



Bioarchaeological Field School (3 credit hours)

July 15, 2023 – August 12, 2023

Instructor: Dr. Amy Scott (amy.scott@unb.ca)

Location: Fortress of Louisbourg, NS, Canada

Time: 8:00 am – 6:00 pm MTWTF

Course Description

ANTH 3552 Bioarchaeology Field School offers an introduction to mortuary archaeology and bioarchaeological field methods through skeletal excavation at the Fortress of Louisbourg, National Historic Site of Canada. This program will emphasize the ethics of working with human remains, the identification and recovery of remains from archaeological contexts, skeletal excavation methods and techniques and field data recording. Additionally, this program will focus on the technical analyses of historical artifacts through laboratory work.

Course Objectives

After completing these courses students will be familiar with:

- bioarchaeological field methods
- laboratory techniques and artifact identification
- historical context of the Fortress of Louisbourg and associated cemetery

Course Design

Students will work from Monday to Friday over a four-week period. The first three weeks will consist of daily field work and the fourth week will be spent in the lab cleaning and cataloguing. During the program, students will work through the entire process of skeletal recovery from initial identification through to laboratory analysis. During this 4-week period students will be exposed to various historical and bioarchaeological lectures pertaining to our work at the site, in addition to various tours and activities that are offered by the Fortress throughout the summer season. There will also be opportunities for students to engage with the public throughout this program. Students will participate in group and individualized work.

Successful completion of this course requires to the student to:

- work with and handle all remains and artifacts in a respect manner
- participate daily in excavation and laboratory activities completing required tasks
- exhibit mature and responsible behaviour when conducting these activities
- act as an ambassador of the field school, UNB and Parks Canada
- complete all assignments and requirements of the program

Example of a typical field day		Example of a typical lab day	
7:00 am	Breakfast	7:00 am	Breakfast
7:30 am	On route to site	7:30 am	On route to site
8:00 am	Arrive at site	8:00 am	Arrive at lab
8:15 am	Uncover burials, excavation	8:15 am	Cleaning, cataloguing
12:00 pm	Lunch on site	12:00 pm	Lunch in lab
12:30 pm	Photography, mapping, removal	12:30 pm	Assignment work
4:00 pm	Pack up for the day, remains to lab	4:00 pm	Pack up for the day
4:15 pm	Leave site	4:15 pm	Leave site
5:00 pm	Dinner	5:00 pm	Dinner
6:00 pm	Free time	6:00 pm	Free time

Course Evaluation

Course evaluation will be based on field and lab work completed over the 4-week period and one assignment due before arrival to Louisbourg.

Written Assignment (15%)

This is a research assignment to be completed **before** the field program due on **Friday July 14th**. For this assignment students should write a short 3-4 page (double spaced) opinion piece about the ethics of excavating human remains. Students should include 5-10 references that discuss the positives and negatives of this type of excavation, demonstrating a critical understanding of bioarchaeology and the challenges associated with this type of work. For example, this assignment may discuss excavation differences between forensic and archaeological contexts, excavation permissions when working with Indigenous populations, different techniques used in the field and their benefits or challenges, the differences in perception between North American and European bioarchaeological excavations, etc. You may also want to look at codes of conduct and statements on working with human remains from different institutions and compare and contrast them. This is an open-ended assignment meant to challenge your thinking about human excavation and why bioarchaeological research is conducted. There is no right answer for this assignment, it is an opportunity to demonstrate you have critically read the literature and recognize the ethical challenges within this field of research. Use the *American Journal of Physical Anthropology* as a referencing guide (in text and bibliography). Please also include a title page with your full name, the name of the course, and the date. Assignments will be submitted electronically to: amy.scott@unb.ca or bioarchfieldschool@unb.ca. I will confirm the receipt of your assignment via email.

Field Notebook (15%)

Each student is required to keep a field notebook that outlines their daily tasks and insights about the project. There should be an entry for each day unless otherwise noted. A further outline of expectations for these notebooks will be provided during orientation. All field notebooks will be due on **Friday August 4th**. It is up to each student to provide their own physical notebook.

FB Assignment (10%)

The FB assignment will be an opportunity for students to write a short blurb about their field work documenting their findings, personal insights, and significance of the work. This could include a summary of a specific pathological condition observed, a discussion of the history of Louisbourg and

the cemetery layout, descriptions of burial artifacts, the analysis of age at death, etc. This is a creative assignment with the end goal being public interaction and sparking interest in those outside of academia. These posts should be supplemented with photographs or drawings and once complete will be posted on the field program FB page. This assignment is due on **Friday August 4th**.

Field and Lab Participation (60%)

Each student will be graded based on their field and lab participation, this includes success at assigned tasks, ability to work with others, attitude, willingness to learn, attention to detail, acquiring new skills, etc. This is a unique opportunity to learn hands-on skills, so make sure you use this time to ask questions, learn something new, and build rapport and relationships with your peers.

Method of Evaluation

Ethics Written Assignment	15%
Field Notebook	15%
FB Assignment	15%
Field Participation	40%
Lab Participation	15%
Total	100%

Grades

Below is the grading scale to be used in this course in accordance to UNB standards.

Letter Grade	Percentage Grade	Grade Point Average (GPA)
A+	95 – 100%	4.3
A	90 – 94%	4.0
A-	85 – 89%	3.7
B+	81 – 84 %	3.3
B	75 – 80%	3.0
B-	70 – 74%	2.7
C+	65 – 69%	2.3
C	60 – 64%	2.0
D	50 – 59%	1.0
F	0 – 49%	0.0

Recommended Readings:

- Martin D, Harrod R, Pérez V, eds (2013) Best practices: Excavation guidelines and taphonomic considerations. In *Bioarchaeology: An Integrated Approach to Working with Human Remains*, pp. 93-116. Springer: New York.
- Parks Canada Management Directive 2.3.1 Human Remains, Cemeteries and Burial Grounds. June 2000.
- Richardson L, Almansa-Sánchez J (2015) Do you even know what public archaeology is? Trends, theory, practice, ethics. *World Archaeology* 47(2):194-211.
- Walker P (2000) Bioarchaeological ethics: A historical perspective on the value of human remains. In *Biological Anthropology of the Human Skeleton*, Katzenberg MA, Saunders S, editors. Wiley-Liss: Hoboken.

Course Policies and Safety

Students are expected to be respectful of the instructor and their fellow classmates at all times. Inappropriate or disruptive behaviour will not be tolerated and may result in disbarment from the field or lab. You may not work at the site under the influence of alcohol or illegal drugs. If you attempt to do so, you will be removed from the field or lab. Please report any apparent safety concerns to a supervisor. Do not use headphones while on site. Exercise caution while inside excavation units, as these can pose safety concerns. Be aware of your own limits and take breaks, have water when you need to. When on site please refrain from smoking. Remove any trash you bring onto the site. Be polite to guests and take the time to answer their questions, you are ambassadors of this program.

Inclusion Statement

The anthropological discipline, specifically biological anthropology, has had a long history of supporting notions of white superiority and as a result has significantly contributed to the reinforcement of systemic racism, heteronormativity, colonialism, and ableism in modern society. As a biological anthropologist, I acknowledge and condemn this contentious past, and fully commit to supporting a diverse UNB community in my classroom, including but not limited to, those identifying as 2SLGBTQIA+, Black, Indigenous, People of Colour, and people with disabilities. I recognize the importance of equity, diversity, and inclusion being foundational to my teaching practices and commit to maintaining and promoting a safe and welcoming learning environment for my students.

I will take the following actions in my classroom:

- I will actively challenge systemic racism, heteronormativity, colonialism, and ableism within the discipline and encourage my students to examine and reflect on the problematic foundations these notions have been built upon.
- I will incorporate and welcome marginalized voices, whenever possible, in course readings, activities, and discussions.
- I will strive to provide safer spaces for group discussions that may incorporate out-dated and problematic notions within the discipline and will work towards positive dialogue that does not endanger and/or retraumatize individuals from marginalized communities including, but not limited to, 2SLGBTQIA+, Black, Indigenous, People of Colour, and persons with disabilities.
- I will continue to educate myself about how to be an ally and build trust with my students; I commit myself to educating through anti-racist, anti-colonial, anti-ableist, and anti-oppressive practices in order to maintain a respectful classroom. I will strive to make my course content meaningful as we collaboratively work towards moving the discipline away from archaic and harmful ideas of divisiveness.

Sexual Harassment Policy

The UNB Bioarchaeology Field School takes the safety and well-being of all student and staff members seriously and has a zero-tolerance policy for sexual harassment of any kind. In accordance with UNBs sexual harassment policy, this behaviour may include, but is not limited to, verbal abuse or threats of a sexual nature, unwelcome sexual invitations or requests, demands for sexual favours, or repeated innuendos or taunting about a person's body, appearance, sexual orientation or sexual experiences. Any behaviour that violates UNBs sexual harassment policy can result in dismissal from the field program.

Skeletal Elements to Know and Side (if applicable)

Frontal
Parietal
Temporal
Occipital
Maxilla
Palatine
Vomer
Ethmoid
Zygomatic
Sphenoid
Mandible
Vertebrae (cervical, thoracic, lumbar)
Sternum
Ribs
Clavicle
Scapula
Humerus
Radius
Ulna
Sacrum
Os coxae (ilium, ischium, pubis)
Femur
Patella
Tibia
Fibula
Metacarpals (Digits 1-5)
Metatarsals (Digits 1-5)
Carpals (scaphoid, lunate, hamate, triquetral, pisiform, trapezium, trapezoid, capitate)
Tarsals (calcaneus, talus, navicular, cuboid, cuneiforms 1-3)