



INTRODUCTION TO ARCHAEOLOGY

ARKY 201

Dr. Elizabeth Paris
Department of Anthropology and Archaeology

WINTER 2018

COURSE DESCRIPTION

What is archaeology, exactly? The subject fascinates many people, but very few of us really know what archaeologists do and why they do it. This course offers a general overview of the ways in which archaeologists investigate ancient societies through the material remains they have left behind. Students will learn that archaeologists engage in detailed, systematic detective work aimed at answering a wide range of questions about human behavior. The course introduces students to the history of archaeology, the main goals of archaeological research, the basic techniques of excavation, site survey, and artifact analysis, as well as the famous discoveries and excavations that have broadened our knowledge about the human past. This course is a prerequisite for many advanced courses in the Archaeology major and minor.

This course is not a survey of past cultures! That course is ARKY 205: Ancient Peoples and Places.

WHAT WILL YOU LEARN?

By the end of this course, students should be able to:

- ❖ Grasp the historical development of the field of archaeology, as well as the range of theoretical approaches and methods used in archaeology today.
- ❖ Apply archaeological methods, techniques and concepts through lab exercises.
- ❖ Understand the archaeological research process, from the conceptualization of archaeological research questions to the dissemination of findings.
- ❖ Knowledgeably debate ethical issues in contemporary archaeology.

Lectures: TTH 11:00 AM-12:15 PM, AD 140

Labs: ES 851; check your course schedule for your lab section meeting time.

Office: ES 818

Office Hours: T 12:15-1:45 PM and by appointment

EMAIL: ELIZABETH.PARIS@UCALGARY.CA

Teaching Assistants:

Jeremy Leyden (Head TA)

Robert Patalano

Emily Peschel

Any emailed questions should be first directed to your TA, and will be referred to the instructor as necessary. Please expect 48 hours for a response. If more than 48 hours have passed with no reply, check the email address and re-send. Please use your UCalgary email address for course business.

REQUIRED READINGS

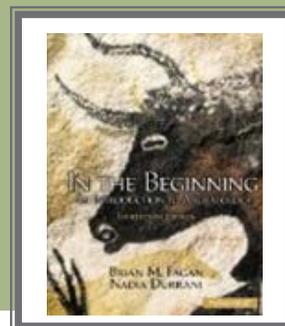
Course textbook:

Fagan, Brian and Nadia Durrani
2014 *In the Beginning: An Introduction to Archaeology*, 13th edition. Pearson: Boston.

Links to other articles and readings will be posted on Blackboard.

All readings are required!

Please check the schedule below for readings and due dates.



COURSE STRUCTURE

Grades will be based on the following course activities. No particular course component must be passed to pass the course as a whole.

15%	Exam 1	Feb. 7
15%	Exam 2	Mar. 16
20%	Final Exam	TBA, registrar-scheduled exam
10%	Attendance/Participation (via TopHat)	Daily
40%	Lab grade	Determined by your TA

In this class, grades are assigned according to the following chart.

Percentages	Letter grade	Interpretation
97-100%	A+	<i>The A range denotes excellent performance.</i>
90-96%	A	
86-89%	A-	
82-85%	B+	<i>The B range denotes good performance.</i>
78-81%	B	
74-77%	B-	
70-73%	C+	<i>The C range denotes satisfactory performance.</i>
66-69%	C	
62-65%	C-	
56-61%	D+	<i>The D range denotes unsatisfactory performance.</i>
50-55%	D	
<50%	F	<i>An F denotes failing performance.</i>

FIELD TRIP

A Saturday field trip (TBA) is planned to Head-Smashed-In Buffalo Jump. All are expected to attend, and attendance will count towards course participation. You should pack a lunch, wear hiking boots or other boots you can walk in easily (depending on snow conditions), and bring WARM CLOTHING.

EVALUATION METHODS

EXAMS (50%)

There will be two in-class mid-term exams, and a final exam (date and time will be determined by the registrar). All exams will be given in class, and will include material from the book, lectures, films, labs, and websites. Exams will be cumulative, although each exam will emphasize the material from the most recent course component. All exams will be closed-book exams, and are subject to Academic Misconduct policies (see below).

ATTENDANCE/PARTICIPATION (10%)

Ten percent of the final grade will include attendance and participation as evaluated through the Top Hat interaction platform. Rather than requiring students to purchase traditional classroom response systems, or "clickers," Top Hat leverages students' own smartphones, tablets, laptops or even SMS-based cell phones. Top Hat will be used to take attendance during lecture meetings, and to conduct reading quizzes, pop quizzes, activities, discussions, short homework assignments, and gauge student learning

through polls and quick responses. Students can submit answers via text message or over WiFi. One calendar day's absence will be waived in the final calculation of the final attendance/participation grade, but all others will be counted, with the exception of officially excused absences (e.g. medical emergencies and official university athletic competitions). Students are responsible for remembering to bring their own electronic devices to each course meeting. Depending on the nature of the activity, points will be assigned for participation and/or correct answers, and will be graded as a proportion of all possible points. Students may view their progress at any time via the Top Hat gradebook.

Participation activities may not be made up for credit, but will be assigned to review on Top Hat following the lecture, for study purposes.

Attendance is taken at the beginning of class, and students are expected to arrive on time. Top Hat attendance will not be re-posted for students arriving late.

LAB GRADE (40%)

There will be weekly activities on which you will be evaluated; these activities will vary from week to week. They will include four quizzes (5%) and a final project. The final project consists of a simulated archaeological excavation in the lab (5%) and a written report interpreting the results (15%). You will receive a separate Lab Syllabus in your individual lab section, as well as written instructions for the final project.

COURSE SCHEDULE

Students should do all readings and assignments during the week in which they are assigned.

**Note that this syllabus is subject to change at any time at the professor's discretion.

WEEK	DUE DATE	TOPICS AND READINGS
Week 1	T, Jan. 9	Topics: Welcome, Definition of Archaeology Read: Fagan and Durrani Chapter 1
	R, Jan. 11	Topic: Archaeological Issues and Ethics and Indigenous Archaeology Read: Fagan and Durrani Chapter 18 CAA code of ethics (use the link on D2L) SAA code of ethics (use the link on D2L)
Week 2	T, Jan. 16	Topics: The History of Archaeology, Early 20th century Archaeological Perspectives Read: Fagan and Durrani Chapters 2 and 3
	R, Jan. 18	Topic: Late 20th century Archaeological Perspectives Review: Fagan and Durrani Chapter 3
Week 3	T, Jan. 23	Topics: Matrix and Preservation, Doing Archaeological Research Read: Fagan and Durrani Chapters 4 and 5
	R, Jan. 25	Topic: Dating the Past: Stratigraphy and Seriation Read: Fagan and Durrani Chapter 6
Week 4	T, Jan. 30	Topic: Dating the Past: Archaeometric Dating Methods Read: Fagan and Durrani Chapter 7 AND Peraza Lope et al. 2006

Week 5	R, Feb. 1	Topic: Analogy, Middle Range Theory and the Living Past I Read: Fagan and Durrani Chapter 14 AND Lipo et al. 2013
	T, Feb. 6	Topic: Analogy, Middle Range Theory and the Living Past II, <i>The Mystery of Easter Island</i> Review: Fagan and Durrani Chapter 14 AND Lipo et al. 2013
Week 6	R, Feb. 8	EXAM 1
	T, Feb. 13	Topic: Finding and Assessing Archaeological Sites Read: Fagan and Durrani Chapter 8
Week 7	R, Feb. 15	Topic: Remote Sensing and Geophysical Survey Methods Review: Fagan and Durrani Chapter 8
	T, Feb. 20	MID-TERM BREAK
Week 8	R, Feb. 22	MID-TERM BREAK
	T, Feb. 27	Topics: Archaeological Excavation Read: Fagan and Durrani Chapter 9
Week 9	R, Mar. 1	Topic: Classifying Artifacts Read: Fagan and Durrani Chapter 10
	T, Mar. 6	Topic: Ancient Technologies: Lithics Read: Fagan and Durrani Chapter 11
Week 10	R, Mar. 8	Topic: Ancient Technologies: Ceramics and Metal Read: Fagan and Durrani Chapter 11
	T, Mar. 13	Topic: Environment, Subsistence and Diet Review: Fagan and Durrani Chapters 12 and 13
Week 11	R, Mar. 15	Topic: Bioarchaeology I, <i>Iceman Murder Mystery</i> Fagan and Durrani Chapter 16 AND Tung 2007
	T, Mar. 20	Topic: Bioarchaeology II Review: Fagan and Durrani Chapter 16 AND Tung 2007
Week 12	R, Mar. 22	Exam 2
	T, Mar. 27	Topic: From Foraging to Agriculture Review: Fagan and Durrani Chapter 15
Week 13	R, Mar. 29	Topic: Social Stratification and Class in Archaeology Read: Fagan and Durrani Chapter 16
	T, Apr. 3	Topic: Gender and Archaeology Review: Fagan and Durrani Chapter 16
Week 14	R, Apr. 5	Topic: The Archaeology of Urbanism Read: Fagan and Durrani Chapter 14 AND Pompeii website AD 79 https://sites.google.com/site/ad79eruption/home
	T, Apr. 10	Topic: The Archaeology of Religion Read: Fagan and Durrani Chapter 17

	R, Apr. 12	Topic: Archaeology in the 21st Century Read: Fagan and Durrani Chapter 19
		FINAL EXAM: Schedule TBA

CLASSROOM ATMOSPHERE

- Please make this class a scheduling priority. Arrive on time, do not leave before the end of the period, and do not leave the room and come back during the class. It is more distracting than you might realize. If you have to leave class early for a legitimate personal reason or emergency, let me know if advance if possible, and do so quietly and discretely.
- Treat everyone in the class as a colleague—show respect to both your fellow students and myself, even if you strongly disagree with someone’s opinion. Be friendly, courteous and kind during discussions.
- Silence your phones, laptops and tablets, and do not use for non-class purposes during class (e.g. texting, social media, email, web browsing, watching videos). They may only be used for Top Hat submissions, directed in-class activities, and note-taking purposes. Using them for non-class purposes is highly distracting. If your electronic device is distracting the professor or your fellow students, you will be asked to either turn off your device or leave the classroom, and you will lose all participation points for that day.
- Food is discouraged during lectures, particularly if it has strong smells or crinkly wrappers that are distracting to the professor and other students. Any beverages brought to lecture must have a secure lid, and must not distract from the class.
- Food and drink is not permitted in lab sections, as it will damage artifacts and leave residues on working surfaces. If you bring food on a lab day, you will be asked to either throw it out, or leave the class. Any beverages brought to lecture must have a secure lid, and must be kept apart from lab tables and working spaces. Teaching Assistants shall have discretion over allowing particular items, or requesting their removal from lab spaces.
- Course materials prepared by the professor, together with the content of all lectures presented by the professor, are the property of the professor. You may not make video and audio recordings of lectures and review sessions without the explicit consent of the professor, nor transfer them to another student, whether or not that student is enrolled in the course.

STUDENT ACCESSIBILITY SERVICES ACCOMODATIONS

Students needing an accommodation because of a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, please contact Student Accessibility Services at (403)220-8237.

It is the responsibility of the student to request academic accommodations. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodation. Students who have registered with SAS prior to the start of the semester are required to discuss their needs with the professor no later than ten (10) business days after the first day of class for the course. Students with a recent diagnosis of a disability, a change in status of a disability, or a temporary disability may request accommodations outside of this timeline, but should discuss their needs with the professor as soon as possible.

Please consult the website for more information: www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities_0.pdf

WRITING ACROSS THE CURRICULUM

Writing skills are not exclusive to English courses, and in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate, their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their university courses and, where appropriate, professors can and may use writing and the grading thereof in the evaluation of student work. The services provided by the Writing Centre in the Effective Writing Office can be utilized by all undergraduate and graduate students who feel they require further assistance.

ACADEMIC MISCONDUCT

The pursuit of knowledge in the University community must be carried out with sincerity, truthfulness, and integrity. Students at the University of Calgary are expected to uphold high academic standards. Academic misconduct will not be tolerated in this class. Students are expected to be aware of all of the types of activities that constitute academic misconduct, and should read the Student Misconduct section of the University Calendar to make sure they know what those are:

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

The most common forms of academic misconduct include (but are not limited to):

- Presenting another student's work as your own, or copying another student's work.
- Presenting an author's work or ideas as your own, or failing to attribute these ideas correctly through full in-text and/or bibliographic citations.
- Using work completed for another course.
- Using unauthorized materials or electronic devices during exams and quizzes.

In this course, students who do not abide by the Academic Misconduct policy will be dealt with following the procedures outlined in the University Calendar. Students may receive a failing grade, and a notation of academic misconduct will be placed on the student's record.

EMERGENCY EVACUATION

In the event that the classroom is evacuated due to an emergency situation, please note that the primary assembly point shall be at the Social Science Food Court.

Please consult the website for the most recent information:

<http://ucalgary.ca/emergencyplan/assemblypoints>

USRI

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. Your responses make a difference, please participate!

Website: <http://ucalgary.ca/usri>