


| | |
|---|--|
|  | <p>School of Arts & Science SOCIAL SCIENCES DEPARTMENT ANTH 240 A/B Archaeological Method & Theory W2017</p> |
|---|--|

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/anth.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
It is **strongly recommended** you keep a copy of this outline with your academic records.
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

| | | | | |
|-----|---------------|--|--|--|
| (a) | Instructor: | Nicole Kilburn | | |
| (b) | Office Hours: | M 3-4pm; T 11-12, 2-2:30pm; TH 11-12, 2-2:30pm; F 2-2:30pm | | |
| (c) | Location: | Y213 | | |
| (d) | Phone: | (250) 370 3344 | | |
| (e) | Email: | kilburn@camosun.bc.ca | | |
| (f) | Website: | www.faculty.camosun.ca/nicolekilburn/ | | |

2. Intended Learning Outcomes

(No changes are to be made to these Intended Learning Outcomes as approved by the Education Council of Camosun College.)

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.

Linked off my website:

Kirch, Patrick and Sharyn Jones O'Day
2003 New Archaeological Insights into Food and Status: A Case Study from Pre-Contact Hawaii. *World Archaeology* 34:3, pp. 484-497.

Marsh, Erik and Jeffrey Ferguson

2010 *Designing Experimental Research in Archaeology*. IN: *Designing Research in Experimental Archaeology*, edited by Jeffrey Ferguson pp. 1-12. University of Colorado Press, Boulder.

4. Basis of Student Assessment (Weighting)

(a) Labs: 30%

Labs meet every Wednesday. 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 quizzes. 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, each worth 10% of your final grade. The lab section of this course MUST be passed to get a passing grade in ANTH 240.

(b) Exams : 50%

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: FRIDAY, MARCH 3

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: 20%

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. For this assignment, students will build an experiment to address more humanistic elements of the past. This may include replicating an artifact using only materials and tools that would have been available to the original tool makers/users to ask questions like: How long does it take? What other tools are required, and what evidence of these manufacturing marks are left on the finished tools? It may include using a tool to assess use wear or replicating a technology like boiling water with hot rocks. The experiment must control for as many variables as possible to produce useful results. Each student will submit a formal lab write-up detailing the experiments (ie. hypothesis, back ground information, methodology, results, discussion) and, if applicable, the replicated artifact, technique, or technology. Students will learn how to structure this report-style write up in class. We will brainstorm and talk about designing experiments during lab time on February 8, and a research hypothesis and detailed project outline (worth 5%) is due by **February 24** so that I can provide feedback before students execute the experiment. The final project is due **Friday, April 7 by 4:00 pm.**

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. | 9 |
| 85-89 | A | 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. | 8 |
| 80-84 | A- | | 7 |
| 77-79 | B+ | | 6 |
| 73-76 | 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. | 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 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** 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.

ANTH 240-001 A/B Class meets for lectures on Fridays from 12:00-1:50 pm. Labs run on Wednesdays; Lab A meets from 12:00-1:50 pm, and Lab B meets from 2:00-3:50 pm. Please note that you must attend the lab you are registered in!

| WEEK | LECTURE TOPIC | READINGS | LABS |
|----------------------------|--|---|---|
| 1 Jan. 9-15 | Introduction to the course; What is archaeology, and why bother doing it? | Kelly and Thomas Ch. 1; Praetzellis p. 1-39 | Introduction to Labs |
| 2 Jan. 16-22 | A Brief History of Archaeology | Praetzellis p. 40-114 | Garbology and Modern Material Culture Studies |
| 3 Jan. 23-29 | Theoretical Approaches in Archaeology | Kelly and Thomas Ch. 2; Praetzellis p. 115-164 | Artifact analysis I: stone technologies |
| 4 Jan. 30-Feb. 5 | Designing Research to Consider the Past | Designing Experimental Research in Archaeology (linked off website) | Artifact analysis II: bone and antler technologies |
| 5 Feb. 6-12 | The Nature of the Archaeological Record, and How to Collect and Consider it | Kelly and Thomas Ch. 3 to p. 43 and Ch. 4 | Designing MRT Experiments |
| 6 Feb. 13-19 | Reading Break, no class or labs | | |
| 7 Feb. 20-26 | Chronology Building; How Archaeologists get a Date | Kelly and Thomas Ch. 5 | Basic Survey Skills |
| 8 Feb. 27-March 5 | MIDTERM EXAM | No readings | Applying Dating Techniques in Archaeology |
| 9 March 6-12 | Pulling it all together to reconstruct the past; how do we know what we know? | Kelly and Thomas Ch. 10 | LAB QUIZ |
| 10 March 13-19 | Fieldtrip to Beacon Hill (during lecture time; meet at the dog park on Dallas Road at 12:30pm) | Kelly and Thomas Ch. 6 | Artifact processing and cataloguing, hosted by the RBCM |
| 11 March 20-26 | Cognitive Archaeology | Kelly and Thomas Ch. 11 | Artifact cataloging |
| 12 March 27-April 2 | Faunal Remains and Bioarchaeology | Kelly and Thomas Ch. 8 and 9; Kirch 2003 (linked off website) | TBA |
| 13 April 3-9 | Historic archaeology MRT Project due Friday April 8 by 4:00 pm | Kelly and Thomas Ch. 12 | Faunal Analysis |
| 14 April 10-16 | Cultural Resource Management | Kelly and Thomas Ch. 13 | LAB QUIZ 2 |