



Proposal # \_\_709\_\_

***Instructionally Related Activities Report Form***

**SPONSOR: COLLEEN DELANEY**

**DEPARTMENT: ANTHROPOLOGY**

**ACTIVITY TITLE: ARCHAEOLOGICAL SITE MONITORING ON SANTA ROSA ISLAND**

**DATE (S) OF ACTIVITY: 25-27 SEPTEMBER 2015**

**SUPPORTING DOCUMENTATION**

Attach:

- 1) Student evaluations or assessments
- 2) A list of attendees complete with each student major and expected graduation date, and
- 3) Images demonstrating student participation (up to 6 images)
- 4) A summary of expenses

E-mail to the IRA Coordinator at [lisa.ayre-smith@csuci.edu](mailto:lisa.ayre-smith@csuci.edu) within 30 days after the activity.

*Thank you for your commitment to engaging our students!!*

ANSWER THE FOLLOWING QUESTIONS:

- (1) PROVIDE A DESCRIPTION OF THE ACTIVITY;
- (2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?
- (3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?
- (4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?
- (5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?
- (6) WHAT DID YOU LEARN FROM THE PROCESS?

### Report for IRA proposal #709, Fall 2015

1) Eleven students from ANTH 352 (Applied Anthropology), my UNIV 498 course (faculty-student research collaborative; 3 students) and a senior capstone student, as well as three professional archaeologists and CI faculty, travelled to Santa Rosa Island to undertake an archaeology project on behalf of Channel Islands National Park.

Specific activities planned and completed:

- a) Vail Ranch: the recording of the hunting lodge standing structure (plan and profile maps)
- b) Vail Ranch: documentation of the former foreman's house (profile and plan maps/drawings)
- c) Vail Ranch: documentation of historic bottles and other artifacts pulled from the former schoolhouse
- d) site visits with two students to discuss future capstone work (other locations on the island)
- e) site visits of several prehistoric archaeological sites on the island, including the late prehistoric Chumash village located near the ranch, and a 12,900 year old habitation site
- c) a hike to see the Torrey Pine grove near the Vail Ranch

2) These activities related directly to the two courses named above: students in both classes learn to analyze artifacts and interpret past human behavior based on material culture.

3) The trip was a resounding success, in many ways I did not anticipate.

The archaeology experiences were expected: students learned to identify artifacts, and they discussed career and graduate school opportunities from the professional archaeologists who participated on the trip. Students had to collaborate and compromise, both during the analysis, but also with cooking, cleaning, and general sharing necessary in a bunkhouse situation. In such a collaborative experience the students clearly bonded—though the fact they had neither internet nor cellular reception for three days may be have assisted with this! Furthermore, one student came to the island to evaluate military sites for his capstone project, and it came out during the discussion that another student's father served as the base medic in the 1950s! The father was interviewed as a part of the capstone project--- this relationship information was only possible due to the field station setting. A total of four students who attended this trip undertook capstone projects directly related to Santa Rosa Island.

For many, it was the first experiences that made me proud to have been the facilitator. For some, this trip represented the first time they had: traveled by boat, visited the islands, seen endemic island species (the island foxes and the Torrey pines). Also, it was the first time some participants had ever seen the Milkyway Way, shooting stars, and the various wildlife seen during the boat voyages.

**4) Weakness:** In the future I will ensure the students understood there would be hiking, as a few students were not in the best physical shape, and make sure facilitators better train students for the map and compass work.

**5) Improvement:** For next time, I will tweak the meal planning. It is difficult to plan meals when folks have different tastes and dietary concerns. In the end, some items were a bit lacking, others we had surplus. Next time, I need a dedicated field camera: my camera was used to document artifacts, so I have very few pictures of the class in action. We waited until the last day to take a group photos, but it poured rain that day so we could not get a photo. Finally, the link for overnight IRA funded trips was disabled

and student could not submit the online evaluation. Given that 25 percent of the students on the trip ended up completing Santa Rosa Island research for their final capstone projects, I view the trip as a resounding success.

**6) Lessons learned:** It was emphasized again that you can never underestimate the ability of the students. This particular group stepped up. They were enthusiastic, hard working, and conscientious. I look forward to continuing this activity in the future.

**Supporting Documentation:**

See the 2016 SAGE presenters guide for evidence of our students' work on the island (Jasmine Cureno, Victoria Scotti, Emily Smith, and Tanner Weber)

**Pictures (A/V releases were signed by all):**

Not many photos (explained above); I have attached two per instructions.

**Students attending:** all students are either Anthropology majors or minors.

**Expenses:**

The IRA request was for the Island Packers boat out to Santa Rosa Island.

16 people attended this activity (funds had been requested for 20).  
 $\$114 \times 16 = \$1,824$  (the original request was for \$2,280).



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