
**ARKY 591
Landscape Archaeology
GFC Hours 3-0
Winter 2023**

Instructor:	Dr. Kathryn Reese-Taylor	Lecture Location:	ES 822
Phone:	403-220-6369	Lecture	Tues and Thurs
		Days/Time:	9:30 – 10:45 AM
Email:	kreeseta@ucalgary.ca		
Office:	ES 850		
Office Hours:	Wednesdays 11:00AM - 12:00 PM or by appointment		

Prerequisite(s): ARKY 451

COURSE DESCRIPTION:

Human perceptions and uses of the biophysical and cultural environment. The emphasis is on the act of humanizing the environment by naming places, identifying resources, establishing paths, and modifying the natural landscape thereby creating a tradition of land use that can be accessed archaeologically.

LEARNING OUTCOMES:

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

Upon completion of this course, students should be able to:

- 1) Understand past and recent attempts to explain the arrangement and distribution of living spaces within specific geographical regions.
- 2) Evaluate the merits and shortcomings of past and present models of and approaches to spatial organization.
- 3) Distinguish the patterns created by hunter-gatherer groups from those constructed by sedentary populations.
- 4) Assess the evidence for continuity and change in the organization and use of space at the regional level.

REQUIRED READINGS WILL BE ASSIGNED EACH WEEK. LINKS TO THESE READINGS WILL BE AVAILABLE ON D2L.

RECOMMENDED TEXTBOOKS:

Recommended textbooks, readings, and materials, including electronic resources.

1. Bruno, David, and Julian Thomas (editors) 2008 *Handbook of Landscape Archaeology*. Left Coast Press, Walnut Creek, CA.
2. Ashmore, W., and B. Knapp, (editors) 1999 *Archaeologies of Landscape: Contemporary Perspectives*. Blackwell Publishers, Malden, Massachusetts.
3. Basso, Keith, 1996 *Wisdom Sits in Places: Landscape and Language Among the Western Apache*. University of New Mexico Press,
4. Tilley, C. 1996 *A Phenomenology of Landscape: Places, Paths, and Monuments*. Berg Publisher Limited.
5. Ucko, P.J., and R. Layton (editors) 1999 *The Archaeology and Anthropology of Landscape: Shaping Your Landscape*. Routledge, London.

REQUIRED TECHNOLOGY and EQUIPMENT:

To successfully engage in their learning experiences at the University of Calgary, students taking are required to have reliable access to the following technology.

- A computer with an internet connection
- A current web browser
- Word processing software

COURSE REQUIREMENTS AND ASSESSMENT:

Grading (Weighting)

- Participation in class discussion 10%
- Leading article discussions 20%
- Three critiques 30%
- Presentation 15%
- Research Paper 25%

There is no final examination for this course.

Participation in class discussion (10%):

Meetings of the seminar will be devoted to discussion of selected topics. We will meet and discuss between three articles each class, when no lecture or presentation is scheduled. It is expected that you will accept the professional responsibility to carefully read the materials and participate actively in the discussion.

Please submit a discussion question covering the readings by 8:30 am on the morning of each class in which there will be a discussion. I will set up a dropbox folder for these submissions. I will randomly select two questions each class period to assist with our discussion. This is an important part of your participation grade. Failure to submit a question will result in an automatic deduction of 25% from your class participation grade on that day.

Leading class discussion (20%):

Working in teams of two, members of the seminar will be responsible leading a discussion on the readings twice during the semester. I will be assigning the teams randomly on the first day of classes. Team membership will change for each presentation. The topics covered will be selected from the list of topics to be provided.

Leading a discussion requires you to do the following:

1. *Your team will select two articles for the class* (due seven days prior to the class) I will select one additional reading. Your article selection should be to me at least seven days prior to the class so that I can select my articles to complement it and provide timely links to your classmates.

2. *Formulate questions for discussion:* I recommend that the team formulate at least three questions. You may wish to ask provocative questions to stimulate discussion. While questions asking for a description of the studies in question can help to ensure comprehension, they do not often generate discussion. In addition, two discussion questions from the class will be provided to the team members before class.

4. *Present the readings in class:* Each presentation should be 20 minutes in length. Each team member must talk during the presentation. All articles must be incorporated into a well-organized, cohesive presentation that addresses the main issues within the topic. Avoid covering the material we will discuss as a class; that is, don't answer the questions that you have been formulated to stimulate class discussion.

5. *Facilitate discussion:* This is often the most challenging aspect as it requires you to think on your feet, asking questions to stimulate critical evaluation of the article. You might ask for alternative explanations of observed outcomes, what we can learn from the author(s) research methods, and how we might improve upon the study. When thinking about questions for step 2 above, it is a good idea to keep a few tucked away to stimulate discussion when necessary.

Evaluation of presentation/discussion leadership will be based on the following:

- the appropriateness of the articles for the topic
- content of the presentation
- effectiveness in conveying information during the talk
- quality of discussion questions

Critiques (30%):

Three times during the semester you are required to submit a critique of the readings covered during one class. You may choose the day. This critique should highlight the common thread among the articles/chapters. It should also note the strength or weakness of the data presented, as well as the arguments and the conclusions reached. These summaries should be approximately 1000 words in length. They are due one week after the topic has been completed to give students the benefit of the class discussion. Information on how to write a critique and a grading rubric will be posted on D2L.

Presentation of research paper (15%):

The final presentation will focus on your research paper and should be 10 minutes in length with an additional 5 minutes for questions. A guideline for presentations and a grading rubric will be posted on D2L.

Final research paper, due April 12 (25%):

Your final paper should be approximately 15-18 pages in length and address the same topic as your presentation. Your paper is due on April 12. If the paper is submitted after the deadline, 5% of the grade will be subtracted for each subsequent day.

Your paper should present a strong thesis statement. This is a question or a problem that you intend to address in your paper. Your paper should be thoroughly researched, well organized, and well written. Your argument should be supported with points from the literature and your conclusions should be based on the data you present in your paper. Detailed paper guidelines and a grading rubric will be posted on D2L.

If you have never written a research paper like this before, please make an appointment to see me or go to the writing center in Mac Hall for help.

Missed or late assignments:

Official excused absences must be reported to the instructor within 24 hours. Please see the university policy regarding documentation of absences at the link below.

<https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Students with official excused absences will be given an opportunity to reschedule their discussion leadership when possible. If rescheduling is not possible, the students may submit an additional written critique.

Research papers and critiques may only be turned in late with an official excuse as per university policy. Foreseen schedule conflicts resulting from university athletic competitions, religious observances, etc. must be arranged individually with the professor in advance. Unforeseen emergency or situations should be reported to the professor as soon as possible. Alternative arrangements will be based on individual circumstances.

A penalty of 5% per day will be imposed on late papers and critiques, unless prior arrangements have been made.

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%

It is not essential to pass all components to pass the course as whole.

LAND ACKNOWLEDGEMENT:

The Department of Anthropology and Archaeology acknowledges the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to 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 Guidelines**

- I am very responsive to email and normally respond within 24 hours. I do not check my work email before 8:30 am and after 4:30 pm.

Statement of class etiquette:

- This class will foster a tolerant and safe learning environment. All comments must be respectful.

For additional detailed course information posted by the instructor, visit the course Desire2Learn page online at <https://d2l.ucalgary.ca/d2l/home>.

Referencing Standard:

- *In written work presented in this class, the accepted method for referencing the work of others will be the Society for American Archaeology style.*
https://documents.saa.org/container/docs/default-source/doc-publications/style-guide/saa-style-guide_english_updated_2021_final08023c15928949dabd02faafb269fb1c.pdf?sfvrsn=c1f41c1b_2

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:

<i>Date</i>	<i>Lecture and reading schedule</i>	<i>Team Assignments</i>
<i>Jan 10</i>	Introduction to class syllabus and readings	
<i>Jan 12</i>	Lecture 1-Landscape Archaeology, an overview	
<i>Jan 17</i>	Lecture 2-Theory and Method in Landscape Archaeology	
<i>Jan 19</i>	Reading 1	
<i>Jan 24</i>	Reading 2	
<i>Jan 26</i>	Reading 3	
<i>Jan 31</i>	Reading 4	
<i>Feb 2</i>	Lecture 3-Phenomenological Approaches	

<i>Feb 7</i>	Reading 5	
<i>Feb 9</i>	Reading 6	
<i>Feb 14</i>	Reading 7	
<i>Feb 16</i>	Online lecture	
<i>Feb 19-25</i>	Reading week, no classes	
<i>Feb 28</i>	Lecture 4-Placemaking	
<i>Mar 2</i>	Reading 8	
<i>Mar 7</i>	Reading 9	
<i>Mar 9</i>	Reading 10	
<i>Mar 14</i>	Lecture 5-Remote Sensing and Landscape Studies	
<i>Mar 16</i>	Reading 11	
<i>Mar 21</i>	Reading 12	
<i>Mar 23</i>	Reading 13	
<i>Mar 28</i>	Final lecture	
<i>Mar 30</i>	Working session for final projects	
<i>Apr 4</i>	Presentations (4)	
<i>Apr 6</i>	Presentations (4)	
<i>Apr 11</i>	Presentations (4)	

IMPORTANT DATES

M Jan 9	First day of Winter Term lectures
R Jan 19	Last day to drop a class without a financial penalty
F Jan 20	Last day to add or swap a course
F Jan 27	Fee payment deadline for Winter Term full and half courses.
Feb 20-24	Reading Break. No classes.
F Apr 7	Good Friday, University closed. No classes.
M Apr 10	Easter Monday, University closed. No classes.
W Apr 12	Winter Term Lectures End. Last day to withdraw with permission from Winter Term half courses.
Apr 15-26	Winter Final Exam Period

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