



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

**ANTH-240-001A/B**  
**Archaeological Method & Theory**  
**W2019**

**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	1-2pm Monday and Wednesday; 4-5pm Monday, 1:30-3:00pm Thursday or by appointment
(c) Location	Y213
(d) Phone	(250) 370 3344 <b>Alternative:</b> _____
(e) E-mail	kilburn@camosun.bc.ca
(f) Website	<a href="https://sites.camosun.ca/nicolekilburn/courses/anthropology-240/">https://sites.camosun.ca/nicolekilburn/courses/anthropology-240/</a>

**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

#### (a) Texts

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

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

#### (b) Other

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/7LWI2Cn1NT0>

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

### 4. Course Content and Schedule

see last page

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

#### A. 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 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, each worth 10% of your final grade.

#### B. Exams: 50%

There will be two exams comprised of (very few) multiple choice questions, 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 26**

**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 are not acceptable 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 project, 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. We will brainstorm and talk about designing experiments during lab time on January 31, and a research hypothesis and outline (worth 5%) is due by **February 19** so that I can provide feedback before students execute their experiment. The final project is due **Thursday, April 4 by 5:00 pm**. Please note that if you email it to me (to ensure that it is submitted before the deadline) it is your responsibility to bring me a hard copy to mark as soon as possible after April 4.

#### A few notes:

1. Try to avoid late assignments, you have plenty of time to get organized and complete your term project in this course and late marks quickly add up. Any project not submitted by the deadline will have 5% deducted per day, including weekends. Yes, brutal! This is the incentive to hone your time management skills, perhaps the most important thing you will learn in your undergrad.
2. All written work that you submit must be your own. Any ideas that you incorporate into your assignment (paraphrased or direct quotes) **MUST** be properly cited to indicate where they came from. Failure to do this is considered plagiarism, which is a serious form of academic dishonesty. This automatically results in a zero for the assignment and must be reported to the dean. The Internet has made it very easy to research, but also to cut and paste content. Students must be careful to keep track of information so that it is properly cited, both in text and with a full citation in the "references cited" section at the end of the assignment. No assignment is too small to not require citations, and all sources consulted must be properly cited. There are many great resources posted on Camosun's library webpage about how to cite sources; if you have questions please come and get some clarification. I reserve the right to check any assignment with plagiarism detection software.
3. I do not post my PowerPoints, they are visual aids used in class. If you miss a class, it is your responsibility to get notes from a peer; I am then very happy to discuss concepts during office hours, but can't reteach material that has been missed.

## 6. Grading System

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

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

The following two grading systems are used at Camosun College. The letter grade descriptions used by the University of Victoria are included here for clarity:

#### 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+	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>

#### 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.

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

There are materials posted on my webpage that you may find interesting and helpful, both for course content and the experimental archaeology project. Please come and talk to me in my office if you have any questions, problems or concerns, I am here to help.

## 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.

## Course Content and Schedule

WEEK	Lecture Topics	Readings	Labs
1 Jan. 7-13	Introduction to the course; what is archaeology?	Kelly and Thomas Ch. 1; Praetzelis p. 1-39	Introduction to labs
2 Jan. 14-20	Humbling Histories, the Ethics of Archaeology, and Indigenous Archaeology	Praetzelis p. 40-114	Garbology and modern Material Culture Studies
3 Jan. 21-27	Theoretical Approaches in Archaeology	Kelly and Thomas Ch. 2; Praetzelis p. 115-164	Applying theory to make it matter
4 Jan. 28-Feb. 3	Designing Research to Consider the Past	Marsh and Ferguson 2010 (linked off website)	Designing MRT experiments
5 Feb. 4-10	How to Collect and Consider the Archaeological Record	Kelly and Thomas Ch. 3 to p. 45 and Ch. 4	Survey skills
6 Feb. 11-17	Chronology Building; How Archaeologists Get a Date	Kelly and Thomas Ch. 5	Applying dating techniques
7 Feb. 18-24	<b>Reading week, no classes or labs</b>		
8 Feb. 25-March 3	<b>MIDTERM EXAM</b>		<b>Lab quiz 1</b>
9 March 4-10	Reconstructing Past cultural Systems; How do we know what we know?	Kelly and Thomas Ch. 10	fieldtrip
10 March 11-17	Archaeology and Technology	Kelly and Thomas p. 46-54; Horton and Heyd 2015; Welham 2016 (both linked off website)	Artifact analysis: stone technologies
11 March 18-24	Cognitive Archaeology	Kelly and Thomas Ch. 11	Artifact analysis : bone and antler technologies
12 March 25-31	Faunal Remains and Bioarchaeology	Kelly and Thomas Ch. 8 and Ch. 9; Kirch 2003 (linked off website)	Faunal analysis
13 April 1-7	Historic Archaeology	Kelly and Thomas Ch. 12	Excavation skills
14 April 8-14	Cultural Resource Management	Kelly and Thomas Ch. 13	<b>Lab quiz 2</b>