

ANTHRO 317 Field Methods in Archaeology

Semester 1 2017

Class: Thursday 9-11 am, Friday 9-11 am

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Course Description

This course outlines field method in archaeology through practical experience and theoretical investigation. At the field school in February you participated in an active research project and learnt a range of practical skills. During the semester we will cover theoretical underpinnings for the field methods employed and the legislative framework for archaeological practice in New Zealand and globally. In a nutshell, first you do it, and then we teach you why we did it that particular way. You are expected to participate in all classes and assessment. This course will require you to engage with literature and debate on key issues in archaeological field practice, data recording, and analysis. You will be expected to develop a research proposal for your own hypothetical research. This requires you to engage with literature on key issues in New Zealand archaeology and relevant methodological debate. The assessment for the course is designed to reflect the research process of archaeology. In a very real sense it encompasses all the parts of our jobs as archaeologists.

Course objectives

Why do we use the field methods we do?

By the end of the semester you should be able to confidently answer this question and engage in debate on the method and theory of archaeological field practice. Learning objectives are divided into two parts. The first are for the field work in February. These include largely practical skills such as describing a site, distinguishing changes in sediment layers, and various types recording methods. The second set of learning objectives will be achieved during class time in semester 1. These involve investigating key theoretical and methodological issues that drive developments in archaeological field practice. This will include understanding landscape archaeology and formation theory, making field observation

and interpretation, heritage legislation, and developing a research question and proposal. Assessments include participating in discussion sessions, writing a field report, and developing a research question and proposal with relevant references, and giving a group presentation.

Course Structure and Assessment

The coursework grades are distributed as follows:

Discussion session participation	5 %	Throughout semester
Field report	50%	Due Friday 5 th May
Research question and proposal	40%	Due Friday 9 th June
Presentation	5%	In-class 1 st and 2 nd June

Discussion session participation (5%)

Most weeks we will discuss readings in class. You need to make sure you do all the readings ahead of the coming week and come to class prepared for discussion. In order to encourage you to do this, you will have prepare a minimum of five appropriate and adequate discussion points or questions (1% per questions/point) throughout the semester. You will upload these to Canvas before class, no later than 5 pm on Wednesday (in preparation for 11 am class on Thursday). You must turn up to that class to discuss your question/point. Missing classes without appropriate documentation will result in 0 marks for your questions or discussion points.

Field report (50%)

The field work report is worth 50% and should be 3,000 words in length. This report should be similar to an interim report typically submitted to heritage authorities (e.g. Heritage New Zealand) upon completion of field work. Must provide a site description, an overview of activities, including excavation and survey for the duration of the field school, and should contain a small amount of preliminary analysis of data collected. You must specify where activities took place, what form they took, and generally what was recovered. Where appropriate you may include some preliminary interpretation. You may include maps and figures, but they must be referred to and relevant to the text.

Research question and proposal

You will be asked to come up with a research question for your project by Thursday 11th May when you will receive peer feedback on your research question. From here we will discuss how to develop a research proposal. The research question, research proposal, and bibliography (40%) is for your pilot research project you will carry out during the second half of the semester. This should be not more than 2500 words in length. We will provide you with a specific format for your research proposal. Thorough research is essential for a good research proposal and you will be expected to have read and researched the relevant New Zealand, Pacific, and global literature widely.

Class presentation

You will be required to present your proposed research to the class during the last week of semester (5%), before your final proposal is due. Presentations will take place during class on Thursday and Friday of Week 11. Presentations will be strictly limited to 10 minutes, with 5 minutes of questions. You are all expected to participate by giving a presentation, attending those of your colleagues and actively engaging in discussion of results. You will be graded on both your presentation and your engagement with your colleagues' presentations.

Assignment formatting and referencing

In this course we expect you to be reading peer reviewed journal articles on a regular basis and this will give you a good idea of the style of writing (formal, scientific) and formatting we expect. Attention to detail is important so it is essential that you check and proofread your work as you would do before submitting an article to a journal or a report to a heritage organisation. The archaeology journal *American Antiquity* has a reports section in every issue, which is also useful for formatting and writing style.

Honesty in coursework

Plagiarism can involve direct copying, paraphrasing, or not acknowledging your indebtedness to 'books, articles, the Internet, and other students' work.

Wherever you make use of the work or ideas of other people, published or unpublished, you must properly acknowledge and cite it. You would usually acknowledge material by providing a reference, either in a footnote or in brackets in the text, to where you got it from.

The University views cheating in coursework as a serious academic offence, and will not tolerate cheating, or helping others to cheat.

The work you submit for grading must be your own work. Where you have used work from other sources, it must be properly acknowledged and referenced. This also applies to sources on the Internet.

Turnitin

Please submit your work to Turnitin via Canvas on the due date by 5pm. Please submit electronically only. No late work will be accepted without a medical certificate or equivalent. Any late work will receive 0. Late work will not be accepted except in exceptional circumstances for which there is proof in the form of a medical certificate or other written evidence (e.g. counsellor's certificate). If you are experiencing difficulty in completing the coursework for this course, please contact us in advance of due dates.

Taught Component

Classes and labs

This course will include classes (Thursday) that will involve lectures, but many of them will involve some group discussions, or a combination of both. You will be expected to complete readings before class, and come prepared for group discussion. We will also have labs on Friday during which we will process material from the field school and have practical activities. Attendance of all classes and labs is considered compulsory for this course.