



**Anthropology 4495G/9110B
Principles of Applied Archaeology
Course Outline, Winter 2017**

**Wednesdays 1:30 – 4:30
Room: SSC 3315**

Instructor: Peter Timmins

Office: SSC 3213

Office Hours: Mondays, 12:30 – 1:30 pm and Wednesdays 11:30 am - 12:30 pm

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INTRODUCTION

This course will examine the principles and concerns that are integral to the practice of applied archaeology in North America, and the role of applied archaeology in heritage management in general. The course will review legislation and professional practices that govern applied archaeologists, and in particular the form of archaeology carried out by consultant archaeologists hired by third parties to undertake archaeological investigations in advance of land development or resource extraction (commonly called Cultural Resource Management - CRM). While the readings will draw on the experience of applied archaeology from across North America and beyond, the course will focus on applied archaeology as currently practiced in Ontario.

Over the last 4 decades CRM archaeology has grown to dominate the practice of archaeology in North America to the point that it now constitutes the majority of all archaeology conducted on an annual basis, and provides employment for the majority of professionals in the field. Increasingly CRM archaeology has also begun to define the critical issues facing archaeology more generally.

The course will explore how applied archaeology meshes with heritage conservation and land use development laws and policies. We will examine how consultant archaeological practice is regulated and, specifically, how the 2011 *Standards and Guidelines for Consultant Archaeologists* govern the practice of CRM archaeology in Ontario from background studies (Stage 1), through methods of site identification, assessment and significance evaluation (Stages 2-3), to preservation or excavation (Stage 4), report production and collections management. We will critically examine the logic and assumptions underlying the *Standards and Guidelines* and will discuss several issues inherent in this type of archaeological practice, including determinations of archaeological potential, site significance, ethics, communicating with non-archaeologists (developers, descendant communities, the public), dispute resolution, and contested claims to archaeological heritage.

ASSIGNMENTS

1. Presentations on Readings (30%):

This course will be conducted as a seminar and will rely heavily on in class presentations followed by discussion to explore the ideas raised in readings that will be assigned for each week. In each class you will alternate with other students in leading class discussions on the assigned readings. Each student will lead the discussion on one article each week. Students will be assigned the readings that they will lead discussion on in advance of each class. You will be expected to provide a brief synopsis of the reading, highlighting key themes. Then you will pose questions about the reading to guide the class discussion and critique. Your presentation should be no more 15-20 minutes long and we will allow 10-15 minutes for discussion of each reading. You may incorporate additional information, including other papers, case studies, personal experience, etc., to flesh out your presentation and contribute to the discussion. You will be marked on your presentations, your ability to identify key issues and generate discussion, and your ability to help lead the class discussion.

2. Participation (20%):

You are expected to attend every class, read all of the assigned readings, and participate fully in discussions that will be led by other students and the instructor. You will be marked on your ability to engage with the material presented and participate in the class discussions.

3. “Conference Session” On Critiques of Applied Practices (20%):

In CRM archaeology many activities are done routinely to comply with specific standards, without giving much thought to possible issues with the practice. For this assignment you will be asked to consider such a routine practice, and then conduct a review of it beyond consulting practice. Is the logic of the practice sound when considered in a broader context of archaeology? Does the practice strike a fair balance between archaeology, developer and descendant community needs and interests? Are there alternative methodologies that can be employed? What are the underlying assumptions inherent in the adoption of the practice? You will be expected to substantiate your findings with reference to existing literature concerning these archaeological methodologies or practices. You will present your findings as a 15-20 minute conference paper, complete with a PowerPoint presentation, in the March 15th class. Each presentation will be followed by a brief discussion in which you may be asked questions by members of the class.

You are required to submit a 7-10 page written summary on the day of the presentation. Topics should be selected by the fourth class (February 1st), allowing you five weeks to prepare this presentation. You will be marked on your ability to accurately describe the practice in question, to identify and critique the assumptions inherent in the practice, and discuss viable alternatives to the current practice (if they exist). Consider whether the underlying assumptions are a reflection of archaeological bias, normative archaeological thought, the business of CRM (client cost, competitive bidding), regulatory logic, bureaucratic motives, etc...? You will be marked on your conference presentation and the written report.

Examples of practices that can be critiqued include:

- a) The concept of archaeological potential and determining where to survey/not survey
- b) Excavation methodology: excavation to artifact yield cutoffs (e.g. on lithic scatters)
- c) Excavation methodology: topsoil stripping on Woodland or Historic sites
- d) Excavation methodology for undisturbed sites: shovel excavation or piece plotting?
- e) Bureaucratic challenges to site preservation
- f) Geophysical methodology in CRM – waste of time or real alternative?
- g) The value of 20th century archaeological sites?
- h) Defining qualifications/professionalism in CRM
- i) Labour practices and the value of labour in CRM (compared to other professional disciplines)
- j) The logic (or absence of logic) in determining cultural heritage value or interest
- k) Managing human remains in CRM
- l) Bureaucratic archaeology and regulatory review processes
- m) Managing archaeological collections
- n) Public and descendant community consultation

You may choose an alternative topic, subject to approval by the instructor.

4. Final Paper (30%):

The final assignment for the course will be a research paper, 3000-3500 words long, on a topic broadly related to applied archaeology. This paper may examine any contemporary issue inherent in applied archaeology, therefore, the range of possible paper topics is very large. The paper should be comparative and should examine the topic within the broader global context of practice, including how the topic relates to the broader discipline of archaeology and anthropology. You are expected to submit a 1-2 page paper outline by February 15th, along with a preliminary list of references you plan to use. The paper will be due April 12th.

UNIVERSITY ACADEMIC POLICIES:

All students should familiarize themselves with Western's current academic policies regarding accessibility, plagiarism and scholastic offences, and medical accommodation. These policies are outlined (with links to the full policies) at:

http://anthropology.uwo.ca/undergraduate/course_information/academic_policies.html

WEEKLY READINGS

There is no single textbook that can covers all of the topics discussed in this course, however, there is an extensive literature on the issues and practice of applied archaeology. The weekly readings will provide us with the broad context needed to fully explore the topics and issues raised. The readings will all be made available through the course Owl page. The readings are listed in the course schedule below. A small number of additional readings may be assigned as the course progresses.

COURSE SCHEDULE AND READINGS (Tentative)

1. Jan. 11, Introduction to Course

This week we will review the course outline, discuss course expectations, and review assignments, identifying student interests and preferences, and assign readings for the next two weeks of class.

2. Jan 18, Heritage Managed, Heritage Contested Readings – 4 of the following (TBD in class):

Gordon, Alan

2004 Heritage and Authenticity: The Case of Ontario's Sainte-Marie-among-the-Hurons. *The Canadian Historical Review* 85 (3). University of Toronto Press. Available Online

Smith, Laurajane

2006 Introduction and Chapter 1 in *The Uses of Heritage*. Routledge, London. Available Online

West, Suzie, and Jacqueline Ansell

2010 A History of Heritage. In *Understanding Heritage in Practice*, edited by S. West, pp. 7-46. Manchester University Press. (Note – skim the case study)

Silverman, Helaine

2011 Contested Cultural Heritage: A Selected Historiography. In *Contested Cultural Heritage Religion, Nationalism, Erasure and Exclusion in a Global World*, edited by H. Silverman, pp. 1-49. Springer Books, New York. Available online

3. Jan. 25, Defining Applied Archaeology, Managing Archaeology Readings – 4 of the following (TBD in class):

Schiffer, Michael & George Gumerman

1977 Cultural Resource Management. In *Conservation Archaeology A Guide for Cultural Resource Management Studies*, edited by M. Schiffer and G. Gumerman, pp. 1-17.

Cleere, Henry

1989 Introduction the Rationale of Archaeological Heritage Management. In *Archaeological Heritage Management in the Modern World*, edited by H. Cleere, pp. 1-19. Unwin-Hyman, London.

Shackel, Paul

2004 Introduction: Working With Communities Heritage Development and Applied Archaeology. In *Places in Mind: Public Archaeology as Applied Anthropology*, edited by Paul Shackel and Erve Chambers, pp. 1-19. Routledge. Available Online.

Carman, John

2015 Chapter 2, The Development of Current Structures. In *Archaeological Resource Management: An International Perspective*, Cambridge University Press, New York, NY.

4. Feb. 1, The Legislative Framing of Conservation

(Note: Conference paper topics to be chosen by this class.)

Readings – 4 of the following (TBD in class):

Cushman, David and Tony Howe

2011 National-Scale Cultural Resource Legislation. In *Archaeology in Society Its Relevance in the Modern World*, edited by M. Rockman and J. Flatman, pp. 45-56. Springer Books. New York.

Davis, Hester

2010 Archaeologists Looked to the Future in the Past. In *Archaeology and Cultural Resource Management*, edited by Lynne Sebastian and William Lipe, pp. 19-40. SAR Press.

OR

Polk, Michael R.

2013 Resource Transformation: The History and Status of the Cultural Resource Management Industry in the United States. In *Training and Practice for Modern Day Archaeologists*, J.H. Jameson and J. Eogan (eds.), pp. 131-144, *One World Archaeology 1*, Springer Science & Business Media, New York.

Pokotylo, David, and Andrew Mason

2010 Archaeological Heritage Protection in Canada: The Legislative Basis. In *Cultural Heritage Management A Global Perspective*, edited by P. Messenger and G. Smith, pp. 48-69. University Press of Florida, Gainesville.

Willems, Willem

2010 Laws, Language, and Learning: Managing Archaeological Heritage Resources in Europe. In *Cultural Heritage Management A Global Perspective*, edited by P. Messenger and G. Smith, pp. 212-229. University Press of Florida, Gainesville.

We will also look at the Province of Ontario's web pages for archaeological programs in this class:

(<http://www.mtc.gov.on.ca/en/archaeology/archaeology.shtml>)

5. Feb. 8, The Life and Work of Commercial/Bureaucrat Archaeologists

Readings – 4 of the following (TBD in class):

Altschul, Jeffrey H., and Thomas C. Patterson

2010 Trends in Employment and Training in American Archaeology. In *Voices in American Archaeology*, edited by Wendy Ashmore, Dorothy T. Lippert, and Barbara J. Mills, pp. 291–316. SAA Press.

Barker, P.

2010 The Process Made Me Do It Or, Would a Reasonably Intelligent Person Agree that CRM is Reasonably Intelligent? In *Archaeology and Cultural Resource Management*, edited by Lynne Sebastian and William Lipe, pp. 65-90. SAR Press.

Everill, Paul

2007 British Commercial Archaeology: Antiquarians and Labourers; Developers and Diggers. In *Archaeology and Capitalism, From Ethics to Politics*, Y. Hamilakis and P. Duke (eds), pp. 119-136. Left Coast Press, Walnut Creek.

Ferris, Neal

2002 Where the Air Thins: The Rapid Rise of the Archaeological Consulting Industry in Ontario. *Revista de Arqueología Americana (Journal of American Archaeology)* 21: 53-88.

Metcalf, Michael, and Jim Moses
2011 Building an Archaeological Business. In *Archaeology in Society Its Relevance in the Modern World*, edited by M. Rockman and J. Flatman, pp. 89-96. Springer Books. New York.

Aitchison, Kenneth
2013 No Going Back: Remembering When British Archaeology Changed Forever. In J.H. Jameson and J. Eogan (eds.), *Training and Practice for Modern Day Archaeologists*, One World Archaeology 1, Springer Science+Business Media, New York

6. Feb. 15, The Practice and Process of Conservation – Stage 1 Background Studies & Stage 2 Property Surveys – Archaeological Potential

Readings – 4 of the following (TBD in class):

(NOTE: Final Paper Outline Due today)

Banning, E.B.
2002 Chapter IX, Surveying Sites and Landscapes. In *Archaeological Survey*, pp. 197-216. Kluwer Academic, New York.

Verhagen, P., Kamermans, H., and M. van Leusen
2009 The Future of Archaeological Predictive Modeling. In *Archaeological Prediction and Risk Management Alternatives to Current Practice*, edited by H. Kamermans, M. van Leusen, and P. Verhagen, pp. 19-26. Leiden University Press. Available Online

Williamson, Ronald
2011 Planning for Ontario's Archaeological Past: Accomplishments and Continuing Challenges. *Revista de Arqueología Americana (Journal of American Archaeology)* 28: 7-45. NOTE: Read the discussion on predictive modeling.

Verhagen, P., and A. Borsboom
2009 The Design of Effective and Efficient Trial Trenching Strategies for Discovering Archaeological Sites. *Journal of Archaeological Science* 36: 1807-1815.

Carman, John
2015 Chapter 4, Inventory. In *Archaeological Resource Management: An International Perspective*, Cambridge University Press, New York, NY.

See Also: Ontario As Case Study: Relevant Sections from the *Standards and Guidelines for Consultant Archaeologists*, Available online at: http://www.mtc.gov.on.ca/en/publications/SG_2010.pdf

Feb. 22, No Class – Reading Week

7. Mar. 1, The Practice of Defining Heritage Value and Conservation – Stage 3 Site Evaluations & Stage 4 Mitigating Adverse Effects

Readings – 4 of the following (TBD in class):

Altschul, Jeffrey
2005 Significance in American Cultural Resource Management. In *Heritage of Value, Archaeology of Renown*, edited by Mathers, C., T. Darvill and B. Little, pp. 192-210. University Press of Florida.

Darvill, Timothy
2005 “Sorted for Ease and Whiz”? Approaching Value and Importance in Archaeological resource

Management. In *Heritage of Value, Archaeology of Renown*, edited by Mathers, C., T. Darvill and B. Little, pp. 21-42. University Press of Florida.

Lipe, William

2009 Archaeological values and resource management. In *Archaeology and Cultural Resource Management*, edited by Lynne Sebastian and William Lipe, SAR Press.

Chandler, Susan

2010 Innovative Approaches to Mitigation. In *Archaeology and Cultural Resource Management*, edited by Lynne Sebastian and William Lipe, pp. 115-140. SAR Press.

Carman, John

2015 Chapter 5, Evaluation. In *Archaeological Resource Management: An International Perspective*, Cambridge University Press, New York, NY.

See Also: Ontario As Case Study: Relevant Sections from the *Standards and Guidelines for Consultant Archaeologists*, Available online at: http://www.mtc.gov.on.ca/en/publications/SG_2010.pdf

8. Mar. 8, The Practice of Dissemination and Conservation – Analysis, Report Writing & Reviewing, Data and Collections Management Readings – 4 of the following (TBD in class):

Brink, Jack

1982 Riverrun: An Appraisal of Contract Archaeology in Alberta. In: *Directions in Archaeology A Question of Goals*, edited by P. Francis and E. Poplin, pp. 37-46.

Carroll, Mary

2008 From Data to Knowledge: Creating and Managing Archaeological Data for the Future. In *Managing Archaeological Resources Global Context, National Programs, Local Actions*, edited by Francis McManamon, Andrew Stout and Jodi Barnes, pp. 241-256. Left Coast Press.

King, Julia

2010 The Challenges of Dissemination: Accessing Archaeological Data and Interpretations. In *Archaeology and Cultural Resource Management*, edited by Lynne Sebastian and William Lipe, pp. 141-168. SAR Press.

Majewski, Teresita

2010 Not Just the End Game Anymore: A Perspective from the Western United States on Proactive Budgeting for Project Curation Needs in a Changing Archaeological World. *Heritage Management* 3(2): 167-188.

Carman, John

2015 Chapter 6, Preservation. In *Archaeological Resource Management: An International Perspective*, Cambridge University Press, New York, NY.

See Also: Ontario As Case Study: Relevant Sections From the *Standards and Guidelines for Consultant Archaeologists*, Available online at: http://www.mtc.gov.on.ca/en/publications/SG_2010.pdf

9. Mar. 15, “Conference Session” - Critiques of Ontario CRM Practice

**10. Mar. 22, Issues of Policy, Business & Professionalism in Commercial Archaeology
Readings – 4 of the following (TBD in class):**

Ferris, Neal

2007 Always Fluid: Government Policy Making and Standards of Practice in Ontario Archaeological Resource Management. In *Quality Management in Archaeology*, edited by W. Willems and M. van der Dries, 78-99. Oxbow Books, Oxford.

King, Thomas

2009 *Our Unprotected Heritage Whitewashing the Destruction of Our Cultural and Natural Environment*. Left Coast Press. Chapters 1&2.

MacEachern, Scott

2010 Seeing like an Oil Company's CHM Programme: Exxon and Archaeology on the Chad Export Project. *Journal of Social Archaeology* 10: 347-366. Available Online

Cumberpatch, Chris, and Howell Roberts

2011 Life in the Archaeological Marketplace. In *Archaeology in Society Its Relevance in the Modern World*, edited by M. Rockman and J. Flatman, pp. 23-44. Springer Books. New York.

Steeves, Paulette

2015 Academia, Archaeology, CRM, and Tribal Historic Preservation. *Archaeologies: Journal of the World Archaeological Congress*. Available online

**11. Mar. 29, Applied Archaeology Beyond Archaeology
Readings – 4 of the following (TBD in class):**

King, Thomas

2009 *Our Unprotected Heritage Whitewashing the Destruction of Our Cultural and Natural Environment*. Left Coast Press. Chapter 6.

Klassen, Michael, Rick Budwa and Rudy Reimer/Yumks

2009 First Nations, Forestry, and the Transformation of Archaeological Practice in British Columbia, Canada. *Heritage Management* 2(2): 199-238. Available Online.

Welch, John, Mark Altaha, Karl Hoerig, Ramon Riley

2009 Best Cultural Heritage Stewardship Practices by and for the White Mountain Apache Tribe. *Conservation and Management of Archaeological Sites* 11(2): 148-160. Available Online.

Ross, Anne, J. Prangnell and B. Coghill

2010 Archaeology, Cultural Landscapes, and Indigenous Knowledge in Australian Cultural Heritage Management Legislation and Practice. *Heritage Management* 3(1): 73-96.

Thompson, Kerry

2011 The Navaho Nation, Diné Archaeologists, Diné Archaeology, and Diné Communities. *Archaeologies* 7(3): 502-517.

See Also: Ontario as Case Study: *Aboriginal Engagement Technical Bulletin* Available at:
<http://www.culture.gov.on.ca/english/heritage/archaeology/AbEngageBulletin.pdf>

12. April 5, Applied Archaeology and Heritage Entangled/Future Challenges for Applied Archaeology

Readings – 4 of the following (TBD in class):

Shepard, Nick

2007 Archaeology Dreaming: Post-Apartheid Urban Imaginaries and the Bones of the Prestwich Street dead. *Journal of Social Archaeology* 7(1): 3-28. Available online

Allen, Harry

2011 The Crisis in 21st Century Archaeological Heritage Management. In *Bridging the Divide Indigenous Communities and Archaeology Into the 21st Century*, edited by Caroline Phillips and Harry Allen, pp. 157-180. Left Coast Press, Walnut Creek.

Watson, Sheila

2011 'Why can't we dig like they do on Time Team?' The meaning of the past within working class communities. *International Journal of Heritage Studies* 17(4) 364-379. Available online.

Hodder, Ian

2011 Is a Shared Past Possible? The Ethics and Practice of Archaeology in the Twenty-First Century. In K. Okamura and A. Matsuda (eds.), *New Perspectives in Global Public Archaeology*, Springer Science+Business Media, New York. Available online

Mackey, Douglas

2010 Is the Same Old Thing Enough for 21st Century CRM? Keeping CRM Archaeology Relevant in a New Millennium. In *Archaeology and Cultural Resource Management*, edited by Lynne Sebastian and William Lipe, pp. 195-222. SAR Press.

Williamson, Ronald

2011 Planning for Ontario's Archaeological Past: Accomplishments and Continuing Challenges. *Revista de Arqueología Americana (Journal of American Archaeology)* 28: 7-45. NOTE: Read everything BUT his discussion on predictive modelling.

Mary Praetzellis and Adrian Praetzellis

2011 Cultural Resource Management Archaeology and Heritage Values. *Historical Archaeology*, Vol. 45, No. 1: 86-100. Available online.

FINAL PAPER DUE April 12, 2017