**LOCAL ARCHAEOLOGICAL PRACTICES**  
**ANTHROPOLOGY 480**

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**Class Syllabus**

*Local Archaeological practices:*  
*Indiana Jones*-archaeology as portrayed in Hollywood. Would *Indiana Jones* find “lost” treasures in California? Archaeologically Southern California is an extremely complex area containing multiple Native American groups, a number of historic populations, and varied resources. Although San Diego has a rich and diverse archaeological history, it is often difficult to determine or even understand the complexity of the archaeological record. This course offers a cross cultural exploration of local archaeological practices. Going beyond the *Indian Jones syndrome*, we will examine the day-to-day practices associated with local archaeology. In doing so, the student will be exposed to federal, state, and local laws, archaeological practices and Native American views that help determine what resources are considered significant.

**Course Objectives:**

- Understand the basics of archaeological research; engage with professional archaeologists and Native American communities to learn site research methods, identification, and documentation of material culture
- Identify the types of archaeological resources present in Southern California, with an emphasis on the San Diego area
- Provide exposure to local archaeological resources and research goals
- Review local Native American and historic background
- Provide an understanding of the legislation that drives local archaeological practices
- Employ a regional and cross-cultural viewpoint in discussing local archaeological issues

The course is divided into 3 segments. The first presents a background to archaeology, site and artifact identification, identification of cultural groups, historic context, and local archaeological resources. The second section focuses on CRM (Cultural Resource Management) Archaeology- how CRM archaeologists operate in the field, the phases of CRM archaeology, and what happens to the data once the project is over. The third section covers preservation, ethics, and specific case studies. Students will write a proposal/brief archaeological research project. An important goal for this course will be to explore the connection between archaeological field work and interpretation.

**Prerequisites:** Anthro 200; also offered as NATV 480

**Course Schedule:** come to class having read the assigned reading for that week.
WEEK 1

Introduction - What is Archaeology


Anthropology and archaeology - intersection and overlap. What are the different kinds of archaeology and how did each originate?

Reading: Macaulay Motel of the Mysteries

WEEK 2

General Goals of Archaeology/Different Archaeological Perspectives

What happened and when; why and how things might have happened; reconstructing and interpreting the past

Discuss: Motel of the Mysteries - what type of conclusions can be derived from archaeological data? How is your perception of meaning or significance altered by your own personal backgrounds?

Read: James Deetz In Small Things Forgotten (Week 3 through 5)

WEEK 3

People, places, and Time

Who, when and for how long?

Discussion: Known pre-history for Southern California/ San Diego Area. What type of information/data is needed to develop culture history. What do we really know from the archaeological record?

What types of archaeological resources are associated with the various known time periods for San Diego?

Native American Viewpoint of Archaeological history

Read: Selected Cultural Histories (provided by instructor)

Guest Speaker: Representative of the Luiseno Band
WEEK 4

Identification of Prehistoric Artifacts- Their Role in Interpreting Site Function

Basic introduction to how artifacts are classified, typologies that are used, types of data that are studied.

Ethnographies and culture- what do you really find in the archaeological record

Discussion: Development of culture histories

Field Trip- San Diego County Archaeological Center

WEEK 5

Buildings, walls, and trash pits- Identification of Historic Resources

The built-environment, structures and buildings; historic settlement patterns for Southern California

Guest Speaker: Historic Resources of San Diego

Discussion- Defining historic sites

WEEK 6

Identification of Historic Artifacts

What types of artifacts are preserved in the archaeological record. Do we need historic artifacts when there is a written history of the time period?

Discussion: Artifacts and Culture History; discuss James Deetz book

Discuss: Midterm format

WEEK 7

MIDTERM

WEEK 8

So You Have an Archaeological Site
DPR Site Forms- Introduction to State Clearinghouse, California site forms, guidelines for recording a site

Readings- Selected archaeology reports (provide by instructor)

WEEK 9

Introducing The Players in CRM: Administrators/Regulators, Private Sectors, Archaeologists, Native Americans, Interested Public Parties

Archaeology and “Law”:- Procedure and Practice

National Environmental Policy Act, Section 106, Native American Graves Protection and Repatriation Act; Assessing Site Significance.

The National Register of Historic Preservation. National Register Forms and Guidelines

Readings: Thomas King: Cultural Resource Laws and Practice (pp 1-59)

Guest Speaker- to be announced in class

WEEK 10

Archaeology and the “Law” cont.

What are the ethical issues involved in CRM? What do we mean by curation, materials conservation, and collections management?

State Guidelines- California Environmental Quality Act (CEQA), City guidelines for documenting archaeological resources

Readings: Thomas King: Cultural Resource Laws and Practice (read pp 60-92)

Guest Speaker- to be announced in class

WEEK 11

Site Evaluations- testing of archaeological resources; developing Research Designs

Readings: Thomas King: Cultural Resource Laws and Practice (complete)
WEEK 12

Case Studies

Guest Speaker to be announced

WEEK 13

Case Studies

Guest Speaker to be announced

WEEK 14

Contracting and Administration

Contract archaeology, government administration, public and government review- role of the SHPO, TPO, and defining significance. What resources are preserved or are considered “important”?

Native American involvement in the decision-making process

Guest Speaker to be announced

Readings: Complete

WEEK 15

General Review

WEEK 16

FINAL EXAM
Texts:
Deetz, James (1977) *In Small Things Forgotten: Archaeology of Early American Life*


Macaulay, David (1979) *Motel of the Mysteries*

Evaluation

The best way to succeed in this course is to be present at all class meetings. The required readings only serve as a backdrop or introduction to the subject. Class discussions will help set the direction and depth of the topics that will be examined. Guest speakers will offer personal perspective on how government, state, Forest Service, and local jurisdictions interpret the various resource management laws. Field trips will be taken to local archaeological sites.

Assignments and Grade Evaluation:

- Research Paper: (20%)
  
  A hypothetical archaeological site will be developed in class. Each student will define the complexity of the site, time period, and location. The research design will include a detailed background of your site, cultural background, what type of archaeological tests can be conducted, and anticipated results. More detailed instructions will be provided during the semester.

- Midterm Exam (25%)
- Final Exam (40%)
- Class Participation (15%)

Exams are based on readings, lectures, discussions, guest speakers, case studies, and videos. The way to excel in this course is to be present at all class meetings. Exams will be open book and open notes and will consist of several essay questions.

Make-up will be arranged for missed exams. Extra-credit can be earned by attending outside events and meetings that will be announced in class.

Academic Honesty Policy: each student shall maintain academic honesty in the conduct of his or her studies and other learning activities at SDUSM. The integrity of this academic institution and the quality of the education provided are based on the principle of academic honesty. (see Catalog pg 77 for full discussion).