

**DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY**

**University of Calgary**

**ARKY 306 - FIELD COURSE IN ARCHAEOLOGICAL TECHNIQUES**

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**PRE/CO-REQUISITES:** Consent of the Department

**\*\*Archaeology 306 is a 1.0 full course credit but only counts as 0.5 full-course equivalents for the Archaeological Techniques portion of the Major-Field requirements\*\***

**\*\*A mandatory course supplementary fee of \$600.00 is charged for this course\*\***

**CLASSROOM LOCATION:** SA015

**CLASS DAYS & TIMES:** Lecture/Practical: MTWRF (7:30-5:30) May 4-June 14

**NOTE:** The only day off (besides weekends) during the course is Victoria Day, May 23, 2022.

**Course Description:**

Students will gain experience in all aspects of archaeological survey and excavation. Archaeological field work is a team effort and students will work in teams as they practice site survey and excavation techniques; archaeological mapping, excavation and survey; excavation photography; geoarchaeology, plan view and profile recording; note taking and form recording; artifact and sediment processing; remote sensing and cataloging of artifacts. Throughout the course, students will learn the rich history and culture of the Blackfoot people and their relationship to Siksikaiskaskoyi (Blackfoot lands).

Lectures will cover topics such as basic archaeological mapping and excavation techniques, artifact cataloguing and analysis (stone tools, faunal, ceramics, etc.), photography, remote sensing/drone mapping and so on. An integral topic of this course is the history of Siksikaiskaskoyi as presented by Siksikaitsitapi elders and knowledge keepers. The students will come to experience Siksika protocol and ceremony involved in our relationship to the land.

### Course Learning Outcomes:

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

1. Understand and apply Northwestern Plains cultural historical schemes
2. Explain the relationship between land and Siksikaitisitapi (Blackfoot) identity
3. Relate principles of Indigenous knowledge to the field of archaeology while working effectively as archaeological field crew in academic and industry contexts
4. Generate strategies and approaches for engaging Indigenous community partners and reconciling Indigenous and Canadian relations
5. Recognize basic artifacts, raw materials, and form types and be able to apply that knowledge to artifact cataloguing

### Required Texts and Materials: Bundled Readings

**Class Schedule:** Per attached course schedule

### Determination of Grade

<u>Attendance/ /Participation/Attitude</u> <ul style="list-style-type: none"><li>• Because this is a hands-on course, students are expected to attend all classes and to participate in all activities. <i>Assessed throughout the course, mark assigned after June 14.</i></li></ul>	25%
<u>Field Skills Tests</u> <ul style="list-style-type: none"><li>• Periodic field skills tests will be completed to ensure students are able to apply skills/concepts. <i>Assessed throughout course (completed no later than June 7).</i></li></ul>	15%
<u>Submission of Field Notes and Records/Catalogues (Weekly Submission)</u> <ul style="list-style-type: none"><li>• Your field notes as well as level records, profiles and any other required records and catalogues will be assessed weekly for completeness and accuracy. <i>Assessed each Friday throughout the course. 5% per submission.</i></li></ul>	20%
<u>Reflective Journals</u> <ul style="list-style-type: none"><li>• Students will submit three reflective journals, which are expected to articulate students learning journey through the archaeological field school experience. <i>Journal 1 is due May 6 by 10 pm, Journal 2 is submitted at the discretion of the student but must be submitted between May 18 and June 3. Journal 3 is due June 10 by 10 pm.</i></li></ul>	25%
<u>Excavation Unit Final Report</u> <ul style="list-style-type: none"><li>• Descriptive, illustrated report for any units you have excavated. <i>Integrated write up due by 4:30 pm, Friday June 17.</i></li></ul>	15%

### **Course Logistics:**

The first week of the course (May 4 – May 10) will take place on campus in SA015 from 8:30 am to 4:30 pm. The exception to this is Saturday May 7, where students will be required to attend a ceremony on the Siksika Nation (9:30 am to 7 pm). No class will be held on May 9. Beginning May 11, the course will involve hands on archaeological field work at EePf-54 on the Siksika Nation. Vans will provide transportation to and from the Siksika Nation, leaving from Science Theatres each morning. Students must be at the meeting place on campus at 7:30 am for departure and should expect to return at approximately 5:30 pm. Any rain days will be spent in the Alberta Heritage Project Lab at the University of Calgary. The final week of the course (June 8-14) will also be spent in in the lab.

The course will follow all University of Calgary Covid-safe procedures, including the requirement to stay home when sick and following all quarantine and isolation requirements from Alberta Health Services and the University of Calgary. **Masks must be worn in all vehicles, and will be required for the duration of transportation to and from the Siksika Nation each day.** No eating or drinking is permitted in the vans or the lab. While masks are no longer required in classroom settings as of April 29, 2022, all students **are strongly encouraged to wear a mask during classroom instruction and in the lab**, as an outbreak of Covid-19 or another illness will be detrimental to everyone’s learning experience. Masks may be required while in the Alberta Heritage Project Lab.

### **Required Resources**

Specialized field gear will be provided. Students are required to provide all equipment necessary for working outside in a field setting, such as a day pack, hat, lunch, water, warm clothing, rain gear etc. In addition, students will be required to bring several mechanical pencils and sharpies for their personal use.

For ceremony on May 7, students must follow protocol and dress appropriately, including covering all shoulders and legs. All students will need to bring water and a cushion or blanket to sit on for the duration of the ceremony. In addition, females are required to wear a long (ankle length/maxi) skirt and will need a blanket to cover their shoulders if they wish to have their face-painted.

### **Instructor Email Policy.**

Because instructors and teaching assistants and instructors will be with you on a daily basis, there will be no office hours for the field School. Should you need to leave a message, contact us by e-mail, or ensure that a message is left on Dr. Amundsen-Meyer’s office phone.

We understand that illness or injury may result in the need for absence, but it is imperative that you *notify the Instructor as soon as possible of any reason why attendance will not be possible for a scheduled course day.*

Please note that all course communications must occur through your @ucalgary email, and we will respond to emails sent via student’s @ucalgary emails within 48 hours excluding weekends and statutory holidays. Emails should first be directed to your instructor.

## **Assessment Format and Deadlines:**

It is not necessary to pass all components to pass the course.

### 1. Participation and Attitude (25%)

An overall mark of 25% will be assigned based upon how you conduct yourself during the field school. While we each have individual personalities, field settings place a premium on successful teamwork. The instructors and teaching assistants will make regular observations on your participation as a self-starting individual, capacity to take direction in a variety of settings, and your ability to show leadership as circumstances warrant. Although there are a number of pathways to achieve the desired results, our objective is to create a collegial working environment that secures timely and effective work products, values a variety of individual skills and approaches, and is considerate and responsive (to supervisors, research colleagues, our on the Siksika Nation). Students will also be evaluated for their role in essential daily tasks such as loading and unloading gear, assisting others while packing up, etc. ***Always being on time for departure and having appropriate field gear will be mandatory with respect to this grading category.***

***All field school students must remain aware that we are ambassadors of the profession, the Department of Anthropology and Archaeology, and the University of Calgary, and must conduct themselves to the high standards these roles require.***

### 2. Field Skills Tests (15%)

Students will be assessed through a series of field skills tests, including laying in excavation units and/or baselines, creating plan maps, profiling, GPS wayfinding and total station and/or RTK setup. These field skills tests are completed at the students discretion when they feel they are ready, but must be completed no later than June 7. Field skills tests follow a pass/fail format. If the initial field skills test is not passed, students will have the opportunity for additional practice and a second test.

### 3. Submission of Field Notes and Records (20%)

So that we remain on track for completion of cataloging and reporting needs as required by the Siksika Nation, your field notes as well as level records, profiles and any other required records will be assessed for completeness and accuracy. The same will apply for catalogue records and catalogued artifacts as applicable. Regardless of handwriting skills, neatness and legibility ***will be*** a consideration: you are making records and catalogue entries that others may need to use over a period of decades or more, a responsibility we each must take seriously. These notes and records will be evaluated weekly while in field (as per the grading schedule above), with feedback provided. Improvements for deficiencies ***will be allowed***, prior to assigning a final mark for each submission.

### 4. Reflective Journals (25%)

Students will be responsible for completing 3 reflective journals through the course of the class, which are expected to articulate students learning journey through the archaeological field school experience. The first journal is due May 6 by 10 pm, the second journal will be submitted

at the discretion of the student, but must be submitted between May 18 and June 3, and the third journal is due on June 10 by 10 pm. Reflective journals must be submitted through the appropriate DropBox on D2L in Word or PDF format. Guidelines for each reflective assessment including reflection prompts and a marking rubric will be provided on the first day of class.

*10% of this grade will be assigned as credit/no-credit for Journals 1 and 2. The remaining 15% will be assessed based on Journal 3 (graded).*

**Journal 1** (May 7 by 6 pm)– The first journal will be submitted during the first week of field school, prior to participating in ceremony and beginning work on the Siksika Nation. This submission is expected to be approximately one page single spaced in length will expand on guiding questions relating to student positionality and inherent bias.

**Journal 2** (May 17 to June 3 submission) – The 2<sup>nd</sup> journal will be submitted throughout the field experience at the discretion of student participants. This journal is expected to be approximately one page in length and will be centered on learning experiences gained in the field and on the Siksika Nation

**Journal 3** (June 10 by 10 pm) - The final reflective journal will be submitted at the end of the course. The final reflective journal will be a more substantial and lengthy contemplation and expression (approximately 2-3 pages in length) on the entire process and learning experience of the field school program.

#### 5. Excavation Unit Final Report (15%)

Each student will complete a descriptive, illustrated report for any units you have excavated followed by appendices for categories of information to include: field notes/level records, profiles, catalogue records and any other information required by the instructors. The text portion of your final report will be descriptive and cover all pertinent information resulting from your excavation and will briefly integrate that information with adjacent units where appropriate (therefore involving work in consultation with your colleagues). It will also involve contextualizing your excavation work with pertinent information you have learned from course readings and instruction with topics that may include: soil science, Quaternary landforms, palaeoenvironments, regional prehistory and chronology, regional site settlement patterns, First Nations oral traditions or other information, and other information as appropriate. This is not a “reference heavy” assignment, but scholarly referencing must be applied, in the format used for American Antiquity (the standard for Archaeological Survey of Alberta submissions).

#### Grading Scale:

Letter Grade	Percentage Range	Letter Grade	Percentage Range
A+	95 or above	C+	67 – 69.9
A	90 – 94.9	C	63 – 66.9
A-	85 – 89.9	C -	59 – 62.9
B+	80 – 84.9	D+	55 – 58.9
B	75 – 79.9	D	50 – 54.9
B-	70 – 74.9	F	49.9 or below

**Late/Missed Assignments:**

Students must provide advance notice if unable to complete the assignment by the due date to request an extension. Students may be asked to provide supporting documentation for an exemption/special request. Assignments submitted after the deadline may be penalized by the loss of 10% of the grade for each day late.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

As per University of Calgary policy, students who have missed a mid-term exam and/or-assignment deadline for documented reasons such as illness may arrange alternatives with the instructor. Students are responsible for discussing the situation with the instructor as soon as possible. Should the need for a deferral arise, students are responsible for familiarizing themselves with regulations under the *Deferral of Term Work* section of the university calendar.

**Reappraisal of Graded Term Work:** <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

**Reappraisal of Final Grade:** <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

**Required Technology/Appropriate Use of Electronic Devices in Class:**

Bring your computers to class if you like to take notes on them. Throughout the class we will be doing a number of activities using an app TopHat, which can be used on any laptop, tablet or smart phone. However, students will still be able to participate in the activities if they do not have access to these devices. Additional information on the program will be provided on the first day of class. Please keep phones on silent mode and, in the event of an emergency, please step outside to take or make any calls.

**Writing Across the Curriculum**

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum:

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

**Academic Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor or the Department Head.

The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

### **Academic Misconduct**

“Academic Misconduct” includes such things as cheating, falsification, plagiarism, unauthorized assistance, and failure to comply with exam regulations or an Instructor’s expectations regarding conduct required of Students completing academic assessments. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action which could include Probation, Suspension, or Expulsion from the University. For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <https://www.ucalgary.ca/pubs/calendar/current/k-3.html>

Further support on academic integrity is available at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

### **Instructor Intellectual Property**

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

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

Student information will be collected in accordance with typical (or usual) classroom practice. Students’ assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **Support and Resources**

Please visit the Registrar’s website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Emergency Evacuation/Assembly Points
- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office

- Student Union (SU) Information
- Safewalk



**ARKY 306/506 Tentative Course Schedule (Subject to Change)**

<b>Class/ Week</b>	<b>Chapter/Module/Topic</b>	<b>Weekly Theme</b>	<b>Readings Learning activities Assessments</b>	<b>Date covered/Due</b>
1	Introduction to Course and Technical Knowledge  Impacts of Colonization - Historical Issues and Current Realities (Morning)  On-Campus  (8:30 am-4:30 pm)		Guest Presentation – Crystal Many Fingers	May 4
1	Technical knowledge  On-Campus  (8:30am-4:30 pm)		Guest Presentation (Archaeobotany) – Kali Wade (Atlatl Archaeology)	May 5
1	Technical Knowledge  On-Campus (8:30 am-4pm)		Flint Knapping Workshop	May 6
<b>1</b>	<b>Ceremony with Kent Ayoungman</b>  <b>Field Day (9:30 am to 7 pm)</b>		<b>Beaver Bundle Opening</b>	<b>May 7</b>
<b>2</b>	<b>CANCELLED</b>	<b>CANCELLED</b>	<b>CANCELLED</b>	<b>May 9</b>
2	Mohkintsis Tour (Morning)  Technical Knowledge (Afternoon)  On-Campus (8:30 am-4:30 pm)	Cosmos/Creation Stories	Many Chief Tours  Mohkintsis Tour	May 10
2	On-Site excavation – Themes/align with objectives  Field day (7:30 am-5:30 pm)	Cosmos/Creation Stories	Sit with Elder(s) Herman Yellow Old Woman	May 11 - 13

Class/ Week	Chapter/Module/Topic	Weekly Theme	Readings Learning activities Assessments	Date covered/Due
3	On-Site excavation Field day (7:30 am-5:30 pm)	Examine the key elements of North American Indigenous and Western Worldviews	Sit with Elder(s) (TBD) Readings: Dr. Leroy Little Bear	May 16 - 20
	Victoria Day Holiday (long weekend)			May 23
4	Field Trip Field day (7:30 am-5:30 pm)	Relate examples of oral traditions of Indigenous people in relation to the land	Field trip to Okotoks/A'kee Piskun with Kent Ayoungman	May 24 - 27
4	On-Site Excavation Field day (7:30 am-5:30 pm)	Relate examples of oral traditions of Indigenous people in relation to the land	Sit with Elder(s): Clement Leather, Reading: Amundsen-Meyer 2015	May 25-27
5	On-Site excavation Field day (7:30 am-5:30 pm)	Analyze the effects of the TRC in Canada  Formulate strategies towards reconciliation of Indigenous and Canadian relations	Sit with Elder(s) (TBD)	May 30 – June 3
6	On-Site excavation Field day (7:30 am-5:30 pm)	Examine approaches for working with Indigenous communities	Sit with Elder(s) (TBD)	June 6 & 7
6 and 7	Cataloguing – Alberta Heritage Project Lab On-Campus (8:30 am -4:30 pm)			June 8, 9, 10, 13, 14

Week 1	Day 1 (May 4)	Day 2 (May 5)	Day 3 (May 6)	Day 4 (May 7)	Day 5 (May 10)
8:30-10:00	<p><b>Lecture: Welcome, Introduction, and Archaeology in Southern Alberta.</b> Key concepts include: What is archaeology? General overview of Alberta (discussion of artifact types [lithics, faunal, FBR, &amp; historic], site types and culture history, Alberta Culture History.</p> <p><i>Activity: Introductions</i></p>	<p><b>Lecture: Maps, Archaeology, and You.</b> Key Concepts include: Mapping in archaeology (reading topographic maps, looking at airphotos, Landforms, GIS), Location systems, Borden systems, Site and artifact mapping, Provenience, site forms.</p> <p><i>Start survey and mapping activity</i></p>	<p><b>Lecture/Activity: Survey/Excavation Strategies.</b> Key concepts include: Site survey and excavation/mitigation strategies. Shovel testing and screening methods, Archaeological excavation methods, Provenience, Laying of Baselines, and units.</p> <p><i>Activity: Case studies to apply excavation strategies. Survey sampling</i></p>	<p><b>Ceremony.</b> Siksika Knowledge Keeper: Kent Ayoungman</p> <p>To honor Siksika protocol, students will participate in a traditional Beaver Bundle Ceremony.</p> <p><b>ALTERED HOURS: 9:30 am to 7 pm</b></p>	<p><b>ALTERED START TIME: 9 am</b></p> <p><b>Mohkinsis Tour (Manychief Tours)</b> St. Patrick's Island 10 am.</p>
10:00-10:15	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>
10:15-11:45	<p><b>Lecture/Activity: Doing Archaeological Research/Archaeological Dating.</b> Key concepts include: Pre-field planning processes, and gearing up for field, radiocarbon dating, stratigraphy, diagnostic artifacts.</p> <p><i>Activity: Plan a research program Seriation Practice (2 methods)</i></p>	<p><b>Activity: Survey/Mapping in the Field.</b> Key concepts include: Survey methodologies, Map reading, Use of GPS, Mapping (site sketches), Recording of information for site forms, and Photography of project areas, Practice with total stations, GPS, Site mapping activity. Lay</p> <p><i>Activities: Site Mapping, Total Station/RTK setup and use, laying out units</i></p>	<p><b>Lecture/Activity: Geoarchaeology and Site Formation Processes.</b> Key concepts include stratigraphy, Law of Superposition, sediments/soils, soil formation, paleosols and marker beds, soil types, context, taphonomy, C and N transforms.</p> <p><i>Activity: Assess soil texture/color. Stratigraphy Interpretation</i></p>	<b>Ceremony</b>	<p><b>Mohkinsis Tour (Manychief Tours)</b> St. Patrick's Island 10 am.</p> <p>Debrief Discussion</p>
11:45-12:00	Recap & Questions	Recap & Questions	Recap & Questions	Recap & Questions	Recap & Questions
12:00-1:00	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
1:00-2:30	<p><b>Guest Lecture: Impacts of Colonization – Historical Issues</b> Crystal Manyfingers</p> <p><i>Activity: Sharing Circle</i></p>	<p><b>Guest Lecture: Archaeobotany (Kali Wade, Atlatl archaeology)</b></p>	<p><b>Lecture/Activity. Rock in Archaeology: Lithics and Knapping 101.</b> Key Concepts include: Lithic identification (flake morphology, tool types), Material type identification, Cataloguing lithics, spatial patterning, economic implications, and hands on component of flintknapping (if possible).</p> <p><i>Activity: Flint knapping demonstration?</i></p>	<b>Ceremony</b>	<p><b>Lecture/Activity: Indigenous Archaeology.</b> Key concepts include Indigenous archaeology as a theoretical perspective, OCAP, worldviews, case study.</p> <p><i>Activity: Cultural Landscapes or Mental Maps?</i></p>
2:30-2:45	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>
2:45-4:15	<p><b>Guest Lecture: Impacts of Colonization – Current Realities</b> Crystal Manyfingers</p>	<p><b>Lecture/Activity: Culture Resource Management.</b> Key concepts include: Legislative frameworks in Alberta, The CRM process, archaeological potential.</p> <p><i>Activity on assessing archaeological potential.</i></p>	<p><b>Lecture/Activity: The Bare Bones of Archaeology in Alberta.</b> Key concepts include: Discussion of faunal remains at archaeological sites, Cataloguing of remains, spatial patterns, and economic implications</p> <p><i>Activity: Build a Bison and Zooarky exercise Discussion: Protocol for ceremony</i></p>	<b>Ceremony</b>	<p><b>Previous Excavations at EePf-54.</b> Overview of previous research at EePf-54 and key findings.</p> <p><i>What to expect in the field/field logistics</i></p>
4:15-4:30	Recap & Questions	Recap & Questions	Recap & Questions	Recap & Questions	Recap & Questions