



**School of Arts & Science
SOCIAL SCIENCES DEPARTMENT**

**ANTH 241-001
Prehistory of British Columbia
W2010**

COURSE OUTLINE

The Approved Course Description is available on the web @ _____

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.

1. Instructor Information

- (a) Instructor: Darcy Mathews
- (b) Office Hours: Tues 1:30-2:30; Thurs 1:30-2:30; or by appointment.
- (c) Location: Young 207
- (d) Phone: 250-370-3368
- (e) Email: MathewsD@camosun.bc.ca
- (f) Website: <http://sites.google.com/site/camosunanth241archaeology/>

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

1. Explain and compare theories of how people came inhabit British Columbia.
2. Discuss the dynamic interplay between the changing environment and cultural developments over the last 12,000 years; in particular the social, economic and technological choices people made.
3. Explain the effects of resource use and changing resource availability in the development of culture change and the idea of “complexity”.
4. Compare and contrast the key elements of coastal and interior ancient cultural traditions, including socio-economic organization, resource use, technological transmission, innovation, and religion, since Time Immemorial.
5. Understand that archaeology and oral traditions need not be in conflict. First Nations peoples know their history through the land and through the memories and stories passed down through the generations—these are the traditional ways of knowing the past and no other ways are necessary for a people to have history. Archaeology has the potential to tell a parallel, and often complementary history.

3. Required Materials

Text:

Ames, Kenneth and Herbert D.G. Mashner
2000 *Peoples of the Northwest Coast – Their Archaeology and Prehistory*. Thames and Hudson: London

Notes: This is referred to in the course readings as PNWC.

Additional Required Readings:

Cannon, Aubrey and Dongya Yang
2006 Early Storage and Sedentism on the Pacific Northwest Coast: Ancient DNA Analysis of Salmon Remains from Namu, British Columbia. *American Antiquity* 71(1):123-140.

Hayden, B.
1997 Observations on the prehistoric Social and Economic Structure of the North American Plateau. *World Archaeology* 29 (2):242-261.

McMillan, Alan D. and Eldon Yellowhorn
2004 *First Peoples in Canada*, 3rd Edition. Douglas and McIntyre, Vancouver.

Mitchell, D.
1990 Prehistory of the Coasts of Southern British Columbia and Northern Washington. In *The Northwest Coast*, edited by W. Suttles, pp. 340-358. Handbook of North American Indians. vol. 7, W. C. Sturtevant, general editor. Smithsonian Institution Press, Washington, D.C.

Moss, M.L.
1993 Shellfish, Gender and Status on the Northwest Coast: Reconciling Archaeological, Ethnographic, and Ethnohistoric Records of the Tlingit. *American Anthropologist* 95: 631-652.

Moss, M.L. and J.M. Erlandson
1992 Forts, Refuge Rocks, and Defensive Sites: The Antiquity of Warfare along the North Pacific Coast of North America. *Arctic Anthropology* 29:73-90.

Nicholas, George
2006 Decolonizing the Archaeological Landscape: The Practice and Politics of Archaeology in British Columbia. *American Indian Quarterly* 30(3):350-380.

4. Course Content and Schedule

[Anth 241-001 Course Schedule: Class meets for lectures on Tuesday and Thursday, 11:30-12:50.](#)

Week	Dates	Lecture Topic	Readings
1	Jan 7	Introduction to the course; what is archaeology?	
2	Jan 12 & 14	Introduction to the Archaeology of BC	PNWC Chapters 1 and 2
3	Jan 19 & 21	The Pleistocene-Holocene Transition and the peopling of North America	PNWC pp. 57-66
4	Jan 26 & 28	The Archaic/early Holocene; Early Interior	PNWC pp. 67-86
5	Feb 2 & 4	The Northern Coast	PNWC pp. 87-100; McMillan and Yellowhorn 2004 Chapter 6 (pp. 166-185);
6	Feb 9 & 11	The Southern Coast	PNWC pp. 103-112; Mitchell 1990
7	Feb 16	MIDTERM EXAM; no class Feb 18.	
8	Feb 23 & 25	The Central Coast	PNWC pp. 101-103; Cannon and Yang 2006
9	Mar 2 & 4	Interior Plateau	McMillan and Yellowhorn 2004 Chapter 7 (pp. 166-185); Hayden 1997
10	Mar 9 & 11	Status, Subsistence and Culture WIKI PROJECT DUE March 11	PNWC Chapter 5
11	Mar 16 & 18	Households and landscapes	PNWC Chapter 6
12	Mar 23 & 25	Identity and gender	PNWC Chapter 7 and 9, Moss 1993
13	Mar 30 & Apr 1	Warfare and politics TERM PAPER DUE April 1	PNWC Chapter 8; Moss and Erlandson 1992
14	Apr 6 & 8	Current issues in BC Archaeology	Nicholas 2006

Please note: The additional required readings can be viewed or downloaded from the course website. Also, additional non-required readings can be posted on the class website if there is an area or topic that interests you.

5. Basis of Student Assessment (Weighting)

Exams: 55%

There will be two exams comprised of multiple choice questions, matching, open-ended short answer questions and long answers. The exams are not cumulative, although some concepts will be discussed throughout the term.

- **MIDTERM EXAM: TUESDAY FEBRUARY 16 (25 or 30%)**
- **FINAL EXAM: DURING THE COLLEGE EXAM PERIOD (25 or 30%)**

Exams will be weighted to the benefit of the student; whichever exam the student scores higher on will count as 35% of their final grade (the other exam will count as 25%). All exams must be written to successfully complete ANTH 241. Exams must be written at the scheduled times. The only exception is extreme illness, in which case a medical certificate must be presented to the instructor, and the instructor must be notified by phone or email BEFORE the day of the exam. There will be NO EXCEPTIONS without a medical certificate. If a make-up exam is scheduled because of illness, students must write the make-up exam at the mutually agreed upon time.

Wikipedia Project: 15%

Due March 11

On the course website, there is a section for a Wikipedia-like project that each student in the class will complete. Be sure to pick your topic early as only one student will complete an entry for each topic. Let me know by email which topics you choose (first come, first serve). Each student will choose **two** topics from a list provided and will prepare a 300-500 word entry for the Wikipedia. It needs to be concise and referenced from peer-reviewed sources and accessible to a lay audience. The list will be posted on the class website, but if you have additional topic ideas you can talk to me about them.

This project is due via email by midnight, March 11. I would like your projects delivered as two digital files, in MS Word format, or as a .PDF file. If this is a problem, please let me know well in advance! Be sure to email your project to me either before, or early on, the due date to insure I have received them. I will email you and let you know as soon as I have received them; if you have not heard from me before midnight March 11, it is your responsibility to email me and verify I have your assignment.

Term Paper: 30%

Due April 1

Choose one culture area/indigenous group within the province, and combine archaeological and indigenous knowledge (i.e. from oral tradition, ethnobotany, ethnography, etc).

After a brief synopsis of the archaeology and traditional records, discuss the following:

- How do the indigenous knowledge and archaeological data differ? Offer your ideas as to why these differences may exist.
- Are there any instances in which the indigenous knowledge and archaeological data are potentially complementary? Offer your ideas as to why these similarities may exist.
- What, if anything, might be gained if archaeologists and First Nations communities worked collaboratively together in this area?

This paper should be well organized, scholarly, and with a thesis statement that organizes the essay. Spelling, grammar and structure are part of the grade. Your paper

should be approximately 10 pages in length, typed and double spaced. Use primary and peer-reviewed sources rather than websites (not very reliable!). JSTOR, Wilsonweb, and EBSCOHOST have an amazing selection of online archaeological journals and are available to you on campus computers. If you need help with finding resources in the library, the librarians are more than willing to help, both with print and online articles and books. You can also access Google Scholar and Google Books, which may point you in the right direction towards primary and peer-reviewed sources, which you can then acquire through JSTOR etc. or the library. Use the American Antiquity citing style in the text and in the references (see Sections 3.4 and 3.9 for details). I am including the American Antiquity style guide on the class website (under *other useful docs*). You can also find it yourself at:

<http://www.saa.org/Portals/0/SAA/Publications/StyleGuide/styleguide.pdf>

Examples of indigenous groups or culture areas include:

Straits Salish, Haida, Lillooet, Tsimshian, Nuu-chah-nulth, Okanagan, etc. if you have any questions about an appropriate topic, please contact me.

The project is due in-class on April 1. For late assignments, 10% of the grade will be deducted per day and assignments will not be accepted more than two days after the deadline (midnight, March 14).

Please note: extra assignments are not available to students in order to up-grade poor marks from exams or lab work.

6. Grading System

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.

IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

ADDITIONAL COMMENTS

- Please turn cell phones off during class!