



*School of Arts & Science*  
**SOCIAL SCIENCES DEPARTMENT**  
**ANTH 240-001A/B**  
**Archaeological Method & Theory**  
**W2014**

## COURSE OUTLINE

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*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.*

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### 1. Instructor Information

- (a) Instructor: Nicole Kilburn, MA
- (b) Office Hours: Monday 1:00-1:30; Tuesday and Thursday 10-12; Tuesday 4:30-5:00; Wednesday 1:00-1:30; or by appointment
- (c) Location: Young 207
- (d) Phone: 370-3368
- (e) Email: kilburn@camosun.ca

Website: [www.faculty.camosun.ca/nicolekilburn](http://www.faculty.camosun.ca/nicolekilburn)

### 2. Intended Learning Outcomes

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

1. Recognize the standard systematic procedures used by Americanist archaeologists to investigate the past including site survey and excavation, artifact analysis, faunal analysis, mapping.
2. Discuss the nature of the archaeological evidence.
3. Identify and discuss basic theoretical approaches in archaeology at low level, middle range and high level.
4. Identify and discuss reasons for conservation and protection of archaeological sites and artifacts.
5. Critically evaluate professional and non-professional ideas and writings about prehistory.
6. Carry out descriptive analyses of certain types of artifacts.
7. Discuss divergent ideas of the past.
8. Outline the attitudes and concerns of First Nations communities in regard to archaeological excavation, human skeletal remains and interpretation of North American prehistory.

### 3. Required Materials

#### Texts:

Praetzellis, Adrian  
2011 Death by Theory. AltaMira Press, Plymouth.

Kelly, Robert and David Hurst Thomas  
2014 Archaeology; Down to Earth, fifth edition. Wadsworth Cengage, Belmont.

A lab manual is also required, and available for purchase at the bookstore.

### 4. Basis of Student Assessment (Weighting)

#### (a) Labs: 25%

Labs meet every Friday. It is VERY important that you attend each lab to complete and submit assignments. This is the only way to learn the material that you will be responsible for in the lab exams. Some labs have short assignments to be handed in either at the end of the lab or in the following lecture, and other labs are experiential where student participation earns a mark. Labs are each worth 1% of the final mark, and students are provided oral and/or written feedback in preparation for the lab exams. Labs can only be made-up in the case of extreme illness with a medical certificate. There will be two lab quizzes throughout the semester; the first is worth 10% of your final grade and the second with worth 5% (because there is not as much material covered on this quiz). The lab section of this course MUST be passed to get a passing grade in ANTH 240.

#### (b) Exams : 60%

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 theory concepts will be discussed throughout the term.

**MIDTERM EXAM: Monday, February 24**

**FINAL EXAM: During the College exam period**

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. REPEAT- NO EXCEPTIONS. This includes lab exams. Unavailability of texts or pressure of other work will not be accepted as excuses for missing exams or other assigned work.

#### (c) Term lab project: 15%

Experimental archaeology is an example of Middle Range Theory in that it creates a bridge between the fairly static material record and the dynamic behaviours that archaeologists are most interested in identifying in past cultural systems.

The theme this semester is woodworking technologies, critical to the cultures of the Northwest Coast for millennia. The class has been invited to contribute to carving a commemorative pole at UVIC as part of the university's 50<sup>th</sup> anniversary celebrations. Of particular interest is the use of traditional tools from the south coast (Coast Salish, Nuu chah nuth, and Kwakwaka'wakw) on a pole that otherwise will be carved with modern hand tools.

Labs will focus on the manufacturing techniques of various woodworking tools to help students get started with making their own. Raw materials will be provided. Students will choose one tool to replicate and then design a small project to collect quantitative and qualitative data. For example, students may choose to only use traditional techniques in manufacturing the tool to be able to evaluate time investment. Other students may choose to work together to compare some aspect of woodworking technology, such as the efficiency of antler versus of hardened yew wedges in planking. Once the tools have been used in lab classes at the beginning of March, each student will produce a report 7-8 pages long outlining the background research for the particular artifact that was replicated, the manufacturing process, the experimental use of the artifact, and a discussion of the qualitative value of such work to understanding and reconstructing the Past. The final project is due **Friday, April 4 by 2:30 pm**. The replicated artifact must be submitted along with the written report.

**6. Standard Grading System (GPA) The University of Victoria describes their grading as follows:**

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.	9
85-89	A		8
80-84	A-		7
77-79	B+	Very good, good, and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other areas.	6
73-76	B		5
70-72	B-		4
65-69	C+	Satisfactory or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject material.	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. A student receiving this grade demonstrated a superficial grasp of the material.	1
0-49	F	Minimum level has not been achieved.	0

University of Victoria (2011) Undergraduate Grading. Retrieved June 23, 2011, from <http://web.uvic.ca/calendar2011/FACS/UnIn/UARe/Grad.html>

## 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](http://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. (For these courses a final grade will be assigned to either the 3 <sup>rd</sup> course attempt or at the point of course completion.)
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](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism** and classroom disruptions. 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.

WEEK	LECTURE TOPIC	READING	LABS
1 Jan 6-12	Introduction to the course	Kelly and Thomas Ch ; Praetzellis p. 1-39	Intro (use this time to really explain the term project)
2 Jan 13-19	History of Archaeology	Praetzellis p. 40--114	garbology
3 Jan 20-26	Theory	Kelly and Thomas Ch. 2; Praetzellis p. 115-164	Stone tool technologies
4 Jan 27-Feb 2	Ethnoarchaeology and Experimental Archaeology; squeezing blood out of rocks	Kelly and Thomas Ch. 7	Bone and antler technologies
5 Feb 3-9	Site formation, Site evaluation; taphonomy and the collection of relevant arch data	Kelly and Thomas Ch. 3 to p. 43; Ch. 4	GPS skills and other field survey methods
6 Feb 10-16	<b>Family Day holiday, no class</b>	--	Documentation: Plan view and profile mapping
7 Feb 17-23	Archaeology and 21 <sup>st</sup> Century Technologies	Ch. 3 pp. 43-55	<b>Reading Break, no labs</b>
8 Feb 24-March 2	<b>MIDTERM EXAM</b>		<b>LAB QUIZ 1 (10%)</b>
9 March 3-9	Chronology Building; How Archaeologists get a Date	Kelly and Thomas Ch. 5	Applying dating techniques in archaeology
10 March 10-16	Historic archaeology	Kelly and Thomas Ch. 12	Fieldtrip to UVIC carving tent (date still to be finalized)
11 March 17-23	Cognitive archaeology	Kelly and Thomas Ch. 11	Follow up for woodworking technologies
12 March 24-30	Pulling it all together to reconstruct the Past; How do we know what we know?!	Kelly and Thomas Ch. 10	Fieldtrip to see some local archaeology
13 March 31-April 6	Faunal Remains and Bioarchaeology	Kelly and Thomas Ch. 8 and 9	Faunal Analysis lab
14 April 7-13	CRM and Indigenous Archaeology	Kelly and Thomas Ch. 13	<b>LAB QUIZ 2 (5%)</b>