Archaeology and Heritage
ARKY 531: Advanced Topics in Archaeology

Winter 2021 Syllabus
● WEB Based: Hybrid/Synchronous Format
Dr. Matthew Walls
Department of Anthropology and Archaeology
matthew.walls@ucalgary.ca
Office Hours: TBD OR by appointment

*Why excavate? House features impacted by coastal erosion and melting permafrost in North Greenland*

Section	Days	Time	Format
Seminar	Synchronous	Tuesdays: 11:00 – 12:15 Jan 12, 19, 26; Feb 2, 9, 23; Mar 2, 9, 16, 23, 30; Apr 6, 13.	Zoom: Graded participation
Module Work	Asynchronous		D2L – Video/Interactive content + notes & readings
Office Hours	TBD		Zoom Links Accessible via D2L

Overview: This course is an advanced seminar that scrutinizes archaeology's complex and ever-developing relationship with dissonant 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 relationship 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.

Public engagement, as an implied intersection between archaeology and heritage, will be a prominent theme that permeates all topics. 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. Through new media assignments, students will also have opportunity to develop skills in digital formats and experiment with the opportunities for engagement these open.
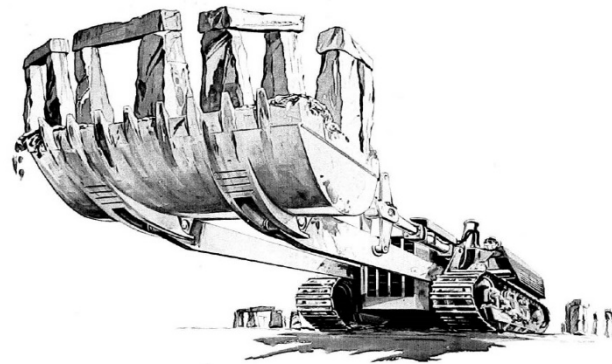
From Rescue: The British Archaeological Trust

Course Format: The course will follow a synchronous <u>seminar format</u> with discussion directed at topics raised in the asynchronous <u>module work</u> 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.

A seminar and module schedule, along with course updates, will be available through Desire2Learn (D2L). To make sense of content, students are strongly advised to do the preparatory work and readings assigned in the modules prior to seminar participation.

Learning Outcomes:
Students will develop and understanding of the complex relationship between archaeology, heritage, and the contemporary world. This will include an ability to knowledgably discuss or develop skills in:
1) The social function of heritage and heterodoxy in the contestation of power
2) The historical construction and masking of varied pasts in colonialism

3) The genesis of varied international heritage policies such as NAGPRA, the UNESCO convention on Intangible Heritage, or the Alberta Heritage Act
4) The status of archaeology and heritage in Alberta, including its varied actors, agencies, and stakeholders
5) Archaeological ethics in relation to heritage
6) Increase technical skills in digital communication formats for public archaeology

Course Text: This course does not have an assigned text and will be based primarily on readings available through the university library.

Evaluation:

Seminar Participation		20% (Cumulative)
Module 1	Making Archaeological Knowledge	15% (Due Jan 28)
Module 2	Signs and Symptoms of Heritage Dissonance	15% (Due Feb 12)
Module 3	Archaeology & Heritage in Alberta	30% (Due Mar 18)
Module 4	Public Engagement & New Media	20% (Due Apr 15)

Required Readings: Each seminar will have 3-5 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.

Seminar Participation: Participation will count for 20% of the final mark. 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. Students will receive 10% of their participation mark on Feb 23, and the remaining 10% on Apr 15.

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 streamable video, an audio podcast, or multi-media blog post. Students may develop skills in these formats as a part of the assignment.

Required Learning Technologies: In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology.

• A computer/adequate software and malware
• A current and updates web browser
• Webcam (built in or external)
• Microphone and speaker (built in or external) or headset with microphone
• Broadband internet connection

Policy for Late Work/Missed exams or quizzes: If you know you will miss an important date, or need an extension for written work, get in touch with me prior to the relevant date. In the event of extraordinary circumstances, such as illness, students will have access to extensions. Please refer to https://www.ucalgary.ca/registrar/registration/appeals/student-faq for frequently asked questions.

Email Policy: PLEASE include the word ARKY 531 in the title of any email messages. Please keep messages as concise as possible, and I will try to respond within 2 workings days. If you are unable to attend the scheduled office hours, but would still like to speak with me, we can schedule an appointment.

Grading Scheme: We will be following the Department of Anthropology and Archaeology's standard scheme.

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

Course Schedule:

Dates	Topic/ Content	Notes
Module 1: Making Archaeological Knowledge		
Jan 12	Why excavate?	
Jan 19	Rationale for archaeology	
Jan 26	Disciplinary trajectories	Assignment Due Jan 28
Module 2: Heritage Dissonance		
Feb 2	Authorized heritage discourse	
Feb 9	Negative heritage and past metering	Assignment Due Jan 12

Feb 15-19	Reading Week	
Module 3: Archaeology and Heritage in Alberta		
Feb 23	Intro to heritage and archaeology in Alberta	
Mar 2	Collaboration/contact with the Survey	
Mar 9	Relationships with development	
Mar 16	Community relationships and agencies	
Mar 23	CRM, the economy, and critical research	**Assignment Due Mar 25**
Module 4: Public Engagement and New Media		
Mar 30	Time Team and the "heritage boom" in the UK	
Apr 6	Archaeological pasts in public discourse	
Apr 13	Module Presentations	**Assignment Due Apr 15**

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

SUPPLEMENTAL INFORMATION

Principles of Conduct

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. Students should also familiarize themselves with University policies regarding non-academic misconduct: https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy

Plagiarism, Cheating, and Student 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

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 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 Anthropology and Archaeology 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

Information on Instructor Intellectual Property can be found at https://ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy

Information on the acceptable use of electronic resources can be found here: https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-electronic-resources-and-information-policy

Freedom of Information and Protection of Privacy

Freedom of Information and Protection of Privacy (FOIP) legislation in Alberta disallows the practice of having students retrieve assignments from a public place, such as outside an instructor's office, the department office, etc. Term assignments will be returned to students individually, during class or during the instructor's office hours; if students are unable to pick up their assignments from the instructor, they must provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published with the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behavior in these sessions may affect others. Participants are required to us names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. Student Non Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception,

and on what terms. For more information on how to get the most out of your Zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/.

Posting of Grades and Picking-up of Assignments

Graded assignments will be returned by the instructor or teaching assistant personally during scheduled lecture or laboratory periods, unless they are made available electronically through the course D2L webpage. Grades and assignments will not be available at the Department of Anthropology and Archaeology's main office.

Academic Accommodations

It is the student's responsibility to request academic accommodations. Students may find information on accommodations at: https://www.ucalgary.ca/pubs/calendar/current/b-6-1.html. 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: https://ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure

Students needing an accommodation based on a protected ground other than disability should communicate this need, preferably in writing to their instructor or the Department Head (email: pcdawson@ucalgary.ca).

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 unauthorised 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 disciplines under the Non-Academic Misconduct Act.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, https://www.ucalgary.ca/wellnesscentre/services/mental-

health-services) and the Campus Mental Health Strategy website (http://www.ucalgary.ca/mentalhealth/).

Students requiring assistance are encouraged to email the Student at Risk line if they or others appear to need wellness assistance: sar@ucalgary.ca. For more immediate response, please call: 403-210-9355 and select option #2.

Contact Information for Student and Faculty Representation

- Student Union VP Academic 403-220-3911, suvpaca@ucalgary.ca
- Students Union Representatives for the Faculty of Arts – 403-220-3913, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca
- Student Ombuds Office information can be found at: www.ucalgary.ca/ombuds/

Campus Safewalk

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