

Lecture Contact Hours: 32-36; Homework Hours: 64-72;
 Laboratory Contact Hours: 48-54; Homework Hours: 0;
 Total Student Learning Hours: 144-162

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

KUMEYAAY STUDIES 160 – INTRODUCTION TO ARCHAEOLOGICAL FIELD WORK

2 hours lecture, 3 hours laboratory, 3 units

Catalog Description

This course is an introduction to the basic techniques of archaeological field work. Emphasis is placed on site survey, site layout, excavation, artifact identification, laboratory analysis and report writing. Topics also include use of compass and transit, Global Positioning Systems (GPS) and Geographic Information Systems (GIS). Students will be exposed to the techniques of data collection and analysis, cultural reconstruction and interpretation, and cultural resource management work. Through a series of workshops with guest experts on Kumeyaay indigenous knowledge, students will learn about Kumeyaay history, prehistory, traditions, politics, and beliefs while training in archaeological data collection and mapping methods. This course is designed for Anthropology and Kumeyaay Studies majors as well as students interested in prehistoric and/or historic research. Outdoor activities include walking up to 1/2 hour through mild terrain and vegetation. Students are responsible for their own transportation to and from off campus sites. *Also listed as ANTH 160. Not open to students with credit in ANTH 160.*

Prerequisite

None

Course Content

- 1) Historical Context
 - a. Introduction to Kumeyaay history, culture, and sovereignty.
 - b. Indigenous knowledge of Kumeyaay landscape and practice.
 - c. Kumeyaay perspectives on the past, present, and future of their culture
 - d. Conventional archaeological culture history and scientific typology of ceramic, lithic and other archaeological artifacts and features.
- 2) Archaeological Field Practices
 - a. Basics of scientific field archaeology
 - b. Archaeological survey data collection and mapping methods.
 - c. Technical tools used by a CRM archaeologist or monitor in Southern California.
 - d. Fieldwork will focus on methods of non-destructive archaeological research
 - e. Analog and digital surveying
 - f. GPS, GIS and Drone mapping technologies to record and analyze prehistoric sites
 - g. Participate in an archaeological research team under tribal supervision
- 3) Resource Identification and preservation
 - a. Site protection and information security
 - b. Federal, state, and local regulations on cultural resource protection
 - c. Preserving important heritage sites
 - d. Legal and ethical responsibilities of archaeologists.

Course Objectives

At the conclusion of the course, students will be able to:

- 1) Engage in the conversation between traditional and historical-scientific bases of knowledge and identity among Native Americans in Southern California.
- 2) Identify local, state and federal laws associated with archaeological discoveries.
- 3) Explain the legal and ethical responsibilities of archeologists.
- 4) Apply basic archaeological methods to identify and document sites, isolates, and artifacts.
- 5) Apply basic archaeological methods to identify osteological remains in the field and excavation techniques.
- 6) Recognize the responsibility of archaeologists and cultural monitors in preserving resources and respecting the culture.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in the subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Successful completion of the field practicum.
- 2) Written and practical final exam (objective essay questions and lab practicum)
- 3) Group presentation to the class and tribal members on findings from the readings, workshops, and site survey work.

Special Materials Required of Student

Outdoor activities include walking up to 1/2 hour through mild terrain and vegetation. Students are responsible for their own transportation to and from off campus sites.

Minimum Instructional Facilities

- 1) Smart classroom
- 2) Learning Resource Center (library)

Method of Instruction

- 1) Lecture and discussion
- 2) Guest speakers
- 3) Hands-on field survey work
- 4) Fieldwork in archaeological zones
- 5) Indigenous knowledge workshops

Out-of-Class Assignments

- 1) Reading assignments from a selection of archaeological articles.
- 2) Fieldwork at archaeological sites

Texts and References

- 1) Required (representative examples):
 - a. Lee, Millicent. *Indians of the Oaks*. Ramona, CA: Acoma Books, 1978.
 - b. Kelly, R.L. and D. H. Thomas. *Archaeology: Down to Earth*. 7th ed. Boston, MA: Cengage Learning, 2016.
 - c. Quinn, Patrick, S., and Margie M. Burton. "Ceramic distribution, migration, and cultural interaction among late prehistoric (ca. 1300-200 PB) hunter-gatherers in the San Diego region, Southern California". *Journal of Archaeological Science*. Reports 5 (2016).
 - d. Paskey, Amanda, and Cisneros, AnnMarie. *Digging into Archaeology: A Brief OER Introduction to Archaeology with Activities*, 2020, Licensed by/under: Open Textbook Library, Link: [Digging into Archaeology: A Brief OER Introduction to Archaeology with](#)

Activities - Open Textbook Library (umn.edu).

2) Supplemental: None

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Apply methods of non-destructive archaeological research and cultural resource protection.
- 2) Record, analyze, and preserve prehistoric sites specific to the Kumeyaay nation.
- 3) Summarize the legal and ethical responsibilities of archaeologists.