



APPLIED ARCHAEOLOGY FOR CRM CAREERS, KAMPSVILLE, IL

Course ID: HIS 489

Session II: Sep 22-Oct 19, 2024

Academic Credits: 8 Semester Credit Units (Equivalent to 12 Quarter Units)

School of Record: Culver Stockton College

This program is designed to train students for Cultural Resource Management (CRM) careers. Students seeking academic careers are welcomed but should be aware that this program strongly emphasis survey and legal compliance of CRM work.

DIRECTORS

Dr. Jason L. King, Executive Director, Center for American Archeology (jking@caa-archeology.org)

Mr. Don Booth, Field School Director, Center for American Archeology (dbooth@caa-archeology.org)



PROGRAM DESCRIPTION

This program is a four-week, intensive field school experience designed to provide students with job-ready skills to enter the workforce as archaeological field technicians at the Cultural Resource Management (CRM) industry. Students will learn key skills necessary for CRM jobs, including survey, surface collection, shovel testing, excavation, laboratory techniques, relevant laws, and reporting. Students will learn the entire process of CRM practices, from data collection to data reporting and mitigation. Practical field and laboratory activities are supplemented by relevant readings and formal lectures.

This program takes place in rural Illinois, where CRM work must take into consideration vegetation, farming cycles, seasons and stakeholder sensitivities. Knowledge acquired in this program can be used for CRM work across the U.S. but will be of primary relevance for CRM work in similar landscapes and environmental conditions. proper techniques to investigate similar landscapes.

IMPORTANT DISCLAIMER

The Center for Field Sciences was established to support field training in a range of sciences at sites across the world. Traveling and conducting field work involves risk. Students interested in participating in any CFS program must weigh the potential risk against the value of education provided for the program sites of their choosing.

Risk is inherent in everything we do and the CFS takes risk seriously. A committee of leading scholars review each field school location prior to approval. Once a program is accepted, the CFS continually monitor conditions at the program site, its academic quality and ability to conduct as safe of an experience as possible.

The CFS does not provide trip or travel cancellation insurance. Students are encouraged to explore such insurance policies on their own. Post Covid 19, most basic policies do not cover trip cancelation due to pandemics. If you wish to purchase an insurance policy that cover such contingencies, explore Cancel for Any Reason (CFAR) plans. [Insuremytrip.com](https://insuremytrip.com) or [Travelguard.com](https://travelguard.com) are possible websites where students may explore different insurance policies.

You should be aware that conditions in the field are different than those you experience in your home, dorms or college town. You will be exposed to the elements, live in rustic accommodation and expect to engage in physical activity daily.

We do our best to follow schedule and activities as outlined in this syllabus. Yet local permitting agencies, political, environmental, personal or weather conditions may force changes. This syllabus, therefore, is only a general commitment. Students should allow flexibility and adaptability as research work is frequently subject to change.

All students must consult medical professionals to ensure they are fit to participate in this program. If you have any medical concerns, please consult your doctor. For all other concerns, please consult with the program director – as appropriate.

COURSE OBJECTIVES

The objective of this program is to prepare students to enter the archaeological workforce in field technician positions in public and private CRM crews. This objective is accomplished by providing students with (1) practical experience in field and laboratory methods necessary for detecting and documenting archaeological sites, (2) instruction in the legal and consultation requirements of cultural resource management, and (3) experience in reporting of archaeological fieldwork.

Students will engage in surface survey, shovel testing, and excavation at archaeological sites in the Lower Illinois River valley, documenting their fieldwork in preparation for interpretation and reporting. Students also participate in the cleaning, tabulation, and curation of archaeological material collected during their field experiences.

LEARNT SKILLS

We are aware that many students may not seek academic careers but will pursue employment in the private sector. To that end, we are following the Twin Cairns Skills Log Matrix™ (<https://twincairns.com/skill-set-matrix/>) and will provide training for the following skills:

Skill	Description
Compliance-NAGPRA	Understand how to comply with the federal Native American Graves Protection and Repatriation Act
Compliance-NHPA/NEPA	Understand how to comply with the federal National Historic Preservation Act (NHPA) and the National Environmental Policy Act (NEPA)

Compliance-Report Writing	Ability to write technical reports in coherent language that follow both federal and state regulations and law
Compliance-State Legislation	Understand how to find and comply with individual state legislation, laws and rules concerning cultural and natural heritage
Field Archaeology Phase III	Ability to conduct archaeology phase III work: Data recovery
Field-Archaeology Phase I	Ability to conduct archaeology phase I work: identification
Field-Archaeology Phase II	Ability to conduct archaeology phase II work: Evaluation
Field-Artifact Identification	Ability to identify archaeological artifacts and ecofacts, from both pre contact and historical context
Field-Artifact Processing	Understand how to assign artifacts to accepted cultural/geological spheres, across space (classification) & time (seriation)
Field-Data Recording	Ability to use printed or digital sheets to document & record field data
Field-Excavations/General Principles	Know how to excavate in cultural or arbitrary layers, document and record all excavation activity
Field-Excavations/Shovel/Test Pit Sampling	Know how to conduct and record systematic test excavation programs, using either shovel or test pits methodology
Field-Grid & Trench Layout	Ability to lay excavation grid and generate reliable trench outline for excavations
Field-Monitoring	Monitor constructions site and identify danger to cultural or natural heritage
Field-Photography	Ability to take clear images of various feature, artifact & soil colors at various light and field depth conditions
Field-Screening	Ability to use general & geological screens to identify, collect and record small scale finds
Field-Soil Identification	Ability to identify, describe and record different types of soil and depositions
Field-Stratigraphy	Ability to identify, measure and describe stratigraphic layering of a site
Lab-Artifact Documentation	Ability to measure, record, photographed and classify various artifact types
Lab-Flotation	Able to use flotation machine to collect flora and fauna
Museology-Artifact Curation	Ability to safely register, document and store a wide range of artifact types in curation facilities following state and federal laws
Software-GIS	Can confidently operate Geographical Information System software
Software-Microsoft Office	Can confidently operate MS Office software (Word, Excel, PowerPoint)
Survey-General	Ability to conduct & document systematic, pedestrian survey using a topographic map -- printed or digital
Survey-GPS Navigation	Ability to navigate to given coordinates using a GPS receiver
Survey-GPS Recording	Ability to use GPS instruments to conduct, document & record digital spatial survey data
Survey-Map & Plan Making/Digital	Ability to use digital tools (Total Station, differential GPS, etc.) to create maps and plans of a site
Survey-Total Station	Know how to properly set a Total Station, take back and fore points, collect geospatial data/points that can be used to generate digital topographic maps

COURSE SCHEDULE

Weekly Schedule	
Week 1	Survey & Surface Collection: Field Artifact Identification, GIS, GPS, Health & Safety, Map Navigation, Recording Survey
Week 2	Survey & Shovel Testing: Field Artifact Identification, GIS, GPS, Health & Safety, Map Navigation, Recording Survey, Soil Identification

Week 3	Excavation: Basic Excavation, Artifact Collection & Field Conservation, Field Photography, Flotation Sample Collection, Grid Setup, Health & Safety, Mapping – Plan & Feature Drawing, Recording Excavation / Notetaking, Small & Large Hand Tools, Screening, Soil Identification, Stratigraphy
Week 4	Laboratory & Reporting: Artifact Washing, Artifact Classification / Tabulation, Chronology, Curation, GIS, Flotation Sample Processing, Report Writing
Final Project	Students complete a short report using Illinois forms about the site(s) investigated during the program.

Lecture Schedule — Evenings & Saturdays

Geophysics — Ground-penetrating Radar, Magnetometry, Resistivity, Ground-truthing
Remote Sensing — Aerial Photography, Satellite Imagery, Photogrammetry, LiDAR, Drones
Laws & Consultation — Section106, State Laws, Permits, NAGPRA
Report Writing
Bioarchaeology
Geoarchaeology
Paleoethnobotany
Zooarchaeology

Course structure may be subject of change upon directors’ discretion.

TYPICAL WORKDAY

Monday-Friday	
7:00 am	Breakfast
8:00 am – 12:30 pm	Program Activities — Fieldwork or Lab
12:30 – 1:15 pm	Lunch
1:15 – 4:00 pm	Program Activities — Fieldwork or Lab
4:00 – 5:00 pm	Break
5:00 pm	Dinner
7:00 – 9:00 pm	Program Activities – Lab or Lecture
Saturday	
7:30 am	Breakfast
8:30 am – 12:30 pm	Program Activities – Lab or Lecture

In case of rainy days, lectures and lab work will be performed.

ACADEMIC GRADING MATRIX

Students will be graded based on their work as follows.

Technical Skill (20%): Students should demonstrate mastery of basic field methods (e.g., shovel and trowel technique, measurement accuracy, soil description, data recording) to receive full points for this portion of the grade. This portion of the grade is evaluated through direction observation of students’ execution of field tasks.

Efficiency (20%): Students should show the ability to execute field and laboratory tasks in an efficient manner as they begin to master technical skills. This portion of the grade is evaluated through direction observation of students’ execution of tasks.

Interpretation (20%): Students should demonstrate that they understand the cultural implications of the sediments excavated, material culture, and their contexts. Evaluation of interpretative ability occurs through students’ completion of field recording forms, which are reviewed for completion and accuracy by all field staff, and then discussed with students to correct any errors or omissions. Upon review by field staff, students will be given the opportunity to improve and/or correct forms as necessary.

Attitude (20%): The overall success of any field project depends upon group effort. Students contribute to a successful field season through cooperation, taking the initiative to ensure work proceeds efficiently, and maintaining a positive attitude. This portion of the grade is evaluated through direction observation of students' behavior and execution of tasks.

Project (20%): Each student will complete a final project that incorporates skills and information from the program. Students will complete a short report on the site(s) investigated during the program using State of Illinois IHPA forms for reporting archaeological investigations.

Final grades are scaled to individual performance based upon the overall numeric score, individual effort and contributions, and personal improvement over the course of the field school. Final grades are additionally adjusted to overall class performance—no quotas for specific grades are imposed. Grades are assigned using a standard A-F scale.

SKILLS MATRIX LEVELS

The school instructors will evaluate the level each student achieved on the list of skills provided above. Each skill will be graded on one of the following three levels:

Basic: Can perform the skill/task with some supervision.

Competent: Can perform the skill/task without any supervision.

Advanced: Can perform the skill/task and teach others how to do it.

ATTENDANCE POLICY

The required minimum attendance for the successful completion of the field school is 85% of the course hours. Any significant delay or early departure from an activity will be calculated as an absence from the activity. An acceptable number of absences for medical or other personal reasons will not be taken into account if the student catches up on the field school study plan through additional readings, homework or tutorials with program staff members.

PREREQUISITES

This is a train-to-work program so students must be ready to begin employment at the CRM industry immediately at the conclusion of this program. Students with a BA or BS in archaeology, anthropology or related fields will get a priority enrollment for this field schools.

This is hands-on, experiential learning and students will study on-site how to conduct archaeological field work. Field work involves physical work and exposure to the elements and thus requires a measure of understanding that this will not be the typical university learning environment. You will have to work outdoors and will get sweaty and tired. Students are required to come equipped with sufficient excitement and adequate understanding that field work requires real, hard work, in the sun and wind. The work requires patience, discipline, and attention to details.

PROGRAM ETIQUETTE

This program will run along many other CAA activities. Students will live in dormitories and will share rooms and bathrooms with other field school students. Living in large groups, accommodating others, and understanding that privacy will not be easily attained must be part this program.

This program takes place in Kampsville, a small, rural community in west-central Illinois that had been the home of the CAA for decades. Our relationship with the town is very important to us and any behavior that jeopardizes such good relations will not be tolerated. Inappropriate behavior, including drunkenness, underage drinking, use of illicit drugs, harassment, and violent behavior, are not tolerated and may be grounds for removal from the program. Though legal in the State of Illinois, alcohol, cannabis, and their consumption are not permitted on or in CAA property or at any CAA program site.

EQUIPMENT LIST

General Gear & Supplies

- Linens or sleeping bag, pillow. Beds are provided in the dorms. Beds are twin size.
- Towels
- Lightweight, warm weather clothes
- Warm clothes and a jacket
- Poncho or raincoat
- Laundry bag
- Toiletries
- Hat & sunscreen
- Insect repellent
- Water bottle or canteen
- Small backpack
- Study shoes or boots
- Lightweight summer shoes
- Paper, pencils, pens, notebooks
- Small reading light and/or flashlight
- Medicines/medical supplies
- Laptop computer

Personal Dig Kit

- 4.5" or 5" pointing trowel (Marshalltown #45-5 or similar). Your trowel should be the single construction variety, *not* one with handle bolted or welded to the blade. We do not recommend a trowel larger than 5". Large trowels, for example 6" varieties, are often unwieldy. Quality does make a difference. Do not opt for a cheap, poorly constructed tool! Some archaeologists like to have a 5" margin trowel as well (Marshalltown #52 or similar) in their toolkit as well. This trowel should also be a single construction type. Margin trowels are handy, but are optional.
- Pruning shears
- Metric tape measure, at least 7.5 m long
- 8 oz plumb bob
- Line level. Metal line levels tend to be more durable than plastic ones. It is a good idea to carry a spare line in case yours is accidentally damaged or warped in the field, particularly if you opt for a plastic one.
- 8" bastard mill file
- A roll of carpenter's string. Braided string is better than twisted.
- Pocket knife
- Work gloves
- Waterproof, fadeproof pens. The CAA's preferred pen is the Uniball Deluxe micro-point, black ink.
- Pencils and eraser(s)
- A box or bag to put your tools in.

If you cannot find some of these tools, you may purchase them from the CAA at cost when you arrive in Kampsville.

Field Clothes and Shoes

Field work is often hot, humid, dirty work. It is recommended that you bring light, cool clothes to work in. You will want to bring clothes that you don't mind getting dirty, sweaty and possibly ruining. By the end of the summer, it is not unusual to have a pile of clothes that you won't be wearing again in civilized society. They'll always be good field gear, though. It probably isn't a good idea to bring your expensive favorite summer outfit unless you don't mind it becoming dirt and sweat stained.

You should bring comfortable, closed-toe field shoes or boots and a pair of steel-toe work shoes or boots. Steel-toe shoes/boots are required for the monitoring portion of the curriculum.

TRAVEL & MEETING POINT/TIME

We suggest you hold purchasing your airline ticket until six (6) weeks prior to departure date. Natural disasters, political changes, weather conditions and a range of other factors may require the cancelation of a program. The CFS typically takes a close look at local conditions 6-7 weeks prior to

program beginning and makes a Go/No Go decision by then. Such time frame still allows for the purchase deeply discounted airline tickets while protecting students from potential loss of airline ticket costs if CFS is forced to cancel a program.

Traveling by Automobile

- **Arrival:** Please arrive between 3 pm and 5 pm on the first Sunday of your program.
- **Departure:** Please depart no later than 10:30 am on the last Saturday of your program.
- **Check-in:** CAA Main Office (156 N Broadway).

The easiest directions to the CAA and Kampsville are found in either Google Maps or Apple Maps. Kampsville is a very small village. Simply searching Kampsville, IL, will get you there.

Your route may require you to cross a ferry to enter Calhoun County, the county in which Kampsville is located. The Kampsville Ferry and the Brussels Ferry are free, public ferries operated by the Illinois Department of Transportation. They operate 24 hours, 7 days per week. The Golden Eagle Ferry is a privately owned and operated ferry between Missouri and Illinois. There is a fee to ride this ferry. Crossing into Calhoun County at the Golden Eagle ferry is also the least convenient way to Kampsville.

Once you arrive in Kampsville, you should check-in at the CAAs Main Office, which is located at the intersection of IL-100 and IL-108. The building is next to the Kampsville Post Office and Bank of Kampsville. The main office is the brick two-story building with the large CAA sign in front.



Figure 1: Center for American Archaeology main office at Kampsville, IL

Traveling By Plane

The CAA provides transportation to and from Lambert-St. Louis International Airport (STL). CAA staff will meet you in the baggage claim area of your terminal. They will be holding a sign. Please check-in with CAA staff as soon as possible upon arrival.

- **Arrival:** Please schedule your arrival time between 12 pm and 4 pm on the first Sunday of your program.
- **Departure:** Please schedule your departure between 11 am and 2 pm on the last Saturday of your program.

- **Check-in:** Baggage area of your terminal

We realize that some may have limited choices for arrival and departure times in St. Louis depending on their home location, airline of choice, etc. If you must schedule a flight outside of the requested time ranges, please contact us at education@caa-archeology.org before booking your flight.

Traveling by Train

The CAA provides transportation to and from the Alton Illinois Amtrak Station (ALN). CAA staff will meet you in the terminal. They will be holding a sign. Please check-in with CAA staff as soon as possible upon arrival.

We realize students traveling by train do not have the arrival and departure scheduling flexibility that those flying do. Please contact us at education@caa-archeology.org before booking your trip.

Requested Information

All travel information *must* be emailed to education@caa-archeology.org at least one week before your program begins. Please send:

- Students Name
- Program
- Mode of Travel (plane, train, or automobile)
 - Plane: Airline, Flight Number, Last Connecting City, ETA
 - Train: Train/Line, ETA
 - Automobile: You need only tell us they're driving

We will confirm receipt of travel arrangements as soon as possible. If you do not receive a confirmation email in 48 hours, please let us know.

Orientation

Orientation will be held in Kampsville on the first Sunday of your program at approximately 6 pm. *Attendance is mandatory for all students.*

Course packs and introductory information will be distributed during this short meeting. This will be your first occasion to meet all participants and staff, as well as others in our programs. A light dinner will be provided.

Your travel plans should be scheduled so that you arrive in Kampsville *before* orientation.

Enrolled students will receive this information and instructions for forwarding their travel plans upon acceptance into the program.

If you missed your connection or your flight is delayed, please call, text or email project director immediately. A local emergency cell phone number will be provided to all enrolled students.

VISA REQUIREMENTS

This is a domestic program. No visa is required for US Citizens.

MEALS & ACCOMMODATION

CRMFS Students will reside in one of the CAA's dormitories. The dormitory is coed. No single rooms are available. A refrigerator and microwave area available for student use.

Meals are provided Monday breakfast through Saturday lunch. Cuisine is standard Midwestern dishes. CAA food services accommodate a variety of needs, including vegetarian and vegan diets. Enrolled students will receive a form to report their dietary needs before arrival.

Free, outdoor parking is available to students who choose to drive.

ACADEMIC CREDITS & TRANSCRIPT

Attending students will be awarded 8 semester credit units (equivalent to 12 quarter credit units). Students will receive a letter grade for attending this field school based on the assessment matrix (above). This program provides a minimum of 160 direct instructional hours. Students are encouraged to discuss the transferability of credit units with faculty and the registrar at their home institutions prior to attending this program.

Students will be able to access their transcript through our School of Record – Culver-Stockton College. C-SC has authorized the National Student Clearinghouse to provide enrollment and degree verification (at <https://tsorder.studentclearinghouse.org/school/select>). Upon completion of a program, students will get an email from C-SC with a student ID that may be used to retrieve transcripts. The first set of transcripts will be provided at no cost, additional transcripts may require payment. If you have questions about ordering a transcript, contact the C-SC office of the registrar at registrar@culver.edu.

REQUIRED READINGS

PDF files of all mandatory readings will be provided to enrolled students via a shared Dropbox folder.

Ferguson, T.J.

- 2009 Improving the Quality of Archaeology in the United States through Consultation and Collaboration with Native Americans and Descendant Communities. In *Archaeology & Cultural Resource Management: Visions for the Future*, edited by Lynne Sebastian and William D. Lipe, pp. 169-193. School for Advanced Research Advanced Seminar Series. SAR Press, Santa Fe.

National Park Service

- 1991 How to Apply the National Register Criteria for Evaluation. National Register Bulletin 15. (see also: <https://www.nps.gov/subjects/nationalregister/publications.htm>)
- 1997 Cultural Resource Management Guideline. NPS-28. Electronic document, http://www.nps.gov/parkhistory/online_books/nps28/28intro.htm, accessed March 28, 2022. U.S. Department of the Interior, National Park Service, Washington, D.C.

Neumann, Thomas W., Robert M. Sanford, and Karen G. Harry

- 2010 *Cultural Resources Archaeology: An Introduction*. Altamira Press, Lanham, Maryland.

Lipe, William D.

- 2009 Archaeological Values and Resource Management. In *Archaeology & Cultural Resource Management: Visions for the Future*, edited by Lynne Sebastian and William D. Lipe, pp. 41-63. School for Advanced Research Advanced Seminar Series. SAR Press, Santa Fe.

Sebastian, Lynne

- 2009 Deciding What Matters: Archaeology, Eligibility, and Significance. In *Archaeology & Cultural Resource Management: Visions for the Future*, edited by Lynne Sebastian and William D. Lipe, pp. 91-114. School for Advanced Research Advanced Seminar Series. SAR Press, Santa Fe.

Vogel, Gregory

- 2002 *A Handbook of Soil Description for Archeologists*. Arkansas Archeological Survey Technical Paper 11. Arkansas Archeological Survey, Fayetteville.

RECOMMENDED READINGS

- Buikstra, Jane E
 1988 The Mound-Builders of Eastern North American: A Regional Perspective. Elfde Kroon-Voordracht Stichting Nederlands Museum Voor Anthropologie en Prehistorie, Amsterdam.
- Charles, Douglas K
 1992 Woodland demographic and social dynamics in the American Midwest: Analysis of a burial mound survey. *World Archaeology* 24: 175–197.
- Delaney-Rivera, Colleen
 2004 From edge to frontier: Early Mississippian occupation of the Lower Illinois River valley. *Southeastern Archaeology* 41–56.’
 2007 Examining interaction and identity in prehistory: Mortuary vessels from the Schild cemetery. *North American Archaeologist* 28: 295–331.
- Farnsworth, Kenneth B, Emerson, Thomas E, and Glenn, Rebecca Miller
 1991 Patterns of Late Woodland/Mississippian interaction in the lower Illinois valley drainage: a view from Starr Village. In *Cahokia and the hinterlands: Middle Mississippian cultures of the Midwest*, pp. 83–118. University of Illinois Press.
- Fishel, Richard L. (editor)
 2018 Archaeological Investigations at the Eileen Cunningham Site: Woodland and Mississippian Habitations in the Lower Illinois Valley of Greene County, Illinois. University of Illinois, Prairie Research Institute, Illinois State Archaeological Survey, Urbana-Champaign.
- McElrath, Dale L, Emerson, Thomas E, and Fortier, Andrew C
 2000 Social Evolution or Social Response? A Fresh Look at the “Good Gray Cultures” Four Decades. In *Late Woodland Societies: Tradition and Transformation across the Midcontinent*, edited by Thomas E Emerson, Dale L McElrath, and Andrew C Fortier, pp. 3–36. University of Nebraska Press, Lincoln and London.
- Moffat, Charles R, Mary Simon, David J Nolan, K. Shane Vanderford, and Amy K Graham
 2006 Archaeological Investigations at the Adcock Site, Greene County, Illinois. University of Illinois, Prairie Research Institute, Illinois State Archaeological Survey, Urbana-Champaign.
- Scarry, C Margaret, and Richard A Yarnell
 2011 Native American domestication and husbandry of plants in eastern North America. In *Subsistence Economies of Indigenous North American Societies: A Handbook*, edited by Bruce D. Smith, pp. 483–501 Smithsonian Institution Scholarly Press, Washington, DC
- Studenmund, Sarah
 2000 Late Woodland occupations in the lower Illinois Valley: research questions and data sets. pp. 301–343. University of Nebraska Press Lincoln, Lincoln and London.