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**ARKY 506**  
**Advanced Archaeological Field Techniques**  
GFC Hours (140-160)  
Spring 2023

<b>Instructor:</b>	Lindsay Amundsen-Meyer	<b>Lecture Location:</b>	ES743 Siksika Nation
<b>Phone:</b>	403-220-6227	<b>Lecture Days/Time:</b>	MTWRF 8:30-4:30
<b>Email:</b>	lmamunds@ucalgary.ca		Excluding Transportation (7:30-5:30with transportation)
<b>Office:</b>	ES860		
<b>Office Hours:</b>	See instructor communication notes in course policies below		
<b>Teaching Assistant:</b>	Matt Lucy		
<b>TA Email:</b>	matthew.lucy@ucalgary.ca		
<b>Teaching Assistant:</b>	Paige Webster		
<b>TA Email:</b>	paige.webster1@ucalgary.ca		

**NOTE:** The only day off (besides weekends) during the course is Victoria Day, May 22, 2023.

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**Prerequisite(s):** ARKY 306 and Consent of the Department

### **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 Siksikaikshahkoyi (Blackfoot lands).

ARKY 506 Students will work to build on their previous knowledge of the theory and practice of archaeological field research and field work management. Course emphasis is on student acquisition of the advanced skills and knowledge required to work as senior members of academic and resource management archaeological crews, particularly as crew chiefs. An integral topic of this course is the history of Siksikaikshahkoyi 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.

### **LEARNING OUTCOMES:**

The Department of Anthropology and Archaeology is committed to student knowledge and skill development.

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

1. Understand and apply Northwestern Plains cultural historical schemes, including interpretation beyond the site level
2. Explain the relationship between land and Siksikaitsitapi (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 archaeological interpretation
6. Demonstrate leadership through assisting less advanced students with field and lab tasks
7. Demonstrate the ability to perform more advanced skills, such as detailed site mapping, creation of site datums and grids, etc.

### **READINGS AND TEXTBOOKS:**

Optional readings will be posted on D2L

### **REQUIRED TECHNOLOGY and EQUIPMENT:**

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 for their personal use.

For ceremony on May 9, students must follow cultural 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. Any students wishing to have their face painted will be required to bring a small gift, such as tobacco, sweatgrass, cash, etc.

Tablets will be provided for cataloguing in the Alberta Heritage Project Lab; if students prefer to work on a computer they will be required to provide their own laptop with Excel. All students require access to a computer with word processing software and D2L to complete required assignments for the course.

## SUPPLEMENTARY FEES

A mandatory course supplemental fee of \$650.00 is charged for this course.

## COURSE REQUIREMENTS AND ASSESSMENT

<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. ARKY 506 students are additionally expected to demonstrate leadership skills. <i>Assessed throughout the course, mark assigned after June 15.</i></li></ul>	25%
<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 8 by 10 pm, Journal 2 is submitted at the discretion of the student but must be submitted between May 19 and May 28. Journal 3 is due June 11 by 10 pm.</i></li></ul>	25%
<u>Excavation Unit Final Report</u> <ul style="list-style-type: none"><li>Descriptive, illustrated report for one excavation block you have led a crew in. This excavation block report is expected to integrate the results from your block into larger site level interpretation. <i>Integrated write up due by 10 pm, Wednesday, June 21.</i></li></ul>	30%

Students must provide advance notice if unable to complete the assignment by the due date to request an extension. Assignments submitted after the deadline will be penalized by the loss of 10% of the grade for each day late. All assignments must be submitted to the Dropbox on D2L.

Students may provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide supporting documentation. 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.

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>

**Department of Anthropology and Archaeology Grading Scheme:**

A+	95 – 100%	B+	80 – 84.9%	C+	67 – 70.9%	D+	55 – 58.9%
A	90 – 94.9%	B	75 – 79.9%	C	63 – 66.9%	D	50 – 54.9%
A-	85 – 89.9%	B-	71 – 74.9%	C-	59 – 62.9%	F	< 50%

***\*\*Please note that no extra credit or ‘make up’ work is available in this class\*\****  
***You do not need to pass each course component to earn a passing grade in the class***

**Land Acknowledgement**

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut’ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta Region 3.

**Acknowledgment and Respect for Diversity**

The Department of Anthropology and Archaeology views diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion.

**COURSE POLICIES**

**Course Logistics:**

The first week of the course (May 8 – May 12) will take place on campus in ES743 from 8:30 am to 4:30 pm. The exception to this is Tuesday May 9, where students will be required to attend a ceremony on the Siksika Nation (9:30 am to 6 pm estimated). Beginning May 15, 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 the lab.

### **Instructor Email Policy.**

Because instructors and teaching assistants 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:**

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

An overall mark of 25% will be assigned based upon how you conduct yourself during the field school. In ARKY 506, this grade will include an assessment of your leadership, as you are expected to demonstrate active leadership relative to tasks in the field and to lead a field crew within your assigned excavation block. 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 demonstrated leadership. 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 colleagues 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. 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. ARKY 506 students will be provided with a field notebook, where they are expected to take daily notes on the progress of excavations, observations of not just their own unit but excavation blocks as a whole, the site area, etc. 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. As ARKY 506 students have previously taken a field school, potentially in partnership with an Indigenous community, your journals are expected to summarize experiences across both field schools, and build on what was learned in your first course. The first journal is due May 8 by 10 pm, the second journal will be submitted at the discretion of the student, but must be submitted between May 19 and May 28, and the third journal is due on June 11 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.

**Journal 1** (May 8 by 10 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 19 to May 28 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 11 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 Final Report (30%)

Each student will complete an illustrated excavation report centered on your excavation block followed by appendices for categories of information to include: field notes/level records, profiles, catalogue records and any other information required by the instructors. This final report is due June 21 by 10 pm and must be submitted through the appropriate DropBox on D2L in Word or PDF format. This report will be, in part, descriptive, but is expected to move beyond simple description to offer an analysis and interpretation of the findings from your excavation unit and the surrounding block and will integrate information from the surrounding units and previous excavations at EePf-54. This will require you to contextualize the excavation with pertinent information you have learned in the course such as 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, as well as in the context of Northwestern Plains literature and scholarship. At least five scholarly references

must be used in your report, in the format used for American Antiquity (the standard for Archaeological Survey of Alberta submissions). Time for ARKY 506 students to conduct research and ask questions will be provided during the first and last week of class.

## UNIVERSITY POLICIES

### 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 INTEGRITY POLICY

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: [www.ucalgary.ca/pubs/calendar/current/k.html](http://www.ucalgary.ca/pubs/calendar/current/k.html).

### ACADEMIC MISCONDUCT

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: [www.ucalgary.ca/pubs/calendar/current/k-3.html](http://www.ucalgary.ca/pubs/calendar/current/k-3.html). Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-procedure>

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Geography recommends that they attend Academic

Integrity workshops offered through the Student Success Centre:  
<https://www.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. Information on Instructor Intellectual Property can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy>

### **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.

### **SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY**

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

- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk



**TENTATIVE CLASS 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</b>
1	Introduction to Course and Siksika Nation. Overview of Indigenous Archaeology  Impacts of Colonization - Historical Issues and Current Realities (Afternoon)  Campus (8:30 am-4:30 pm)		Guest Presentation : Crystal Many Fingers  <i>Journal 1 due May 8 by 10 pm (D2L)</i>	May 8
1	<b>Ceremony with Kent Ayoungman, Siksika Nation</b>  <b>Field Day (9:30 am to 6 pm) to be confirmed</b>		<b>Ceremonial Sweat, Siksika Nation</b>	<b>May 9</b>
1	Technical Knowledge  Campus (8:30 am-4:30 pm)		Flint Knapping Demonstration  ARKY 506 provided with library/research time	May 10
1	Technical Knowledge  Campus (8:30 am-4:30 pm)		ARKY 506 provided with library/research time	May 11
1	Technical Knowledge  Campus (8:30 am-4:30 pm)		ARKY 506 teach ARKY 306 field mapping skills/how to lay in students	May 12

Class/ Week	Chapter/Module/Topic	Weekly Theme	Readings Learning activities Assessments	Date
2	On-Site excavation – Themes/align with objectives  Field day (7:30 am-5:30 pm)	Analyze the effects of the TRC in Canada  Formulate strategies towards Reconciliation	Sit with Elder(s) :Herman Yellow Old Woman (to be confirmed)  <i>Journal 2 due at student discretion between May 19 and May 28 (D2L)</i>	May 15-19
2	Field Trip  Field day (7:30 am-5:30 pm)	Analyze the effects of the TRC in Canada  Formulate strategies towards Reconciliation	Tour of Old Sun Community College (Residential School) with Angelina Ayoungman and Gwen Bearchief	May 18
3	Victoria Day (Holiday)		No Class	May 22
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): Clement Leather (to be confirmed)  <i>Journal 2 due at student discretion between May 19 and May 28 (D2L)</i>	May 23-26
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): TBD (Ruth Scalplock? To be confirmed)	May 29-June 2
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 30

Class/ Week	Chapter/Module/Topic	Weekly Theme	Readings Learning activities Assessments	Date
5	On-Site Excavation Field day (7:30 am-5:30 pm)	Examine approaches for working with Indigenous communities	Sit with Elder(s): Francis Melting Tallow (to be confirmed)	June 5-9
6	Cataloguing – Alberta Heritage Project Lab On-Campus (8:30 am -4:30 pm)		ARKY 506 provided with library/research time	June 12-15
7			<i>Excavation unit final report due June 21 by 10 pm</i>	

#### IMPORTANT DATES

W May 3	First day of Spring Term lectures
T May 9	Last day to drop a class without a financial penalty
T May 9	Last day to add or swap a course
F May 12	Fee payment deadline for Spring Term full and half courses.
M May 22	Victoria Day, University closed. No classes.
R Jun 15	Spring Term Lectures End. Last day to withdraw with permission from Spring Term courses.
Jun 19-21	Spring Final Exam Period