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### What did you do last summer? Any outreach?

*Archaeological practice in University education*

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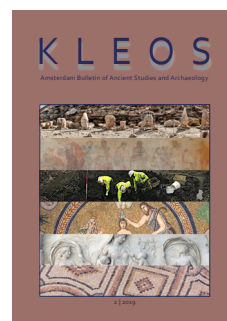
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# What did you do last summer?

## Any outreach?

### Archaeological practice in University education

**GERT JAN VAN WIJNGAARDEN**



Just as at many other universities around the world, fieldwork is an integral part in the curriculum of the Amsterdam Centre of Ancient Studies and Archaeology (ACASA).<sup>1</sup> Amsterdam archaeology students are obliged to follow a four-week training course (6 ECTS) of fieldwork at the end of their first BA year at a site in the Netherlands, where they are taught the basics in archaeological fieldwork, documentation and finds processing. At the end of the second year they must follow a second course of fieldwork (6 ECTS) at one of the ACASA projects in the Netherlands or abroad. In addition, students can choose to do additional fieldwork as an elective in their third BA year, or as a tutorial during their master's degree program. For many students, participation in fieldwork is one of the highlights of their studies. Some even seem to extend their studies in order to continue to go to surveys and excavations!

The fieldwork projects to which the students go are most often research programs of ACASA staff members.<sup>2</sup> For their training, students, generally, are put to work in the various roles of excavator, surveyor, find processor or supervisor, learning through practice and reflecting on it in a report. As educational

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**Figure 1**  
*Archaeological site of ancient Troy open to the public while students are excavating (August 2018, photographer Dr. Gert Jan van Wijngaarden).*

modules, the fieldwork is less regulated than most parts of the curriculum in terms of course objectives and assessments. In this paper, I would like to address the students' role in these projects from the point of view of university training: what do we teach students and how does it relate to modern archaeological practice, now and in the future.<sup>3</sup>

### FIELDWORK AS EDUCATION

During my studies, in 1988, I myself participated in a second-year fieldwork course, which was done at Lavda in Greece.<sup>4</sup> Thinking back to that experience, I find it striking how little has changed. I worked as a student excavator and trench supervisor, I helped measuring and drawing, assisted in the find processing in the afternoons and wrote daily reports of our activities. As became clear from the presentations at the ACASA seminar "What did you do last summer?", these are still the core activities of the current generation of students. The training of students in archaeological fieldwork is oriented very much towards the techniques of archaeological practice: excavation, survey and the handling of find materials. I suspect that this is the case also at many other universities in the Netherlands and abroad.

The conventional, technical approach in the training of future archaeologists is surprising, since both the practice and context of archaeology have changed enormously in the last thirty years. These changes go well beyond the introduction of new equipment and software for recording and planning. For example, most projects now integrate various research methods, as can be seen in the combination of excavations and surveys. In particular, the context of archaeological fieldwork has changed significantly. Most fieldwork outside of academia is now development-led and this has resulted in an increase in the importance of certification and archaeological bureaucracy and, especially, in the necessity to inform a broad non-academic public. Should we not incorporate



On Tuesday, November 13, ACASA-student association Synkratos and the Allard Pierson Museum jointly organize for the third year the symposium:

## WHAT DID YOU DO LAST SUMMER?

At the symposium, different projects from last summer will be presented by students. In this way we hope to give you some inside information about the several archaeological projects carried out by ACASA. Afterwards there will be drinks and a small book market organized by the Allard Pierson Museum.

All ACASA staff and students are welcome!

Where:  
Nina van leerzaal, Allard Pierson Museum

When:  
November 13 2018, 10:00 - 18:00



**Figure 2**  
*Poster of the third symposium "What did you do last summer?", 13<sup>th</sup> November 2018 Amsterdam (courtesy of the ACASA-student association Synkratos).*

these changes in our training of students for archaeological field work?

### **OUTREACH ACTIVITIES OF ACASA PROGRAMS**

To elaborate on this question, I would like to focus on public outreach, which in archaeological practice is gaining an increasingly prominent position.<sup>5</sup> The ACASA fieldwork projects in which students participate for their training are no exception to this: the staff members of these projects all engage in activities for the general public.<sup>6</sup> These vary from the organization of public days at excavations (Oerle), to public lectures for local inhabitants (Geraki, Halos) and even music festivals (Muro Tenente, Satricum) and the creation of a local museum (Satricum).

In many cases, students help with these activities, for example by touring local visitors at the excavation (Oerle) or by selling the tickets for a music festival (Satricum). However, the students' engagement is usually voluntary and the students as well as the staff do not consider these activities as an integral part of the fieldwork course. As a result, students are not actually trained in doing outreach activities in connection to fieldwork, which would include theoretical background and, most importantly, assessment. In fact, such a training, and the time it would take, is by some considered to be a distraction from the real work: excavating, surveying and the processing of materials.<sup>7</sup>

### **DISCUSSION**

Because of the changes in archaeological practice, fieldwork projects nowadays require intensive management of the social context in which they take place. In addition to outreach, professional archaeologists, within, but especially outside of academia, increasingly spend time on things such as fundraising, bureaucratic contacts with authorities, budget control, administration etc. Techniques of fieldwork and finds administration, to which students now devote most of their time in their educational fieldwork, in contrast, are increasingly automated and vary according to institution.<sup>8</sup> Thus, as training grounds, the academic fieldwork projects in which our students participate are moving ever further away from modern archaeological practice.

As a point for discussion, I state here that we should incorporate aspects of social context management, such as outreach, in the student fieldwork training. Of course, this should be done systematically and include proper course objectives, theoretical background and assessments. This would necessarily divert attention from archaeological techniques. It would also mean

that we involve different specialist in our education programs than we currently do: budget managers, planners and PR experts, for example. By actually being trained in these matters, our students would also be able to adopt a critical attitude towards these activities. This would make them even better prepared for their professional future.

## RESPONSES

- ▶ *Vita Gerritsen*
- ▶ *Mark Groenhuizen*
- ▶ *Vladimir Stissi*
- ▶ *Eva Kars/ Henk Kars*

## NOTES

- 1 Since 2013 (MA) and 2017 (BA) the University of Amsterdam (UvA) and the Vrije Universiteit of Amsterdam (VU) collaborate in ACASA by offering joint programs in Archaeology, Ancient Studies and in Classics.
- 2 See the list at the ACASA website for the fieldwork projects of ACASA: <http://acasa.uva.nl/onderzoek/fieldwork-projects/fieldwork-projects.html>.
- 3 This paper is the result of a discussion held on the student-organized seminar “What did you do last summer?” held at 13 November 2018 at the Allard Pierson Museum in Amsterdam (see Figure 2).
- 4 The Lavda Excavations were carried out by the Netherlands Institute at Athens and were directed by Professor G.J. te Riele. See Y.C. Goester/ D.M. Van de Vrie, 1998: Lavda. The excavation: 1986-1988, *Pharos. Journal of the Netherlands Institute at Athens* 6, 119-134, for the campaign in which I participated.
- 5 See, for example R. Skeates/ C. McDavid/ J. Carman 2012: *The Oxford Handbook of Public Archaeology*, Oxford.
- 6 This article is partly based on a questionnaire, which I send around my colleagues. I would like to thank all those who have responded to my questions.
- 7 In the discussion at the seminar “What did you do last summer?” everyone was in favor of involving students in outreach activities, until I suggested that the time spent on it would have to be taken from other activities.
- 8 See, for example, the various papers in L. Webley (ed.), 2012: *Development-led archaeology in northwestern Europe: proceedings of a round table at the University of Leicester* (19th-21st November 2009), Oxford.

# Public over practice?

Discussing the mandatory fieldwork curriculum.

VITA GERRITSEN



In his paper Gert Jan van Wijngaarden suggests that universities should offer their students more training in social context management and public outreach, as skills in these fields are becoming more and more important in the work field outside of academia and within academic archaeological projects. This training would be fitted into the mandatory fieldwork programme, which now consists of a mere 12 ECTS in the first two years of the bachelor degree programme, and would therefore mean an unavoidable diminution of the time available for learning the technical and practical skills that are currently the objectives in the fieldwork courses.

One of the reasons for van Wijngaarden to propose this change in the curriculum is that, in his view, students need to be better prepared for the fieldwork outside of academia, as he claims that the university projects and the involved training are 'moving ever further away from modern archaeological practice'. In preparation for this response, I have discussed this issue with several recently graduated archaeologists, who have completed their bachelor and master's degrees at either the UvA or the VU, and are now professionally active in modern archaeological practice, working for several commercial companies throughout the country. Their experiences have helped me to gain more insight into the reality of doing fieldwork outside of academia. I have furthermore based my opinion on my own experience as a student, having so far participated in eight fieldwork campaigns during my studies, four of which as a trench supervisor, and six of which were outside of the mandatory curriculum.

I am not convinced that we should oblige students to be trained in public outreach, for two reasons. Firstly, this training would inevitably take up much needed time from other parts of the fieldwork curriculum that cannot easily be obtained elsewhere, or at least cannot be obtained in the same manner that a regulated academic curriculum provides. In such a context, students can learn fieldwork skills in a pace that fits with the rest

*Vita Gerritsen is an research Master student Archaeology at the University of Amsterdam. She has participated in a number of archaeological excavations and surveys in the wider Greek world, including serving as a trench supervisor.*

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of their education, while being embedded within a group of peers. In the non-academic context however, the pace is much higher, leaving less room for learning skills. Secondly, making public outreach training mandatory for every student would overlook the fact that not all students are either interested in, or suited for, public engagement. Therefore, in my view, students should not be forced to participate, but should rather be encouraged when they show interest.



Within the official curriculum, the fieldwork courses in their current form provide the only opportunity to gain the basic practical and technical skills needed for a career in field archaeology. In my view, social context management and public outreach skills can, and should, be obtained in the post-graduate workforce when they are needed. The development-led fieldwork in the Netherlands that Van Wijngaarden mentions, does indeed include informing a broad public, but this is usually done by a field director or a senior archaeologist, who has had years of training in order to reach that level of certification and authority. Early career archaeologists and students would not be placed in a position where they would be addressing officials or stakeholders. They can easily participate in providing tours for schoolchildren or writing a promotional Facebook post, however, but this does not require the extensive and formalized training that Van Wijngaarden proposes. Especially if this training would take up a part of the precious and limited time there is to learn the archaeological skills, such training seems of secondary priority to me.

**Illustration 1<sup>1</sup>(Eds.)**

*Recent example of a public outreach activity, the staging of Coriolanus at the archaeological site, July 2018, Satricum Project – UvA (Italy), photographer Anneke Dekker.<sup>1</sup>*



If we want to prepare students for the actual fieldwork outside of academia, even more time should be spent on technical and practical skills, not less. The training provided in the mandatory fieldwork courses is only 12 ECTS and only results in a basic level of practical archaeological skills. To reach a higher level, and compete for jobs after their studies, students who want to continue in field archaeology will already have had to participate in additional fieldwork outside of the official curriculum. The necessity of giving fieldwork a considerable part within the curriculum and teaching students practical skills can be especially understood, when taking into account that early career university students have to compete with students from Saxion, who can follow a specific 'field archaeologist' track, which provides them with more experience on paper. I would thus suggest that instead of partially replacing the practical fieldwork programme with public outreach and project management training in the curriculum, even more time should be made within the curriculum for practical fieldwork courses. Even students who do not pursue a career in practical archaeology might benefit from additional fieldwork, as it teaches not only technical skills, but also cooperative and social skills, it helps them to better understand the relationship between practice and theory, and it demonstrates how archaeological data is obtained.

In my opinion, basic public outreach activities that students and young professionals would be allowed to execute in the work field do not require the systematic training that Van Wijngaarden mentions, but rather a lot of enthusiasm and a fitting personality. As only a small fraction of early career archaeologists will be involved in public engagement activities during their professional life, we should definitely stimulate those students that show an interest in or a talent for such activities, or who are determined to pursue a career in fieldwork. These students can be encouraged to develop their skills through electives, tutorials or other forms of education outside of the mandatory fieldwork curriculum. In this way, the students who are not comfortable with or suitable for such activities do not need to be forced into a situation that would not benefit them.

Another point is that, in general, the more experience you have with fieldwork, the more comfortable you will be in speaking about the site and your work. This point rules out first and second year students by default and further questions the usefulness of public outreach training at that point in one's education. We should also not overlook the fact that there may be a language barrier when participating in fieldwork abroad, which would

be less of a problem for more experienced students who are dedicated to such a task.

### HOW TO PROCEED?

Even after several years of experience, some students may still not be up for it, especially if they do not plan to continue in field archaeology. Those who do pursue a career in fieldwork, and have an interest in public outreach:

- could do training through tutorials, papers or even theses, with the assessments and support as proposed by Gert Jan van Wijngaarden;
- Another possibility would be to organize skill-training courses through ACHON, our national research school.

This way, public outreach training does not take up space and time that could be spent on other necessary parts of the curriculum, but will nevertheless be available for those who are interested.

### DISCUSSION

- ▶ *Gert Jan van Wijngaarden*

### RESPONSES

- ▶ *Mark Groenhuizen*
- ▶ *Vladimir Stissi*
- ▶ *Eva Kars/ Henk Kars*

### EDITORIAL NOTES

- 1 The editors chose to present an illustration with this response with the aim to illustrate the diversity of public outreach activities. The photograph was provided by the Satricum Project (Italy).

# Archaeological practice in university education - A reply

**MARK GROENHUIJZEN**



In his introduction to the discussion, Gert Jan van Wijngaarden has outlined how the archaeological educational (field research) programme has traditionally focussed on the 'core business' of archaeologists: excavation, surveying and processing of find materials, ultimately culminating in the writing of site excavation reports and perhaps academic articles and books.

Archaeological research nowadays is much more diversified. For example, advances in computational archaeology have allowed for the development of different approaches to traditional archaeological research questions, as I have experienced in my previous research at the Vrije Universiteit Amsterdam on the palaeogeography of the Dutch part of the Lower Rhine *limes*.<sup>1</sup> Similar multidisciplinary approaches have recently proven successful in attracting new research funds,<sup>2</sup> and I am glad, therefore, to see that they have become more strongly rooted in the ACASA BA-programme through courses such as 'Science and Archaeology' and 'Digital Archaeology'. Coincidentally, these courses offer skills that also have increasingly become a part of the standard 'toolkit' of archaeologists at commercial archaeological companies.

Like developments in academic research strategies, non-academic archaeological field research has also not stood still. As Van Wijngaarden points out, the majority of field research in the Netherlands is now development-led, and such research involves much more than just the archaeological fieldwork and post-excavation reporting: time is spent on tenders, budget control, project administration, contact with clients and governing bodies, and indeed, public outreach (especially for larger projects). In addition, many parts of the actual fieldwork can now also be undertaken by the increasing number of graduates from the Saxion University of Applied Sciences. Due to the curriculum at Saxion, which is 50% practice-related<sup>3</sup>, these graduates are more specialised (and often more experienced) in traditional field techniques and field administration. In contrast, graduates from

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► [Profile page](#)

university programmes spend more time on developing analytical research skills. Their role can thus be imagined to shift more and more towards project management, overseeing not only the scientific process but also the social context of projects.

More diversified roles for graduates from academic archaeology are not limited to development-led commercial archaeology. Many former students also end up in different positions: Jan Kolen recently published an opinion piece in *Trouw* explaining that the problem-solving skills of archaeologists are also in demand outside the traditional work field, including jobs in IT and business.<sup>4</sup> Some of the new roles that graduates may take up can still be related to archaeology but often do not include fieldwork, such as advisors to municipalities, engineering firms, environmental services and auditing organisations. Besides knowledge of archaeological field practice, they have to be closely acquainted with the social context of archaeological projects, including governmental policies and quality standards concerning the archaeological research process.

The archaeological educational programmes of the universities have changed through time to better prepare students for a future in the ever-changing academic world; an example is the stronger integration of multidisciplinary methods. Similarly, I believe that the archaeological programme can also adapt to remain a good fit for the demands of the non-academic archaeological 'job market'. I thus agree with Van Wijngaarden that training in the social context of archaeological field research should be an integral part of the educational programme, and not just for work in the commercial archaeological sector, but also for archaeology-related jobs in governing bodies and other organisations.



**Illustration 2**

*Another recent example of an Public Outreach activity: Tour of the archaeological site for the inhabitants of Le Ferriere, August 2018, Satricum Project – UvA (Italy), picture taken by Nina Gerritsen.<sup>1(Eds.)</sup>*

How training in the social context of archaeology should then be incorporated in the curriculum is a wholly different question: at ACASA, many aspects mentioned earlier are already being taught in the BA- and MA-courses 'Archaeology and Society'. These courses aim to educate students in the societal value, stakeholders, actors, legal framework and public dissemination of archaeological research, among other objectives.<sup>5</sup> To some extent, the training that Van Wijngaarden calls for is thus already part of the current educational programme. However, I think these aspects should also be seen as an inherent part of the archaeological field research, and the courses connected to field research should include course objectives related to project management and the social context of projects. The benefit of such an approach would be that students not only learn about the social context of archaeological research in an isolated course, but also learn how to actively integrate their knowledge in practice.

## DISCUSSION

▶ *Gert Jan van Wijngaarden*

## RESPONSES

▶ *Vita Gerritsen*

▶ *Vladimir Stissi*

▶ *Eva Kars/ Henk Kars*

## NOTES

- 1 Part of the 'Finding the limits of the limes project', See website: [limeslimits.wordpress.com](http://limeslimits.wordpress.com).
- 2 E.g. the Southern Euboea Sea and Land Routes Project (seslr.nl) and the TERRANOVA project ([terranovalproject.eu](http://terranovalproject.eu)).
- 3 See website: [www.saxion.nl/opleidingen/voltijd/bachelor/archeologie/studie-inhoud](http://www.saxion.nl/opleidingen/voltijd/bachelor/archeologie/studie-inhoud).
- 4 Jan Kolen, 2018: Archeoloog moeilijk aan de bak? Hij krijgt juist makkelijk werk! *Trouw* 11 December 2018. Accessed on 19-03-2019 on [www.trouw.nl/opinie/archeoloog-moeilijk-aan-de-bak-hij-krijgt-juist-makkelijk-werk--a07636dd/](http://www.trouw.nl/opinie/archeoloog-moeilijk-aan-de-bak-hij-krijgt-juist-makkelijk-werk--a07636dd/).
- 5 See website: [www.vu.nl/nl/studiegids/2018-2019/bachelor/a-b/archeologie/index.aspx?view=module&origin=51406395&id=51422490](http://www.vu.nl/nl/studiegids/2018-2019/bachelor/a-b/archeologie/index.aspx?view=module&origin=51406395&id=51422490).

## EDITORIAL NOTE

- 1 The editors chose to present an illustration with this response with the aim to illustrate the diversity of public outreach activities. The photograph was provided by the Satricum Project (Italy).

# Archaeological practice in University education? - Be Prepared!

VLADIMIR STISSI



To start bluntly: I mostly agree with Gert Jan van Wijngaarden's basic analysis that over the last decades student fieldwork has not changed much in its focus on the actual archaeological work and methods, while 'secondary' tasks, like planning, PR and involvement with the local community (etc.), have become more important in 'real life' archaeology. I also agree that we should try to incorporate more of these changes into our student fieldwork. However, at the same time I think there are limits to the need and the possibilities to do so. Some more reflection and perhaps some explorative testing would be useful before we radically change current practices.

My cautious approach is rooted in both sides of the issue: on the one hand, I would say we should not underestimate the continuous relevance and usefulness of 'traditional' fieldwork skills. On the other hand, I think there are practical limitations to the range of tasks and the amount of work in what could be summarized as 'public archaeology' that could be made available to students through university fieldwork projects. The latter issue, of course, could be – and in my view should be – addressed by regular courses and internships within both BA and MA programmes as well – a point I will come to towards the end of this response.

First of all, I think a basic level of understanding of archaeological fieldwork through practical training is an essential part of any academic archaeology programme. In my view, one cannot understand our discipline without having any experience in the fundamentals of how one gathers and starts interpreting our very basic data: finding and contextualizing material data. Leaving aside a few subdisciplines that could be labelled as marginal in the sense that they overlap with other disciplines (like art history or some scientific fields), there is very little archaeology which is not somehow rooted in field data. Likewise, commercial (field) archaeology and public archaeology in practice start from fieldwork and field data. Many people are still

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employed in gathering and processing data, and even those who do not directly handle field data, usually have jobs that somehow use them, manage them, or make sure others will process them. Field experience is often expected or required to do such jobs. Even when it is not, it helps in understanding what you as a public archaeologist are doing or presenting. More specifically, it follows from this that fieldwork experience is really helpful, even necessary, when training for the additional '21<sup>ST</sup> century skills' (ict, GIS, PR, 3D reconstruction etc.) which should certainly also be a part of the archaeological curriculum.

This automatically leads to my second point: I think proper training to plan, budget or manage fieldwork, to decide whether fieldwork is needed or not in the first place, or to involve or inform people about it, can only be done after a basic understanding of fieldwork, including its practical aspects, has been built up. It is perhaps after the basic first and second year field courses, that we have to start reconsidering existing fieldwork curricula and have to stimulate students to do other forms of practical training and acquire other skills than just the actual digging/surveying and processing. Of course, to a certain extent this has already happened over the past few decades. Students doing total station, GIS and database work are now doing a lot of work which used to be done mostly by specialists, and students are writing papers and thesis projects involving GIS data, 3D reconstructions etc. Moreover, in many fieldwork projects, students who are trench or team leaders have more responsibilities now than in many more traditional projects in the past.

Still, it is indeed true that students are rarely involved in practical aspects like planning and budgeting. This partly a matter of tradition, perhaps also of trust, but there may also be a very simple reason: many university fieldwork projects are so small that organizational work is limited in amount and cannot easily be divided up without becoming inefficient. Just leaving very



### ***Illustration 3***

*An example of a more complex public outreach activity. General rehearsal for the temple reconstruction event July 2016, Satricum Project - UvA (Italy), photographer Marijke Gnade.<sup>1(Eds)</sup>*

basic tasks to students, as some projects do, may come handy but is not very educational. I would say cooperating with larger public bodies and companies in providing internships would be a more useful way to offer students possibilities to improve their skills. With regards to public archaeology/outreach in a stricter sense, the problem is perhaps the opposite: the amount of time and kind of preparatory work involved is often too much to hand things over to students. Particularly in foreign projects, the personal networking and language skills needed are often simply out of reach for students. Of course, students can be taken along or can be more directly involved during parts of the process and/or for specific tasks. I think this is where our university projects still have much to gain, although I am also afraid that issues of time and language make it difficult to integrate this into our fieldwork curriculum in such a way that it can become part of the standard package, particularly for our projects abroad. I must also say I see very few cases where students or even PhD candidates have been successfully integrated in public activities in university projects in Italy or Greece. It is clearly up to us, as project directors, to think of ways to improve this situation, perhaps also by taking some more risks and trusting students with parts and aspects of this work which may seem to go beyond what seems easily possible, or by looking at forms of outreach which go beyond traditional networks (of older people and/or people of some local importance) and/or can be reached without language barriers (by involving local youths and/or social media and/or in English).

Finally, there is one other possible approach to the issue brought forward by Gert Jan van Wijngaarden: perhaps we should not, or not only, address the issue through the fieldwork courses, but also in the rest of the teaching programme. Some of the ground work for this has already been done, by introducing a fieldwork 'learning line'<sup>21</sup> in the BA-programme – which perhaps still needs a bit more attention. However, I would suggest we could go a bit further: why not introduce regular courses (or even a MA program), taught in the Netherlands, which offer theoretical introductions and practical training in the skills we seem to be missing in the field, also using cases from our field projects? These cases could, at least partly, take the form of real projects, prepared during the course and then actually set up and done (or in the case of planning/budgeting etc. tested) during the fieldwork seasons, or even in separate trips abroad. The benefits of this would be twofold: students can spend much more time on this kind of work and learn necessary skills without compromising their skills in the field (or even improving those), and the fieldwork projects would



have a lot more time available to invest in other things besides just the basic data collection and processing. And, yes, perhaps this may seem a bit 'practical' for an academic program, but practical training does not exclude theoretical aspects and reflection – and aren't we supposed to prepare students for the real world?

#### **DISCUSSION**

▶ *Gert Jan van Wijgaarden*

#### **RESPONSES**

▶ *Vita Gerritsen*

▶ *Mark Groenhuizen*

▶ *Eva Kars/ Henk Kars*

#### **NOTES**

- 1 A series of courses or parts of courses forming a coherent sequence throughout the whole curriculum, focusing on a particular theme or skill set.

#### **EDITORIAL NOTES**

- 1 The editors chose to present an illustration with this response with the aim to illustrate the diversity of public outreach activities. The photograph was provided by the Satricum Project (Italy).

## Education but how and for whom?

**EVA KARS AND HENK KARS**



*Eva Kars is Managing director of EARTH Integrated Archaeology, Amersfoort.*

► [Profile page](#)

Archaeological practice in the Netherlands has changed enormously over the last 25 years. Since the 1990s, low budget archaeological fieldwork and excavations have become a cultural asset in the development-driven economic environment of a rapidly changing society.

One would think that this would also have had an impact on education in archaeology and archaeological fieldwork. However, we fully agree with Van Wijngaarden, who underlines in his paper exactly how little has actually changed since then. In his attempt to adapt the education programme to the new situation, he proposes that attention should be paid to what he describes as social context management, including public outreach and management skills.

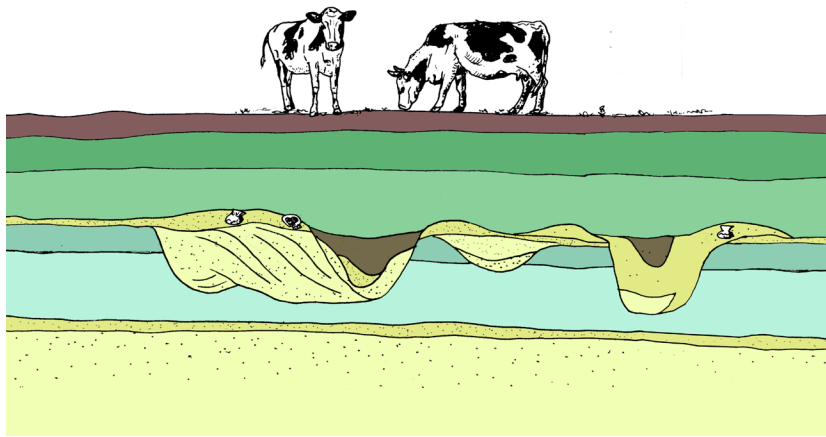
Although we do not disagree with Van Wijngaarden, we believe that many more changes are necessary than those he describes.

One could argue that the skills needed for an archaeologist working in the commercial market should be covered by post-academic courses. However, the changes are so fundamental, that we believe university education programmes would have to be extensively revised in order to successfully train archaeologists who could work in knowledge-based archaeological companies. Our opinion is further underpinned by the fact that, based on an educated guess, around 80% of graduates who get a job in archaeology end up at commercial companies. These archaeologists need both the mindset and the tools to cope with the 1992 Treaty of Valletta.<sup>1</sup> This treaty states, among other things, that the European archaeological heritage is seriously threatened with deterioration because of the increasing number of major planning schemes, natural risks, clandestine or unscientific excavations, and insufficient public awareness. This requires appropriate administrative and scientific supervision procedures, and that the protection of the archaeological heritage should be reflected in town and country planning and cultural development



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**Figure 2**  
*How to prospect and  
 preserve the unknown?*  
 (Copyright EARTH)

policies. This leads us to the core of the Treaty, described in article 4, namely that archaeological heritage should be sustainably preserved in situ for future generations. Only in situations where this is not possible, should ex situ preservation by excavation and documentation be allowed.

An important consequence of this policy is that the treatment of our archaeological resources has become the domain of researchers working in the heritage field, as well as all decision-making stake holders who may have any relationship to these resources. This means that linking research-based knowledge to decision making actions is essential when trying to avoid the irreversible decay of archaeological resources and that at every occasion where these resources are under threat an impact assessment should be made that meets the demands of the Valletta Treaty. At first glance, two different interests seem to exist here, on one hand the property developer wants a building-ready terrain, while, on the other, the heritage manager is being challenged to preserve the remains in the burial environment. To bridge this apparent gap a thorough and well-founded evaluation, i.e. an impact assessment of the archaeological remains under threat, is needed, which meets both demands.

This heritage impact assessment is based on two different, but closely related investigations, namely i) a reliable prospecting method to determine what can be expected in the subsoil and ii) an assessment to determine the extent to which the remains can be preserved in situ in the burial environment, whereby excavation is relegated to that of an emergency measure. This means that in order to perform such a thorough impact assessment, two types of science-based archaeologists are needed: a prospection archaeologist and an in situ preservation archaeologist, both having a thorough knowledge of the (inter)national, regional

or local research agenda, along with the theories underpinning (archaeological) science.

The prospection archaeologist needs a solid background in how to detect and evaluate archaeological remains in the subsoil, which, among other things, requires a knowledge of quaternary geology, geophysics and geomorphology. The preservation archaeologist should have a fundamental knowledge of hydrology as well as of degradation mechanisms of all kinds of archaeomaterials. It even raises the question of whether experts from other disciplines, such as biology and engineering, should be included in the assessment team.

This heritage impact assessment would be fundamental in determining what gets preserved in situ and what gets excavated, but it could also play a role in the possible adjustment of the building plans.

However, it seems that this paradigm shift in the role of the archaeologist in society, who is no longer employed by government bodies, but who works in an use-inspired commercial environment, is overlooked by archaeological institutes, which in their education programmes are still unilaterally focused on more traditional methodologies, i.e., excavation followed by determination and interpretation of the finds. An attempt made by the Vrije Universiteit to train and create a new generation of interdisciplinary archaeologists has resulted in numerous master's theses and PhD studies in archaeological prospection, landscape archaeology, and in in situ preservation. Unfortunately, this training had to stop because there were too few students to keep the courses cost effective. Excavation is apparently more attractive to the archaeology student than archaeological prospection and the safe-guarding of our archaeological resources in the burial environment.

When we combine our observations from the perspective of the archaeological market with those of Van Wijngaarden, we come to the conclusion that university education programmes have to be revised and significantly broadened. More than ever before, archaeology has become an inter- to multidisciplinary field of study that reaches far beyond the limits of the humanities. It requires expertise from the earth sciences, biology, the social sciences and perhaps even economics and engineering. All this knowledge cannot be represented in just one person and therefore requires differentiation in the curriculum. Differentiations that should be picked up by different academic institutes in the Netherlands.

## **DISCUSSION**

▶ *Gert Jan van Wijngaarden*

## **RESPONSES**

▶ *Vita Gerritsen*

▶ *Mark Groenhuizen*

▶ *Vladimir Stissi*

## NOTES

- 1 Valetta 1992: European Convention on the Protection of the Archaeological Heritage (Revised) Valetta, 16.I.1992, Strasbourg (Council of Europe).