

**Memo: FRF 101 Archaeology project**

**To:** Doug Lynch

**From:** Theresa Kintz

**Date:** July 26, 2004

**cc:** Bob Tuttle, Bill Toothill, John Hepp

Hi Doug,

Here are the details on the project I'm proposing to do with students in the two Freshman Foundations courses Fall term:

Wilkes University Fall 2004

FRESHMAN FOUNDATIONS 101: ARCHAEOLOGY

Section AA meets MWF 10:00-10:50 am @ SLC 147

Section BB meets MWF 3:00-3:50 pm @ Breiseth 205

Instructor: Theresa Kintz

Department of Sociology/Anthropology

Office: Breiseth Hall, Room 321, 408-4223

Office Hours: MWF 11-12 pm and 2-3 pm; also by appointment

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**Reason for the Project:** To give Freshmen Foundations students a hands-on, group-oriented learning experience conducting an actual archaeological investigation.

I taught an Introduction to Archaeology section last spring and all of the students noted on their evaluations they wished they had been able to get outside and actually *do* some archaeology. The five hours of fieldwork I'd like the FRF students to experience will teach them more about what archaeology is than I could teach them in 15 hours of lecture. It is also an excellent setting for carrying out a group project, giving students experience working as part of a research team.

**Description of the Project:** The students would conduct what is referred to as a Phase I Archaeological Survey on the Wilkes University campus following the Pennsylvania Historical and Museum Commission's *Guidelines for Archaeological Investigations*.

After a month of advance classroom preparation, the groups would go outside to dig shovel test pits (STP). A shovel test pit is a 50cm X 50cm excavation unit (approx 20 inches in diameter). I estimate the depth of each might be between 1 - 2 feet at most. The units would be placed at regular intervals, e.g. 5 meters, on a grid.

Excavation of the STPs would cause a minimal amount of damage to the lawn. The sod plug would be carefully removed as a whole (like a manhole cover) and placed on an adjacent tarp and kept so that it could all be replaced once the unit had been completed along with the soil that is removed during excavation. There would be some disturbance to the lawn from people merely walking on it, and the area immediately surrounding the STP would get it the worst, but I can try to keep this to a minimum. In the fall the grass will be turning anyway so it won't be so obvious, the ground will easily recover from the impact.

We would need to have the area roped off with yellow tape, just like any construction site on campus while the excavations are going on. We can cover the open units when we are not on-site so there is no danger of someone falling in (they are so small and shallow, it really shouldn't be a problem since we will have the area roped off).

The class will be divided into groups of four. I expect 12 groups in total for the two sections. Each group would need to have their own STP to dig, so we would need to open 12 units in the *same vicinity*. The fact that I need a place that can accommodate 12 units on a five meter grid dictates where on campus we can go. There are very few large, open, grassy

areas that would accommodate 12 units and that have not been severely disturbed by modern construction.

To determine where on campus would be the best location I consulted maps that Dr Cox (Professor Emeritus, History) has posted on the Wilkes website showing the campus layout from 1893 to the present, I also spoke with Dr Hepp in History and Dr Toothill in Geology, and I did a walkover inspection. I determined the most logical place to conduct our survey would be in one of the yards adjacent to the older residences (mid-late 19<sup>th</sup> century) that are part of the campus. All things considered, I believe there are two areas that would be suitable:

- 1) In the shared back yard area of the Doane and Waller Residence Halls, 36 -56 West River Street.
- 2) In the yard between Kirby Hall at 202 South River Street and Chase Hall, 184 South River Street.

We need to decide which two of these would be best; I was hoping you would be able to approach the administration with these two alternatives and they can decide which site is better from their point of view. Obviously, in the near future I would need to consult with the Wilkes University grounds and maintenance people about this proposal. They probably have schematic maps of the campus that depict the locations of any underground utilities, which we need to take into consideration early on in the planning stages. But I don't think it would be a problem in the two areas proposed above.

Dr Toothill in Geology, who has experience with this kind of archaeological survey, has graciously offered to help us with this project. He and the GIS lab at Wilkes will map in the exact provenience of each STP using the GPS and GIS systems. This will allow us to expose the FRF students to the exceptional facilities the university offers in the GIS lab.

Any artifacts recovered would be processed and analyzed in accordance with state guidelines in classroom laboratory sessions after the excavation. The student groups would be responsible for writing reports on the findings for each unit. I will write a final report on the overall results of the investigation.

**Timetable:** The students will spend the first month of the course learning about archaeology in the classroom and preparing for the fieldwork. I would like the fieldwork to take place in the beginning of October, which is designated 'Archaeology Month' nationwide.

The schedule I tentatively have on the syllabus:

|                       |                             |                         |
|-----------------------|-----------------------------|-------------------------|
| Friday, October 1     | In the field - layout grid  | 10:00-10:50 / 3:00-3:50 |
| Monday, October 4     | In the field - digging STPs | 10:00-10:50 / 3:00-3:50 |
| Wednesday, October 6  | In the field - digging STPs | 10:00-10:50 / 3:00-3:50 |
| Friday, October 8     | In the field - digging STPs | 10:00-10:50 / 3:00-3:50 |
| Monday, October 11    | In the field - digging STPs | 10:00-10:50 / 3:00-3:50 |
| Wednesday, October 13 | In the field - finish STPs  | 10:00-10:50 / 3:00-3:50 |

The following 2 weeks or so will be spent processing the artifacts we recovered, and discussing and writing the report on the results of our investigations.

**Budget:** I will need to purchase a few things for this project. I believe I will be able to get some shovels from the university grounds and maintenance department, and Geology may have one or two at most, I may need to purchase one or two. I estimate we will need:

|                                                                       |       |
|-----------------------------------------------------------------------|-------|
| 3 shovels at \$15 each                                                | \$30  |
| 12 trowels at \$10 each                                               | \$120 |
| 14 tarps at \$5 each                                                  | \$80  |
| 3 Lufkin 2 meter folding rules at \$15.00 each                        | \$45  |
| 12 clipboards at \$3 each                                             | \$36  |
| Acid free polyethelene zipper top bags (curation supply-see attached) | \$36  |
|                                                                       | <hr/> |
|                                                                       | \$347 |

The Society for Pennsylvania Archaeology has generously offered to loan us the screens we will need for the project, as well as some 30 meter tapes, compasses, and other misc. we will need for the fieldwork. Bob Tuttle has also said that Sociology would be willing to help with some of the costs and in case there are incidentals that come up. We will also need at least one wheelbarrow, which we can probably get from the grounds people. I have attached two maps that Dr. Toothhill generated showing the proposed locations for the dig and a sheet listing the costs of the bags that we would need to get for curating the artifacts (required by the PA State guidelines).

OK, hope I remembered everything. Please let me know if you have any questions.

Theresa

#### **Course Description**

This course offers students an opportunity to explore the human odyssey from the Stone Age to the Space Age through the study of archaeology. We will examine theory, methods, and techniques for investigating, reconstructing, interpreting, preserving, and learning from the past. There will be a specific focus on the prehistory and history of our region of Pennsylvania with hands-on experience conducting archaeological fieldwork and labwork.

#### **General Learning Objectives**

Common objectives for all Freshman Foundations seminars:

- Identify and apply the following critical thinking processes to course content: analysis, inference, evaluation, openness (willingness to listen and empathize), and metacognitive (self-monitoring).
- Demonstrate bibliographic skills to accomplish course assignments.
- Review learning strategies to improve academic performance.
- Participate effectively as a member of a collaborative learning group.

#### **Archaeology Learning Objectives**

- Develop the written, oral, visual, and interactive communication skills needed to understand and tell the story of the past.
- Understand your own associations with prehistory and history.
- Understand the importance of preserving cultural resources through policies, laws, and public education.
- Critically assess the social relevance of archaeology, the connections between the past, present and future, and the application of archaeological knowledge.

#### **Archaeology Course Goals**

You will have succeeded in this course when you:

- Learn how to locate, record, investigate, analyze, and interpret archaeological artifacts and sites.
- Demonstrate knowledge of archaeological methods, theories, ethics and values, cultural resources preservation, and stewardship.
- Demonstrate clear speaking and writing in all assignments, indicating good preparation and organization.
- Contribute to the class discussions of assigned topics and current archaeological news, actively participate in all group projects.