

# INTRODUCTION TO ARCHAEOLOGY

ARKY 201

Dr. Elizabeth Paris  
Department of Anthropology and Archaeology

FALL 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:** MWF 10:00 AM-10:50 PM, ES 162

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

**Office:** ES 818

**Office Hours:** M 11:00 AM-12:15 PM and by appointment

**EMAIL:** [ELIZABETH.PARIS@UCALGARY.CA](mailto:ELIZABETH.PARIS@UCALGARY.CA)

### Teaching Assistants:

Jeremy Leyden (Head TA)

Mariam Bundala

Alyssa Haggard

Mary Anne Leeder Haglund

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

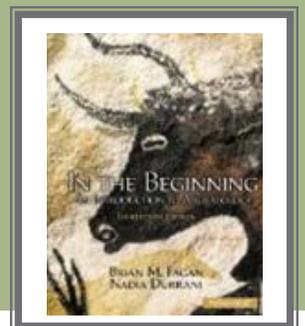
Course textbook:

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

Links to other articles and readings will be posted on D2L.

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                     | Oct. 5                        |
| 15% | Exam 2                     | Nov. 5                        |
| 20% | Final Exam                 | TBA, registrar-scheduled exam |
| 10% | 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).

### PARTICIPATION (10%)

Ten percent of the final grade will include participation during in-class activities, 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 conduct reading quizzes, pop quizzes, activities, discussions, 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 prior to the exam for study purposes.

#### 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 | F, Sept. 7  | <b>Topics: Introduction to Archaeology</b><br>Read: Fagan and Durrani Chapter 1   |
| Week 2 | M, Sept. 10 | <b>Topic: Archaeological Ethics</b><br>Read: Fagan and Durrani Chapter 18<br>CAA code of ethics (use the link on D2L)<br>SAA code of ethics (use the link on D2L) |
|        | W, Sept. 12 | <b>Topic: Ethics and Cultural Patrimony</b><br>Review: Fagan and Durrani Chapter 18   |
|        | F, Sept. 14 | <b>Topics: The History of Archaeology I: Early 20<sup>th</sup> century Archaeological Perspectives</b><br>Read: Fagan and Durrani Chapter 2                       |
| Week 3 | M, Sept. 17 | <b>Topic: The History of Archaeology II: Late 20<sup>th</sup> century Archaeological Perspectives</b><br>Review: Fagan and Durrani Chapter 3                      |
|        | W, Sept. 19 | <b>Topics: Matrix and Preservation</b><br>Read: Fagan and Durrani Chapter 4   |
|        | F, Sept. 21 | <b>Topics: Doing Archaeological Research</b><br>Read: Fagan and Durrani Chapter 5   |
| Week 4 | M, Sept. 24 | <b>Topic: Dating the Past I: Stratigraphy and Seriation</b><br>Read: Fagan and Durrani Chapter 6  |

|         |             |  |
|---------|-------------|--|
| Week 5  | W, Sept. 26 | <b>Topic: Dating the Past II: Radiocarbon Dating</b><br>Read: Fagan and Durrani Chapter 7  |
|         | F, Sept. 28 | <b>Topic: Dating the Past III: Archaeometric dating</b><br>Read: Peraza Lope et al. 2007   |
|         | M, Oct. 1   | <b>Topic: Analogy, Middle Range Theory and the Living Past I</b><br>Read: Fagan and Durrani Chapter 14   |
|         | W, Oct. 3   | <b>Topic: Analogy, Middle Range Theory and the Living Past II:</b><br>Watch online: The Mystery of Easter Island<br>Review: Fagan and Durrani Chapter 14<br>Read: Lipo et al. 2013 |
| Week 6  | F, Oct. 5   | <b>EXAM 1</b>  |
|         | M, Oct. 8   | <b>THANKSGIVING DAY—No class</b>   |
|         | W, Oct. 10  | <b>Topic: Finding and Assessing Archaeological Sites I: Traditional Survey</b><br>Read: Fagan and Durrani Chapter 8  |
| Week 7  | F, Oct. 12  | <b>Topic: Finding and Assessing Archaeological Sites II: Survey Exercise</b><br>Read: Fagan and Durrani Chapter 8  |
|         | M, Oct. 15  | <b>Topic: Finding and Assessing Archaeological Sites III: Remote Sensing</b><br>Read: Fagan and Durrani Chapter 8  |
|         | W, Oct. 17  | <b>Topics: Archaeological Excavation</b><br>Read: Fagan and Durrani Chapter 9  |
|         | F, Oct. 19  | <b>Topic: Classifying Artifacts</b><br>Read: Fagan and Durrani Chapter 10  |
| Week 8  | M, Oct. 22  | <b>Topic: Ancient Technologies: Lithics I</b><br>Read: Fagan and Durrani Chapter 11  |
|         | W, Oct. 24  | <b>Topic: Ancient Technologies: Lithics II</b><br>Read: Fagan and Durrani Chapter 11   |
|         | F, Oct. 26  | <b>Topic: Ancient Technologies: Ceramics</b><br>Read: Fagan and Durrani Chapter 11   |
| Week 9  | M, Oct. 29  | <b>Topic: Ancient Technologies: Metal</b><br>Read: Fagan and Durrani Chapter 11  |
|         | W, Oct. 31  | <b>Topic: Environment, Subsistence and Diet I: Landscape and Climate</b><br>Review: Fagan and Durrani Chapters 12 and 13   |
| Week 10 | F, Nov. 2   | <b>Topic: Environment, Subsistence and Diet II: Subsistence and Diet</b><br>Review: Fagan and Durrani Chapters 12 and 13   |
|         | M, Nov. 5   | <b>Exam 2</b>  |
|         | W, Nov. 7   | <b>Topic: Bioarchaeology I: Osteology</b><br>Fagan and Durrani Chapter 16 AND Tung 2007  |
|         | F, Nov. 9   | <b>Topic: Bioarchaeology II: Ancient DNA and Stable Isotopes</b>   |

|         |            |   |
|---------|------------|---|
|         |            | Watch online: Iceman Murder Mystery<br>Review: Fagan and Durrani Chapter 16   |
| Week 11 | M, Nov. 12 | <b>TERM BREAK</b>   |
|         | W, Nov. 14 | <b>TERM BREAK</b>   |
|         | F, Nov. 16 | <b>TERM BREAK</b>   |
| Week 12 | M, Nov. 19 | <b>Topic: Nomads and Hunters</b><br>Review: Fagan and Durrani Chapter 15  |
|         | W, Nov. 21 | <b>Topic: From Foraging to Farming</b><br>Review: Fagan and Durrani Chapter 15  |
|         | F, Nov. 23 | <b>Topic: Social Stratification and Class in Archaeology</b><br>Read: Fagan and Durrani Chapter 16  |
| Week 13 | M, Nov. 26 | <b>Topic: Gender and Archaeology I: Changing Perspectives</b><br>Review: Fagan and Durrani Chapter 16   |
|         | W, Nov. 28 | <b>Topic: Gender and Archaeology II: Activities and Analogies</b><br>Review: Fagan and Durrani Chapter 16   |
|         | F, Nov. 30 | <b>Topic: The Archaeology of Urbanism I: Cross-cultural Perspectives</b><br>Read: Fagan and Durrani Chapter 14 AND Pompeii website AD 79<br><a href="https://sites.google.com/site/ad79eruption/home">https://sites.google.com/site/ad79eruption/home</a>   |
| Week 14 | M, Dec. 3  | <b>Topic: The Archaeology of Urbanism II: Daily Life in Ancient Cities</b><br>Read: Fagan and Durrani Chapter 14 AND Pompeii website AD 79<br><a href="https://sites.google.com/site/ad79eruption/home">https://sites.google.com/site/ad79eruption/home</a> |
|         | W, Dec. 5  | <b>Topic: The Archaeology of Religion</b><br>Read: Fagan and Durrani Chapter 17   |
|         | F, Dec. 7  | <b>Topic: Archaeology in the 21<sup>st</sup> Century</b><br>Read: Fagan and Durrani Chapter 19  |
| Week 15 |            | <b>FINAL EXAM: Schedule TBA</b>   |

## 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.

## **PLAGIARISM AND CHEATING**

Plagiarism: “to steal and pass off the ideas or words of another as one’s own” (Webster’s). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Department of Anthropology and Archaeology’s policy on intellectual honesty

## **DEFERRED EXAMS:**

A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. Deferral of the final exam requires Registrar approval. The instructor at their discretion may transfer the percentage weight for the test to the final examination, if there is a final examination in the course, set another test, etc. Documentation supporting the reason for missing an exam may be required. Deferred exams may be in a different format than the regularly scheduled exam, e.g. essay style questions instead of multiple choice questions. Students must be aware that they are responsible for payment of any charge associated with the medical assessment and documentation as this service falls outside the realm of services provided by the Provincial Health Care Plan

## **ACADEMIC ACCOMMODATIONS**

<http://www.ucalgary.ca/access/accommodations/policy>

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor of this course.

## ACADEMIC INTEGRITY

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student's individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

## TEACHING EVALUATIONS / USRI (Universal Student Ratings of Instruction)

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://www.ucalgary.ca/usri/>

## 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, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

**Emergency Evacuation Assembly Points:** In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

### **Freedom of Information and Protection of Privacy Act: Freedom of Information and Protection of Privacy Act**

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternative arrangements with the course instructor early in the term.

**Safewalk Information:** Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

**Faculty of Arts Program Advising and Student Information Resources:** Have a question, but not sure where to start? Arts Students' Centre

The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require.

In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:

- program advising
- the Faculty's Co-operative Education Program

- the Arts and Science Honours Academy
- the Faculty's Interdisciplinary Programs
- a Student Help Desk

Location: Social Sciences Room 102

Phone: 403.220.3580

Email: [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)

Website: [arts.ucalgary.ca/undergraduate/](http://arts.ucalgary.ca/undergraduate/)

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contacts for Students Union Representatives for the Faculty of Arts:

[arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca)

[arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca)

[arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca)

[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

Ombudsman`s office: <http://www.ucalgary.ca/ombuds/>