Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: John Torres **Date:** 12/17/2020

Department	Subject	Course Number	Title
Anthropology	Anthropology ANTH	510	Archaeological Survey (formerly ANTH-215)

Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units	Lab Units	Total Units
1.00	2.00	3.00
Lecture Contact Hours	**Lab Contact Hours**	**Total Contact Hours**
16.00 - 18.00	96.00 - 108.00	112.00 - 126.00
Lecture Homework Hours	**Lab Homework Hours**	**Total Learning Hours**
32.00 - 36.00	0	144.00-162.00

Stand Alone:

Stand Alone

AA/AS Degree General Ed Breadth Area(s):

-none-

General Education Justification:

Maximum Enrollment: 18

Maximum Enrollment Justification:

Course requires significant individualized instruction or assessment â€“ check all that apply:

* Course relies on small group dynamics as a means of instruction or assessment.
* Course requires that each student be evaluated individually on a set of skills more than twice per semester.

	Course has safety or compliance factors which influence the enrollment cap â€“ check all that apply: *** Course has safety or health reasons that the class should have a non-standard enrollment cap.** **Justification: This course is an experiential learning class that require students to work closely together with tools and in cramped conditions. It is safer to have small class-sizes in order to maintain OSHA standards. During field work, excavation units can be far from each other and in order to fairly evaluate each group of student, it is best to have a small class size.**
Grading Method:	**Letter Grade or P/NP**
TOP code:	**2202.20**

Can be Taken 1 **time(s) for credit** (max 4)

- [ ] - Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- [ ] - Intercollegiate athletics course
- [ ] - Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (**75 words** or less in gray box below).

This course prepares students to professionally identify, locate, record and assess significance archaeological sites. Use of compass, GPS, and topographic maps will be stressed. This is an active field class which may require strenuous walking over rough terrain.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (**25 words** or less in gray box below).

This course prepares students to identify, assess, record and archaeological sites professionally. This active field class may require strenuous walking over rough terrain.

Need for the course:

This course helps to prepare students for entry-level positions in archaeological contracting firms and public agencies. Our field school classes are unique for a community college and it provides an opportunity for affordable training that can lead to an important career in Cultural Resource Management. â€œThis course is the only course in the region that offers accessible and affordable field survey training outside of four-year degree programs. In general, students typically gain field survey training through a fieldschool, often very expensive and open only to students enrolled at a four-year University. This course will train students to work as a field survey technician, a position that is in high demand in the Inland Empire region. Requirements for a field survey technician position are field survey, field excavation and lab

processing courses, and salary schedules for a field survey technician range from $42,000 to $62,000/year. This course provides hands-on training in archaeology field methods, the practical application of archaeology theory and method to the common issues encountered at heritage sites. Such training is required for students seeking work as archaeologists in Federal or State (CA) entities or private archaeology firms. This training is also a common prerequisite for participation in archaeology field schools, which may be required to secure employment as an archaeology field technician or elsewhere in the disciplines of archaeology, paleontology, or museum studies. This course counts as an elective for the AA-T and an elective requirement for the AA in Art under area B: Social and Behavioral Sciences.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

- ANTH 115 with a Grade of C or better. or
- ANTH 104 with a Grade of C or better. or

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:

1. Assess and recognize landscape features likely to have been used by humans and identify archaeological clues about precontact and/or historic period land.
2. Examine previously recorded archaeological sites in the field by following topographic maps and description on California Historic Resource Inventory System (CHRIS) site recordation forms
3. Evaluate archaeological sites accurately and plot them correctly on topographic maps. This includes making an accurate surface sketch map.
4. Formulate a research design for a pedestrian survey classify any potential resources by correctly employing compass and/or GPS technology.
5. Compose a professional archaeological reports using the vocabulary of professional archaeologists to describe survey strategies.
6. Organize archaeological and environmental data with the use of relational database software for professional report writing.
7. Discriminate between different survey strategies and sampling techniques in order to select those appropriate to particular landscape and/or to particular research problems.
8. Prepare a California Historic Resource Inventory System archaeological site form including sketch map and site location map

Course Content:

(please number the outline of main topics and subtopics)

1) Artifact-Environment relationships
    a. Geological and geographic features (natural features)
    b. Impacts of plant and animal on landscapes
        1. Bioturbation and finding disturbed soils
            1. Specific animals and plants species alter landscapes in ways that suggest the presence of archaeological sites
    c. Human altered physical environments.
2) Archaeological survey
    a. Learning metric lengths and area
    b. Learning one's walking pace
    c. Pedestrian field survey methods
    d. Mapping and recording archaeological sites and other types of cultural resources
    e. Identifying, locating, mapping, and recording unknown sites
    f. Use of survey tools
        1. Compass
            1. Setting and understanding declination
        2. Topographic maps
            1. Understanding different coordinate systems
                1. UTMs
                2. DMS, Lat/Long
                3. MGRS
            2. USGS Maps
                1. Hardcopy
                2. Digital – DEM and DRG
        3. Legal description maps
        4. Other kinds of maps
        5. GPS and mobile device GPS
3) Sampling techniques
        1. Reasons to sample
        2. When to sample
        3. Various sampling techniques
4) Geographic Information System
        1. Arc-GIS
        2. Arc-Info
        3. Georeferencing
5) Professional reporting of cultural resource finds
        1. Making a sketch map with pace and tape/compass
        2. Plotting location on USGS map
        3. Completing State CHRIS forms
        4. Report writing

Lab Content:

(please number the outline of main topics and subtopics)

1. Introduction to landscape characteristics & topography
2. Bioturbation and animal and plant impacts on cultural resources
3. Identifying human use of landscapes
    A. Artifacts
        1. Lithics artifacts vs. broken rocks
        2. Milling stones vs. rounded rocks
        3. Identifying pottery
        4. Dating Historical artifacts
        5. Other special features
    B. Various archaeological site types

1. Lithic scatters
2. Camp sites vs Base camps
3. Mining camps
4. Farmsteads
5. Plant processing locations
6. Other

4. Strategies for locating oneself in the landscape
   A. Compass
   B. GPS and mobile device GPS
   C. Maps
5. Strategies for Mapping
   A. Pace mapping
   B. Topographic contour mapping
   C. Submeter GPS mapping
6. Recording locations of artifacts and sites on maps
7. Reporting results of archaeological surveys
   A. Final map production
   B. Report writing
   C. CHRIS forms

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Field Experience
  Integration: Field experience will teach students to use their many of their senses the differences between natural and archaeological features. Also, seeing sites in their environmental setting develop a sense the cultural ecology of place.
- **Method:** Activity
  Integration: Activities such as mapping exercises and geolocating oneself will teach students important recording and safety skills. This will require using GPS and compass equipment and phone apps as well as paper USGS maps. Plants, animal, soil and geological feature recognition are other activities used in the field.
- **Method:** Discussion
  Integration: Discussion encourages the development of appropriate professional vocabulary as well as critical thinking about survey and mapping in archaeology. Discussion supports and integrates every Learning Objective because it allows for constant exchange of information and for guidance and direction in each lab and lecture process.
- **Method:** Lecture
  Integration: Lecture is important for the introduction of various concepts and for providing basic information about precontact and historical archaeological artifacts, geofacts, geographic and geological topography, archaeological survey and mapping, as well as the tools for these activities.
- **Method:** Papers and Reports
  Integration: Papers and report writing will teach skills on how to describe archaeological survey methodologies and the describe the results thereafter. This includes learning how to accurately complete California Historical Resource Inventory System (CHRIS) forms which are required official forms for the reporting of cultural resources. This skill is required for all archaeological technician working for private companies or government agencies in the cultural resource management profession.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Projects
  Integration: Mapping projects will be checked for accuracy as well as for the proper use of mapping symbols and terms. This assessment relates to locating sites in the field and to recording their location correctly on

maps as well as finding oneself on a map or GPS unit. Outside field practicum is a common way to assess these skills.

- **Method:** Class Work
  Integration: Class work will include participation in survey activities in the field. This will be assessed for attention to the methods of survey, ability to correctly label and describe topographic and archaeological features observed, and attention paid to directions given in the field. Outside and inside practicum are common ways to assess these skills. This assessment relates to all objectives.
- **Method:** Papers
  Integration: Survey reports and CHRIS archaeological forms will be assessed for accuracy, appropriate archaeological vocabulary, and demonstrated ability to report upon the survey activities carried out. This relates to all objectives and is a powerful assignment for tying them together in a professionally relevant document.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Determine your pace is an in-class assignment that requires out-of-class practice in order to master. This assignment includes follow the detailed instructions in this exercise to calculate the average length of your pace. Use the surface scatter of artifacts to create a sketch map using only your pace (no measuring tapes). Prepare a map of these artifacts and their relationship to other natural surface features. Use a compass to place an accurately oriented North arrow on the map.
2. Know the various map types and learn when to use them under the correct circumstances. It is important to read and understand the history of these map types to best use them correctly. Using ¼ ¼ ¼ section description for legal plat maps, Lat/Long for USGS and google maps and metric UTM maps for scientific use globally.
3. Use professional archaeological terms while writing reports and interpretive narratives are other activities. This includes writing in legal and professional jargon for official compliance forms as well as descriptive and data-driven interpretive narrative prose for reports.

Textbooks:

- White, G., T. King (2016). *Archaeological Survey Manual* Routledge. ISBN: 978-9781315419114
- Banning, E. B. (2002). *Archaeological Survey (Manuals in Archaeological Method, Theory and Technique)* Springer. ISBN: 13-978-0306473487
- Hester, T., H. J. Shafer, K. L. Feder (2020). *Field Methods in Archaeology 8th Ed* (7th ed/e). Routledge. ISBN: 133-978-1598744286

Other Resources:

- USGS Topographic maps for the regions to be surveyed each semester.

Minimum Qualification

- Anthropology (Masters Required)