

College of the Humanities, Greek and Roman Studies

ARCY / CLCV 1008A: Introduction to Archaeology I

Course delivery type:	Online combined synchronous and asynchronous with in-person assessment (campus presence); weekly synchronous classes; asynchronous lectures.
Lectures:	Thursday 2:30 to 4 pm (asynchronous; watch before Tuesday)
Synchronous meetings:	Tuesday 2:30 to 4 pm (on zoom)
Instructor:	Dr Paul Thibaudeau
E-mail:	paulthibaudeau@cunet.carleton.ca
Office hours:	TBD
Administrator:	Andrea McIntyre, andrea.mcintyre@carleton.ca

Course Description

Introduction to the history, theory and practice of field archaeology. Excavations from different time periods and global regions will be discussed. Focus will be placed on excavation methods and technology, including dating, that enhance understanding of past societies and people while integrating issues of ethics and decolonization as part of the discussion.

Format

This online course will have recorded lectures that will be posted as YouTube links on Brightspace for students to watch during their Thursday time slot (asynchronous). Students will also have readings in the text book as well as additional readings for context (see Schedule below). Every Tuesday afternoon class will be held by the instructor and teaching assistants to discuss in breakout rooms the material covered in the lecture and readings.

Required Text

Archaeology: Theories, Methods, and Practice, 9th **edition**, Colin Renfrew, Paul Bahn, Elizabeth DeMarrais. Thames and Hudson, 2024. (estimated \$110 USD paperback or \$62.50 USD e-book – see Carleton Campus bookstore). This edition supersedes earlier ones.

Evaluation

Deliverable 1 – Blog Post on Archaeology (20% of grade) – due September 30, 2025

Visit any museum with heritage in Ottawa (search “museums in Ottawa” in Google and scroll down for a list of museums) and take a picture of any display they find interesting and write a brief 250-300 word blog post about what they learned. You can watch this video on how to do that:

Neil Patel “How to ACTUALLY Write a Blog Post from Start to Finish” (5:50)

(<https://youtu.be/Q8rN3JKqUc8?si=TzoyJ0ke1B49YUVo>)

Deliverable 2 – Essay (40% of grade) – due November 11th, 2025

Students will write an 8 page paper (with ten academic sources) regarding an aspect of archaeology theory and/or method that they find interesting – I give some examples of questions you can draw inspiration from:

- What are the ethical concerns around archaeological fieldwork with regards to community involvement?
- What role could archaeology play in resolving current day issues?
- How has urban archaeology contributed to our understanding of the development of a particular society?
- Why are varied approaches to archaeological interpretation important?

You can come up with a topic of your own interest – discuss with your TA and discussion group for building some ideas. The goal is to write about something you want to explore and are genuinely interested in.

Deliverable 3 – Discussion/Class participation (10% of grade) – every Tuesday

Every week you’ll have an online zoom discussion in chat rooms with your TA and myself to ask questions and raise ideas – bring your energy and let’s connect together about the course!

Deliverable 4 – Final Exam (30% of grade) – scheduled by Registrar in December

A 100 question, multiple choice exam about the course material presented in the class and textbook to be written in person in the December exam period. Be sure to bring your student ID and HB pencils.

Schedule

Lecture Date	Topic	Readings or Assessments
0a – Sep 4 (A)	Students examine course outline and Brightspace	
0b – Sep 9 (Z)	Introduction to Archaeology and the course	Bring your questions about the course!
1a – Sep 11 (A)	Recorded Lecture – History of Archaeology	Ch.1 The Searchers: The History of Archaeology Potter, D. (2025). An “Antiquity-Dealing-Business on a Large Scale”: The Business of Egyptian Archaeology and Capital, 1880s-1930s. <i>Bulletin of the History of Archaeology</i> , 35(1), 3. https://doi.org/10.5334/bha-736
1b – Sep 16 (Z)	Discussion	
2a – Sep 18 (A)	Recorded Lecture – What is a Site?	Ch. 2 What is Left? The Variety of the Evidence Friesem, D. E., Lavi, N., Lew-Levy, S., & Boyette, A. H. (2024). Mobility, site maintenance and archaeological formation processes: An ethnoarchaeological perspective. <i>Journal of Anthropological Archaeology</i> , 74, Article 101588. https://doi.org/10.1016/j.jaa.2024.101588
2b – Sep 23 (Z)	Discussion	
3a – Sep 25 (A)	Lecture – How do we find and dig sites?	Ch. 3 Where? Survey and Excavation of Sites and Features Anttiroiko, N. (2024). What Should We Do With These? Challenges related to (semi-)automatically detected sites and features. A note. <i>Internet Archaeology</i> , 66. https://doi.org/10.11141/ia.66.6
3b – Sep 30 (Z)	Discussion	Deliverable 1 – Due uploaded to Brightspace
4a – Oct 2 (A)	Lecture – How do we analyze and assess site finds?	Ch. 4 When? Dating methods and chronology Urwin, C., Russell, L., & Skelly, R. (2024). Building culturally meaningful chronologies: negotiating Indigenous and Western temporalities in Oceania. <i>Archaeology in Oceania</i> , 59(3), 465–478. https://doi.org/10.1002/arco.5333

4b – Oct 7 (Z)	Discussion	
5a – Oct 9 (A)	Lecture – Community Engagement – Before and After	<p>Hillerdal, C., Knecht, R., & Jones, W. (2019). Nunalleq: Archaeology, Climate Change, and Community Engagement in a Yup'ik Village. <i>Arctic Anthropology</i>, 56(1), 4–17. https://doi.org/10.3368/aa.56.1.4</p> <p>Mayfield, T., & Simmons, S. E. (2018). Why the Present Matters: The Importance of Community Outreach and Public Engagement in Archaeology. <i>Anthropology Now</i>, 10(1), 25–39. https://doi.org/10.1080/19428200.2018.1439145</p>
5b – Oct 14 (Z)	Discussion	
6a – Oct 16 (A)	Lecture – Cultural Resource Management and the Role of Archaeology in Development	<p>McLellan, A., & Woolsey, C. A. (2024). Thematic Analysis of Indigenous Perspectives on Archaeology and Cultural Resource Management Industries. <i>American Antiquity</i>, 89(2), 185–201. https://doi:10.1017/aaq.2024.7</p> <p>Williamson, R. F. (2010). Planning for Ontario's Archaeological Past: Accomplishments and Continuing Challenges. <i>Revista de Arqueología Americana</i>, 28, 7–45.</p>
Fall Break Oct 20-24, 2025		
6b – Oct 28	Discussion	
7a – Oct 30 (A)	Lecture – Understanding Societies in the Past	<p>Ch. 5 How Were Societies Organized?</p> <p>Siteleki, M. J., & Fredriksen, P. D. (2024). Inequality or insecurity? The case of pre-colonial farming communities in southern Africa. <i>Antiquity</i>, 98(397), 135–154. https://doi.org/10.15184/aqy.2023.194</p> <p>Twiss, K. C., Bogaard, A., Haddow, S., Milella, M., Taylor, J. S., Veropoulidou, R., Kay, K., Knüsel, C. J., Tsoraki, C., Vasić, M., Pearson, J., Busacca, G., Mazzucato, C., & Pochron, S. (2024). “But some were more equal than others:” Exploring inequality at Neolithic Çatalhöyük. <i>PloS One</i>, 19(9), e0307067. https://doi.org/10.1371/journal.pone.0307067</p>
7b – Nov 4 (Z)	Discussion	
8a – Nov 6 (A)	Lecture – Environment and Society	Ch. 6 What was the Environment? Environmental Archaeology

		Kindermann, K., & Bussmann, R. (2025). Environmental Archaeology and Heritage in Dakhla Oasis, Egypt. <i>Heritage</i> , 8(1), 15. https://doi.org/10.3390/heritage8010015
8b – Nov 11 (Z)	Discussion	Deliverable 2 – Due uploaded to Bright space
9a – Nov 13 (A)	Lecture – Food and Fuel	Ch. 7 What did they Eat? Subsistence and Diet Corti, C., Bettinetti, R., Brunello, V., Motella De Carlo, S., Rampazzi, L., Recchia, S., & Castelletti, L. (2024). Ancient bread recipes: Archaeometric data on charred findings. <i>Journal of Cultural Heritage</i> , 66, 572–583. https://doi.org/10.1016/j.culher.2024.01.009
9b – Nov 18 (Z)	Discussion	
10a – Nov 20 (A)	Lecture – Indigenous Archaeology	Gonzalez, S. L., & Edwards, B. (2020). The Intersection of Indigenous thought and archaeological practice: The field methods in Indigenous archaeology field school. <i>Journal of Community Archaeology & Heritage</i> , 7(4), 239–254. https://doi.org/10.1080/20518196.2020.1724631 Panich, L. M., Arellano, M. V., Wilcox, M., Flores, G., & Connell, S. (2024). Fighting erasure and dispossession in the San Francisco Bay Area: putting archaeology to work for the Muwekma Ohlone Tribe. <i>Frontiers in Environmental Archaeology</i> , 3. https://doi.org/10.3389/fearc.2024.1394106
10b – Nov 25 (Z)	Discussion	
11a – Nov 27 (A)	Lecture – Why the Past is Present in our Future	Frieman, C. J. (2024). Attending to unproof: an archaeology of possibilities. <i>Antiquity</i> , 98(402), 1679–1688. https://doi.org/10.15184/aqy.2024.99 Marwick, B., Ellis, E. C., Stephens, L., & Boivin, N. (2019). How Long Have We Been in the Anthropocene? https://www.sapiens.org/archaeology/anthropocene-surveying-archaeologists/
11b – Dec 2 (Z)	Discussion/Exam Review	

University Regulations for All College of the Humanities Courses (July 21 2025)

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.

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.

Online Learning Resources

[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.

Academic Integrity Policy

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another’s data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own
- failing to acknowledge sources with proper citations when using another’s work and/or failing to use quotations marks.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor.

The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of “F” for the course.

Co-operation or Collaboration

An important and valuable component of the learning process is the progress a student can make as a result of interacting with other students. In struggling together to master similar concepts and problems

and in being exposed to each other's views and approaches, a group of students can enhance and speed up the learning process. Carleton University encourages students to benefit from these activities which will not generally be viewed as a violation of the Policy. With the exception of tests and examinations, instructors will not normally limit these interactions.

Students shall not co-operate or collaborate on academic work when the instructor has indicated that the work is to be completed on an individual basis. Failure to follow the instructor's directions in this regard is a violation of the standards of academic integrity. Unless otherwise indicated, students shall not co-operate or collaborate in the completion of a test or examination.

Group Work: There are many cases where students are expected or required to work in groups to complete a course requirement. Normally, students are not responsible for violations of this policy committed by other members of a group in which they participate.

More information on the process [here](#).

Academic Accommodations

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the [Academic Accommodations website](#).

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes can be [found here](#).

Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#) at equity@carleton.ca.

Grading System at Carleton University

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. 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 can be found [here](#).

Course Sharing Websites and Copyright

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

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.

Deferred Term Work

In some situations, students are unable to complete term work because of extenuating circumstances beyond their control, which forces them to delay submission of the work. Requests for academic consideration are made in accordance with the [Academic Consideration Policy for Students in Medical or Other Extenuating Circumstances](#).

Students who claim short-term extenuating circumstances (normally lasting up to five days) as a reason for missed term work are held responsible for immediately informing the instructor concerned and for making alternate arrangements with the instructor. If the instructor requires supporting documentation, the instructor may only request submission of the University's self-declaration form, which is available on the [Registrar's Office website](#). The alternate arrangement must be made before the last day of classes in the term as published in the academic schedule.

1. 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 extenuating circumstances lasting for a significant period of time/ long-term (normally more than five days), 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.
3. If a student is concerned the instructor did not respond to the request for academic consideration or did not provide reasonable accommodation, the student should follow the appeals process described in the [Academic Consideration Policy](#).
4. If academic consideration is granted, but the student is unable to complete the accommodation according to the terms set out by the instructor as a result of further illness, injury, or extraordinary circumstances beyond their control, the student may submit a petition to the Registrar's Office (undergraduate courses)/Graduate Registrar (graduate courses). Please note, however, that the course instructor will be required to submit an earned final grade and further consideration will only be reviewed according to established precedents and deadlines. (More information: [Undergraduate](#) | [Graduate](#)).

Deferred Final Exams

Students who are unable to write a final examination because of extenuating circumstances, as defined in the [Academic Consideration Policy](#), 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 (3) working days after the original final examination or the due date of the take-home examination; and,
2. be fully supported by appropriate documentation. In cases of short-term extenuating circumstances normally lasting no more than five (5) days, students must include the University's self-declaration form, which can be found on [the Registrar's Office website](#). Additional documentation is required in cases of extenuating circumstances lasting longer than five (5) days and must be supported by a medical note specifying the date of 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. The University's preferred medical form can be found at the Registrar's Office [here](#).

Academic Consideration Policy

As per the [Academic Consideration Policy](#), if students encounter extenuating circumstances that temporarily hinder their capacity to fulfil in-class academic requirements, they can request academic consideration. The Academic Consideration for Coursework is only available for accommodations regarding course work. Requests for accommodations during the formal exam period must follow the [official deferral process](#).

NOTE: As per the Policy, students are to speak with/contact their instructor before submitting a request for Academic Consideration. Requests are not automatically approved. Approving and determining the accommodation remains at the discretion of the instructor. Students should consult the course syllabus about the instructor's policy or procedures for requesting academic consideration. [More information here](#).

Financial vs. Academic Withdrawal

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. A fee adjustment is dependent on registration being canceled within the published [fee deadlines](#) and dependent on your course load. A course dropped after the deadline for financial withdrawal will receive a grade of Withdrawn (WDN), which appears on your official transcript.

Even if you miss the deadline for financial withdrawal, you might decide to drop a course to avoid a failure or a poor grade showing up on your student record and bringing down your CGPA. It is your responsibility to drop the course via Carleton Central within the published [deadlines](#) (see Academic Withdrawal).

If you are considering withdrawing from a course, you may want to talk to an advisor first. Course withdrawal may affect your student status, as well as your eligibility for student funding, immigration status, residence accommodation and participation in varsity sports, etc. Additionally, remember that once you choose your courses, you must use the "Calculate amount to pay" button to determine the correct amount of fees to pay.

Carleton Central is your one-stop shop for registration activities. If you are interested in taking a course, make sure to complete your registration. Simply attending a course does not mean you are registered in it, nor is it grounds for petition or appeal.

Mental Health and Wellness at Carleton

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources ([on and off campus](#))

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

The Centre for Indigenous Support and Community Engagement

The Centre for Indigenous Initiatives is proud to offer culturally centered individual counselling to students who self-identify as First Nation, Metis or Inuk. Through this service, Indigenous students [can access confidential, individual sessions for support with personal, mental health or academic challenges.](#)

Department Contact Information

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