

INTRODUCTION TO ARCHAEOLOGY

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 branch of anthropology that investigates 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 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 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 10:00-10:50 AM, CHC 105

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

Office: ES 818

Office Hours: W 11:00 AM-1:00 PM and by appointment

EMAIL: ELIZABETH.PARIS@UCALGARY.CA

Please expect 12-24 hours for any emailed questions. If more than 24 hours have passed with no reply, check the email address and re-serid.

REQUIRED READINGS

Course textbook:

Fagan, Brian and Nadia Durrani

2014 *The Beginning: An Introduction to Archaeology*, 13th edition. Pearson: Boston.

Other articles and readings will be posted in PDF format 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:

Nov. 14 _____

203	Exam 2	
153	Exam 1	Oct. 12 _____
253	Final Exam	Scheduled _____
403	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. 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

LECTURE

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 include material from the book, lectures, and labs. All exams will be closed-book exams, and are subject to Academic Misconduct policies (see below).

LAB SECTIONS

Lab sections are an important portion of this course, which will determine 40% of your total grade. They will include weekly activities on which you will be evaluated, and will allow you to apply the theoretical concepts discussed in lecture. There will be 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%). Your TA will give you a lab syllabus outlining the lab schedule, policies and procedures.

All lab activities are required.

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	M, Sept. 12	Topic: Welcome
	W, Sept. 14	Topic: Definition of Archaeology Read: Fagan and Durrani Chapter 1
	F, Sept. 16	Topic: Archaeological Issues and Ethics and Indigenous Archaeology Read: Fagan and Durrani Chapter 18 Read: CAA Principles of Ethical Conduct http://canadianarchaeology.com/caa/about/ethics/principles-ethical-conduct Read: SAA Principles of Archaeological Ethics: http://www.saa.org/AbouttheSociety/PrinciplesofArchaeologicalEthics/labid/203/Default.aspx
Week 2	M, Sept. 19	Topic: The History of Archaeology Read: Fagan and Durrani Chapter 2
	W, Sept. 21	Topic: Early 20th century Archaeological Perspectives Read: Fagan and Durrani Chapter 3
	F, Sept. 23	Topic: Late 20th century Archaeological Perspectives Perspectives from a Pot Review: Fagan and Durrani Chapter 3
Week 3	M, Sept. 26	Topics: Matrix and Preservation Read: Fagan and Durrani Chapter 4
	W, Sept. 28	Topic: Doing Archaeological Research Read: Fagan and Durrani Chapter 5
	F, Sept. 30	Topic: Dating the Past: Stratigraphy and Seriation Read: Fagan and Durrani Chapter 6
Week 4	M, Oct. 3	Topic: Dating the Past: Archaeometric Dating Methods Read: Fagan and Durrani Chapter 7
	W, Oct. 5	Topic: Analogy, Middle Range Theory and the Unlving Past Read: Fagan and Durrani Chapter 14
	F, Oct. 7	Topic: Experimental Archaeology <i>The Mystery of Easter Island</i>
Week 5	M, Oct. 10	Thanksgiving (University closed)
	W, Oct. 12	EXAM 1
	F, Oct. 14	Topic: Finding and Assessing Archaeological Sites Read: Fagan and Durrani Chapter 8

Week 6	M, Oct. 17	Topic: Remote Sensing and Geophysical Survey Methods Review: Fagan and Durrani Chapter 8
	W, Oct. 19	Topic: Archaeological Excavation
	F, Oct. 21	Read: Fagan and Durrani Chapter 9
Week 7	M, Oct. 24	Topic: Classifying Artifacts Read: Fagan and Durrani Chapter 10
	W, Oct. 26	Topic: Archaeological Lithics Read: Fagan and Durrani Chapter 11
	F, Oct. 28	Topic: Archaeological Ceramics Read: Fagan and Durrani Chapter 11
Week 8	M, Oct. 31	Topic: Metals and Metallurgy Read: Fagan and Durrani Chapter 11
	W, Nov. 2	Topic: Ancient Environments Review: Fagan and Durrani Chapter 12
	F, Nov. 4	Topic: What did we Eat? Review: Fagan and Durrani Chapter 13
Week 9	M, Nov. 7	Topic: Bioarchaeology I: Osteology Read: Fagan and Durrani Chapter 16
	W, Nov. 9	Topic: Bioarchaeology II: Isotopes and Ancient DNA Review: Fagan and Durrani Chapter 16
	F, Nov. 11	Remembrance Day (University closed)
Week 10	M, Nov. 14	Exam 2
	W, Nov. 16	Topic: Nomads and Hunters Read: Fagan and Durrani Chapter 15 <i>Iceman Murder Mystery</i>
	F, Nov. 18	Topic: Early Monuments Review: Fagan and Durrani Chapter 15 <i>Secrets of Stonehenge</i>
Week 11	M, Nov. 21	Topic: From Foraging to Agriculture Review: Fagan and Durrani Chapter 15
	W, Nov. 23	Topic: The Archaeology of Urbanism Read: Fagan and Durrani Chapter 14 Explore: Pompeii website AD 79 https://sites.google.com/site/ad79eruption/home
	F, Nov. 25	Topic: Ancient Mayan Cities Review: Fagan and Durrani Chapter 14
Week 12	M, Nov. 28	Topic: Social Stratification and Class in Archaeology Read: Fagan and Durrani Chapter 16

	W, Nov. 30	Topic: Gender and Archaeology Review: Fagan and Durrani Chapter 16
	F, Dec. 2	Topic: The Archaeology of Political Organization Read: Fagan and Durrani Chapter 16
Week 13	M, Dec. 5	Topic: Religion and Ritual Review: Fagan and Durrani Chapter 17
	W, Dec. 7	Topic: Practicing Archaeology and the Future of Archaeology Read: Fagan and Durrani Chapter 19
	F, Dec. 9	Topic: Course Review and Final Thoughts
Week 14	Dec. 12-22	FINAL EXAM (TBA)

CLASSROOM ATMOSPHERE

- 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 and stow your phones, and do not use them during class. They are distracting to everyone.
- You may only use laptops and tablets for note-taking purposes. Using them for other activities is highly distracting. If I observe that your laptop or tablet is distracting your fellow students, you will not be permitted to use your laptop/tablet in class for the rest of the semester.
- 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 in advance if possible, and do so quietly and discretely.
- Food and drink is not permitted in class during lab exercises. If you bring food or drink on a lab day, you will be asked to either throw it out, or leave the class. Food is also discouraged during lectures, particularly if it has strong smells or crinkly wrappers that are distracting to the instructor and other students. Any beverages brought to lecture must have a secure lid, and must not distract from the class.
- Course materials prepared by the instructor, together with the content of all lectures presented by the instructor, are the property of the instructor. You may not make video and audio recordings of lectures and review sessions without the explicit consent of the instructor, nor transfer them to another student, whether or not that student is enrolled in the course.

Academic Accommodations:

The academic accommodations policy can be found at <http://www.ucalgary.ca/access/accommodations/policy>.

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students that have not registered with the SAS are not eligible for formal academic accommodations. More information about the academic accommodations can be found at <http://www.ucalgary.ca/access>.

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, instructors 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 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.

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 Professional Facilities Food Court and the Education Block Food Court shall be used as a secondary assembly point.

Please consult the website for further 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>