

Anth 3234 WA Issues in Consulting Archaeology

Instructor: Dr. Scott Hamilton
Office: BB2001E

Tel: 807-343-8742
email: shamilto@lakeheadu.ca

Class: Zoom
Mon, Wed 11:30am-1:00 pm

Most Canadian archaeology currently reflects ‘applied’ research, conducted as part of environmental impact assessment, salvage, or heritage management and interpretation. This can involve employment in public agencies, heritage property management, developing heritage policy or enforcing heritage legislation. However, most ‘applied archaeologists’ work as private consultants within Environmental Impact Assessment processes. This requires a business model that balances archaeological competence, awareness of rapidly shifting responsibilities for Aboriginal engagement, and a competitive bidding process. This course introduces skills and perspectives relevant for such archaeological professional practice.

This course reviews:

- 1) the history of development of heritage site commemoration, heritage legislation, and CRM archaeology in North America;
- 2) case studies outlining procedures and priorities of such work in Ontario and other Canadian jurisdictions;
- 3) ethical & legal issues in CRM archaeology (specifically Aboriginal engagement);
- 4) ‘real-world’ scenarios how heritage studies are undertaken.

Grading:

assignments (3 x15%)	45%
seminar presentation ±15-20 min	20%
final term paper	25%
Participation	10%

After the introductory lectures, the focus shifts to applied archaeological situations. This includes strategies for addressing different CRM situations, ethics, the evolving regulations and responsibilities for ‘Aboriginal Engagement’ (as part of Constitutionally mandated consultation and accommodation), and also bidding and business management in CRM archaeology. Hamilton will draw from his own small consulting practice for issues and approaches common to CRM.

Students will address issues in CRM archaeology in the **three written assignments**. Applied research reporting involves writing brief, focused and accessible documents. This is a difficult skill to develop. The writing assignments should be no longer than 3-4 pages and you will be graded in part on how well you develop and express your key observations, recommendations or critiques in coherent and readable prose. Please send these assignments to my email address as attachments in Word or Pages. I will be marking them up to help you refine your writing skills and returning them to you. Students are expected to demonstrate steady improvement in writing style with successive assignments.

Student seminars will involve presenting a ‘case study’ from a Canadian provincial or federal context. Students will prepare a presentation (ca. 15-20 minutes). This might involve a review of CRM procedures and practice, a critique of a CRM project, licensing, rapidly evolving Canadian case law, collections and records curation, the role of descendent populations in CRM archaeology, or compliance monitoring. Student performance will be evaluated by how well they demonstrate their oral briefing skills. This involves identification of objectives, clarity and coherence of oral presentation, and how well you use visuals to support your argument and engage your audience.

The **Term paper** will address a topic approved by the instructor. It might involve a critique of a specific CRM project, comparison of two similar projects, or a comparison of CRM practice in various jurisdictions, etc. Papers should be ca 10 pages. Again, students will be evaluated in part on the coherence of their argument, and the focus and literacy of the prose.

The **participation** component of the grade is significant. This is intended to reward students who consistently attend class, but more importantly, who engage in the debate by asking questions and offering comments.

There is **no assigned text book** for this course. Resources are provided as PDFs (free) by the instructor, with other open source materials also available via download at no charge.

Lakehead's Accommodation & Confidentiality Statements:

Lakehead University is committed to achieving full accessibility for persons with disabilities/medical conditions. Part of this commitment includes arranging academic accommodations for students with disabilities/medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability/medical condition and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please email sas@lakeheadu.ca or visit <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>

Students are strongly advised to familiarize themselves with the Student Code of Conduct (<http://policies.lakeheadu.ca/policy.php?pid=60>) with regard to **both** academic and non-academic misconduct. Non-compliance will NOT be tolerated in this course and the code will be adhered to in terms of disciplinary action.

Wk1 The roots of CRM Archaeology.

Jan 6 Course structure, assignments, etc
archaeological foundations.

Heritage, Archaeology and Nationalism (sup. reading Hamilton 2013)

Jan 8 early heritage regulation: International, federal, provincial/state jurisdictions
archaeological bureaucracy, licensing and regulatory processes
Ontario: 4 stages of applied archaeology
The ‘realities’ of Consulting Archaeology

Assignment 1: Write a 150-200 word summary of an archaeological site you know about. What is it? Where is it? How old is it? What activities occurred there? How do you know about it? Why is it interesting to you?

Wk2 Archaeology in the service of the state

- Jan 13 early archaeology and commemoration
whose past? interpretative agendas, nationalism, and sanitized history
heritage tourism, public education and 'infotainment'.
- Jan 15 Building a small consultancy business
infrastructure development, insurance and liability
developing project budgets

Assignment 1 due Jan 15

Readings: MTCS Standards and Guidelines 2011

Wk3 Environmentalism and development of heritage legislation

- Jan 20 Post-WWII economic development, mega-projects, environmental impact assessment and the role of archaeology in facilitating 'development'
Early CRM by universities and public agencies (S. Indian Lake)
Privatization with small and not so small businesses

Jan 22 Case Study: Red Rock House assessment - then and now.

Readings: Hamilton 2012

Assignment 2: Critique of a Stage 1 archaeological field assessment

Readings: Hamilton and Taylor-Hollings 2010

Wk4 Conflicting Values: Cultural Heritage and Aboriginal Perspectives

- Jan 27 Nelson River Diversion and Cree landscape valuation
Western Perspectives of what a 'cultural heritage value' is.
High Falls and Sacred Landscapes

Readings: Hamilton et al. 1995

Linklater 1994

Jan 29 Case Study: Stage 1 Assessment of Fort William Golf Club & Golf Links Road

Case Study: Possible Archaic Sites on LU Campus

Readings: Hamilton 2010a, 2010b.

Assignment #2 due Jan 29

Wk5 Cultural Heritage, Treaty and Aboriginal Land Use and Occupancy

- Feb 3 Aboriginal Engagement and the Duty to Consult and Accommodate
Archaeology and heritage studies as tool for defending Indigenous land interests
- Feb 5 When Archaeologists get drawn into debates over Heritage and who controls land use decisions.
What happens to the records, photos and artifacts recovered by archaeologists?

Wk6 Aboriginal communities and consulting archaeology

Feb 10 Case Study: Constance Lake/Phoscan Stage 2 assessment

Feb 12 Case Study: Constance Lake/Phoscan Stage 2 assessment cont'd

Assignment 3: Bidding on Stage 2, Golf Links Bike Path

Wk7 Study week Feb 17, 21

Wk8 Archaeological Predictive Modelling as a CRM tool

Feb 24 Inductive and Deductive Predictive Modelling
Implicit predictive modeling and Ontario archaeological potential assessment
Case Study: Stage 1 evaluation of Exton Industrial Park, Ring of Fire Road terminus
Assignment #3 due Feb 24.

Feb 26 Case Study: CARP and application of GIS,
implicit application of Predictive Modelling in Ontario
Readings: Hamilton 2000

Wk 9 Archaeology makes strange bed-fellows.

Mar 3 CRM and ethical challenges.
where do the consultants' 'loyalties' lie?
Where does research and info dissemination fit into CRM archaeology?
Expert witness testimony for Wahgoshig FN

Mar 5 Case Study: Stage 1 and 2 Archaeological assessment with First Nation as the client
Site avoidance and non-invasive assessment as a CRM strategy
Evaluating 'validity' of Stage 2 and 3 results
Undertaking Stage 4 salvage is not for the faint-hearted

Wk10 CRM archaeology in an 'information void'

Mar 10 Northern Ontario archaeology with impending mega-projects
Archaeological Assessment in unknown territory
How much do we really know about land use, economy and culture history?
Logistics, risk, and liability in remote work environments.
Mar 12 Strategic value of Aboriginal Knowledge
Case Study: Situations of impasse: KI FN and Wahgoshig FN
Working as technical advisor to First Nations

Wk11 Student Presentations.

Mar 17 Student Presentations
Mar 19 Student Presentations

Wk12 Student Presentations

Mar 24 Student Presentations
Mar 26 Student Presentations

Wk13 Student Presentations

Mar 31 Student Presentations
Apr 2 Student Presentations
Apr 4 Papers Due

Hamilton, S, Ron Morrisseau and Theron McCrady
1995 "New Solitudes: Conflicting World Views in the Context of Contemporary Northern Resource Development" **Canadian Journal of Archaeology**, Vol. 19, 1995. pp. 3-18.

Hamilton, S and Jill Taylor Hollings

- 2010 **Stage 1 Archaeological Assessment of the Proposed Berens River Bridge Crossing at Dog Rib Rapids and Associated Road Extensions in the Whitefeather Forest, Northwestern Ontario** unpublished report prepared for KGS Engineering and Sandy Lake and Pikangikum First Nations.
- Hamilton, S.
- 2000 "Archaeological Predictive Modelling in the Boreal Forest: No Easy Answers" **Canadian Journal of Archaeology**. Vol. 24, issues 1 and 2 pp. 41-76
- 2012 **Stage 1 Archaeological Assessment: Nipigon Waterfront**. Unpublished report prepared for the Township of Nipigon.
- 2011a **Stage 1 Archaeological Assessment: Proposed Club House re-development and Residential Condominium at the Thunder Bay Country Club, Thunder Bay, Ontario**. unpublished report prepared for TBCC Developments Inc., Thunder Bay.
- 2011b **Stage 1 Archaeological Assessment: Proposed bike path along the west side of Golf Links Road, Thunder Bay, Ontario**. unpublished report prepared for the City of Thunder Bay.
- 2013 "Archaeology, tourism and other 'marriages of convenience': examples from western Canada" in **Tourism and archaeology: sustainable meeting grounds** edited by Cameron Walker and Neil Carr. Left Coast Press

Linklater, Eva

- 1994 **The Footprints of Wasahkacahk: The Churchill River Diversion Project and Destruction of the Nelson House Cree Historical Landscape**. Unpublished MA thesis, Dept of Archaeology, Simon Fraser University, Burnaby.

Ontario Ministry of Tourism, Culture and Sport

- 2011 **Standards and guidelines for consulting archaeologists**.
http://www.mtc.gov.on.ca/en/archaeology/archaeology_s_g.shtml

Culture Resource Management Reports, blogs and academic reviews that you might want to consider. There are many more available via google search.

<https://asiheritage.ca/cultural-heritage/cultural-heritage-site-reports/>
<https://www.succinctresearch.com>
<https://www.apaontario.ca/Publications>
<https://open.library.ubc.ca/soa/cIRcle/collections/ubctheses/831/items/1.0100606>
<https://www.blm.gov/learn/blm-library/agency-publications/cultural-resource-series>
<https://open.alberta.ca/dataset?tags=cultural+resource+management>
<https://ir.lib.uwo.ca/etd/9201/>
<https://lifestyleofcanada.com/resources/#downloads>
<https://www.ursus-heritage.ca/projects>
<https://lhcheritage.com/projects/>
<https://tmhc.ca/community/publications>
<https://www.wsp.com/en-ca/services/archaeology-and-heritage>
<https://altaac.com/our-portfolio#projects>
<https://www.westernheritage.ca/publications/>