



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

**ANTH-240-001**  
**Archaeological Method & Theory**  
**W2021**

**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.

**1. Instructor Information**

<b>(a) Instructor</b>	Nicole Kilburn
<b>(b) Office hours</b>	Monday 3-4:30pm; Tuesday and Thursday 1:30-2:30, or by appointment (office hours are on Collaborate, there is a log in under Student resources in the content section of D2L)
<b>(c) Location</b>	I am working remotely this semester. Please contact me via email to set up an appointment if office hours do not work for you.
<b>(d) Phone</b>	n/a
<b>(e) E-mail</b>	kilburn@camosun.bc.ca

**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**

These resources are linked in the weekly D2L folders:

Clynes, T  
2018 Maya Society Featured Huge “Megopolis” Below Guatemala Jungle. National Geographic online  
<http://nationalgeographic.com/news/2018/02/maya-laser-lidar-guatemala-pacunam/>

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>

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.

Nicholas, George  
2018 Protecting Heritage is a Human Right. *The Conversation* online journal September 9, 2018.  
<http://theconversation.com/protecting-heritage-is-a-human-right-99501>

All lab materials are organized in weekly folders on D2L.

**4. Course Content and Schedule**

Class meets for live online lectures on Tuesdays from 10:00-11:50am. We will have online labs every Thursday from 10:00-11:50am. All live classes are accessed via Collaborate on D2L.

WEEK	LECTURE TOPIC	READINGS	LABS
1 Jan. 11-17	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. 18-24	Humbling histories, the ethics of archaeology, and indigenous archaeology	Kelly and Thomas Chapter 13 p.p. 237-242 Nicholas 2018 Praetzellis p. 40-114	Garbology and Modern Material Culture Studies (please read content on garbology in Kelly and Thomas. Page numbers will be posted on D2L)
3 Jan. 25-31	Theoretical Approaches in Archaeology	Kelly and Thomas Ch. 2 Praetzellis p.115-164	Thinking about Theory
4 Feb. 1-7	Designing Research to Consider the Past	Kelly and Thomas Ch. 7 Marsh and Ferguson 2010	Designing MRT Experiments

5 Feb. 8-14	Collecting and Considering the Material Record	Kelly and Thomas Ch. 3 to p. 45 (start of section on remote sensing; this will be covered in week 9) and Ch. 4	Surveying the past
6 Feb. 15-21	<b>Reading Break, no class or labs</b>		
7 Feb. 22-28	Chronology Building; How Archaeologists get a Date	Kelly and Thomas Ch. 5	Chronology building
8 March 1-7	<p style="text-align: center;"><b>MIDTERM EXAM</b></p> <p>This is a take home style exam, which students will have 5 days to complete. The exam goes live on D2L on Tuesday March 2 at 12:01am, and is due by Saturday, March 6 at 11:59pm</p>	No readings	<p><b>LAB QUIZ 1</b> (applied question combining techniques, sampling strategies and chronology techniques will be separate from the lecture based midterm)</p> <p>This is a live quiz on D2L that students have 75 minutes to complete. The quiz will coincide with regular lab time on March 4, beginning at 10:00am.</p>
9 March 8-14	Archaeology and Technology	Kelly and Thomas remote sensing content p. numbers posted on D2L Horton and Heyd 2015, Clynes 2018	Excavation skills
10 March 15-21	Pulling it all together to reconstruct the past; how do we know what we know?	Kelly and Thomas Ch. 10	Ancient mariculture in the greater Salish Sea
11 March 22-28	Thinking about gender and race in archaeology	Kelly and Thomas content on gender (p. numbers to be posted on D2L) Other resources are curated in this week's webpage on D2L	Artifact analysis I: stone technologies
12 March 29-April 4	Cognitive Archaeology	Kelly and Thomas Ch. 11	Artifact analysis II: bone and antler technologies
13 April 5-11	<p>Faunal Remains and Bioarchaeology</p> <p><b>MRT Project due Friday April 9 at 11:59pm</b></p>	Kelly and Thomas Ch. 8 and 9	Faunal Analysis
14 April 12-18	Cultural Resource Management	Kelly and Thomas Ch. 13	<p><b>LAB QUIZ 2</b></p> <p>This is a live quiz on D2L</p>

			that students have 75 minutes to complete. The quiz will coincide with regular lab time on April 15, beginning at 10:00am
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## 5. Basis of Student Assessment (Weighting)

### (a) Assignments

#### Labs: 20%

We will be using live class time on Thursdays for more applied learning, which we can call labs. It is VERY important that you attend each lab as this is the only way to learn the material that you will be responsible for in the lab quizzes. Students earn 10% of the overall mark for completing activities in this lab time; sometimes labs are experiential where student participation earns a mark, but some labs have exercises to be handed in for marks and feedback.

There will be **two lab quizzes** throughout the semester, each worth 5% of your final grade. These will be written on D2L during regular lab times on March 4 and April 15. See the course schedule for more information (although we will also talk about it in class).

#### Term lab project: 25%

##### **DUE by Friday, April 9 at 11:59pm**

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 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.

### (b) Exams: 55%

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 (worth 25%):** The exam goes live on D2L on Tuesday March 2 at 12:01am, and is due by Saturday, March 6 at 11:59pm

**FINAL EXAM (worth 30%):** The exam goes live on Sunday, April 18 at 12:01am and is due by Thursday, April 22 at 11:59pm

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

### 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+		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		1
0-49	F		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.

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

I have posted resources on our D2L course page. If you need additional resources and can't find them, I'm happy 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, Student Ancillary Fees, Academic Integrity, Grade Review & Appeals, Student Misconduct and Academic Accommodations for Students with Disabilities and Student Penalties and Fines.

