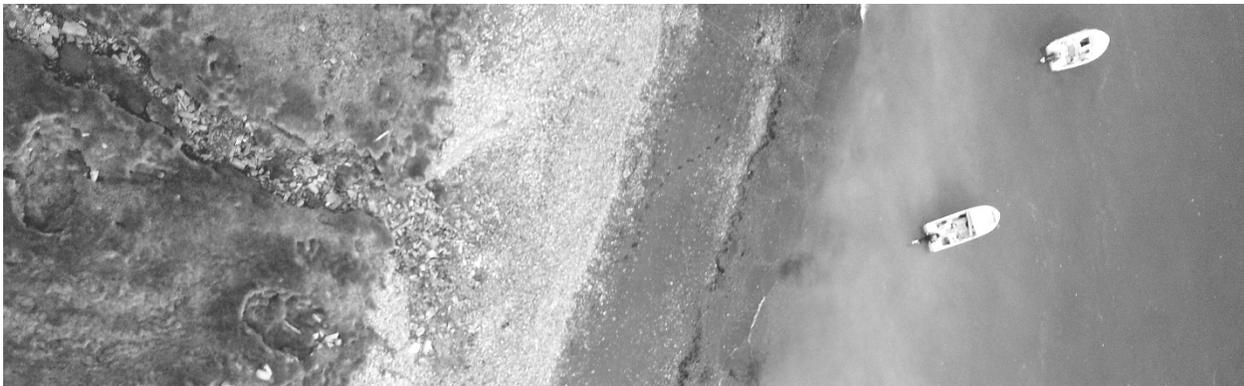


Department of Anthropology and Archaeology

Advanced Topics in Analytical Archaeology: ARKY 533 Fall 2018 Archaeology and Heritage

Prerequisite: Consent of the Department.

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Office Hours: Tuesdays 10:00-11:00 ES 602D
& by appointment



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

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

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 reified in policy (which defines sites, materials and management responsibilities) can accommodate Indigenous perspectives on heritage. 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 seminar format with discussion directed at topics raised in the assigned questions/readings. Some discussions will feature group exercises, and may include development of skills with new media software. Students should bring laptops or tablets to class as we will, in some cases, collaborate on research tasks. In addition to the weekly discussions, some sessions will include presentations or participation by special guests with insight on Alberta's heritage process.

Learning Outcomes:

- Discuss the multi-layered historical relationship between archaeology and heritage
- Develop familiarity with a variety of international heritage policies, such as NAGPRA or the UNESCO convention on Intangible Heritage
- Examine and challenge the process and status of archaeology and heritage in Alberta
- Knowledgeably debate ethics in relation to heritage
- 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%
Assignment 1	Making Archaeological Knowledge	15% (Due Sept. 19)
Assignment 2	Signs and Symptoms of Heritage Dissonance	15% (Due Oct. 10)
Assignment 3	Archaeology & Heritage in Alberta	30% (Due Nov. 24)
Assignment 4	Public Engagement & New Media	20% (Due Dec. 5)

Required Readings: The seminar will be based on 3-5 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 readings, 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 endeavour 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 Nov. 7, and the remaining 10% on Dec. 5.

Assignments: The bulk of coursework will consist of four 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, rubrics and other requirements. Specific details will be introduced in class, but 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 with some flexibility in format such as a streamable video, an audio podcast, or multi-media blog post. Students will develop skills in these formats as a part of the assignment.

Late Policies: Students should ensure that they hand assigned work in before the deadlines outlined above. Late work will receive a 20% penalty for the first day, and an additional 5% for each day after. If students know that they have a conflict, or if there are exceptional circumstances that interfere with completing an assignment on time they should contact the instructor as soon as possible to make alternative arrangements. Any medical issues should be accompanied by appropriate documentation.

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

A+	100–94.9%	A	94.8–89.9%	A-	89.8–84.9%
B+	84.8–79.9%	B	79.8–74.9%	B-	74.8–70.9%
C+	70.8–66.9%	C	66.8–62.9%	C-	62.8–58.9%
D+	58.8–54.9%	D	54.8–49.9%	F	49.8% and below

Course Schedule: The readings list, key dates, and lecture schedule will be posted on D2L.

Email Policy: PLEASE include the word ARKY 533 in the title of any email messages. Please keep messages as concise as possible, and I will try to respond within 2 working days. If you are unable to attend the scheduled office hours, but would still like to see me in person, we can schedule an appointment.

DEFERRED EXAMS:

A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. Deferral of the final exam requires Registrar approval. The instructor at their discretion may transfer the percentage weight for the test to the final examination, if there is a final examination in the course, set another test, etc. Documentation supporting the reason for missing an exam may be required. Deferred exams may be in a different format than the regularly scheduled exam, e.g. essay style questions instead of multiple choice questions. Students must be aware that they are responsible for payment of any charge associated with the medical assessment and documentation as this service falls outside the realm of services provided by the Provincial Health Care Plan

PLAGIARISM AND CHEATING

Plagiarism: “to steal and pass off the ideas or words of another as one’s own” (Webster’s). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the University of Calgary’s policy on intellectual honesty

ACADEMIC ACCOMMODATIONS

<http://www.ucalgary.ca/access/accommodations/policy>

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

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor of this course.

ACADEMIC INTEGRITY

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student’s individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

TEACHING EVALUATIONS / USRI (Universal Student Ratings of Instruction)

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://www.ucalgary.ca/usri/>

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, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

Emergency Evacuation Assembly Points: In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Freedom of Information and Protection of Privacy Act: Freedom of Information and Protection of Privacy Act

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternative arrangements with the course instructor early in the term.

Safewalk Information: Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

