



Department of Anthropology
Anthropology 3324A:
Archaeological Field School – Site Management and Service
Syllabus (tentative)
Summer Intersession 2017

Course Location: The Museum of Ontario Archaeology, 1600 Attawandaron Road, London, ON

Course dates: Three weeks: May 15-June 2, 2017

Class times: Tuesdays, Wednesdays and Thursdays 10:00 a.m. to 3:00 p.m.

Prerequisites: Registration in third or fourth year in any program. Application is required – See Department website in early March.

<u>Instructor:</u>	Dr. Neal Ferris	<u>Office:</u>	At the Museum
<u>Email:</u>	nferris@uwo.ca	<u>Office Hours:</u>	After class each day

Field School of the Lawson site, a 16th century Indigenous village

The aim of this course is to explore archaeological field methodologies that are designed to manage a significant archaeological site through non-invasive and minimally intrusive methodologies. In Ontario the majority of archaeological work is tied to heritage compliance activities, and is defined in the Standards and Guidelines for Consultant Archaeologists (http://www.mtc.gov.on.ca/en/publications/SG_2010.pdf) as a process of removal. But what if the aim is not to dig up and remove a site, but to protect and manage it over the long term? That is the case for the Lawson site, a nationally and provincially listed significant Indigenous site dating to the 16th century AD located on the grounds of the Museum of Ontario Archaeology, the majority of which is undisturbed within a woodlot. A very different set of aims and field methods are required in such settings and will be the focus of this course. Students will undertake field investigations on the Lawson site that are designed to protect the heritage value of this Indigenous archaeological heritage, and consistent with the site's long term management plan.

Additionally, as the setting for this fieldwork is on the grounds of a public museum, an important dimension of the management plan for the Lawson site is public education and appreciation of this heritage. That includes limited opportunities for non-archaeologists to participate in archaeological fieldwork. More broadly, archaeology in the service of wider societal interests that come together over the archaeological heritage is a critical relevance archaeology plays in society today. As such students will also be trained in fieldwork as service, working with members of the public (high school students, First Nations students) during the last week of the course, in order to both experience working with others, and understand how to effectively communicate archaeological practice to people beyond archaeology.

The specific objectives of this course are that students:

- 1) Accomplish the aims of this course through experiential learning in the field and outdoors;
- 2) Become familiar with Ontario's Indigenous archaeological heritage and the archaeological deposits associated with the ancient, Late Woodland village settlement patterns and material culture of ancestral northern Iroquoians;
- 3) Learn the field methodologies of managing a site long term, including use of geophysical equipment (ground penetrating radar, gradiometer, resistivity meter), soil corers, controlled excavation of damaged or exposed areas of site, and methods for shoring up or sealing exposed portions of site;
- 4) Be trained in on-site mapping and recording methods;
- 5) Learn about Ontario's regulatory process of archaeological licensing, field activity, and reporting;
- 6) Receive training in public archaeology goals and objectives, and work with members of the public;

Course Information: My expectation is that each week will be focussed on learning skills necessary for conducting the fieldwork component of the course planned for that week. Attendance each day is critical, as is your participation in all field activities and discussions. You will be paired up in most field activities so your absence will impact your partner for the day - please make sure to attend. There will be an OWL site for this course, to provide updates of the day's field activities based on weather forecasts (we will work outside unless rainfall is steady and heavy), and to post information about assignments.

All classes will take place on the grounds of the Museum of Ontario Archaeology, which is located at the end of a housing subdivision off of Wonderland Road, just south of Fanshawe Park Road (Bus routes – Orchard Park (#31) passes near the Museum on Wonderland; Whitehills (#9) and Fanshawe West (#39) also come close). Please plan to have arrived and be ready to start by 10. Please wear clothes you don't mind getting dirty, and bring a jacket/raingear as needed, and appropriate footwear (no sandals or crocs!). Also bring your lunch, sun screen and bug spray. A hat would be a good idea on hot sunny days. Please note it is neither good for your electronic devices nor for your attention to be constantly checking phones and such devices while we are on site. Typically, the phone can be checked during the lunch break and after class is over. Please do not take your phone out while on site except to photograph for assignments, or in case of emergency.

You will be interacting with Museum people, researchers, and members of the public both as part of the course, and because you are at a museum. Moreover, you may find yourselves being watched or asked questions. As such, it is important to maintain a professional demeanour and treat others with respect, even if you feel they are a distraction to what you are doing. This is what archaeology as a public service is about and so you are expected to interact with people accordingly. Likewise, the Lawson site is a very important site and the ancestral heritage of Indigenous peoples of the region, so your behaviour on the site and towards the site should always be respectful. How you behave on the site and interact with people contributes to your participation mark.

Contacting Me: As this is an intensive, intersession course, I will simply maintain office hours on site each day after 2:30. If you wish to speak privately, I have an office in the Museum and we can go there to talk. I will also be working at the Museum and Sustainable Archaeology facility (located next door to the museum) on off days, so can meet you there, if need be. Should you need to reach me prior to the start of the day to let me know you will be late or can't make class that day, you can TEXT me at: 519-933-6898. Please identify yourself in the text so I know who is contact me.

Course Evaluation:

As this course is an experiential course, your grade will consist primarily of in-class participation and completing assigned projects.

Please Note: this course will NOT require a final exam.

Relevant dates and the weighting of each assessed component are as follows:

Assessed Component of Final Grade	Page Length (min)	Due Date	Percent of Final Grade
Class and Fieldwork Participation	na	Ongoing	15%
Field Notes/Mapping Units	na	tied to fieldwork	20%
Equipment operation	na	tied to fieldwork	10%
Guest Blog	na	Ongoing	10%
Writing Assignment 1 – “Public Archaeology at MOA” Or “Critical Assessment of Indigenous Engagement Guideline”	3-4	May x	20%
Writing Assignment 2 – Lawson site License Report & Management Plan	6-8	June x	25%

Submitting Assignments: You will be submitting field notes and mapped units on an ongoing basis. Written assignments (papers and your draft blog) should be submitted electronically, either by email or through OWL.

Guidelines for Writing Assignments:	<ul style="list-style-type: none">• 12 font Times New Roman, double spaced• 1 inch margins• Put your name and student number at the top of the first page• Submit electronically as a .doc or .docx file
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Class Participation (15%): I will expect you to make the effort to participate during class by asking questions or offering opinions. Most classes will start with some orientation before we get going, so you will have opportunities to engage with discussion then. In addition, in the field it is critical that you discuss what you are doing, and ask questions, to ensure you are doing assigned field tasks correctly. Likewise, your interaction with each other, visitors and the public are an important form of communication in the field, and in public service of archaeology. Your participation and communication in the class and on the site thus will form the basis of this grade.

Field Notes/Mapping Units (10% x 2 = 20%): Important especially for the long term management of an archaeological site is keeping detailed field notes of your activities on the site – what you did, who you were doing it with, what you observed, found, how you tied it in to the site’s grid, who came by, what problems arose, what requires follow up the next day. Also critical is maintaining a unit map. You will be working in an assigned unit with a partner, and mapping everything that is found, depth, etc., and how that changes daily, in an important record for you to maintain, and for subsequent fieldworkers to pick up from where you left off. The detail you provide, and utility of the notes and map as a record going forward in the management of the site, will form the basis of your grade.

Equipment Operation (10%): During your time on the site, you will be trained in using geophys equipment, soil corers, soil flotation machines, total station, and cameras. Each student, after being trained on the equipment, will be assigned a task of operating one of those pieces of equipment (assignment will be random). Your mark will be based on how well you operate the equipment you are assigned.

Guest Blog (10%): The Museum of Ontario Archaeology maintains a blog for general interest readers on the Museum's activities. You will each write one blog to be posted (after I review and grade them) on the Museum webpage about your experiences in the class, at the Museum, and on the site. Each student will be assigned a specific day to write about. More information will be provided for this assignment at the start of the course.

Writing Assignment 1 (20%): For this assignment you will write a short piece either critically evaluating the public archaeology programming and representations of archaeology in the Museum and in its online content (<http://archaeologymuseum.ca/>), or critically evaluate the provincial Technical Bulletin entitled Engaging Aboriginal Communities in Archaeology (<http://www.mtc.gov.on.ca/en/publications/AbEngageBulletin.pdf>). The idea is to assess, from our class discussions, how either public or Indigenous Engagement is or is not effectively defined in these documents, and whether they reflect a model of archaeology in the service of those broader interests. This is a short piece, so you need to be succinct and focused on the aim of the assignment, rather than simply summarizing what the Museum or Bulletin actually says. More information will be provided for this assignment at the start of the course.

Writing Assignment 2 (20%): For this assignment you will produce a document that details your fieldwork activities, provides a summary of what you found in your unit (including photos of any diagnostic artifacts found, discuss your unit map, and provide recommendations for the Lawson Management Plan both specific to your unit, and more generally on how to proceed in subsequent field seasons of site management. This document will help form the basis of the licence report that ultimately is required to submit to the province for this field activity, and will help frame the annual Lawson site management report to the Museum's Board. More information will be provided for this assignment at the start of the course.

Western Standard Course Policies

Accessibility, Medical Accommodation, Plagiarism and Scholastic Offences:

All students should familiarize themselves with Western's current academic policies regarding accessibility, medical accommodation and plagiarism and scholastic offences. These policies are outlined (with links to the full policies) at: http://anthropology.uwo.ca/undergraduate/course_information/academic_policies.html

Also, failure to read this syllabus, as evidenced by asking a question that is clearly answered in the syllabus, may invoke the wrath of Kahn, Voldemort, Thanos, Mugatu, Donald Trump, Anne Coulter, or whatever evil being or supervillain you imagine here. More importantly, NOT reading the syllabus is NOT acceptable as an excuse for not getting something done!

COURSE SCHEDULE

DATE	LECTURE TOPIC
tbd:	Introduction to Lawson site, licensing, and site management
tbd	How site management is different – review of provincial S&G
tbd:	Mapping for the Long term
tbd:	Geo-phys and total station
tbd:	Unit excavation & mapping
tbd:	Soil Flotation and Photography
tbd:	Archaeology as Public Service
tbd:	Working with Community members & Students
tbd:	Working with First Nations and Service Groups