

## Whispering Woods Archaeological Field School

*(This field is a continuation of a project conducted over the 2014/15 AY. Details at [www.RUdigging.camden.rutgers.edu](http://www.RUdigging.camden.rutgers.edu))*

### Summer Session II: June 27 – July 21, 2016

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4 credits

Registration Information: <http://summer.camden.rutgers.edu/reginfo.html>

### Instructors

**Primary Instructor / Field School Director:** Kimberlee Moran, RPA ([k.moran@camden.rutgers.edu](mailto:k.moran@camden.rutgers.edu); 856-203-0687)

**Additional Instructors/Crew Chiefs:** Ani Hatza, RPA ([ani.hatza@gmail.com](mailto:ani.hatza@gmail.com); 484-716-9990), Tovah Ross-Mitchell ([trossox@gmail.com](mailto:trossox@gmail.com); 609-670-8538), Jennifer Falchetta ([jafalchetta@gmail.com](mailto:jafalchetta@gmail.com); 267-439-0413)

### General Overview

**Aims:** To introduce students to the theory and practice of archaeological excavation, artifact recovery and analysis; to train students in the application of excavation techniques; to provide a Cultural Resource Management field experience and to introduce them to CRM issues, such as state regulation and historic preservation; to conduct a Phase II excavation of the Whispering Woods site in Salem Co, NJ.

**Course Structure:** The aims of the course will be delivered through classroom training at Rutgers University – Camden and field experience at the Whispering Woods site in Pilesgrove, Salem Co, NJ. Students will participate in a Phase II excavation under the supervision of 4 experienced archaeologists. Students will receive formal instruction on field techniques including excavation, survey, and laboratory work, health and safety training, and a visit to the NJ Dept. of Environmental Protection Historic Preservation Office (HIPO) in Trenton. Finally, students will receive experience in the laboratory processing of recovered artifacts. Course communication, assignments, and reading will all be done over Rutgers' SAKAI course management system. Students should familiarize themselves with the program's SAKAI site prior to the field school.

**Course Duration:** The course will run for a total of four weeks. Weekly field sessions will run from 8am – 4pm, Mon-Fri, with time for breaks and lunch. Students will receive 6 hours of orientation the weekend before field excavation begins. Additional lectures will take place on Wednesday evenings, 6pm-8pm. In the event of inclement weather, students will meet on campus and will work with artifacts in the lab.

**Field Procedure:** The field school will utilize high density shovel test pits and excavation units to complete the required data recovery of the Phase II project. In addition to excavation work, students will be required to participate in data recording techniques such as the completion of field paperwork, the production of profile and plan drawings, and the completion of artifact documentation. A Phase II work plan has been submitted to and approved by the NJ Historic Preservation Office.

**Course Assessment:** Students will be assessed chiefly on their performance in the field. In order to receive academic credit, they will also be required to compile a portfolio of field documentation (logs, paperwork, report, drawings). Finally, students will participate in classroom-based activities as part of their weekly formal instruction.

1. Classroom activities – 20%
2. Field paperwork – 20%
3. Site drawings – 10%
4. Artifact log – 10%
5. Photo log – 10%
6. Attendance & Preparedness– 10%
7. Excavation report (5-8pgs) – 20%

**Writing:** All writing submissions must be done via the program's SAKAI site and should be in .pdf, .doc, or .docx format. Cover pages, bibliographies, images and graphs/tables are in addition to the page limit. It is advised that students use "The Brief Penguin Handbook" as a writing resource guide.

**Required Text:** There are no required textbooks for this course. Weekly reading assignments will be posted on the course's SAKAI site. In addition to required reading, students will be provided with a "further reading" list for each topic for optional reading. Suggested books for this course are:

1. *Wilderness Navigation: Finding Your Way Using Map, Compass, Altimeter, &* (Burns & Burns 2004) - \$14.95
2. *Field Methods in Archaeology* (Hester, Schafer, & Felder 2008) - \$65.95
3. *Digging New Jersey's Past* (Veit 2002)
4. *Looking Beneath the Surface: the story of archaeology in New Jersey* (Mounier 2002)

**Required Equipment:** Students are required to purchase the following equipment for use in the field. The URL's are meant to provide examples of each item. Students may purchase these items from any vendor:

- **6" Pointing Trowel** (<http://www.homedepot.com/p/QEP-5-1-2-in-Finishing-and-Plastering-Masonry-Pointing-Trowel-with-Wood-Handle-92220Q/100199109>)
- **Knee pad** (<http://www.homedepot.com/p/Fiskars-Kneeling-Cushion-94216974J/100534790>)
- **Dust pan** (<http://www.homedepot.com/p/Rubbermaid-Commercial-Products-12-1-4-in-Polyethylene-Dust-Pan-FG200500CHAR/100642900>)
- **6ft Folding ruler** (<http://www.homedepot.com/p/Lufkin-6-ft-Folding-Wood-Rule-1066DL/100049060>)
- **Sunscreen, Bug Spray w/ DEET, Hat , Water Bottle**
- **Gloves** (<http://www.homedepot.com/p/Firm-Grip-High-Dex-Glove-3-Pack-3101-96/202203753>)
- **Mechanical Pencils**
- **Ruler**
- **Graph Paper**
- **Root Snips** (<http://www.homedepot.com/p/Fiskars-5-5-in-Bypass-Pruner-91099966J/100046021>)
- **Clip Board** (<http://www.homedepot.com/p/DOC-BOX-Permit-Posting-Box-Junior-10201/100487440?MERCH=REC--SearchPLPHorizontal1-1--NA--100487440--N>)
- **Sharpie markers for labeling bags**
- **Brush** (<http://www.homedepot.com/p/Marshalltown-Masonry-Brush-829-HD/100318112>)
- **Old Toothbrush**
- **Field notebook** (<http://www.forestry-suppliers.com/search.asp?stext=notebook>)
- **Compass** (optional)

**Please bring these items to every session in the field. Keep them in a back pack and make sure all items are labeled with your name.**

**Other opportunities:** Students interested in updating the RUdigging website or Twitter/Instagram feed are welcomed to do so for extra credit.

## Session Descriptions

### (Saturday, June 25) Arrival

*For those students staying in student accommodation, this day will be spent registering and moving in. The instructor(s) will be on hand to welcome students, provide local area information, and answer any questions.*

**(Sunday, June 26) Field School Orientation - Welcome, Course overview, Useful resources, Intro to CRM, Health & Safety training – 10am – 4pm**

*This 6-hr session will be held on the Rutgers-Camden campus and will provide an introduction to the field school and the expectations of both the instructor and students. A number of useful resources will be covered such as key texts, journals, online databases, and websites. The field school will officially start with an overview of CRM archaeology, excavation techniques, and instructions for the start of the field experience. We will also address the profession of archaeology, types of archaeology, careers, and professional societies. Students will receive health & safety training and we will practice filling out field paperwork. In the afternoon, the class will travel down to the site and be introduced to its geography, areas where excavation is complete, and the areas to be excavated during the field school.*

**(Monday, June 27 – Friday, July 2) Field Work – Week One**

*Students will report to the site (Auburn Road, Pilesgrove, NJ) by 8am. They will be put into 4 field crews and introduced to their crew chief. Each crew will be assigned their field equipment and excavation will commence. The day will finish at 4pm.*

**(Wednesday, June 29) Week One Lecture Evening (6pm) - Material culture, artifact handling, preservation, and interpretation**

*Each Wednesday evening student will receive a 2.5hr lecture to augment the field experience. This session will cover material culture along with core theoretical concepts. Students will participate in an activity. This session will also cover what to do with the artifacts recovered. How should they be documented, cleaned, and catalogued? How does an archaeologist identify what the artifacts are? We will cover the types of historic and prehistoric artifacts commonly found in Southern New Jersey.*

**(Monday, July 4) Independence Day – No fieldwork**

*Students are encouraged to enjoy the day off. Travel to Philadelphia or New Jersey shore points is available via public transportation.*

**(Tues, July 5 – Friday, July 8) Field Work – Week Two**

*Students will report to the site (Auburn Road, Pilesgrove, NJ) by 8am. The day will finish at 4pm. Friday of this week will meet at Rutgers-Camden to process artifacts.*

**(Wednesday, July 6) Week Two Lecture Evening (6pm) - Mapping & Drawing**

*Students will learn the basics of archaeological mapping, including total station use. Plan and profile drawing will be practiced through in-class activities.*

**(Monday, July 11 – Friday, July 15) Field Work – Week Three**

*Students will report to the site (Auburn Road, Pilesgrove, NJ) by 8am. The day will finish at 4pm.*

**(Wednesday, July 13) Week Three Lecture Evening (6pm) - Historical Context**

*Students will learn prehistoric and historic dating for our site and its associated artifacts. Students will construct a scaled timeline of human history in class. Finally, students will conduct in-class research to date some of our artifacts.*

## **(Monday, July 18 – Thursday, July 21) Field Work – Week Four**

*Students will report to the site (Auburn Road, Pilesgrove, NJ) by 8am. The day will finish at 4pm. Friday of this week will meet at Rutgers-Camden to process artifacts. Students will submit all their final paperwork and documentation.*

## **(Wednesday, July 20) Week Four Lecture Evening (6pm)- Osteology, Burials & Grave Goods**

*This session will address bone, both human and animal. We will look at the morphology of bone and how to use human bones to create a biological profile. Students will also learn about different types of animal bones, how to identify species, and how bone can be modified by both humans and the environment. We will also address the Native American Graves Protection and Repatriation Act (NAGPRA) and how it affects artifact processing.*

## **(Friday, July 22) Departure**

*Students will meet for a farewell breakfast*

## **Learning Goals**

### **1. Competence:**

a.) *Theory.* Students who complete this field school should understand and be able to articulate, both orally and in writing, the core theoretical concepts that form the foundations of archaeological field work. Core concepts include the Harris Matrix, excavation techniques, context documentation, drawing and photography, artifact recovery and handling. Students should have an understanding of CRM archaeology and how it differs from other more traditional forms of academic archaeology.

b.) *Institutions.* Students who complete this course module should understand the role of archaeology within the state Department of Environmental Protection and the state Historic Preservation Office. In addition, students should know how these institutions interact with and influence each other. Finally, students' knowledge will include those agencies that regulate cultural resources, archaeology as a private industry, and the professional associations important to archaeological practitioners.

c.) *Research Methods.* Students who complete this course module should be familiar with the tools, techniques, and data sources necessary for empirical analysis. Students should understand the various ways that empirical analysis is used in the scientific approach: for description, for developing, and for testing theories. They should be familiar with basic research and empirical techniques within archaeology and how to clearly articulate excavation findings. They should be able to read and assess research from a wide range of sources, including general interest, academic, and government publications.

**2. Critical Thinking:** Upon completion of the course, students should be able to apply their understanding of core concepts and quantitative tools to analyze and research the Whispering Woods site. Accomplishment of this goal will require that students can apply their literacy and numeracy skills to data gathered from the site excavation and compile into the form of an excavation report.

**3. Scholarship:** Students should have an opportunity through such avenues as advanced coursework, internships, and faculty interactions to conduct further independent research on matters of central relevance to the Whispering Woods project.