



**Department of Anthropology
Archaeological Field School – Site Management and Service
Anthropology 3324A, May 2017
Course Outline**

**3 weeks (Tuesdays, Wednesdays, Thursdays, 10-3:00)
May 16th-June 1st
At the Museum of Ontario Archaeology
1600 Attawandaron Road**

Instructor: Dr. Neal Ferris Office: at the Museum
Email: nferris@uwo.ca Office Hours: After class each day

“Un-Fieldschool” of the Lawson site, a 16th century Late Woodland Indigenous village

The aim of this course is to undertake archaeological field methodologies that are designed to manage a significant archaeological site through non-invasive and minimally intrusive methodologies. In Ontario, most sites are managed through a process of removal - including large scale excavation and preservation as collections and records, in order to allow for modern land development activities. 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 listed and provincially designated 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. This site has been the focus of archaeological field investigations for close to 150 years. A very different set of aims and field methods are required in such settings and will be the focus of this course needed to preserve the site, and rehabilitate it from past fieldwork. Students will undertake field investigations 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 that 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, senior citizens, etc.) 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.

Upon successful completion of this course, students will be able to:

- 1) Identify long term site management as a distinct form of archaeological practice, through first hand experiential learning in the field and outdoors;
- 2) Synthesize and apply knowledge of Ontario's Indigenous archaeological heritage and the archaeological deposits associated with the ancient, village settlement patterns and material culture of the Late Woodland to in-field contexts;
- 3) Apply the field methodologies of managing a site long term, including use of geophysical equipment (ground penetrating radar, gradiometer, resistivity meter), controlled excavation of damaged or exposed areas of site, and methods for shoring up or sealing exposed portions of site;
- 4) Apply on-site mapping and recording methods used in archaeology;
- 5) Synthesize Ontario's regulatory process of archaeological licensing, field activity, and reporting;
- 6) Communicate public archaeology goals and objectives to members of the public.

Course Information: Each class is five hours long, including a half hour lunch break. 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** open footwear in the field!). 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. 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 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 3:00. 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 contacting 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/Fieldcrew Participation	na	Ongoing	10%
Interaction with volunteers/visitors/staff	na	Ongoing	10%
Field Notes/Mapped units, features, profiles	na	tied to fieldwork, due at end of course	20%
Field Crew Skills	na	tied to fieldwork	15%
Writing Assignment – “Reviewing the Ontario Standards and Guidelines for Consultant Archaeologists for long term care provisions”	2-3	Sunday May 21st	15%
Guest Blog	3-4 paragraphs	Sunday, May 28th	10%
Writing Assignment 2 – Lawson site License Report & Management Plan	6-8	Wednesday, June 7th	20%

Submitting Assignments: You will maintain field notes and mapped units in your field notebook, provided at the start of the course. Written assignments (papers and your draft blog) should be submitted electronically by email.

<p>Guidelines for Writing Assignments:</p>	<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 IT ELECTRONICALLY as a Word or Google docs file
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Class Participation (10%): I will expect you to make the effort to participate during class by asking questions or offering opinions, and by helping to set up and wrap up each day, looking after your equipment, artifact bags, units, etc. 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 to ask questions to ensure you are doing assigned field tasks correctly.

Interaction with Others (10%): Likewise, your interaction with visitors and the public are an important form of communication in the field, and an important part of the public service of archaeology. Your participation and communication in the class to visitors, school groups, Museum staff and volunteers will form the basis of this grade.

Field Notes, including Mapping Units (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, etc. This is a log that tracks what you are doing, what is happening in the units you are working in, and why decisions were made.

Also critical is maintaining unit maps for each unit you are in. These are the 1x1 metre (or larger) contexts you are working in with a partner, and mapping everything that is found in that unit. As we are re-excavating areas, some units will be fully excavated to subsoil level, while other units will only be partially completed, so in the latter cases recording artifact locations in the soil becomes important. For units that have been taken down to subsoil, recording plans of all features in the unit becomes important. Likewise, since units connect to a wider excavation area, it is also important to generate a wider area map once a week to give yourself an understanding of where your unit(s) fit in. If we end up having to excavate a feature, you will also be given the chance to record profiles, which provides critical information about the formation of deposits. All maps will need scales, legends, and a north orientation. Taking photos with your phone is a good aid to help document your work.

Your fieldnote recording is an important record for you to maintain, and for subsequent fieldworkers to pick up from where you left off. The detail you provide, measurements taken, legibility and accuracy of your maps, all are critical to ensure a sound record going forward in the management of the site, and will form the basis of your grade.

Pdfs of example fieldnote books will be made available on OWL.

Field Crew Skills (15%): During your time on the site, your ability to master basic field skills (trowelling, shovelling, screening, artifact ids in screen, keeping levels and walls even, properly identifying unit designations, labelling bags, etc.) will be assessed day by day to get a sense of your improvement over the three weeks. Likewise, your use or assistance with the geophys equipment, soil corers, soil flotation machines, total station, or other equipment we use will also be assessed. And, either on the last day or during rain days, you will also need to sort and clean artifacts you find, and photograph them for your final report. Your mark will be based on how well you effectively master these tasks.

Writing Assignment 1 (15%): For this assignment you will write a short piece (2-3 pages) that critiques the Stage 4 section of the Ontario Ministry of Tourism, Culture and Sport Standards and Guidelines for Consultant Archaeologists http://www.mtc.gov.on.ca/en/publications/SG_2010.pdf

This document governs how the vast majority of fieldwork is done in Ontario today, as practiced by consultant archaeologists. Stage 4 is the section that details how to protect/excavate significant sites.

What I want you to do, based on your first two weeks experience at Lawson, is to identify the provisions in the S&G Stage 4 section that you feel provides direction on how to care for and manage a site long term, rather than dig it up and remove it. Do these address the needs of long term care effectively? If so, how? If not, what is missing? The idea is to assess, from our class discussions and fieldwork, how well this our project “fits” the official notions of how best to manage archaeological sites in Ontario. What I am expecting from you is a think piece that shows you have reviewed the S&G and considered them from the perspective of not wanting to dig a site up, and the implications that has for ensuring a site is care for long term.

Guest Blog (10%): The Museum of Ontario Archaeology maintains a blog for general interest readers on the Museum’s activities. You will each write a blog (about 3-4 paragraphs and 1-2 images) which may end up being posted (after I review and grade them) on the Museum webpage about your experiences in the class, at the Museum, and on the site. The Museum has guidelines for people wanting to post blogs and articles, so refer to that to help guide you as you write this assignment:

<http://archaeologymuseum.ca/wp-content/uploads/2016/03/Guest-Post-Submissions.pdf>

The expectation is that your blog will be a personal account of a specific dimension (not a general impression) of what you are doing in the course and on the site. It can be about something you found, a piece of equipment you were trained on, the nature of the class, working at the museum, or any other specific aspect of your experiences here. The blogs are due Sunday May 28th.

Field Report (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 representative artifacts found and a table of those artifacts by frequencies), discussion of your unit map(s), and provides 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 for the Area we are working in. In effect you are generating a mini field report, and it 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 on the final assignment will be provided in class.

COURSE SCHEDULE

DATE	GENERAL TOPIC
May 16:	Introduction to field archaeology, Ontario archaeology, licensing, review of provincial S&G, site management vs site removal
May 17:	Lawson site Introduction; tour of the site and set up
May 18:	Fieldwork: Mapping for the Long term
May 23:	Fieldwork: Mapping, Geo-phys and total station
May 24:	Unit fieldwork and mapping
May 25:	Unit fieldwork and mapping
May 30:	Unit fieldwork and mapping; volunteers
May 31:	Archaeology as Public Service: Working with non-archaeologists
June 01:	Final day wrap up

Note: If we experience heavy rain days when it is too wet to work on the site, we will undertake a range of Indoor, lab-based activities

Western Standard Course Policies

Accessibility at Western

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you.

Western's commitment to Accessibility, visit:

<http://wss.uwo.ca/Student%20Services%20Organizational%20Units/Accessibility%20at%20Western/index.html>

Student Development Services <http://www.sdc.uwo.ca/ssd/> has staff members who specialize in assisting students with various disabilities to adjust to the university environment. These disabilities include, but are not limited to, vision, hearing and mobility impairments, learning disabilities, chronic illnesses, chronic pain, and attention deficit/hyperactivity disorders. Students who require special accommodations for disabilities should make a formal request through Student Development Services as early in the semester as possible.

Accommodation for Medical Illness

Western's Policy on Accommodation for Medical Illness:

<https://studentservices.uwo.ca/secure/index.cfm>

If documentation is required for either medical or non-medical academic accommodation, then such documentation must be submitted by the student directly to their Academic Counseling Office and not to the instructor, from where it will be determined if accommodation is warranted.

Student Support Services

A range of student services is available at: <https://studentservices.uwo.ca/secure/index.cfm>

Other resources include Student Support Services: <http://westernusc.ca/services>

Students who are in emotional/mental distress should refer to Mental Health@Western

<http://www.uwo.ca/uwocom/mentalhealth> for a complete list of options about how to obtain help.

Plagiarism and Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense.

Written work:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Evidence of suspected plagiarism will be reported to the Department Chair, who will give the student an opportunity to respond to the allegation. Where a determination of plagiarism has been made, the Chair shall assess appropriate penalties up to and including a zero on the assignment and failure in the course. The case will be reported to the Dean, who may assess additional penalties.

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, or whatever evil being or supervillain you imagine here. In fact, email me with the line "add this supervillain" with the name of your favourite supervillain, by 12:01 AM Tuesday May 16th and start the class with a bonus mark. More importantly, NOT reading the syllabus is NOT acceptable as an excuse for not getting something done!