College of the Humanities, Greek and Roman Studies
ARCY / CLCV 1009A: Introduction to Archaeology II

Online format: blended; asynchronous assignments; weekly synchronous classes
Synchronous meeting: Wednesday 2:35–3:25 pm (may go longer if students have many questions!)

Instructor: Dr Kennedy-Klaassen
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Office hours: email for appointment; format of meeting can be online or phone

Administrator: Andrea McIntyre, andreamcintyre@carleton.ca

Course Description

Blended Course: An online course where there is a mixture of synchronous meetings and asynchronous activities. Students need to be prepared to meet online via zoom on Wednesday afternoons from 2:35-3:25, or until 3:55 if students have more questions. The asynchronous activities are intended to provide flexibility to students when the class is not meeting synchronously. Students are expected to remain up to date with the deadlines and due dates provided by the instructor. These courses require reliable high-speed Internet access and a computer (ideally with a webcam), and a headset with a microphone.

Archaeology is the study of the human past through its physical traces. In ARCY / CLCV 1009, we will be using the same textbook as in ARCY / CLCV 1008, but 1008 is not a prerequisite for 1009. In the fall, we covered basics such as the history of the discipline, the preservation of evidence, excavation, methods of dating, societies, environment, and food. This winter, we will be examining themes like technology and trade, looking at theoretical approaches and practical applications, and familiarizing ourselves with cognitive archaeology, bioarchaeology, and public archaeology, including ethics and heritage management: Who owns the bones of the dead? Who should keep priceless treasures like the Parthenon marbles?

Students are expected to read the textbook carefully at the rate of about 30 dense pages a week, sometimes more, sometimes less (schedule of readings, below). Study questions are available to assist in the comprehension of each chapter and preparation for the chapter quiz. Students will listen to the recorded lectures for each week: these will highlight important facts and themes from the textbook and provide additional insights, especially in the area of the professor's expertise, Greek and Roman studies. At the synchronous class meetings, students will ask and answer questions on the material of the week. After every chapter, there is testing, worth 5% except for the midterm and exam, each worth 10%. The *quizzes*, *midterm*, and *final exam* will include information from the textbook and lectures. Additional resources, including websites, articles, and videos, are available for enrichment of the class material. Students will dig deeper into one topic and write a *brief report* to allow for early feedback on academic writing in essay format. There will be a *scavenger hunt* to explore the holdings of a museum; students will describe specific finds in full sentences. The *major essay* is on a monument. Students will choose a monument from a list and examine its history and architecture. Students have the option of presenting their findings in a presentation instead of writing the chapter 13 quiz. *Class participation* will be assessed through the discussion on zoom or the cuLearn forum: Have students identified points that are unclear and posted a question? Have students shared what they have learned and the connections they have made?

Wednesday afternoon from 2:35-3:25 there will be a discussion of the week's material on zoom, which will be recorded. If the students have a lot of questions, the discussion may last until 3:55. Students can

ask questions by turning on their microphones or typing in the chat section. Any questions that pertain to the course can also be asked at any time in the forum on cuLearn; this forum will be checked on a regular basis. Do not send questions to the professor or TA directly unless they are about a private matter. If you have a question about the course, probably someone else does, too.

Required Text

Archaeology: Theories, Methods, and Practice, 8th edition, Colin Renfrew, Paul Bahn, Thames and Hudson, 2019

Evaluation

Scavenger hunt	10%
Report	10%
Quizzes, 6 x 5%	30%
Midterm quiz	10%
Monument essay	20%
Discussion / class participation	10%
Final exam	10%

Reading schedule

Week – date	Lectures and discussions	assignments; readings from the textbook, 8th edition
1. Jan 13	Discussion: Introduction to course	
15	Lecture chapter 8, 312-335	Read pages 312-335
2. Jan 20	Discussion (technology)	Read pages 335-353
22	Lecture chapter 8, 335-353	**Scavenger hunt** due, 10%
3. Jan 27	Discussion (technology)	**Quiz** on chapter 8, 5%
29	Lecture chapter 9	Read pages 354-385
4. Feb 3	Discussion (trade)	**Quiz** on chapter 9, 5%
5	Lecture chapter 10, 386-408	Read pages 386-408
5. Feb 10	Discussion (cognition)	**Report** due, 10%
12	Lecture, chapter 10, 408-429	Read pages 408-429
BREAK		
6. Feb 24	Discussion (cognition)	**Midterm quiz** on chapter 10, 10%
26	Lecture chapter 11, 430-450	Read pages 430-450
7. Mar 3	Discussion (bioarchaeology)	**Monument essay** due, 20%
5	Lecture, chapter 11, 450-475	Read pages 450-475
8. Mar 10	Discussion (bioarchaeology)	**Quiz** on chapter 11, 5%
12	Lecture chapter 12	Read pages 476-504
9. Mar 17	Discussion (explanation / theory)	**Quiz** chapter 12, 5%
19	Lecture chapter 13	Read pages 505-545
10. Mar 24	Discussion (case studies)	Either **presentation** or **quiz** ch 13, 5%
26	Lecture chapter 14	Read chapter 14, pages 546-63
11. Mar 31	Discussion (public archaeology)	**Quiz** chapter 14, 5%
	[April 2 University closed]	
April 7	Discussion chapter 15	Read chapter 15, pages 564-583
12. April 9	Lecture chapter 15 (heritage management)	Study
14	Review	Take-home **final** based on chapter 15, 10%

University Regulations for All College of the Humanities Courses

Academic Dates and Deadlines

This schedule contains the dates prescribed by the University Senate for academic activities. Dates relating to fee payment, cancellation of course selections, late charges, and other fees or charges will be published in the Important Dates and Deadlines section of the Registration Website.

Online Learning Resources

While online courses offer flexibility and convenience, they also present unique challenges that traditional face-to-face courses do not. On this page, you will find resources collected by Carleton Online to help you succeed in your online courses; Learning Strategies and Best Practices, Study Skills, Technology and Online Interaction and Engagement.

Copies of Written Work Submitted

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

Academic Integrity at Carleton

The University Senate defines **plagiarism** as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This can include:
• reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
• submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
• using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
• using another's data or research findings;
• failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
• handing in "substantially the same piece of work for academic credit more than once without

prior written permission of the course instructor in which the submission occurs."
Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course

Academic Integrity Policy
Academic Integrity Process

Academic Accommodation Policy

Academic Accommodation

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals.

Parental Leave: The Student Parental Leave Policy is intended to recognize the need for leave at the time of a pregnancy, birth or adoption and to permit a pause in studies in order to provide full-time care in the first year of parenting a child or for health-related parental responsibilities.

Religious obligation: Carleton University accommodates students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event.

Academic Accommodations for Students with Disabilities:

Academic accommodation of students with disabilities is available through the Paul Menton Centre by evaluations that are carried out on an individual basis, in accordance with human rights legislation and University policy, and with the support of relevant, professional/medical documentation.

Survivors of Sexual Violence

Individuals who disclose that they have experienced sexual violence will be provided support services and will be treated with dignity and respect at all times by the University and its representatives. A person affected by sexual violence is not required to report an incident of or make a complaint about sexual violence under the formal complaint process of the Sexual Violence Policy in order to obtain support and services, or in order to receive appropriate accommodation for their needs.
Supports and services available at the University to obtain information about sexual violence and/or support.

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. More information.

Grading System at Carleton University
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Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean."

The system of grades used, with corresponding grade points and the percentage conversion, is listed below. Grade points indicated are for courses with 1.0 credit value.

Course Sharing Websites and Copyright
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Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or

distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s). More information

Student Rights and Responsibilities at Carleton

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Carleton University strives to provide a safe environment conducive to personal and intellectual growth, free of injustice and characterized by understanding respect, peace, trust, and fairness.

The Student Rights and Responsibilities Policy governs the non-academic behaviour of students. Carleton University is committed to building a campus that promotes personal growth through the establishment and promotion of transparent and fair academic and non-academic responsibilities.

7 Student Rights and Responsibilities

Deferred Term Work

In some situations, students are unable to complete term work because of illness or other circumstances beyond their control, which forces them to delay submission of the work.

1. Students who claim illness, injury or other extraordinary circumstances beyond their control as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor and in all cases this must occur no later than three (3.0) working days after the term work was due. The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule. Normally, any deferred term work will be completed by the last day of term. In all cases, formative evaluations providing feedback to the student should be replaced with formative evaluations. In the event the altered due date must extend beyond the last day of classes in the term, the instructor will assign a grade of zero for the work not submitted and submit the student's earned grade accordingly; the instructor may submit a change of grade at a later date. Term work cannot be deferred by the Registrar.

2. In cases where a student is not able to complete term work due to illness or injury for a significant period of time/or long term, the instructor and/or student may elect to consult with the Registrar's Office (undergraduate courses) or Graduate Registrar (graduate courses) to determine appropriate action.

   More information of deferred Term Work

Deferred Final Exams

Students who are unable to write a final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation. Normally, the accommodation for a missed final examination will be granting the student the opportunity to write a deferred examination. In specific cases when it is not possible to offer a deferred examination, and with the approval of the Dean, an alternate accommodation may be made.

The application for a deferral must:

1. be made in writing to the Registrar's Office no later than three working days after the original final examination or the due date of the take-home examination; and,

2. be fully supported by appropriate documentation and, in cases of illness, by a medical certificate dated no later than one working day after the examination, or by appropriate documents in other cases. Medical documents must specify the date of the onset of the illness, the (expected) date of recovery, and the extent to which the student was/is incapacitated during the time of the examination.

   More information on Final Exam Deferrals
   Registrar's Office "Defer an Exam" page

Financial vs. Academic Withdrawal

Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Important dates can be found here. Make sure that you are aware of the separate deadlines for Financial and Academic withdrawal!

Making registration decisions in Carleton Central involves making a financial and academic commitment for the courses you choose, regardless of attendance. If you do not attend – you must withdraw in Carleton Central within the published deadlines to cancel your registration. You can do this via the MyCarleton Portal. A fee adjustment is dependent on registration being canceled within the published fee deadlines and dependent on your course load.

Department Contact Information

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