined at http://www.bsu.edu/sa/article/0,1375,207457-14207-3419,00.html

Disabilities

Reasonable accommodations are available for students with a documented disability. If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

TENTATIVE COURSE SCHEDULE

WEEK 1:   **INTRODUCTION TO APPLIED ARCHAEOLOGY**
January 10, 12, and 14
Readings: King, Chapter 1
               Neumann and Sanford, Chapter 1

WEEK 2:   **HISTORY OF FEDERAL LAWS, AND THE PLAYERS IN CULTURAL RESOURCE MANAGEMENT**
January 19, 21 (MLK Day January 17, No Class)
Readings: King, Chapters 2 and 3

WEEK 3:   **CULTURAL RESOURCE LAWS AND PRACTICE: NEPA**
January 24, 26, and 28
Readings: King, Chapter 4
               Neumann and Sanford, pp 48-49

WEEK 4:   **CULTURAL RESOURCE LAWS AND PRACTICE: NHPA**
January 31, February 2, and 4
Readings: King, Chapter 5
               Neumann and Sanford, pp 27-48
Presentation, January 31: *Class Project NEPA Requirements*

WEEK 5:   **CULTURAL RESOURCE LAWS AND PRACTICE: NHPA continued**
February 7, 9, and 11
Readings: King, Chapter 5
               Neumann and Sanford, pp 27-48

WEEK 6:   **CULTURAL RESOURCE LAWS AND PRACTICE: OTHER LAWS, EXECUTIVE ORDERS, STANDARDS AND GUIDELINES**
February 14, 16, and 18
Readings: King, Chapter 6
               Neumann and Sanford, pp 50-54
Presentation, February 14: *Class Project NHPA Requirements*
EXAM 1: February 18

WEEK 7:   **COMPREHENSIVE CULTURAL RESOURCE MANAGEMENT AND PLANNING: IMPACT ASSESSMENT AND MANAGEMENT PLANNING**
February 21, 23, and 25
Readings: King, Chapters 7 and 8
Presentation, February 21: *Class Project State and Other Law Requirements*

WEEK 8:   **PRACTICING ARCHAEOLOGY: PROJECT INITIATION, CONTRACTING AND PROPOSALS**
February 28, March 2, and 4
Readings: Neumann and Sanford, Chapter 3
Guest Lecture: Chris Keller of the Applied Archaeology Laboratories will discuss project planning and bid preparation.

WEEK 9:   **SPRING BREAK March 7-11 NO CLASS**

WEEK 10:   **PRACTICING ARCHAEOLOGY: PROJECT BACKGROUND AND PREFIELD**
March 14, 16, and 18
Readings: Neumann and Sanford, Chapter 4
Presentation, March 18: *Class Project Bid Proposal*

WEEK 11:   **PRACTICING ARCHAEOLOGY: IDENTIFICATION OF POTENTIAL HISTORIC PROPERTIES**
March 21, 23, and 25
Readings: Neumann and Sanford, Chapter 5
Lab Assignment, March 25: Prefield and SHAARD

WEEK 12:   **PRACTICING ARCHAEOLOGY:**
March 28, 30 and April 1 (No Class Wednesday and Friday due to SfAA Conference)
Presentation, March 28: *Prefield Results*

WEEK 13:   **PRACTICING ARCHAEOLOGY: TESTING AND EVALUATION**
April 4, 6, and 8
Readings: Neumann and Sanford, Chapter 5

WEEK 14:   **PRACTICING ARCHAEOLOGY: OUT OF THE FIELD AND INTO THE LAB**
April 11, 13, and 15
Readings: Neumann and Sanford, Chapter x
Presentation, April 11: *Class Project Phase I Results*

WEEK 15:   **PRACTICING ARCHAEOLOGY: MITIGATION AND DATA RECOVERY**
April 18, 20, and 22
Readings: Neumann and Sanford, Chapter 7
Presentation, April 18: *Class Project Testing Results*

WEEK 16:   **PRACTICING ARCHAEOLOGY: ASSESSMENT, REPORTING AND REVIEW**
April 25, 27, and 29
Readings: Neumann and Sanford, Chapter 9
Presentation, April 29: *FINAL PROJECT PRESENTATION (All Students)*

FINALS WEEK: FINAL EXAM Tuesday May 3, 12:00 to 2:00 in BB316