

COLLEGE OF HUMANITIES - GREEK AND ROMAN STUDIES

CLCV 1009 / ARCY 1009
Intro to Archaeology II

Schedule: Monday and Wednesdays 1:05-2:25

Professor: Laura Banducci

Email: laura.banducci@carleton.ca

Drop-in office hours (in person, or on zoom by request): 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.

This course involves multiple in-class writing assignments, for which students **MUST BE** present in person, a ceramics workshop, and two guest lectures in person.

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 – **In class** writing: Reflecting on tools (**February 2nd**)
- 20% Assignment 2 – **In class** writing: Bioarchaeology (**March 11th**)
- 20% Assignment 3 – Response to VR or Guest lecture (due on March 29th)
- 20% Mid-term exam (in class on **February 25th**)
- 20% Final exam (scheduled within the exam period)

Online archaeology content

I will provide extra credit (2 points extra on the final exam) for every short video (e.g. Instagram, Tiktok, Youtube) with archaeology or cultural heritage content you send me that I deem good enough to show in class. Humor is encouraged.

Lecture and Reading Schedule (*subject to minor adjustment)

Date	Topic	Reading
Jan 5 th	Review of “Intro to Archaeology I” – what happened last semester	Chp 1-7
Tools and Technology		
Jan 7 th	Mining, quarrying, lithic tools	Chp 8
Jan 12 th	Metal production and use; Glass	
Jan 14 th	Ceramic production and study	
Jan 19 th	Guest lecture (in person): Dr. Chelsea Gardner, Acadia University	
Jan 21 st	Ceramics Workshop (in person DT 2017) / Textile production lecture (online)/ Models of object movement; ancient markets and economies (online)	
Jan 26 th	Ceramics Workshop (in person DT 2017)/ Textile production lecture (online)/ Models of object movement; ancient markets and economies (online)	
Trade and Contact (includes the previous online lecture too!)		
Jan 28 th	Ceramics Workshop (in person DT 2017) / Textile production lecture (online)/ Models of object movement; ancient markets and economies (online)	
Thought and Ritual		
Feb 2 nd	In Class Writing Assignment; Recorded lecture online: Ancient sea fairing, the Bering strait	Chp 9
Feb 4 th	Writing and scripts	Chp 10
Feb 9 th	Seeing ritual, art and not art	
Explanations in Archaeology		
Feb 11 th	Migration and linguistic change	
<i>Winter Break – Feb 16th – 20th</i>		
Feb 23 rd	Common theoretical models in archaeology	Chp 12
Feb 25th	Midterm	
Mar 2 nd	Types of societies and “State” formation	
Bioarchaeology		
Mar 4 th	Bioarchaeology methods and training	Chp 11
Mar. 9 th	Case studies: Richard III, Incans, Mummification	
Mar. 11 th	In Class Writing – Bioarchaeology exercises	
Public Archaeology		
Mar. 16 th	Public engagement: descendant and non-descendant communities	Chp 13 and 14
Mar. 18 th	ONLINE: <i>Indigenous learning bundle: The First Peoples: A brief overview</i> AND <i>Indigenous learning bundle: Research with Indigenous communities</i>	
Mar. 23 rd	Guest lecture (in person): Monica Maika, Director of the Archaeology Program, National Capital Commission	
Mar. 25 th	Pseudoarchaeology	
Cultural Heritage		
Mar. 30 th	Repatriation	
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 – In class February 2nd - Reflections on Tools

Write based on your experiences in the Ceramics Workshop and based on reading assigned academic articles (these will be posted on Brightspace). Write by hand in class, based on prompts I provide in class.

Assignment 2 – In class March 11th - Bioarchaeology Lab and Write Up

Write based on measurements you do in class, and based on raw bioarchaeology data I give you in class. Write by hand in class, based on prompts I give you in class.

Because these are in-class assignments, they will be marked as if they are first drafts (rather than polished essays). The focus will be on your clarity, your intellectual engagement, and your ability to cite specific examples to support your writing.

You must be present in class for these activities, so please adjust your work/commute schedule accordingly. Students with exam accommodations will write at the McIntyre Exam Centre.

Assignment 3 – Two Options (1000 words, typed at home, submitted on Brightspace)

- a) Response to a VR Experience in the Experiential Learning Hub (Southam Hall 5th Floor): *The Dawn of Art* (a maximum of 30 students can do this)
Instructions posted on Brightspace.
Schedule yourself to do it between March 16th-27th

OR

- b) Response to a guest lecture in class (Jan 19th or March 23rd)

Choose one of the two guest lectures. 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.

Plagiarism and Generative AI

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.)

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.

If I suspect that you have plagiarized or used Generative AI, 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.

For more on Academic Integrity, see <https://carleton.ca/FASS-FPA-teaching-regulations/academic-integrity-and-academic-offences/>

University Regulations for All College of the Humanities Courses (December 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.

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](#). [Grade Appeal Process 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.

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.

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](#).

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 acknowledgment
- 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.

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 complete the University's self-declaration form which is included in the deferral application 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](#).

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](#).

1. 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.
 - a) 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](#).)

Department Contact Information

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