
ARKY 531 (LEC02)
Archaeology and Heritage
GFC Hours 3-0
Fall 2023

Instructor:	Dr. Matthew Walls	Lecture Location:	ES 702
Phone:	403-220-6515	Lecture Days/Time:	R 14:00-16:45
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Office Hours:	Thursdays 12:30-1:30 by appointment		

Prerequisite(s): ARKY 201 and at least one 300/400 level course in the Field of Archaeology

COURSE DESCRIPTION

This course is an advanced seminar that scrutinizes archaeology's complex relationship with the concept of heritage. As a community that generally studies the past through material remains, archaeologists have historically taken responsibility to protect places and objects understood to be 'heritage' and lobbied for legislation that enshrines its protection in law. Indeed, most archaeologists now work in museums, government departments, heritage agencies, and private companies that have grown around the successes and management requirements of heritage policy.

Heritage, however, is a nebulous topic. As a part of this course, we will focus on diverse conceptions of heritage and trace their reflexive relationships with archaeology from the inception of the field in the 18th century into the present. Students will examine the origins and consequences of archaeological policy in contexts ranging from Canada and the US to the United Kingdom, India and Japan. However, special emphasis will be placed on the local landscape we live in, and students will explore the development of archaeological heritage management in Alberta from the passing of the Alberta Heritage Act in 1973 to the present. Students will study the regulatory process, actors, and roles in the heritage community, and will critically evaluate reports and other outputs with an eye on summarizing the legacy and health of the field. Special

attention will be directed to implications of Alberta's archaeological process for First Nations and Métis communities, and specifically, the extent to which the notion of heritage, as reified in policy (which defines sites, materials, and management responsibilities), can accommodate Indigenous perspectives on the past and future. Throughout the seminar, guest participants will offer students opportunity to learn about career paths for Alberta archaeologists, trends in labour equity, workplace safety, job security, and vulnerability to downturns.

SEMINAR FORMAT: The course will follow a seminar format with student discussion directed at topics raised in the module work which will include assigned readings, written work, and projects. Module work will feature options that may include group exercises, or development of skills with new media software. In addition to the weekly discussions, some sessions will include presentations or participation by special guests offering insight on topics such as Alberta's heritage process. In some of these cases, the guest participation may take place over online conferencing media.

LEARNING OUTCOMES:

The Department of Anthropology and Archaeology is committed to student knowledge and skill development. Students will develop and understanding of the complex relationship between archaeology, heritage, and the contemporary world. Students will learn to challenge often-used tropes like 'heritage resources' or 'archaeology for archaeology's sake' by examining case studies such as Britain's heritage boom, or the rebranding of heritage institutions and cuts to Parks archaeology in Canada. This will include an ability to knowledgeably discuss or develop skills in:

- The social function of heritage and heterodoxy in the contestation of power
- The historical construction and masking of varied pasts in colonialism
- The genesis of varied international heritage policies such as NAGPRA, the UNESCO convention on Intangible Heritage, or the Alberta Heritage Act
- The status of archaeology and heritage in Alberta, including its varied actors, agencies, and stakeholders
- Archaeological ethics in relation to heritage
- Increase technical skills in digital communication formats for public archaeology

READINGS:

There is no textbook for this class. Each seminar will have 4-5 assigned journal articles, and may also include policy documents, permit reports, films, blog posts, or other media. The success of seminars depends on informed engagement, and it is the responsibility of students to ensure that they are prepared for class, have understood the materials, and are ready to discuss them. Most of the assigned articles are easily accessible through the eJournals available on the library's website. In a couple of exceptions the more rare articles or other sources will be available through D2L.

REQUIRED TECHNOLOGY and EQUIPMENT:

Students must have access to a computer with an internet connection and updated browser to access D2L, and a word processor or other basic software which will be needed for assignments/weekly written work.

COURSE REQUIREMENTS AND ASSESSMENT

Seminar Participation		20% (Cumulative)
Module 1	Making Archaeological Knowledge	15% (Due Sept 28)
Module 2	Signs and Symptoms of Heritage Dissonance	15% (Due Oct 19)
Module 3	Archaeology & Heritage in Alberta	30% (Due Nov 30)
Module 4	Public Engagement & New Media	20% (Due Dec 5)

Seminar Participation: Participation will count for 20% of the final mark. The success of seminars depends on informed and respectful engagement. We will use the first 3 weeks of class to familiarize students with seminar learning and to build a rapport within the classroom. Students should endeavor to participate in a way that allows for and encourages participation from other students. Marks will be determined based on attendance, preparedness, and discussion and are intended to be a low stress feature of the course that encourages consistent and continued engagement. Each week, one/two students will be assigned to introduce the readings and direct the seminar discussion. Directing the seminar discussion will comprise half (10%) of the participation mark, and the other half (10%) will be based on seminar participation.

Module Assignments: The bulk of coursework will consist of four module assignments developed around specific course topics and themes, with the due dates and respective weights outlined above. Each assignment will be discussed extensively in class and will have a detailed handout outlining themes, questions, format, and other requirements. Each module assignment will be constructed around a base framework of provided readings, but students are expected to do further research and significantly develop the bibliographies. Specific details will be introduced in class, but module assignments 1 & 2 will be writing exercises with 5 pages of text, double spaced. Assignment 3 will include a collaborative research component and a written component of 10-12 pages of text, double spaced. Assignment 4 will include the development of a new media project portfolio with some flexibility in format such as a stream-able video, an audio podcast, or multi-media blog post. Students may develop skills in these formats as a part of the assignment.

Missed work: 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 specific supporting documentation, such as a medical note. 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.

Missed examinations/tests cannot be made up without the approval of the instructor. Students who miss a test/exam have up to **48 hours** to contact the instructor to ask for a makeup test/exam. It is at the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this **48-hour period** forfeit the right to a makeup test/exam. A makeup test/exam will differ significantly in format of questions and/or content from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within **two weeks** of the missed test/exam on a day/time scheduled by the instructor. Deferral of the registrar-scheduled final exam (Exam 3) requires Registrar approval <https://www.ucalgary.ca/registrar/exams/deferred-final-exams> . The deferral will be recorded on the student record. Deferrals are granted at the discretion of the Dean or designate and are normally granted for 30 days beyond the last day of the term. Should circumstances warrant, the maximum time that may be granted for a deferral of term work is one additional term. Approved extensions must be sent to the Office of the Registrar. Application information is available at: <https://www.ucalgary.ca/registrar/student-centre/student-forms>

Extra credit work is not available in this class. Students do not need to pass all course components to pass the class as a whole.

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%

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

Communication: Please include “Arky 531” in all email correspondence. This allows me to group emails and answer messages one class at a time. Students can typically expect responses within 48 hours from either the Instructor or TA.

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.

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. 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

Dates	Topic/ Content	Notes
Module 1: Making Archaeological Knowledge		
Sept 7	Introduction	
Sept 14	Rationale for archaeology	
Sept 21	Trajectories of management	Assignment Due Sept 28
Module 2: Heritage Dissonance		
Sept 28	Authorized heritage discourse	
Oct 5	Negative heritage and past mastering	
Oct 12	The past.... at risk!	Assignment due Oct 19
Module 3: Archaeology and Heritage in Alberta		
Oct 19	Intro to heritage and archaeology in Alberta	
Oct 26	Collaboration/contact with the Survey	
Nov 2	Relationships with development	
Nov 9	Community relationships and agencies	
NOV 12 - 18	NO CLASS – READING BREAK	
Nov 23	CRM, the economy, and critical research	Assignment Due Nov 30
Module 4: Public Engagement and New Media		
Nov 30	Time Team and the “heritage boom” in the UK	
Dec 5	Archaeological pasts in public discourse	Assignment Due Dec 5

*The complete readings list and bibliographic details will be available and updated through D2L

IMPORTANT DATES

M Sept 4	Labour Day, No Classes
T Sept 5	Start of Classes
R Sept 14	Last day to drop a class without a financial penalty
F Sept 15	Last day to add or swap a course
F Sept 22	Fee payment deadline for Fall Term full and half courses.
S Sept 30	National Truth and Reconciliation Day
M Oct 9	Thanksgiving Day, No Classes.
M Nov 13	Remembrance Day Observance
Nov 12-18	Reading Break. No classes.
W Dec 6	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.
Dec 9-20	Fall Final Exam Period.
Dec 25-31	Holiday Observance, University Closed.

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html#fall2017>