



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Social Sciences**

**ANTH-240-001 A/B**  
**Archaeological Method & Theory**  
**W2018**

**COURSE OUTLINE**

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

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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**1. Instructor Information**

(a) Instructor	Nicole Kilburn
(b) Office hours	Monday 12-1pm; Tuesday 1-2pm; Wednesday 3:30-4:30pm, or by apt.
(c) Location	Young 213
(d) Phone	(250) 370 3344 <b>Alternative:</b> _____
(e) E-mail	kilburn@camosun.bc.ca
(f) Website	<a href="https://sites.camosun.ca/nicolekilburn/">https://sites.camosun.ca/nicolekilburn/</a>

**2. Intended Learning Outcomes**

*(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)*

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**

**(a) 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.

**(b) Other**

Linked off my website:

Horton, Mark and Volker Heyd  
2015 Six Tools That Are Revolutionising Archaeology. <https://theconversation.com/six-tools-that-are-revolutionising-archaeology-by-helping-us-find-sites-without-digging-51826>

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.

Welham, Kate et. al  
2016 “Using Google Earth applications to enhance public engagement with cultural heritage: An evaluation of Seeing Beneath Stonehenge”. Podcast of a paper presented at the Computer Applications and Quantitative Methods in Archaeology conference, Oslo.  
<https://youtu.be/7LWl2Cn1NTo>

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

**4. Course Content and Schedule**

Class meets for lectures on Tuesdays from 10:30-12:20. Labs run on Thursdays; Lab A meets from 10:30-12:20 pm, and Lab B meets from 12:30-2:20 pm. Please note that you must attend the lab you are registered in!

WEEK	LECTURE TOPIC	READINGS	LABS
1 Jan. 8-14	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. 15-21	A Brief History of Archaeology	Praetzellis p. 40-114	Garbology and Modern Material Culture Studies
3 Jan. 22-28	Theoretical Approaches in Archaeology	Kelly and Thomas Ch. 2; Praetzellis p. 115-164	Fieldtrip to Beacon Hill
4 Jan. 29-Feb. 4	Designing Research to Consider the Past	Designing Experimental Research in Archaeology (linked off website)	Designing MRT Experiments
5 Feb. 5-11	The Nature of the Archaeological Record, and How to Collect and Consider it	Kelly and Thomas Ch. 3 to p. 43 and Ch. 4	Introduction to Survey Skills
6 Feb. 12-18	<b>Reading Break, no class or labs</b>		
7 Feb. 19-25	<b>MIDTERM EXAM</b>	No readings	Excavation Skills (setting a 1x1m unit and plan view mapping)
8 Feb. 26-March 4	Chronology Building; How Archaeologists get a Date	Kelly and Thomas Ch. 5	<b>LAB QUIZ</b>
9 March 5-	Pulling it all together to reconstruct	Kelly and Thomas	Applying Dating

11	the past; how do we know what we know?	Ch. 10	Techniques in Archaeology
10 March 12-18	Archaeology and Technology	Horton and Heyd 2015, Welham 2016 (linked off website)	Artifact analysis I: stone technologies
11 March 19-25	Cognitive Archaeology	Kelly and Thomas Ch. 11	Artifact analysis II: bone and antler technologies
12 March 26- April 1	Faunal Remains and Bioarchaeology	Kelly and Thomas Ch. 8 and 9; Kirch 2003 (linked off website)	Faunal Analysis
13 April 2-8	Historic archaeology <b>MRT Project due Friday April 6 by 4:00 pm</b>	Kelly and Thomas Ch. 12	Artifact cataloging
14 April 9-15	Cultural Resource Management	Kelly and Thomas Ch. 13	<b>LAB QUIZ 2</b>

## 5. Basis of Student Assessment (Weighting)

### (a) Assignments

#### Labs: 30%

Labs meet every Thursday. 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.

#### 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, background 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 1, and a research hypothesis and detailed project outline (worth 5%) is due by February 22 so that I can provide feedback before students execute the experiment. The final project is due Friday, April 6 by 4:00 pm.

### (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: Tuesday, February 20

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.

## 6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

## 8. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

## A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

### 1. Standard Grading System (GPA)

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+		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+		3
60-64	C	Satisfactory or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject material.	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

### 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.