

COLLEGE OF HUMANITIES - GREEK AND ROMAN STUDIES

**CLCV 1009 / ARCY 1009
Intro to Archaeology II**

Schedule: Tuesdays and Thursdays 1:05-2:25

Professor: Laura Banducci

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Drop-in office hours (in person, or on zoom by request): Tuesdays 2:30pm-3:30pm in PA 2A52, or another time by appointment

Archaeology is the study of the human past through its physical traces. In ARCY / CLCV 1009, we will use the same textbook as in ARCY / CLCV 1008 from the Fall semester, but 1008 is not a prerequisite for 1009. In 1008, we covered basics such as the history of the discipline, the preservation of evidence, excavation, methods of dating, environment, and ancient food and subsistence.

This winter, we will explore themes like technology and tool making, trade and mobility, and looking at theoretical approaches and their practical applications. We will also be familiarizing ourselves with issues in public archaeology, including ethics, heritage management, and pseudoarchaeology: Who owns the bones of the dead? Who should keep priceless treasures like the Parthenon marbles? How does racism influence popular archaeological stories?

Students are expected to read the textbook at the rate of about 30 pages a week (schedule of readings below). Lectures each week will highlight important facts and themes from the textbook and provide additional insights. Additional resources, including websites, articles, and videos, will be available on Brightspace for enrichment of the class material.

At any point as you read the material, if questions or thoughts arise these can be posted in the discussion forums for each topic.

Required Text

Renfrew, C. and Bahn, P. 2019. *Archaeology: Theories, Methods, and Practice*. **8th edition**. Thames and Hudson. \$143 at the campus bookstore, \$90 on Amazon.ca, Free: Reserved at MacOdrum Library

Evaluation

- 20% Assignment 1 – Reflecting on tool production (due February 3rd)
- 15% Assignment 2 – Response to VR or Guest lecture (due March 5th, March 20th, or March 29th)
- 20% Mid-term exam (in class on February 27th)
- 25% Assignment 3 – Popular Archaeology (due April 11th)
- 20% Final exam (scheduled within the exam period)

Lecture and Reading Schedule (*subject to minor adjustment)

Date	Topic	Reading
Jan 7 th	Review of “Intro to Archaeology I” – what happened last semester	Chp 1-7
Tools and Technology		
Jan 9 th	Mining, quarrying, lithic tools	Ch 8
Jan 14 th	Metal production and use; Glass	
Jan 16 th	Ceramic production and study	
Jan 21 st	Ceramics Workshop (in person) / Textile production lecture (online)/ Models of object movement; ancient markets and economies	
Jan 23 rd	Ceramics Workshop (in person) / Textile production lecture (online)/ Models of object movement; ancient markets and economies (online)	
Jan 28 th	Ceramics Workshop (in person)/ Textile production lecture (online)/ Models of object movement; ancient markets and economies (online)	
Trade and Contact (includes the previous online lecture too!)		
Jan 30 th	Ancient sea fairing, the Bering strait	Chp 9
Thought and Ritual		
Feb 4 th	Writing and scripts	Chp 10
Feb 6 th	Seeing ritual, art and not art	
Feb 11 th	Migration and linguistic change	
Explanations in Archaeology		
Feb 13 th	Common theoretical models in archaeology	Chp 12
<i>Winter Break – Feb 17th – 21st</i>		
Feb 25 th	Types of societies and “State” formation	
Feb 27th	Midterm	
Bioarchaeology		
March 4 th	Bioarchaeology methods and training	Chp 11
March 6 th	Case studies: Richard III, Gabii burials, Mummification	
Public Archaeology		
Mar. 11 th	ONLINE: <i>Indigenous learning bundle: The First Peoples: A brief overview</i>	Chp 13 and 14
	ONLINE: <i>Indigenous learning bundle: Research with Indigenous communities</i>	
Mar. 13 th	Public engagement: descendant and non-descendant communities	
Mar. 18 th	IN PERSON Guest lecture: Monica Maika, Archaeology Manager for National Capital Commission (NCC)	
Mar. 20 st	Pseudoarchaeology	
Mar. 25 th	Repatriation	
Mar. 27 th	ONLINE Guest lecture: Lynley McAlpine, Associate Curator of Provenance Research, San Antonio Museum of Art	

Cultural Heritage		
April 1 st	Destruction of cultural heritage, conservation	Chp 15
April 3 rd	Smashing statues	
April 8 th	Class summary and “Doing” Archaeology	

Assignment Summaries

Assignment 1 – Reflections on Tools (900 words)

This assignment involves reading several articles on design theory and the concept of *chaine opératoire* and then tracing the origin of a contemporary household object. Instructions on Brightspace.

Assignment 2 – Two Options (900 words)

a) Due March 5th: Response to a VR Experience in the Experiential Learning Hub (Southam Hall 5th Floor): *The Dawn of Art*
Instructions posted on Brightspace.

b) Due March 20th or March 29th: Response to a guest lecture
Choose one of the two guest lectures and submit 2 days after the lecture. You are a science journalist. Summarize the lecture for the non-expert public. Consider what the most interesting part was to you and explain why. Consider how the content of the lecture relates to things you’ve learn in the course or your reading. Propose follow-up questions for the lecturer or future avenues related to the presented research.

Assignment 3 – Popular archaeology (2000 words)

This is an assignment about video documentaries and TV shows on archaeology. You are asked to watch, compare, contrast, and critique a series of popular archaeology sources.

Plagiarism

Two definitions of plagiarism which are useful for our subject area are: “Failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks” and “using ideas or material without appropriate acknowledgment in any academic assignment.” (As defined in Carleton’s Academic Integrity website.)

If I suspect that you have plagiarized, I will treat it very seriously, as is the policy of the Faculty of Arts and Social Sciences and the university. You will have to meet with the Associate Dean for Academic Integrity. Resources to learn about plagiarism: <https://library.carleton.ca/guides/help/avoid-plagiarism>
For more on Academic Integrity, see <https://carleton.ca/FASS-FPA-teaching-regulations/academic-integrity-and-academic-offences/>

Using AI for your Writing

ChatGPT can compile full sentences and create plausible-sounding explanations, but it tends to be inaccurate at worst and vague at best. This is unlike an essay written by a live student who has done the

reading and been present in class. A human student's writing uses specific examples, has accurate citations (to real authors who actually exist), and addresses the assignment prompts directly.

If you want to write bad assignments, feel free to use AI, and then maybe you won't get caught and you'll receive a D or maybe even a C. If you do get caught using AI, it is akin to plagiarism (ie. submitting someone else's work) and you will fail the assignment and potentially face broader academic consequences in the Dean's office.

University Regulations for All College of the Humanities Courses (Updated November 22,2024)

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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