



UNIVERSITY OF ARKANSAS SYSTEM  
**ARKANSAS  
ARCHEOLOGICAL  
SURVEY**

## TOWARDS ACHIEVING CURATION LITERACY: TACLing THE CURATION CRISIS, USA

*Course ID: ARCH 300W*

*June 23 – July 26, 2024*

**Academic Credits: 8 Semester Credit Units**

### FIELD SCHOOL DIRECTOR(S)

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### OVERVIEW

This project is part of a multi-year effort being undertaken by the Arkansas Archeological Survey (ARAS) to record and properly curate (based on the most up-to-date best-practices for artifact and document curation) all of the artifacts and associated paperwork in our collection facilities across the state. The ARAS has been in existence since 1967 when it was created as a state agency by the Arkansas Legislature and maintains collections at nine research stations in addition to the main curation facility in Fayetteville, which is shared with the University of Arkansas Museum. Throughout the years since 1967, a number of different systems of artifact records and databases have been maintained by the various stations and the coordinating office. The ARAS intends to compile all records into a central database/s to make artifact curation and research more accessible to researchers both within and outside of the ARAS. This includes using a variety of technologies to make objects into 3D models for use on the University of Arkansas Virtual Museum, on social media, and on the ARAS website. The collections that the ARAS holds are

numerous and the future research potential is enormous if researchers know what could be available to them. Public outreach is also an important part of the ARAS mission and these virtual artifacts are an important and interesting way to engage the public of Arkansas and the world with archeological research.

The initial steps of this project are to physically go through the collections, record what is there, find and scan all paper records associated with the artifacts, and evaluate the research potential for the collection. In this field school, students will be working with a collection of artifacts from a mitigation project done in the early 1990s in SW Arkansas. It contains evidence of Caddo occupation of the site as well as occupations before and after the Caddo. We have been and will be consulting with Caddo Nation representatives throughout the project and students will get to hear from and speak with those representatives about their goals for archeological research and how archeology can both help and harm them depending on how it is carried out. Students will take a field trip to the (now mostly destroyed) site from which the artifacts were excavated as well as to see other Caddo sites in the region and visit the JEC Hodges collection at Henderson State University.

Because the ARAS is still in the initial stages of collections rehabilitation and documentation, students will be getting in on the ground floor of the implementation of a system that is still being tweaked to work for all stakeholders. Students will not only use the database to catalog the artifacts in the collection, but will use the database to write a short research paper on a topic around the collection on which they will be working and will be able to critique the useability and usefulness of the system. Students will take an old collection from poorly curated and archived to up-to-date physically and virtually, making it accessible to researchers around the world. Students will also get the opportunity to learn about the many other collections and project records that are held by the ARAS and we hope that it inspires them to use collections (including ours) in their future research endeavors.

#### ACADEMIC CREDIT UNITS & TRANSCRIPTS

**Credit Units:** Attending students will be awarded 8 semester credit units (equivalent to 12 quarter credit units) through our academic partner, Connecticut College. Connecticut College is a highly ranked liberal arts institution with a deep commitment to undergraduate education. Students will receive a letter grade for attending this field school (see assessment, below). This field school provides a minimum of 360 hours of experiential education. Students are encouraged to discuss the transferability of credit units with faculty and registrars at their home institution prior to attending this field school.

**Transcripts:** An official copy of transcripts will be mailed to the permanent address listed by students on their online application. One more transcript may be sent to the student's home institution at no cost. Additional transcripts may be ordered at any time through the [National Student Clearinghouse](#).

#### PREREQUISITES

Students should be interested in history, archeology, and collections/museum work. Coursework in Anthropology or Museum Studies is preferred, but not necessary for enrollment. Students must be committed to high quality work with attention to detail and care for both artifacts and the cultural contexts from which they come.

#### COURSE OBJECTIVES

This course has two main objectives that coincide with the Arkansas Archeological Survey's mission and goals.

1- To rehabilitate old collections by bringing them up to current curation standards, link them to their existing paperwork and digitize those records, and populate a database that can be used by future researchers to find artifacts and records on which new research can be based.

2- To serve as an excellent source of education in archeological curation and inspire future researchers to use collections as a basis for their work.

Additionally, part of the ARAS's mission is to share what we learn with the public of Arkansas, so students will be given opportunities to share what they are learning via the ARAS's social media, Field Notes (the newsletter of the Arkansas Archeological Society) or public outreach events (such as farmer's markets or local festivals) that may be scheduled during the course of the program.

**Students will be working with a medium sized collection from a mitigation completed in the early 1990's.** With guidance from staff and based on readings and best practices, students will devise a system to work through the artifacts and paperwork associated with the collection. They will learn how to properly identify, sort, bag, label, and inventory the artifacts and how to save and store digital files. They will identify important or diagnostic artifacts that may be helpful for research or outreach such as photographs, 3D models, or web-based outreach (short website articles or social media posts). They will also consider the cultural implications of artifacts and note any that are sensitive or NAGPRA related for further work or consideration.

**Students will visit a variety of museums and artifact curation facilities to learn about the versatility in curation.** These trips will allow students to learn about the different ways that different organizations with different missions care for their artifact collections. They will also hear about curation problems that different organizations have faced and how they have overcome those problems.

**Students will hear from and meet with representatives from Tribal Nations.** This will allow students to understand the variety of viewpoints of Tribal Nations and get an idea of how consultation can work. They can also discuss how consultation goes wrong and problems that Nations have faced with archeologists and how those can be resolved or at least worked toward resolution. We hope that this will help students to understand the need for and importance of collaboration and good-faith cooperation with the descendants of the people whose objects we are studying.

## LEARNING OUTCOMES

At the end of the course, students will:

1. Be able to identify basic artifact types (both pre- and post-contact) that are prevalent in Arkansas and the larger southeastern US.
2. Understand and be able to bring a collection up to current curation standards through rebagging, tagging, and boxing using the proper materials.
3. Be able to input data into a database and be able to retrieve data back out for research purposes.
4. Know the Ethical standards by which archeologists must abide and why these are important.
5. Recognize the need for curation to be an integral part of field research planning so that the "curation crisis" can be slowed, if not completely solved.
6. Recognize the cost (both monetary and human mental and physical energy) of curating collections and protecting them in perpetuity.

7. Know the federal curation and records management standards and how the ARAS implements them for archeological curation.

## **ASSESSMENT**

### **Participation: Collections and Curation work**

The majority of the course and the grade will be based on work with the collections and records. Students are expected to be present, conscientious, and on task during all class hours (including field trips) except in the case that they are ill or another emergency situation occurs.

### **Readings**

Students are expected to have done the reading assigned each day. The first week is reading heavy, but in order to be fully aware of what we are doing and why we are doing it, students must have some background in both curation and the Caddo Nation and Caddo archeology as it currently stands. We will do short lectures each day to cover the highlights of the readings and topics, but more background will make these discussions more useful to students.

### **Notebook**

Students will keep a notebook with notes about what they have done each day in the lab. This will include troubleshooting or problems that have come up, interesting artifacts or documents that have been documented or archived, notes about what is and is not working, and ideas for topics for a final research report based on the artifacts and paperwork in the collection. The notebook will be checked weekly and scanned at the end of the field school and the scan retained by the ARAS.

### **Written Assignment**

Students will write a short research report during the last week of the field school. They will use the database and scanned archive to write a 3-5 page paper about a topic that they have discussed with staff in week 3. This paper will demonstrate that the information in the database and archive is accessible and useful to a researcher. If students have trouble with this process the paper can also be used to critique the system with commentary on the problems of data retrieval.

Participation	60%
Readings	10%
Notebook	10%
Written Assignment	20%

## **COURSE SCHEDULE**

All IFR field schools begin with a safety orientation. This orientation addresses local and program protocols concerning student behavior, appropriate attire, local practices and sensibilities that may be unfamiliar, potential fauna and flora hazards, IFR harassment and discrimination policies, and the student Code of Conduct.

	Topic	Activity	Readings and Resources
<b>Week 1; Collections 101</b>			
1	Why are we doing this and collection background	Go through collection	<p><b>Readings:</b>  <a href="https://www.youtube.com/watch?v=tIHJky9PW8w">https://www.youtube.com/watch?v=tIHJky9PW8w</a> The Crisis in Curation (Kinkella Teaches Archaeology) 2003; Sullivan and Childs. Curating Archaeological Collections. Ch. 1-3.  2023. School for Advanced Research. Standards for Museums with Native American Collections.</p> <p><b>Optional:</b>  <a href="https://www.youtube.com/watch?v=DJYS9C06_qY">https://www.youtube.com/watch?v=DJYS9C06_qY</a> Museums have a dark past, but we can fix that.  <a href="https://www.youtube.com/watch?v=l37A6eU4JMI">https://www.youtube.com/watch?v=l37A6eU4JMI</a> What happens with the artifacts  <a href="https://www.youtube.com/watch?v=BXq91f_UDD4">https://www.youtube.com/watch?v=BXq91f_UDD4</a> Archaeology in Winter: Lab activities</p> <p><b>Resources:</b>  AACI Database Manual  ARAS UACF document  1994; Davis, Hester A., A State Plan for the conservation of archeological resources in Arkansas. PS 3-PS18 and Appendix G</p>
2	Identifying artifacts	Sort and wash	<p><b>Readings:</b>  <b>Optional:</b>  (Videos about a variety of artifact types)  <a href="https://www.youtube.com/playlist?list=PLUNTIQKbDi5dmQJN-mcTAOXTZ1a-RIJwN">https://www.youtube.com/playlist?list=PLUNTIQKbDi5dmQJN-mcTAOXTZ1a-RIJwN</a></p> <p><b>Resources:</b>  2009; Andrefsky, William. The Analysis of Stone Tool Procurement, Production, and Maintenance.  <a href="https://www.texasbeyondhistory.net/tejas/clay/tradition.html">https://www.texasbeyondhistory.net/tejas/clay/tradition.html</a> Pottery  <a href="https://sha.org/resources/20th-century-artifacts/">https://sha.org/resources/20th-century-artifacts/</a> Historic timeline  1980; Gilbert, Miles. Mammalian Osteology. p. 3-30 Faunal  Florida Museum Digital Ceramic Type Collection:  <a href="https://www.floridamuseum.ufl.edu/histarch/ceramic-types/">https://www.floridamuseum.ufl.edu/histarch/ceramic-types/</a></p>
3	Collection background	Sort	<p><b>Readings:</b>  2017, McKinnon, Duncan P. The Battle Mound Landscape, p. 13-25.  2018; Girard, Jeffrey S. The Caddos and Their Ancestors: Archaeology and the Native People of Northwest Louisiana p. 1-9, and 62-80. Rest of book optional.  3PI0098 Site file paperwork  <a href="https://mycaddonation.com/historic-preservation">https://mycaddonation.com/historic-preservation</a></p> <p><b>Optional:</b>  2018; Girard, Jeffrey S. The Caddos and Their Ancestors: Archaeology and the Native People of Northwest Louisiana p. 1-9, and 62-80. Rest of book optional.</p> <p><b>Resources:</b>  <a href="https://www.youtube.com/watch?v=PIHLqZCqzMY&amp;t=897s">https://www.youtube.com/watch?v=PIHLqZCqzMY&amp;t=897s</a>  <a href="http://www.caddoconference.org/?page_id=57">http://www.caddoconference.org/?page_id=57</a></p>

			<a href="https://mycaddonation.com/history-1">https://mycaddonation.com/history-1</a>
4		Database entry and <b>Notebook Check day</b>	
5	Field Trip	UM & Prairie Grove	<p><b>Optional:</b>  <a href="https://uamuseum.uark.edu/">https://uamuseum.uark.edu/</a>  <a href="https://res.cloudinary.com/miles-extranet-dev/image/upload/v1528212989/ArkansasSP/migration_documents/45/PrairieGrove_PROOF2014_website.pdf">https://res.cloudinary.com/miles-extranet-dev/image/upload/v1528212989/ArkansasSP/migration_documents/45/PrairieGrove_PROOF2014_website.pdf</a>  <a href="https://encyclopediaofarkansas.net/entries/battle-of-prairie-grove-513/">https://encyclopediaofarkansas.net/entries/battle-of-prairie-grove-513/</a></p>
<b>Week 2- Curation Crisis</b>			
6	Curation policies and mission statements		<p><b>Readings:</b>  2003; Sullivan and Childs. Curating Archaeological Collections. Ch 4-5.  ARAS Registrar's Office Handbook section</p> <p><b>Optional:</b>  <a href="https://www.youtube.com/watch?v=LbC6xVQiv3E">https://www.youtube.com/watch?v=LbC6xVQiv3E</a> Are Archaeology Labs most underrated research facilities in human history?</p> <p><b>Resources:</b>  <a href="https://www.nps.gov/museum/publications/MHI/mushbkl.html">https://www.nps.gov/museum/publications/MHI/mushbkl.html</a></p>
7	Deaccession or keep?		<p><b>Readings:</b>  2015. Kersel, Morag. An Issue of Ethics? Curation and the Obligations of Archaeology.  2015. Silberman, Neil Asher. Is Every Sherd Sacred? Moving Beyond the Cult of Object-Centered Authenticity.  Rohe, Tammy E. 2003. "To Keep or Not to Keep: A Deaccession/ Sampling Strategy for Historic Artifacts." University of Arkansas, Department of Anthropology.</p>
8	Database design (John?)		
9	Virtual Curation	<b>Notebook Check day</b>	<p><b>Readings:</b>  2015; Means, Bernard. Promoting a More Interactive Public Archaeology.</p>
10	Field Trip	Spiro	<p><b>Optional:</b>  <a href="https://www.okhistory.org/sites/spiromounds">https://www.okhistory.org/sites/spiromounds</a></p>
<b>Week 3- Ethics</b>			
11		<b>General Research proposal chat with staff</b>	<p><b>Readings:</b>  <a href="https://www.saa.org/career-practice/ethics-in-professional-archaeology">https://www.saa.org/career-practice/ethics-in-professional-archaeology</a>  <a href="https://sha.org/about-us/ethics-statement/">https://sha.org/about-us/ethics-statement/</a>  2003. Barker, Alex. Archaeological Ethics: Museums and Collections. In Ethical Issues in Archaeology</p> <p><b>Optional:</b>  <a href="https://www.youtube.com/watch?v=Av_3tGceTvs">https://www.youtube.com/watch?v=Av_3tGceTvs</a> The problem with museums</p> <p><b>Resources:</b>  <a href="https://www.saa.org/career-practice/ethics-in-professional-archaeology">https://www.saa.org/career-practice/ethics-in-professional-archaeology</a>  <a href="https://sha.org/about-us/ethics-statement/">https://sha.org/about-us/ethics-statement/</a></p>
12			<p><b>Readings:</b></p>

			2021; Faniel et al. Identifying Opportunities for Collective Curation During Archaeological Excavations.
13	Field Trip to Station	Going to HSU	<b>Optional:</b> <a href="https://archeology.uark.edu/hodges/">https://archeology.uark.edu/hodges/</a>
14	Sites Around Station	HSU area	
15	Return from Station	Driving back to Fayetteville	

## REQUIRED READINGS

PDF files of all mandatory readings will be provided to enrolled students. Students are encouraged to download and/or print readings prior to traveling. Course participants are expected to be prepared to engage the discussions led by facilitators, all of whom will be looking for compelling evidence that students have read and thought about the assigned readings prior to the scheduled day on which they are first discussed.

Barker, Alex. 2003. *Archaeological Ethics: Museums and Collections*. In *Ethical Issues in Archaeology*. AltaMira Press in cooperation with the Society for American Archaeology, Walnut Creek, Ca.

Faniel, Ixchel M, Anne Austin, Sarah Witcher Kansas, Eric Kansa, Jennifer Jacobs, and Phoebe France. 2021. Identifying Opportunities for Collective Curation During Archaeological Excavation. *The International Journal of Digital Curation*. Vol. 16, No. 1, p. 1-17.

Girard, Jeffrey S. 2018. Archaeology and Human History in Northwest Louisiana and Organization of the Caddos in Precolonial Times (ca. AD 1300-1700). In *The Caddos and Their Ancestors*. p. 1-9 and 62-80. Louisiana State University Press, Baton Rouge.

Kersel, Morag. 2015. *An Issue of Ethics? Curation and the Obligations of Archaeology*. *Journal of Eastern Mediterranean Archaeology and Heritage Studies*. Vol. 1, No. 1, p. 77-79.

McKinnon, Duncan P. 2017. The Great Bend Region. In *The Battle Mound Landscape*. p. 13-25. Arkansas Archeological Survey Research Series No 68, Fayetteville, Ar.

Means, Bernard. 2015. Promoting a More Interactive Public Archaeology. *Advances in Archaeological Practice*. Vol. 3, No. 3, p. 235-248.

Nash, Stephen E. and Chip Colwell. 2020. NAGPRA at 30: The Effects of Repatriation. *Annual Review of Anthropology*. Vol. 49, p. 225-239.

Rohe, Tammy E. 2003. "To Keep or Not to Keep: A Deaccession/ Sampling Strategy for Historic Artifacts." University of Arkansas, Department of Anthropology.

Rose, Jerome C., Thomas J. Green, and Victoria D. Green. 1996. NAGPRA is Forever: Osteology and the Repatriation of Skeletons. *Annual Review of Anthropology*. Vol. 25, p. 81-103.

School for Advance Research. 2023. Standard for Museums with Native American Collections. <https://sarweb.org/wp-content/uploads/2023/06/SMNAC-Final-Document-June-2023.pdf> Accessed Aug 8, 2023.

Silberman, Neil Asher. 2015. *Is Every Sherd Sacred? Moving Beyond the Cult of Object-Centered Authenticity*. *Journal of Eastern Mediterranean Archaeology and Heritage Studies*. Vol. 3, No. 1 p. 61-63.

Sullivan, Lynne P. and S. Terry Childs. 2003. *Curation Archaeological Collections. Archaeologist's Toolkit Vol. 6*. AltaMira Press. Walnut Creek, CA.

## **RECOMMENDED READINGS**

Atalay, Sonya, Jen Sannon, John G. Swagger. 2017. *Journeys to Complete the Work*. NAGPRA Comics 1.

Clary, Katie Stringer. 2018. Human Remains in Museums today. *History News*, Autumn 2018. Vol 73, No. 4. p. 12-19.

Girard, Jeffrey S. 2018. Archaeology and Human History in Northwest Louisiana and Organization of the Caddos in Precolonial Times (ca. AD 1300-1700). In *The Caddos and Their Ancestors*. Louisiana State University Press, Baton Rouge.

Thompson, Amanda Roberts, Victor D. Thompson, Carey J. Garland, RaeLynn A. Butler, Domonique deBeaubien, Miranda Panther, Turner Hunt, LeeAnne Wendt, Raynella Fontenot, Linda Langley, Kristine L. Schenk, Mary E. Porter Freeman, Caire Auerbach, and Chris Saunders. 2023. *The NAGPRA Nexus, Institutional Integrity, and the Evolving Role of Archaeological Laboratories*. *Advances in Archaeological Practice*. Vol. 11, No. 2, p. 232-245.

Various YouTube Videos as listed on schedule.



## **PART II: TRAVEL, SAFETY & LOGISTICS**

### **NOTICE OF INHERENT RISK**

Traveling and conducting field research can involve risk. The IFR engages in intensive review of each field school location and programming prior to approval. Once a program is accepted, the IFR reviews each program annually to make sure it still complies with all our standards and policies, including those pertaining to student safety. Participants should also take every reasonable step to reduce risk while on IFR programs, including following the safety advice and guidelines of your program director, being alert to your surroundings and conditions, letting someone know where you will be at all times, and assessing your personal security.

The IFR does not provide trip or travel cancellation insurance. We strongly encourage participants to consider purchasing this insurance, as unexpected events may prevent your participation or cause the program to be canceled. Insurance is a relatively small cost to protect your educational investment in an IFR program. When comparing trip cancellation insurance policies, make sure the policy covers the cost of both airfare and tuition.

We do our best to follow a schedule of activities, methods training, and programming as outlined in this syllabus. However, this schedule can be easily disrupted by unforeseen circumstances, including weather, revisions by local permitting agencies, or conditions onsite. While this schedule represents the intentions of the program, adaptability is an intrinsic part of all field research, and necessary alterations to the schedule may happen at any time.

If you have any medical concerns, please consult with your doctor. For all other concerns, please consult with the program director and staff.

### **PROGRAM SPECIFIC FIELD CONDITIONS**

Students will be staying in dorms on the University of Arkansas – Fayetteville (UAF) campus and other summer programs will also be using the dorms. Students may encounter other students in the dorms or in the cafeteria, but the suites will not be shared between programs, only other field school students will be your suitemates.

In the lab, students will work with other ARAS staff members as well as student workers and volunteers. All of these people are friendly and willing to help and most have a lot of experience in the lab whether they are professional archeologists or not.

Students may choose to visit Dickson St or other areas around northwest Arkansas on the weekends where they may encounter members of the public. Arkansas is a conservative state, but Fayetteville is a liberal town.

June and July in Arkansas are extremely hot. Northwest Arkansas is a beautiful place to hike and spend time outdoors, but these are likely not good choices in some parts of the summer due to the heat.

## VISA REQUIREMENTS

Citizens not from the USA are asked to check the US embassy website page at their home country for specific visa requirements.

## STUDENT HEALTH

An IFR field school is designed to provide safe, positive, and constructive experiences for participating communities, students, and researchers. We are committed to protocols and practices that support the health and well-being of all involved in our field school projects, including the members of the community in which these projects take place.

We recommend that students adopt best-practices for arriving in a good state of health to protect themselves and their peers' readiness to set about the work of the field school. A thriving field camp environment is a constant exchange of energy, patience, effort, respect, and service. Arriving healthy is every student's first act of service — their first opportunity to behave in a way that respects the safety and wellness of one another.

## TRAVEL (TO AND DURING THE PROGRAM)

Natural disasters, political changes, weather conditions and various other factors may force the cancellation or alteration of a field school. IFR recommends students only purchase airline tickets that are fully refundable and consider travel insurance in case a program or travel plans must change for any reason. General information for this program is below, but keep in mind we will discuss any updated travel information and regulations during the required program orientation, which could affect travel plans.

Northwest Arkansas National Airport (XNA) is the closest airport to Fayetteville. From there ARAS staff will pick up students and bring them to the UAF campus dorms where they will be staying for the duration of the field school. Times for pickup will be scheduled on Sunday June 23 based on when students' flights arrive.

Students may also drive to Fayetteville. If driving, you will need a parking pass to keep your car on campus near the dorms. This will be an extra expense and will have to be arranged between the student and the parking office (we can get more information to those students who need it).

When students are on campus, there are [free buses that run to various parts of Fayetteville](#), including one that runs to the ARAS Coordinating Office/Lab. Students will catch the bus each morning to the CO and back to campus in the afternoon (exact start and end times of the work day will depend on the bus schedule).

For field trip days, students will either take the bus to the CO or staff will pick up students in ARAS vehicles at the dorms (this will depend on what time we are leaving that day and will be communicated in the days prior to the trip). ARAS staff will drive 7 passenger vans and SUVs to take students around northwest Arkansas for day trips and to southwest Arkansas for a two night overnight trip to see Caddo archeological sites and museums.

If there are problems in a student's travel agenda they can contact Michelle Rathgaber on her cell phone, which will be provided after registration.

## ACCOMMODATIONS

Students will be staying at the dorms on the University of Arkansas – Fayetteville campus. The dorms will provide single rooms within 4 person suites. Each student will have their own, lockable room; 2 students will share a bathroom in each wing of the suite; and there is a shared public area in the center. Suite assignments are gender based, with safe and supportive options for non-binary and gender x students.

The program will provide linens (sheets, blanket, pillow, pillowcase, bath towel, hand towel, washcloth) to each student. Each student is responsible for laundering their own linens and returning them at the end of the program. There is a paid laundry facility in the dorm.

Students will be responsible for keeping their room, shared bathroom, and suite clean. Cleaning supplies and toilet paper will be provided by the program, but no one will be cleaning up after you.

We will be working inside, in air conditioning and sitting around tables in a lab with other students and other lab employees and volunteers. At the moment there is no protocol for masking in the lab, but any student who wishes to wear a mask is welcome to do so. The ARAS employs a cleaner who cleans surfaces in public areas each evening and we will collectively clean up the lab each evening before leaving.

### Food

Students will have breakfast and dinner provided to them at the cafeteria on campus near the dorms during weekdays. Staff will join them for dinner a couple of nights each week. The cafeteria serves food buffet style and provides an assortment of different foods for each meal. They can also accommodate most dietary restrictions. On weekends the cafeteria provides brunch and dinner and will be open to field school students. (All of these meals are included in the cost of tuition)

Lunch during the week will be sandwiches/salads/chips/etc. put together by students from supplies kept in the refrigerator in the break room at the CO. Staff and students will put together a shopping list and go 1-2x per week to the grocery store to pick up supplies as needed. (These costs are included in tuition)

On field trip days (Fridays) students may opt to pack a lunch from the breakroom to bring along or stop at a local restaurant. Meals at restaurants are **not** covered by the cost of the program.

On the 3-day field trip to southwest Arkansas we will ask students to pair up to room together for 2 nights. The hotel will be a midrange price (ie. Quality Inn/Days Inn/Super 8) and will have 2 queen beds per room. The hotel costs are covered by the program tuition. Food during the field trip will be at restaurants (of the groups' choosing) and will **not** be covered by the cost of the program.

## EQUIPMENT LIST

Students are not required to bring any equipment. We will provide the lab supplies and ipads necessary to complete the curation work and the research at the end. We will also provide all of the readings, both required and optional, virtually to students before the program begins.

A personal computer/laptop and/or notebook for note taking during lectures and to use for researching and writing the paper at the end of the program will be helpful, but there are computers available at the CO, at the library on campus, and at the public library in Fayetteville if necessary.