

ANTH 3601: Archaeological Field School
Sul Ross State University, Summer I 2024
May 29-July 5th

Instructors (SRSU, Center for Big Bend Studies)

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Prerequisites: ANTH 1301, ANTH 1302, or consent from instructors.

COURSE DESCRIPTION:

This intensive six-week course provides hands-on introduction to archaeological field and laboratory techniques, including pedestrian survey, site recording, instrument mapping (GPS, EDM), site testing, controlled excavation, rock art recording, photography, 3D modeling, experimental studies, sample processing, and artifact curation. All students receive instruction and experience in all aspects of the field school. Throughout the course there will be several assigned readings and visiting guest lecturers who will provide detailed information about different aspects of the sites and archaeological record of the greater Big Bend. Participation in this course requires hiking across rugged terrain in extreme temperatures. Please communicate any physical or health concerns with instructors.

The course is split into three 10-day sessions that will run consecutively with four-day breaks in between; Sul Ross State University can provide dorms for the breaks. If you need to stay on campus, we need to know ahead of time so we can book your rooms. The cost of dorms is included in the program fee.

- May 29-June 7 (Session 1)
- June 12-21 (Session 2)
- June 26-July 5 (Session 3)

All field work will be based out of field camps (combination of cabins, bunkrooms, and camping) on the O2 or Pinto Canyon Ranch. All students will be sharing cooking and cleaning duties, and the instructors will build a menu to accommodate all food allergies and restrictions. Helping with camp duties is an expected component of the field school.

STUDENT LEARNING OUTCOMES:

Students will be introduced to the fundamentals of archaeological field and laboratory methods and will be able to demonstrate each of the following by the end of the course:

- Understand how to apply different field methods (survey, testing, excavation) to address archaeological research questions.
- Identify artifact materials and what constitutes an archaeological site in the field.
- Express a practical understating of excavations practices, horizontal and vertical mapping, sediment descriptions, feature evaluation, photography, artifact plotting, rock art recording, field notes and forms
- Use proper rock art recording methods and practice.

- Employ proper data management and laboratory practices.

COURSE STRUCTURE AND FIELD WORK SCHEDULE

We will meet behind Ferguson Hall in the parking lot before every field school session @ 8:00 am (SEE ATTACHED FIGURE). If you cannot be on time, **PLEASE** contact Charles Koenig or Devin Pettigrew and let us know when you will arrive so that we are all not waiting on anyone. **Charles Cell:** (830) 719-1105 **Devin Cell:** (479) 936-1597

Travel from SRSU to field locations will be in SRSU/CBBS vehicles—this includes UTVs in the field. All personal vehicles must remain parked on the SRSU campus during the field sessions.

The course is field-based and the majority of class time will be spent in the field working at and recording archaeological sites. Additional time each afternoon will be devoted to artifact and sample processing, and students will rotate through camp chores. The daily schedule may change based on weather and site conditions.

Session 1: May 29 to June 7

5/29	5/30	5/31	6/1	6/2	6/3	6/4	6/5	6/6	6/7
Orientation at SRSU; Travel to O2	GLD; Survey	GLD; Survey	GLD; Survey	GLD; Survey	GLD; Survey	GLD; Survey	GLD; Survey	GLD; Survey	Clean up site and prepare for break; Travel back to SRSU

*GLD= Genevieve Lykes Duncan Site

Session 2: June 12-21

6/12	6/13	6/14	6/15	6/16	6/17	6/18	6/19	6/20	6/21
Travel to O2; work ½ day	GLD; Survey	GLD; Survey	GLD; Survey	GLD; Survey	GLD; Survey	GLD; Survey	GLD; Survey	Finish GLD and start cleanup; Survey	Clean up site; travel back to SRSU

Session 3: June 26 to July 5

6/26	6/27	6/28	6/29	6/30	7/1	7/2	7/3	7/4	7/5
Travel to Pinto Canyon; PCR orientation	SEC; Survey	SEC; Survey	SEC; Survey	SEC; Survey	SEC; Survey	SEC; Survey	SEC; Survey	Clean up SEC; end of FS and 4 th of July Party	Travel back to SRSU and home

*SEC = Spirit Eye Cave

Sessions 1 and 2: For the first two 10-day session we will be staying at the O2 Ranch Headquarters approximately 40 miles south of Alpine. There are some bunkhouses with beds and bunkbeds, but most students will be camping. There are also cots that can be set up on a screened-in porch. The O2 facility has bathrooms, showers, and kitchen and we will be preparing group meals together.

O2 Headquarters Number: 432-364-2556

Session 3: For the final 10-day session we will be camped at a historic cabin off the Pinto Canyon county road (CR-2810), approximately 33 miles southwest of Marfa, TX. All students will be camping in an oak grove, so you will need to bring a tent, sleeping pad, and sleeping bag or light blanket. The cabin has a bathroom, shower, and kitchen where we will be cooking communal meals. There is also a tinaja where students can swim

Oak Park Headquarters Number: 432-229-4533

COURSE REQUIREMENTS AND GRADING

	Percent	Points
Field Participation	40%	800
Lab Participation	20%	400
Field Journal	20%	400
Article Discussion	10%	200
Camp Duties	10%	200
Total	100%	2000

Field Participation: Students are expected to fully participate in fieldwork each day. This includes excavations, survey, rock art documentation, photography, notes, and other tasks as assigned by the instructors.

Lab Participation: Students are expected to fully participate in lab work and data management each day. This includes washing artifacts, processing flotation samples, scanning notes, and downloading photographs.

Field Journal: Each student is expected to maintain a field journal throughout the field school. Entries in field journals should include things such as: 1) observations during excavations or survey; 2) bigger thoughts, hypotheses, and research questions relating to field school activities; 3) identify challenges and brainstorm possible solutions; and 4) important details that may be lost or forgotten. Personal experiences (e.g., I'm very hot and tired) are good things to include but should not be the focus of the field journal.

Article Discussion: Each student will co-lead discussion over one article pertaining to field school material. The student should briefly summarize the important points in the article and lead a discussion that critically evaluates the paper and relates it to topics covered during the field school

Camp Duties: Each student will help cook, clean, and organize the communal areas of the field camp as well as keep their personal space tidy and clean. Daily duties will be assigned to each student on a rotating basis.

STUDENT WELLBEING, ACCOMMODATIONS, AND MENTAL HEALTH

We care about you and want you to succeed in this course. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request for the field school prior to the first day of classes. To request accessibility/accommodations services please coordinate with Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message), or email mschwartz@sulross.edu. Mary's office is located on the first floor of Ferguson Hall (Suite 112), and the mailing address is P.O. Box C-122, SUI Ross State University, Alpine. Texas, 79832.

Field school courses foster free expression, critical investigation, and open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others in unique and changing field and lab settings. Similarly, we must all learn how to probe, oppose, and disagree without resorting to tactics of intimidation, harassment, or personal attack.

No one is entitled to harass, belittle, or discriminate against another based on race, religion, ethnicity, age, gender, national origin, or sexual orientation. Still, we will not be silenced by the difficulty of fruitfully discussing sensitive issues. "I aim to create a learning environment for my students that supports all thoughts, perspectives, and experiences and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). We also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. Our commitment is to be there for you and help you meet the learning objectives of this course. We do this to demonstrate our commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please do not hesitate to come and talk with me. I want to be a resource for you."

Duty to Report/Title IX: *SEE something. HEAR something. KNOW something. SAY something.*

The SRSU Archaeological Field School has a zero-tolerance policy for sexual and professional misconduct among students, faculty, staff, and volunteers. All faculty, staff, and students are obligated to report discrimination based on sex or gender as part of SRSU's commitment to non-discrimination. In the event that sexual misconduct occurs, SRSU faculty, in consultation with appropriate University administrators and law enforcement, may dismiss a student from the field school and that student will be responsible for expenses to be sent home.

You can find more information and confidential resources at: <https://www.sulross.edu/title-ix/>. The Title IX coordinator is Karlin DeVoll (kdevoll@sulross.edu).

Additional resources can also be found from the Family Crisis Center of the Big Bend (<https://www.fccbb.org/>).

ACADEMIC INTEGRITY

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Sul Ross State University academic dishonesty policy is addressed at length in the student conduct and discipline chapter of the student handbook (<http://www.sulross.edu/page/2454/student-handbook>). I will not tolerate academic dishonesty in this class.

GRIEVANCES

If a student has a grade dispute or dislikes a topic covered in class, please come to assigned office hours and discuss the issue with me. The procedures for student grievances outside of course content or grades are outlined in the student grievance procedure. (http://www.sulross.edu/sites/default/files/sites/default/files/users/docs/president/chapter_4.07_student_grievance.pdf).

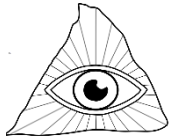
SITE OVERVIEWS:

Genevieve Lykes Duncan Excavation

Previous excavations by the Center for Big Bend Studies at the Genevieve Lykes Duncan site (GLD; 41BS2615) firmly established the presence of deeply buried late Pleistocene/early Holocene Indigenous occupations consisting

of multiple earth oven features and associated lithic materials. Ongoing research at GLD by CBBS and the University of Kansas Odyssey Research team has exposed Clovis-age cultural materials stratigraphically beneath the late Pleistocene/early Holocene earth ovens. Block excavation in 2024 will aim to expand our sample of Clovis-age materials, as well as record additional late Pleistocene/early Holocene earth oven features. The discovery of a Clovis-age camp would be the first in the Big Bend region and would be important for the larger discussion of First Peoples in North America.

Spirit Eye Excavation



Spirit Eye Cave (41PS25) has a long history of uncontrolled excavation, but the site contains an incredible assemblage of Pleistocene fauna (ground sloth), perishable artifacts, the oldest dated maize in the Big Bend, and a large earth oven facility at the cave's mouth. The 2024 Spirit Eye work will resume and extend excavations at the front of the main chamber to evaluate the large oven pit, and we may begin an excavation in the cave interior to sample intact cave sediments. A 20-meter belly crawl is the only way to access the back shaft; the room at the end is small, but untouched—not all of us will fit. Therefore, we will dig it in rotations with everyone receiving plenty of instruction on mapping, digging, and screening in both the front and the back of the cave.

READINGS (provided as links or digital PDFs):

Background Research (READ BEFORE FIELD SCHOOL)

Blecha, Erika S.

2021 Transitional Paleo-Archaic Earth Oven Facility at the Genevieve Lykes Duncan Site (41BS2615), Brewster County, Texas. *Journal of Big Bend Studies* 33:67-101.

Miller, Myles R., and Nancy A. Kenmotsu

2004 Prehistory of the Jornada Mogollon and Eastern Trans-Pecos Regions of West Texas. In *The Prehistory of Texas*, edited by Timothy K. Pertulla, pp. 205-265. Texas A&M University Press, College Station.

Monroe, Rachel

2022 The Bodies in the Cave. *The New Yorker*, October 10, 2022.

<https://www.newyorker.com/magazine/2022/10/10/the-bodies-in-the-cave>

Walter, Richard W., and Bryon A. Schroeder

2023 Late Paleoindian Earth Ovens in the Texas Big Bend. In *Earth Ovens and Desert Lifeways: 10,000 Years of Indigenous Cooking in the Arid Landscapes of North America*, edited by Charles W. Koenig and Myles R. Miller, pp. 9-23. University of Utah Press, Salt Lake City.

Discussion Readings

Bamforth, Doug B.

2010 Conducting experimental research as a basis for microwear analysis. In *Designing Experimental Research in Archaeology: Examining Technology Through Production and Use*, edited by Jeffrey R. Ferguson, pp. 93-109. University Press of Colorado, Boulder.

Boyd, Carolyn E., and Ashley Busby

2022 Speech-Breath: Mapping the Multisensory Experience in Pecos River Style Pictography. *Latin American Antiquity* 33(1):20-44.

Miller, Myles R.

2019 The Social Dimensions of Prehistoric Agavaceae Baking Pits: Feasting and Leadership in the Late Pithouse and Pueblo Periods of South-Central New Mexico. In *Interaction and Connectivity in the Greater Southwest*, edited by Karen G. Harry and Barbara J. Roth, pp. 251-277. University Press of Colorado, Louisville.

Pitblado, Bonnie L.

2022 On Rehumanizing Pleistocene People of the Western Hemisphere. *American Antiquity* 87(2):217-235.

Schroeder, Bryon, and Xoxi Nayapiltzin

2022 A Complicated History: Collaboration with Collectors to Recover and Repatriate Indigenous Human Remains Removed from Spirit Eye Cave. *Advances in Archaeological Practice* 10(1):26-37.

Prohibited Items

Illegal drugs
Glass bottles



- | | |
|--|-------------------------------------|
| 1. President's Home | 13. Industrial Technology Building |
| 2. Bryan Wildenthal Memorial Library | 14. Ceramics and Sculpture Building |
| 3. Morgan University Center | 15. Physical Plant |
| 4. Briscoe Administration Building | 16. Lobo Village Housing Complex |
| 5. Morelock Academic Building | 17. Residential Living Office |
| 6. Academic Computer Resource Center | 18. Graves-Pierce Complex |
| 7. Lawrence Hall and Cactus Garden | 19. Pete P. Gallego Center |
| 8. McCoy Building (Museum of the Big Bend) | 20. Tennis Courts |
| 9. Francois Fine Arts Building | 21. Swimming Pool |
| 10. Warnock Science Building | 22. Zuzu Verk Memorial Amphitheater |
| 11. Ferguson Hall | 23. Range Animal Science Center |
| 12. Fletcher Hall | 24. Mountainside |

Meeting Location:

We will meet in the parking lot behind Ferguson Hall at the beginning of every session (Yellow Arrow) and that is where we will return after each session (Unless other arrangements have been made).

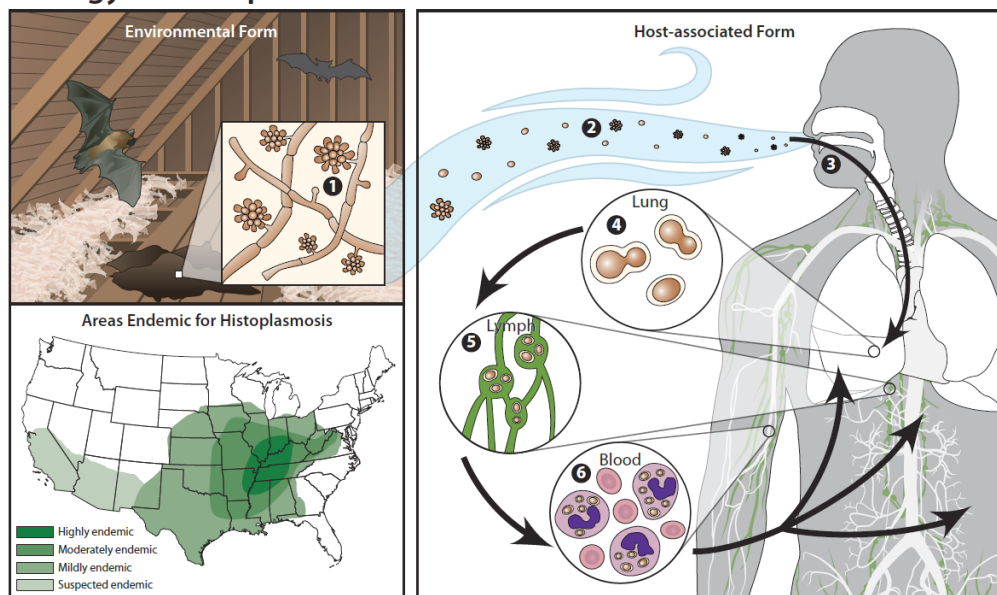
Risks of Cave/Shelter Archaeology

Histoplasmosis

“Acute pulmonary histoplasmosis is a respiratory infection that is caused by inhaling the spores of the fungus *Histoplasma capsulatum*.”

It is most common in areas where bat or bird droppings are prevalent and become disturbed (i.e. caves and rockshelters). Most people from Texas and the American West have been exposed and are immune to the spores, but there is a very small percentage of people that are not immune. According to the CDC website “In the United States, an estimated 60% to 90% of people who live in areas surrounding the Ohio and Mississippi River valleys (where *Histoplasma* is common in the environment) have been exposed to the fungus at some point during their lifetime.” SRSU and CBBS is providing preventative gear, but want field school participants to be aware and seek treatment should any of them develop any of the symptoms listed below.

Biology of Histoplasmosis



In the environment, *Histoplasma capsulatum* exists as a mold (1) with aerial hyphae. The hyphae produce macroconidia and microconidia (2) spores that are aerosolized and dispersed. Microconidia are inhaled into the lungs by a susceptible host (3). The warmer temperature inside the host signals a transformation to an oval, budding yeast (4). The yeast are phagocitized by immune cells and transported to regional lymph nodes (5). From there they travel in the blood to other parts of the body (6).



There are no tests to see if you have been exposed, but please be aware of the symptoms:

Symptoms:	Preventive Gear:
Chest Pains	Dust masks
Chills	Tyvek Suits
Cough	Multiple showering and handwashing stations.
Fever	
Joint Pain and Stiffness	
Muscle aches and stiffness.	
Rash (usually small sores on the lower legs)	
Shortness of breath	