



School of Arts & Science
SOCIAL SCIENCES DEPARTMENT

ANTH 241-001
Prehistory of British Columbia
2011W

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: Nicole Kilburn
- (b) Office Hours: Mon. 10-12:00, Tues. 1-1:30, Wed. 4:30-5:30pm, Thurs. 10:30-11:30am, or by appointment
- (c) Location: Young 207
- (d) Phone: 370 3368
- (e) Email: kilburn@camosun.bc.ca
- (f) Website: www.faculty.camosun.ca/nicolekilburn

2. Intended Learning Outcomes

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

At the end of the course students will be able to:

1. Explain and compare theories of how humans came to populate British Columbia.
2. Discuss the connection between the environment and cultural developments, in particular the social, economic, and technological adaptations.
3. Explain the effects of resource use and changing resource availability in the development of cultural complexity.
4. Compare and contrast the key elements of coastal and interior ancient cultural traditions, including socio-economic organization, resource use, technological innovation, and religion.

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. (note: this is referred to in the course reading schedule as PNC)

Readings: (there may be a few additional readings announced throughout the semester and posted on my website)

George, Nicholas

2006 Decolonizing the Archaeological Landscape: The Practice and Politics of Archaeology in British Columbia. *American Indian Quarterly* Vol. 30, issue 3, pp. 350-380

Grier, C.

2003 Dimensions of Regional Interaction in the Prehistoric Gulf of Georgia, In. *Emerging from the Mist Studies in Northwest Coast Culture History*, edited by R.G.Matson, Quentin Mackie, and G. Coupland, pp. 170-187. UBC Press, Vancouver.

Mitchell, D.

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

Pokotylo, D. and D. Mitchell

1998 Prehistory of the Northern Plateau. In: *Handbook of North American Indians, Vol. 12 Plateau*, edited by Deward E. Walker and William C.Sturtevant, pp. 81-102. Smithsonian Institution

Optional readings: These readings are a bit more challenging than what can be expected at the second year level. I will be discussing the general conclusions of these articles in class but will not be testing on this reading material. However, since this course transfers to UVIC as a third year credit some students with a keen interest in BC archaeology may be interested in reading them for more detail.

Cannon, Aubrey, and Donya 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):.

Coupland, Gary

1998 Maritime Adaptation and Evolution of the Developed Northwest Coast Pattern on the Central Northwest Coast. *Arctic Anthropology*. 35(1):36-56

Fedje, Daryl W. and Tina Christensen

1999 Modeling Paleoshorelines and Locating Early Holocene Coastal Sites in Haida Gwaii. *American Antiquity*, 64(4):635-652.

Hayden, Brian and June Ryder

1991 Prehistoric Cultural Collapse in the Lillooet Area. *American Antiquity*, Vol. 56, No. 1, pp. 50-65

Maschner, H.

1991 The emergence of cultural complexity on the northern Northwest Coast. *Antiquity* 65:924-34.

4. Basis of Student Assessment

Exams : 65%

There will be two exams comprised of multiple choice questions, short answer questions, and longer answer questions. The exams are NOT cumulative.

Midterm exam	(30 or 35%)	Tuesday, Feb. 22
Final Exam	(30 or 35%)	written during the College exam period

Exams will be weighted to the benefit of the student; whichever exam the student scores higher on will count for 35% of the total grade. All exams must be written to successfully complete Anthropology 241. Exams must be written at the scheduled times. In the case of illness, a medical certificate must be presented to the instructor, and the instructor must be notified BEFORE the scheduled exam time via phone message or email. If a make-up exam is scheduled because of illness, students must write the make-up exam at the mutually agreed upon time.

Assignments: 35%

Participation in the Wiki project (based on the UBC model): 10% Due March 3

Each student will choose **two** topics from a list provided and will prepare a short 300 – 500 word entry for the Wikipedia. Take your cue from the “real” Wikipedia: it needs to be concise and referenced (from peer reviewed sources), and accessible to a lay audience. The list will be posted on my website, but if you have additional topic ideas you can come and talk to me about them. Be sure to pick your topic early since only one student will complete an entry for each topic. Email me with your topic choices and I will keep updating the list on the website (first come first serve!!)

Term paper: 25% Due April 7

Choose one culture area/indigenous group within the province, and combine archaeological and indigenous knowledge (ie. from oral tradition, ethnography, ethnobotany, etc...) to present a more complete reconstruction of the past. After a brief synopsis of the archaeology and traditional records, discuss the following:

- How do the indigenous knowledge and archaeology 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 complimentary? 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 making interpretations about the past?

This paper should be well organized, scholarly, and have a thesis statement that organizes the essay. Selling, 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 general websites (not very reliable!). JSTOR, Wilsonweb, and EBSOHOST have an incredible 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 use Google Scholar and Google Books, which may point you in the right direction towards primary and peer-reviewed sources that you can then find through JSTOR or the library. Another great resource is the Handbook of North American Indians, which is in the reserve section of the library.

Examples of indigenous groups that could be chosen for this assignment: Tshimsian (N. Coast), Straits Salish, Nu chal nuth, Lilloet, Okanagan, Haida (and of course there are MANY more!!) If you have questions about an appropriate topic please come and talk to me.

To make sure you are on the right track, I am asking for your draft introduction and list of references to be handed in **March 17**. This will be worth **5%** of the total mark, and gives me a chance to provide feedback about your thesis statement, general direction of the paper, and resources to be used.

LATE ASSIGNMENTS: There is a 10% per day penalty for late assignments. If an assignment cannot be handed in at the beginning of class it is considered late. Yes, this includes printing problems! If you cannot attend class on the day an assignment is due you may email me the assignment to make sure it meets the deadline but **it is your responsibility** to bring me a hard copy in the next class so that I can mark it.

Please note: extra assignments **are not** available to students to up-grade poor marks from exams.

5. 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.

6. 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.

7. Course Content and Schedule

Class meets on Tuesday and Thursdays 11:30 am-12:50 pm		
1 Jan. 10-16	Introduction; The Nature of Archaeology.	PNC Chapter 1
2 Jan. 17-23	Introduction to the Archaeology of BC	PNC Chapter 2
3 Jan. 24-20	T: Anthropology, Archaeology, and Indigenous Perspectives of the Past TH: RBCM fieldtrip: meet at the entrance to the museum at 11:30	George 2006
4 Jan 31-Feb. 6	T: The Pleistocene-Holocene transition: Evidence of first peoples in North America.	PNC, pp. 57-86 (Fedje and Christensen 1999)
5 Feb. 7-13	TH: The North Coast	PNC, pp. 87-103
6 Feb. 14-20	T: Kwaday dan sinchi; a case study TH: The Central Coast	Maschner 1991 (Cannon and Yang 2006)
7 Feb. 21-27	Midterm; Reading Break	No readings
8 Feb 28-March 6	The Southern Coast	PNC p. 103-112; Mitchell 1990 (Coupland 1998)
9 March 7-13	Interior Plateau	Pokotylo and Mitchell 1998 pp. 96-101 (Hayden and Ryder 1991)
10 March 14-20	Subsistence and Culture	PNC Chapter 5
11 March 21-27	Households and Landscapes	PNC Chapter 6; Grier 2003
12 March 28-April 3	Identity and Gender	PNC Chapter 7, 9
13 April 4-10	Politics and War TERM PAPER DUE IN CLASS APRIL 7	PNC Chapter 8
14 April 11-17	T: Cultural Resource Management and the Business of Archaeology in BC TH: Wrap up and review	online resources will be posted on my website