



ANTH 3552 Bioarchaeological Field School I (3 credit hours)

July 20, 2019 – August 17, 2019

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

Location: Fortress of Louisbourg, NS, Canada

Time: 8:00 am – 6:00 pm MTWTF

Course Description

Bioarchaeology Field School I 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 skeletal remains through laboratory cataloguing, analysis, curation and storage.

Course Objectives

After completing these courses students will be familiar with:

- bioarchaeological field methods
- laboratory techniques and skeletal recording methods
- historical context of the Fortress of Louisbourg and associated cemetery

Course Design

Students will work from Monday to Friday over a four week period. Four days of each week will consist of field work and one day a week will be dedicated to laboratory work and analysis. 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 in the field, the lab and during information sessions. 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 at CCGC	7:00 am	Breakfast at CCGC
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
4:30 pm	Pack up for the day, remains to lab	4:30 pm	Pack up for the day
4:45 pm	Leave site	4:45 pm	Leave site
6:00 pm	Dinner at CCGC	6:00 pm	Dinner at CCGC
7:00 pm	Free time	7:00 pm	Free time

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.

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.

Course Evaluation

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

Written Assignment (10%)

This is a research assignment to be completed **before** the field program due on **Friday July 19th**. 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 (e.g. The Vermillion Accord). 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.

Osteological Review Quiz (5%)

The quiz for this course will take place at the beginning of the program and will be an osteological review quiz in a bell ringer format. Students will be tested on their knowledge of the skeletal system and must be able to identify all bones (complete or fragmentary) and identify the side of the bone (left or right). At the end of the syllabus you will find a list of all potential bones you should review and study from.

Field/Lab Notebook (15%)

Each student is required to keep a field and lab 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 **Wednesday August 14th**.

FB Assignment (10%)

The FB assignment will be an opportunity for students to write a short blurb about their field or lab 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. It is the responsibility of each student to ensure they complete this assignment during the field program as there is no specific deadline.

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	10%
Osteological Review Quiz	5%
Field/Lab Notebook	15%
FB Assignment	10%
Field Participation	30%
Lab Participation	30%
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.

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)