

**NMC 261Y - FIELD ARCHAEOLOGY**  
**G.R.A.P.E. 2017**  
**GADACHRILI GORA REGIONAL ARCHAEOLOGICAL PROJECT**  
**EXPEDITION**  
**MAY 3 – JUNE 10, 2017**  
*DEPARTMENT OF NEAR AND MIDDLE EASTERN CIVILIZATIONS*  
*UNIVERSITY OF TORONTO*

Instructors:     Dr. Stephen Batiuk                                     Andrew J. Graham  
                    [stephen.batiuk@utoronto.ca](mailto:stephen.batiuk@utoronto.ca)                                     [andrew.graham@utoronto.ca](mailto:andrew.graham@utoronto.ca)

***Recommended Preparation***

NMC 260Y The Archaeology of the Ancient Near East

***Course Description***

This course is designed as a general practicum in archaeological field methods. As a field course, emphasis will be placed on active participation in the ongoing research of the Gadachrili Gora Regional Archaeological Project Expedition (G.R.A.P.E.) in the Republic of Georgia. Students will receive extensive training in excavation methods, recording procedures, and the preliminary processing of artifacts. Weekend field trips exploring the archaeology and culture of the region will supplement the primary focus on field experience. All students are eligible to participate. No prior field experience is necessary.

***Required Text***

*NMC 261Y Course Reader*

***Required Readings***

Batiuk, S. et al. *Gadachrili Gora Regional Archaeological Project Expedition Manual*.

*NMC 261 Field Trip Reader*

[Hamon et al. 2016](#). "Gadachrili Gora: Architecture and organisation of a Neolithic settlement in the middle Kura Valley (6th millennium BC, Georgia)." In: *Quaternary International* 395 (2016) 1754-169

[Hansen, S., Mirtskhulava, G., 2012a](#). "The neolithic settlement of Aruchlo. Report on the excavations in 2009-2011." In: Lyonnet, B., Guliev, F., Helwing, B., Aliyev, T., Hansen, S., Mirtskhulava, G. (Eds.), *Ancient Kura 2010-2011: The first two seasons of joint field work in the southern Caucasus*. *Archaologische Mitteilungen aus Iran und Turan* 44, pp. 58-70.

[Hansen, S. 2007](#). "Aruchlo: A Neolithic Settlement Mound in the Caucasus." In *NEO-LITHICS 1/07 The Newsletter of Southwest Asian Neolithic Research*. pp. 13-19

[Lyonnet et al. 2016](#). "Mentesh Tepe, an early settlement of the Shomu-Shulaveri Culture in Azerbaijan." In: *Quaternary International* 395 (2016) 170-183

[Connor, S., Sagona, A., 2007](#). "Environment and society in the late prehistory of southern Georgia, Caucasus." In: Lyonnet, B. (Ed.), *Les cultures du Caucase (VIe- IIIe millenaires avant notre ere). Leurs relations avec le Proche-Orient*. CNRS Editions/Editions Recherche sur les Civilisations, Paris, pp. 21e36.

Kushnareva, K.K. 1997. *The Southern Caucasus in Prehistory: Chapt. 2: The Neolithic and Eneolithic*. Tr. H.N. Michael Philadelphia: The University Museum University of Pennsylvania. pp 13-41

Lyonnet, B., 2009. "Surveys and excavations in western Azerbaijan : settlement changes and relations with surrounding areas, from the neolithic to the bronze age." In: *Azerbaijan, Land between East and West. Transfer of Knowledge and Technology during the "First Globalization" of the VIIth-ivth Millennium B.C*. *Deutsches Archaologische Institut, Berlin*, pp. 41-47.

Lyonnet, B., Guliyev, F., 2010. "Recent discoveries on the Neolithic and Chalcolithic of Western Azerbaijan." *Türkiye Bilimler Akademisi Arkeoloji Dergisi (TÜBA-AR)* pp. 13, 219-228.

[Lyonnet, B., 2012.](#) “Mentesh tepe pottery”. In: Lyonnet, B., Guliev, F., Helwing, B. Aliyev, T., Hansen, S., Mirtskhulava, G. (Eds.), *Ancient Kura 2010-2011: The first two seasons of joint field work in the southern Caucasus. Archaologische Mitteilungen aus Iran und Turan* 44, pp. 97-107.

[Lyonnet, B., Guliev, F., Helwing, B., Aliyev, T., Hansen, S., Mirtskhulava, G. \(Eds.\), 2012a.](#) “Ancient Kura 2010-2011: The first two seasons of joint field work in the southern Caucasus.” *Archaologische Mitteilungen aus Iran und Turan* 44, pp. 1-190.

[Maghradze et al. 2016.](#) “Grape and wine culture in Georgia, the South Caucasus”. In: BIO Web of Conferences 7, 03027: *Proceedings of the 39<sup>th</sup> World Congress of Vine and Wine, Bento Gonçalves, Brazil, Oct. 23-8, 2016.*

Please note: These readings will be made available through Portal. Students are responsible for downloading (and printing if you desire a paper copy) these texts and having them on-hand before coming to Georgia.

### **Course Objectives**

This course aims to:

- A) introduce students to archaeological excavation, recording, and survey methods.
- B) demonstrate to students how an archaeological field project is structured and how it functions as part of a larger research framework.
- C) familiarize students with the historical and cultural time periods of the Trans Caucasus and the broader Near East.

At the end of this course each student should be able to:

- 1) understand the basic methods and process of archeological survey towards site identification and sampling.
- 2) apply standard excavation methods to a typical archaeological context.
- 3) employ conventional and new recording procedures to document excavation process and results.
- 4) perform preliminary processing and documenting of artifacts and samples using the techniques introduced during lab tutorials.
- 5) assemble and organize the preliminary results of excavation and communicate those results to:
  - a. the broader public
  - b. other archaeological professionals
- 6) recognize the different branches of an archaeological field project and understand how they are linked together.

In this course we expect students to:

- i) take a critical approach to the material and techniques being studied.
- ii) analyze and synthesize the material being studied.
- iii) apply the knowledge acquired on site and in the lab in an independent setting.
- iv) adhere to and respect the rules and regulations of the field project and the host country.

### **Course Evaluation**

<b>Activity</b>	<b>Weight</b>	<b>Evaluation Date</b>
Participation	30%	ongoing
Reflection Blog submission # 1	5%	May 12th, 2017
Preliminary Notebooks Review	5%	May 18th, 2017
Reflection Blog submission # 2	5%	May 26th, 2017
Field Skills Evaluation	15%	June 2nd, 2017
Final Notebook Review and Submission	20%	June 8th, 2017
Final Exam	20%	June 9th, 2017

The participation grade will be based on the following criteria: contribution to on-site and lab work, cooperation with staff and students, acquisition of new knowledge and its application.

Students will contribute 2 personal 'reflection' blog posts on a chosen topic (a list of potential topics will be provided, however students are encouraged to develop their own if they wish). Participation in publishing these reflections online will be on a voluntary basis only, and only with the permission of the authoring student.

Each student will be required to submit two field notebooks at the end of the season (provided by project). This first notebook must contain completed examples of the different types of documentation tools used in this archaeological excavation (locus, lot sheets, etc.) as well as a minimum 2-page (hand-written) summary of the results in their excavation unit. Students will also write in a daily notebook journal in which to record the daily and weekly progress of their excavation unit including excavation strategies, observations, top plans and other illustrations as daily work progresses. The Field Notebooks will be reviewed for preliminary evaluation on **May 18th, 2017 by 8pm** with final submission of Field Notebooks due **June 8th, 2017 by 8pm** for final evaluation. No late submissions will be accepted.

Further information and instructions for the content and format of Field Notebooks are in the Manual, and will be provided on site.

Student acquisition of specific field skills is a primary concern in this course. Informal evaluation and feedback will be ongoing throughout the excavation, however on **June 2nd**, each student will be evaluated individually or as part of a group (depending upon the activity) on the various tools and techniques learned over the course of the project. This evaluation will be primarily observational by the instructors during which students will be asked questions about each observed activity and will be expected to provide oral responses to such enquiries as they occur (on the spot!).

The final test on **Friday June 9<sup>th</sup>** will be a combination of question types from multiple-choice to short answer. Content for the exam will be based on the assigned readings, field trips and museum visits as well as occasional evening lectures provided by on-site specialists.