ARCHAEOLOGY 627

SEMINAR ON THE ORIGINS OF AGRICULTURE

Winter 2017

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Seminar hours: Monday 2-4:45
Room: ES 859
Office hours: M-W 11-12 or by appointment

Course description
This seminar is designed to explore the origins of plant and animal domestication, and the impact of this change in subsistence strategy on social and cultural developments in the Old and New Worlds. In the past, the shift from food gathering to food production has been viewed as a revolutionary change in human adaptation but recently ecological anthropologists and archaeologists have uncovered evidence of landscape management strategies among hunter gatherers around the world. In fact, humans have been constructing niches with desirable resources for millennia and these resource management strategies have had an impact on the local ecology. Using niche construction theory as our framework, we will examine the resource management strategies of hunter-gatherers as a prelude to intensive food production and will explore the associated changes in their social and cultural organization.

Expectations
By its very nature, a seminar is designed to encourage active student participation in discussions on a variety of issues relating to a particular topic such as the origin of agriculture. Much has been written on this topic so each student should also be able to locate material for a research paper. Based on our discussions and negotiations on the first day of classes, we have agreed that the final grade for the course should be based on the following five components: (1) annotated bibliography, (2) paper outline, (3) presentation and discussion on a set of readings, (4) participation and (5) a final research paper.

Annotated bibliography
Each student registered in this seminar will be expected to prepare an annotated bibliography for 10 of the key sources to be used in their respective research papers. Each annotation should be double-spaced and a page in length.

Paper outline
Each student is to prepare and submit a detailed outline of their paper clearly identifying the topic of research, the relevant theoretical framework, the archaeological context of the study and the evidence garnered in support of the argument.

Presentation
Each student will make two presentations on a topic of their choice and will lead the discussion during that particular course. One week before the scheduled presentation and class discussion, the student will provide a list of articles for the class to read in preparation for the discussion. Students are encouraged to use materials currently available in electronic format but will have access to photocopiers to make pdf versions of articles not currently available electronically. At the end of the first presentation, students will be offered critiques outlining the positive and negative aspects of their work. The evaluation of the second presentation will incorporate the extent to which students have heeded the advice of their peers.

Participation
Each week, students will be given a list of readings which they will be expected to read for discussion the following week. All students are expected to be prepared for and to contribute to all discussions during the semester. Obviously, one cannot participate in the discussion unless one is present in the room.

Research Paper
Your paper should be thoroughly researched, well organized, and well written. You should select a topic during the first two weeks. The sooner you start the better. You will probably find that you will need to order some materials through Interlibrary Loans. Students should be able to develop their arguments in papers of 20 to 25 pages including the reference cited section. Students are expected to use the SAA style guide to format their citations and their references.

Grading

Annotated bibliography (due January 30, 2017)	10%
Paper outline (due February 6, 2017)	10%
First presentation	15%
Second presentation	25%
Class Participation	20%
Research paper (due April 10, 2017)	20%

Grade Scale: A+ 96-100; A 91-95.9; A- 86-90.9; B+ 81-85.9; B 76-80.9; B- 71-75.9; C+ 66-70.9; C 61-65.9; C- 56-60.9; D+ 51-55.9; D 46-50.9; F <45.9

NOTE: A grade of C+ or less is a failing grade in this graduate level course. At minimum, a passing grade in the research paper is required for a passing grade in the course.

Schedule of discussions/presentations

Jacinthe	February 6, 2017
Mary Anne	February 13, 2017
Shaelyn	February 27, 2017
Shona	March 6, 2017
Brendan	March 13, 2017
Jacinthe	March 20, 2017
Mary Anne	March 27, 2017
Shaelyn	April 10, 2017

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 "(Instructor) (Associate Dean) (Department Head) (other designated person)"

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

All suspected cases of academic dishonesty will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behavior 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.

TEACHING EVALUATIONS / USRIS (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, instructors can and may use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Centre in the Effective Writing Office 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:

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.

Faculty of Arts Program Advising and Student Information Resources: Have a question, but not sure where to start? Arts Students' Centre

The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require.

In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:

- program advising
- the Faculty's Co-operative Education Program
- the Arts and Science Honours Academy
- the Faculty's Interdisciplinary Programs
- a Student Help Desk

Location: Social Sciences Room 102
Phone: 403.220.3580
Email: ascarts@ucalgary.ca
Website: arts.ucalgary.ca/undergraduate/

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contacts for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca
arts2@su.ucalgary.ca
arts3@su.ucalgary.ca

arts4@su.ucalgary.ca