

**Anthropology 3CC6:
McMaster University Archaeological Field School
Nursery Site (AhGx-8), Cootes Paradise, RBG, Hamilton
April 30th - June 8th, 2018 (6 Weeks)**

First Meeting: Sustainable Archaeology McMaster, McMaster Innovation Park, The Atrium Building, 175 Longwood Road South, Suite B22 on Monday April 30th, 2018 at 9:00am

Hours: approx. 9:00am till 4:00pm, Monday to Friday

Instructor: Scott Martin

Instructor Office: Sustainable Archaeology McMaster (by appointment)

Instructor Office Hours: TBD

Instructor Email: swmart@mcmaster.ca

Instructional Assistant: Christine Cluney

Instructional Assistant Email: cluneyc@mcmaster.ca

Course Description

The archaeological field school is often the first practical context in which we learn archaeological field methods. Fieldwork augments our understandings of literature-based research and materials-based laboratory analyses. These different venues of archaeology are complementary and new field discoveries may provide new ideas or data that may encourage refreshed research designs and alternative interpretations. Many students interested in working in archaeology will be employed in the consulting sector during their careers. Field Technician positions in Consultant Archaeology sometimes require (or give precedence to those with) previous archaeological field experience. Archaeological field schools can provide at least part of this requisite 'dirt time'. Investigations and reporting during the course will be designed to train students in the protocols set out in the Ontario Ministry of Tourism, Culture and Sport's (MTCS) (2011) *Standards and Guidelines for Consultant Archaeologists* document.

Students must be prepared to work all day in the field in sometimes hot conditions for up to five days per week, at least for the first portion of the course. Selected days, such as rain days, will be dedicated to seminars, workshops, post-excavation lab work, reading and write up. In the lab, students will process (wash, identify, sort, database/catalogue, bag and tag etc.) the archaeological materials recovered from the site. Throughout the course and working together as a team, field school students will become proficient in hand excavation by shovel and trowel, screening, grid placement and surveying, mapping, methodical and regular note-taking, analysis and reporting. Students will learn to identify and catalogue diverse precontact and historic artefacts, especially lithics and ceramics. The field school will provide students a foundation for future research and consulting archaeology in Ontario and beyond.

This year will be the seventh archaeological field school at the Nursery Site (AhGx-8). Collector activity at the site began at least by the late 1950s. Formal archaeological testing and recording occurred in 1969. Field Schools began here in 2006. Together these investigations have shown possible site use as early as about 8000 BC and later at about 5000 BC with better-documented and apparently more regular occupation or habitation over the last 1500 years.

Student Evaluation

Attendance	15%
Leadership	5%
Assigned Weekly Readings (Discussion and Relevance)	6%
Catalogue Entry and Tags	5%
Field Notes	15%
Field Tests and Lab Tests	19%
Report Sections, Mapping and Collections Review	20%
Bell-Ringer Test	15%

Deadlines for Database Completion and Reporting: TBD (near the end of the course)

Required Items For Field Kit

1. Mason's pointing trowel – not a gardening trowel (Marshalltown 45-5 is the industry standard in N.A., but there are others - if you cannot find one, we can discuss at first meeting)
2. 3-5 metre metal retractable measuring tape (with metric scale)
3. blue or black ink ball-point pen(s)
4. bag (e.g. canvas shoulder bag or a backpack in which to keep/carry gear)
5. lunch and snacks
6. water bottle – approx. 1L (Note: a water fountain and toilets are located nearby)
7. CSA approved steel-toe work boots
8. waterproof outerwear (Note: be prepared to work in light rain)
9. clipboard or other binder/cover to keep field notes clean and together (field notes will be taken on 3 hole punched paper)

Recommended Items For Field Kit

1. work gloves – not cloth gardening gloves (gloves with leather-reinforced fingers and knuckles are best – make sure they are not too long in the fingers – cut-proof gloves are also used more often in recent years)
2. insect repellent
3. sunscreen (there are some trees, but the site is largely open)
4. wide-brimmed hat (esp. with a chin strap and strap at the back of the head – better in wind)
5. bandana or light scarf
6. sunglasses (UV protection for the eyes)
7. hand-held root clippers (some will be available)
8. lip balm
9. kneeling pads or knee pads
10. small paint brush (soft natural bristles) for *gentle* cleaning of artefacts in the field

Report Readings

Please familiarise yourself with the following document and particularly the sections in it noted **in bold** below:

Ontario Ministry of Tourism, Culture and Sport (MTCS). 2011. *Standards and Guidelines for Consultant Archaeologists*. Ontario Ministry of Tourism, Culture and Sport, Toronto. Found at: http://www.mtc.gov.on.ca/en/publications/SG_2010.pdf

Sections 4.2 Overview, 4.2.1, 4.2.2, 4.2.4, 4.2.5, 4.3 and 4.4, Tables 6.1, 6.2 and 6.3 in Section 6 and Section 7 Overview to 7.5.12 and 7.11 to 7.12
[i.e. Field, Lab and Reporting Requirements for Stage 4 Excavations]

In addition, the following reports will be reviewed (files distributed in the lab):

Burchell, Meghan. 2011. *Stage 3 Archaeological Investigations at the Nursery (AhGx-8): The 2010 McMaster University Archaeological Field School at Cootes Paradise in the Royal Botanical Gardens*. Unpublished report on file, Ontario Ministry of Tourism, Culture and Sport, Toronto.

Burchell, Meghan and Katherine Cook. 2012a. *Stage 3 Archaeological Investigations at the Nursery (AhGx-8) Site. The 2011 McMaster University Archaeological Field School at Cootes Paradise in the Royal Botanical Gardens*. Unpublished Report on file, Ontario Ministry of Tourism, Culture and Sport.

Burchell, Meghan and Katherine Cook. 2012b. *Stage 3 Archaeological Investigations at the Nursery (AhGx-8) Site. The 2012 McMaster University Archaeological Field School at Cootes Paradise in the Royal Botanical Gardens*. Unpublished Report on file, Ontario Ministry of Tourism, Culture and Sport.

Martin, Scott (ed.). 2008. *The Nursery (AhGx-8) Site: 2006 Stage 4 Archaeological Field School Excavations in Cootes Paradise, Hamilton, Ontario*. Unpublished report on file, Ontario Ministry of Tourism, Culture and Sport, Toronto.

Martin, Scott (ed.). 2011. *The Nursery (AhGx-8) Site: 2009 Stage 2 to 4 Archaeological Field School Excavations in Cootes Paradise, Hamilton, Ontario*. Unpublished report on file, Ontario Ministry of Tourism, Culture and Sport, Toronto.

Martin, Scott (ed.). 2017. *Original Report, The Nursery Site (AhGx-8): 2016 Stages 2 to 4 Archaeological Field School Excavations in Cootes Paradise, Hamilton, Ontario*. Unpublished report on file, Ontario Ministry of Tourism, Culture and Sport, Toronto.

Assigned Weekly Readings

Please be prepared **by the date given in the table below** (for sometime that week) to discuss the relevance of what is presented in each of the following readings to our work and to archaeology in Ontario more broadly. No paper submission is required, but come prepared to talk about key ideas and findings and their application to our field school and Ontario Archaeology.

Week	Ready Date	Readings and URLs
1	April 30	Ellis, Chris. 2013. Before Pottery: Paleoindian and Archaic Hunter-Gatherers. In <i>Before Ontario: The Archaeology of a Province</i> , edited by Marit Munson and Susan Jamieson, pp. 35-47. MQUP: Montréal and Kingston. Found at: https://westernu.academia.edu/ChristopherJEllis
2	May 7	Williamson, Ron. 2013. The Woodland Period, 900 BCE to 1700 CE, In <i>Before Ontario: The Archaeology of a Province</i> , edited by Marit Munson and Susan Jamieson, pp. 48-61. MQUP: Montréal and Kingston. Found at: https://utoronto.academia.edu/RonWilliamson
3	May 14	Warrick, Gary. 2000. The Precontact Iroquoian Occupation of Southern Ontario. <i>Journal of World Prehistory</i> 14(4):415-466. Found at: https://wlu-ca.academia.edu/GaryWarrick
4	May 21	Curtis, Jenneth. 2014. Migration and Cultural Change: The Northern Iroquoian Case in South-Central Ontario. <i>Journal of World Prehistory</i> 27:145-195 Found at: https://link.springer.com/article/10.1007/s10963-014-9077-x
5	May 28	Haines, Helen, David Smith, David Galbraith and Tys Theysmeyer. 2011. The Point of Popularity: A Summary of 10,000 years of Human Activity at the Princess Point Promontory, Cootes Paradise Marsh, Hamilton, Ontario. <i>Canadian Journal of Archaeology</i> 35:232-257. Found at: https://utoronto.academia.edu/DavidGSmith
6	June 4	Triggs, John. 2004. Mississaugas at the Head-of-the-Lake: Examining Responses to Cultural Upheaval at the Close of the Fur Trade. <i>Northeast Historical Archaeology</i> 33:153-176. Found at: http://scholars.wlu.ca/arch_faculty/7/

Late or Missed Assignments

Penalty deductions of **1% of the COURSE grade per day late** apply to all late and missed assignments (including Reading Analyses) unless a McMaster Student Absence Form (MSAF) or other Faculty documentation (see below) is submitted. Late assignments will not be accepted after 7 days beyond the original deadline except in approved circumstances. Relief for other medical or personal situations may be provided by the Faculty Office. All late assignments must be delivered to the instructor.

DISCLAIMER

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

ACADEMIC DISHONESTY

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, Appendix 3, <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g., the submission of work that is not one's own for which other credit has been obtained. (*Insert specific course information, e.g., style guide*)
2. Improper collaboration in group work. (*Insert specific course information*)
3. Copying or using unauthorized aids in tests and examinations.
(*If applicable*) In this course we will be using a software package designed to reveal plagiarism. Students will be required to submit their work electronically and in hard copy so that it can be checked for academic dishonesty.

FACULTY OF SOCIAL SCIENCES E-MAIL COMMUNICATION POLICY

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Email Forwarding in MUGSI:

<http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link

(Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

MSAF

- The MSAF should be used for medical and non-medical (personal) situations.
- Approval of the MSAF is automatic (i.e. no documentation required)
- Rules governing the MSAF are as follows:
 - The timeframe within which the MSAF is valid has been reduced from 5 days to 3 days.
 - The upper limit for when an MSAF can be submitted has been reduced from 'less than 30%' to 'less than 25%' of the course weight.
 - The 'one MSAF per term' limit is retained.
 - As per the policy, an automated email will be sent to the course instructor, who will determine the appropriate relief. Students must immediately follow up with their instructors. Failure to do so may negate their relief.
- Policy: The MSAF policy can be found in the Undergraduate Calendar under General Academic Regulations > Requests for Relief for Missed Academic Term Work or here:

[http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests for Relief for Missed Academic Term Work](http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests%20for%20Relief%20for%20Missed%20Academic%20Term%20Work)

Academic Skills Counselling and **Services for Students with Disabilities** are available through the Student Accessibility Services (SAS)

Tel: 905-525-9140 x28652 Email: sas@mcmaster.ca

Website: <http://sas.mcmaster.ca>

AODA

If you require this information in an alternate/accessible format, please contact Marcia Furtado at 905-525-9140 extension 24423 or email furtam1@mcmaster.ca