

# **ARCH 281&282: HAMILTON COLLEGE ARCHAEOLOGICAL FIELD COURSE**

## *Course Syllabus*

Slocan Narrows Archaeological Project (SNAP)

Slocan Valley, British Columbia, Canada

June 7<sup>th</sup> – July 19<sup>th</sup>, 2015

*Principal Investigator and Instructor:* Nathan Goodale, Professor

*Co-Principal Investigator and Instructor:* Alissa Nauman, Instructor

*Teaching Assistant:* Molly Eimers (Graduate Student, University of Montana)

*Teaching Assistant:* Max Lopez (Hamilton College '15 / Cambridge University)

*Teaching Assistant:* Emily Rubinstein (Hamilton College '16)

### **Course Description:**

Arch 281/282 is an archaeological field methods class held in a remote location, requiring students to live and work together as a group while learning field methods and contributing to the success of a long-term archaeological research project. During this course you will learn the basics of field archaeology including excavation and form work, survey, how to use a total station, GPS mapping, and plan/profile mapping (see a complete list of topics below). After taking this course you will have the skills to be employable as a field archaeologist in a cultural resource setting. Additionally, you will gain first-hand experience in Pacific Northwest Archaeology and local aboriginal issues. Because we will be living as a collective group in a remote camping environment, all students will be expected to do their share of camp chores as part of their participation grade.

### **Evaluation and Grades:**

To excel in this class, students must actively participate as responsible, self-starting members of a research team. This means being on the site every day, taking good field notes and completing site forms, doing lab work when required, going on field trips, attending lectures, taking part in discussions, doing some independent reading, and completing camp chores. Instructors and Teaching Assistants will evaluate student performance on a weekly basis. The camp will have a small reference collection of books and papers relevant to the course and to the research project. Students are expected to use this collection to follow up on topics raised in lectures and discussions. Required readings for the course include a number of short articles which will be provided at the start of the course. Lecturers will indicate which readings in the reference collection are most relevant to their topic.

There will also be a short project, a final field practical and written exam. Grades will be based on:

*Participation:* 50%

*Field Notes & Forms:* 20%

*Field Practical & Written Exam:* 20%

*Assignment/Project:* 10%

The *Field Project/ Assignment* will give you an opportunity to creatively share what you have learned about the site, the archaeology of the area and its inhabitants. Further details will be announced.

The *Field Practical* will formally evaluate your abilities to carry out field procedures that you will be practicing all season long, such as laying out a grid square, field identification of artifacts, EDM setup, and other field procedures.

The *Written Exam* will evaluate your comprehension of readings, lectures and information gathered while on field trips. We will have a review session prior to the exam.

### **Course Objectives and Coverage:**

The primary objective of the course is to provide students with instruction and practical experience in basic methods and techniques of archaeological fieldwork as well as learn about aboriginal history/ prehistory of the Upper Columbia Region of the interior Pacific Northwest. The experience is gained in the context of a long-term research project designed to produce specimens, records, and data that will support further laboratory analysis and eventual publication of research results. Students thus will be making important contributions to the research while they are learning basic field methods. Through discussions and practical applications, students will develop a thorough understanding of how their work in the field relates to the overall research design of the Slocan Narrows Archaeological Project.

The field, laboratory and classroom objectives covered in the course include:

- site gridding
- triangulation techniques
- EDM set up and use (total station)
- floor plan mapping
- wall profile mapping
- feature excavation
- square excavation
- completion and processing of level forms
- completion and processing of feature forms
- collection and processing of soil samples
- collection and processing of radiocarbon samples
- GPS mapping
- map and compass work
- UTM mapping
- processing of site forms
- production of site maps
- artifact identification
- exposure to regional cultural history
- community outreach/ public archaeology
- aboriginal consultation
- Weekly lectures from various professionals on a variety of topics

### **Camp Life and Logistics:**

The summer season is a total of 6 weeks with a number of 1-2 day breaks. Everyone is required to be present and participate from June 7 through July 19. During breaks we will have scheduled trips to Nelson and/or Castlegar for food shopping and other needs. Travel to these locations (and possibly others) will be available during breaks; conversely, there are plenty of things to enjoy at or near camp during days off.

Students from the USA will be responsible for getting themselves to Spokane, Washington on June 7<sup>th</sup> where they will stay the night at a hotel at the airport. Your instructors will provide you with the details and there will be shuttle service from the airport to the hotel. The instructors will be arriving around lunch time on June 8<sup>th</sup> to pick you up. We will then drive up to our camp which is about 5 hours north. Students will be returned to Spokane July 18<sup>th</sup>, and will be free to depart on the 19<sup>th</sup>. Do not expect to be able to depart Spokane earlier than July 19<sup>th</sup>. Students from Canada will need to get themselves to our field camp on June 8<sup>th</sup> located on Lindsay Rd. located approximately 1km past Lemon Creek in the Slocan Valley. The Teaching Assistants will be at camp and will help get you situated.

Our field camp is located on a property about 1 km from the archaeological site. Facilities are rustic, a small cabin with a kitchen that will be used for meal preparation and food storage and a large tented area outdoors for eating and gathering. Other facilities include two outhouses, a shower trailer with on-demand hot water three private stalls and sinks, as well as individual personal locker space in the cabin. The students all camp in a grassy pasture just up the hill from the cabin. The property is located just up from the Slocan River so swimming is close by. It is essential that you bring a tent that is durable and waterproof. We recommend a three season tent because the weather will change from rainy and damp in early June to a warmer and drier climate in July. If purchasing a three season tent is not feasible, please talk with us and we can provide some suggestions.

In order for camp life to run smoothly, we have implemented a structured list of chores and duties in which participation is mandatory. Students will be grouped into teams and rotate between daily camp chore and meal preparation responsibilities. Food is a very important aspect to an archaeology project and a well fed crew is more likely to be a happy crew. So think about recipes for your favorite foods. We will accommodate dietary restrictions for allergies and for those who are vegetarian. Pickiness on the other hand will not be tolerated and you are responsible for eating the caloric needs to keep you going through class time. That said, we will be soliciting suggestions from you so that we buy food you like. You will be provided three meals a day with snack foods to go into your backpack to eat throughout the day.

Archaeological projects are often in remote locations where you have to get outside of your comfort zone in a number of ways. During the six weeks you will not have regular cell phone access. This is not because we prohibit cell phones, but because there are no cell phone towers in the Slocan Valley. There is a telephone at the place where we stay and we will provide that phone number to you so in the event of an emergency your family will be able to get a hold of you. This, however, will only be available in the event of an emergency. You will have limited and scheduled internet access to catch up on email. We will bring a project laptop for you to use and Skype will be available on a limited basis. Personal laptops are prohibited at camp. On several weekends you will have the opportunity to go into Nelson where you will likely have cell phone access (check with your carrier for specific coverage information). You can use that time to call family and friends.

## **Additional Information:**

### ***The Slocan Narrows Housepit Village***

DkQi 1, 2, and 17, otherwise known as the Slocan Narrows Pithouse Village is located in southeastern British Columbia near the town of Slocan in the northern Kootenay Mountains. The site contains a little over forty pithouses which are some of the largest in the interior Pacific Northwest. We have been conducting work there since 2000 and have been taking Hamilton students there since 2009. Over the course of this time we have sampled every house within the core village area and dated it by radiocarbon assay. We now have a fairly complete picture of how the village formed and was occupied over the course of 3,100 years.

### ***Excavation***

We will be spending about 2/3 (at least four weeks) of the field school excavating at the Slocan Narrows Pithouse Village. During 2015 we will be focusing on opening up a couple large block excavation units in two houses that represent different time periods in the village occupation to start exploring issues of household organization in the past at Slocan Narrows. This is an incredibly rare opportunity for field school students especially in this area of the world. We will also spend time excavating test units in a probable midden area.

### ***The Sinixt Nation: People of the Arrow Lakes***

The Sinixt (Arrow Lakes People) are the aboriginal group whose ancestral territory spans the region in which the Slocan Narrows Archaeological Project conducts research. In addition to doing on the ground archaeology, a large part of the SNAP project has focused on learning about the ethnographic history, traditional and contemporary lifeways and current political struggles of the Sinixt people. Their story is very interesting, and we will spend time learning about it throughout the course. We will have the opportunity to visit the site of Vallican, an archaeological site and contemporary gathering place of the Sinixt.

### ***Colville Reservation Field Trip***

We will be taking a five day field trip to the area on and around the Colville Reservation in northeastern Washington. During this trip we will be joined by Professor David Bailey from Hamilton College and be conducting geological survey for fine grained volcanic rocks which we will sample and process back at Hamilton. We will have the opportunity to work with members of the Confederated Tribes of the Coville Reservation as well as individuals representing several cultural resource management firms in the Pacific Northwest. During the field trip we will also tour several sites sacred to the history of the Sinixt (Lakes) People.

### ***Lectures and Discussion***

There will be a number of evening lectures by instructors, teaching assistants and guest specialists. Topics will range from the archaeology of the region, regional geology, first nations topics, ethics in archaeology and language.

### ***Public Outreach and Community Day***

Each year we have a public outreach day where we invite members of the surrounding community to come and learn about what we are doing. Every student will have an active and engaged role in this public service event. In 2013 we had over 350 visitors in two hours and we can probably expect as many, if not more, to show up this year.

**Required Personal Items**

Tent (2-4 person tent-don't bring a huge one)  
Sleeping bag (one that is rated 0-20°F)  
Sleeping pad (thermal rest-don't go skimpy, you will be sleeping on this for 6 weeks so get a good one)  
Running shoes or hiking boots  
Sport Sandals  
Cold weather clothes (think layers)  
Warm Weather clothes (shorts, t-shirts)  
Rain jacket and rain pants  
2 pairs of work pants/shorts  
Socks  
Swim suit  
Sunglasses  
Brimmed hat (baseball or wide brimmed for folks sensitive to sun) or bandana  
Water Bottle  
Sun tan lotion  
Mosquito repellent (we will supply mosquito repellent but it is good to have your own)  
Camera (optional)  
Day Pack  
Flash light

**Toiletries (we will supply the basics like toilet paper and a well stocked first aid kit)**

Toiletry bag  
Tooth brush  
Toothpaste  
Soap  
Shampoo etc...  
Towel  
Any other personal items you may need for the 6 weeks  
Medication you regularly need  
Allergy medicine

**Dig Kit**

Tool box or dig bag  
Trowel (Marshalltown 3-4inch triangle or square)  
Metric tape measure  
Line level  
Plumb Bob/Betty  
Clip board  
Pencil (2)  
Sharpie Marker (2)  
Work gloves  
Fine small paint brush  
Silva Ranger Compass (optional)

**Items not permitted/restricted**

Laptop computers  
Cell phones required to be turned off during all hours we are within 20km of the archaeological site (includes camp).

## Course Schedule\*

**When:** June 7<sup>th</sup>-July 19<sup>th</sup>, 2015

**Where:** Slocan Valley, British Columbia, Canada

### 2015 Schedule\*

May 18 Instructors depart Clinton, NY

May 24 Instructors arrive Slocan, B.C.

June 1/2 Teaching Assistants Arrive Slocan, B.C.

**June 7 Students arrive in Spokane, WA**

**June 8 Instructors pick up US students in Spokane, WA**

**June 28 Travel day to Inchelium, WA (Twin Lakes Camp hosted by the CCT)**

June 29-July 3 FGV Survey, site tours of significant places for the Lakes People

July 4 Travel back to Slocan, B.C.

**July 12 Public Day sponsored by Slocan Rail Trail Society**

July 18 Travel back to Spokane, WA

**July 19 Students Depart Spokane, WA**

*\* Apart from arrival and departure dates, itinerary may be subject to change due to unforeseen circumstances (i.e. weather) and/or opportunities. Additional evening lectures and community outreach events will be added to the itinerary.*

# Field Practical

Held the evenings of July 15th and 16th

## The Practical Will Cover the Following Topics:

### 1. Excavation

- triangulate a square meter from a known baseline
- artifact identification
- general excavation questions

### 2. Survey

- gps unit
- compass
- topo map

### 3. EDM

- set up a station and record xyz for a given point
- general EDM questions

### 4. Geology and Lab

- texture by feel
- Munsell color assignments
- Slocan Narrows depositional sequence

## **Field Assignment/ Final Project: Slocan Narrows Archaeological Project Poster Session**

A priority of the Slocan Narrows Archaeological Project (SNAP) is public outreach and dissemination of knowledge that is easily accessible for the public. For your final project you will be working in groups to develop a poster on a topic related to the Slocan Narrows Archaeology Project drawing from the 2015 field season. Each poster will be focused on a specific theme which can include but is not limited to 1) Results of the 2015 excavation and pithouse architecture, 2) Lithic and fauna evidence recovered, 3) Public outreach and education at the Slocan Narrows Archaeological Project. Other topic ideas are encouraged and will be considered (must be approved by Nathan and Alissa), but it is important that the posters represent different facets of the archaeology project as they will be presented together as a cohesive session.

The posters should have images and text that balance each other and be informative and educational. You will design the poster in PowerPoint or Illustrator (whichever your group is comfortable with) and will be given time to work on it during a couple afternoons, depending on how everything else is going. At the end of field school (July 17<sup>th</sup> or 18<sup>th</sup>) your group will present your poster to the rest of the students and faculty (and possibly other guests) on the “big screen” at camp. Printed versions of the posters will be displayed during Family Weekend at the Hamilton College Science Poster Session.

Grades will be based upon poster content, layout and presentation. Participation will also be considered. Peer evaluations will help to assess individual participation.