

SIMON FRASER UNIVERSITY

MEMORANDUM

S.83-68

To..... SENATE

From..... SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Subject..... PROPOSED CHANGES - DEPARTMENT OF
ARCHAEOLOGY

Date..... SEPTEMBER 30, 1983 and OCTOBER 19, 1983

Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of September 20, 1983 gives rise to the following motion:

MOTION:

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.83-68 the proposed new courses:-

ARC. 200-3 - Ancient Peoples and Places:
Special Topics in World Prehistory

ARC. 201-3 - Fact and Fantasy in Archaeology"

Subject to the approval of these courses by Senate and the Board of Governors, the Senate Committee on Undergraduate Studies approved waiver of the normal two semester time lag requirement in order that ARC. 200-3 may be first offered in Spring 84-1.

FOR INFORMATION: Acting under delegated authority at its meeting of September 20, 1983, the Senate Committee on Undergraduate Studies approved change in credit hours and vector for the following courses from 3 to 5 credits and vectors from 3-0-0 to 5-0-0:

ARC. 360 - Indian Cultures of North America

ARC. 385 - Fossil Man

FOR INFORMATION:

Acting under delegated authority at its meeting of October 18, 1983 the Senate Committee on Undergraduate Studies approved the proposed changes in vector and credit hours -

ARC. 340 - Introductory Zooarchaeology - change credit hours from 3 to 5; vector from 3-0-0 to 2-0-3

ARC. 438 - Geoarchaeology - change credit hours from 3 to 5; vector from 3-0-0 to 3-0-2.

SIMON FRASER UNIVERSITY

MEMORANDUM

SCUS 83-2
(a)

To..... Mr. H. Evans.....
Secretary
..... S.C.U.S.....

From... Sheila Roberts.....
Secretary, Faculty of Arts
... Curriculum Committee.....

Subject... Curriculum Revisions -.....
Department of Archaeology

Date... September 13, 1983.....

The Faculty of Arts Curriculum Committee at its meeting of September 1, 1983, passed the following motions regarding the Curriculum of the Department of Archaeology:

1. That ARC. 200-3 Ancient Peoples and Places: Special Topics in World Prehistory, and ARC. 201-3 Fact and Fantasy in Archaeology be approved for permanent inclusion in the Calendar.
2. That the credit hours for ARC. 340, ARC. 360, ARC. 385 and ARC. 438 be changed from 3 to 5, and that the vectors be changed to reflect the credit hours.

Would you please place these items on the Agenda of the next meeting of S.C.U.S. Thank you.



S. Roberts

SR/md

c.c. J. Driver, Archaeology

NEW COURSE

P. 125 calendar

ADD: Arc. 200-3 Ancient Peoples and Places: Special Topics
(3-0-0) in World Prehistory

Prerequisite: A student with credit for ARC. 200-3 may not take
ARC. 200-3 again for further credit.

RATIONALE: A large number of students not majoring or
minoring in Archaeology have an interest in
the subject. A balanced program demands that
these students be given the opportunity to
learn about prehistoric cultures in a non-
technical atmosphere. This course will make
special topics in world prehistory available
at a level not requiring prior background in
the discipline. The course will not be accepted
as fulfilling requirements for a major or minor
in archaeology.

NEW COURSE

p. 125 calendar

ADD: Arc. 201-3 Fact and Fantasy in Archaeology
(2-1-0)

Prerequisite: A student with credit for ARC. 201-3 may not take
ARC. 201-3 again for further credit.

RATIONALE: The popular media often excite and exploit
public interest in 'mysteries' or problems
of the past. Well educated students should
be able to sort out "fact" from "fantasy" in
order to intelligently evaluate emotional and/or
highly imaginative explanations for prehistoric
phenomena. This course will expose students
to objective, scientific examination of explana-
tions of prehistoric cultural phenomena at a
level requiring no prior background in archaeology.
The course will not be accepted as fulfilling
requirements for the major or minor in
archaeology.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Calendar Information

Department Archaeology

Abbreviation Code: ARC. Course Number: 200 Credit Hours: 3 Vector: 3-0-0

Title of Course: Ancient Peoples and Places - Special Topics in World Prehistory

Calendar Description of Course: This course will provide non-specialized introductory summaries of selected regional topics in world prehistory.

Nature of Course lecture

Prerequisites (or special instructions): A student with credit for ARC. 200-3 may not take ARC. 200-3 again for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved: none

2. Scheduling

How frequently will the course be offered? occasionally, as needed

Semester in which the course will first be offered? 84-1

Which of your present faculty would be available to make the proposed offering possible? all

Objectives of the Course

It is felt that a large number of students not majoring or minoring in archaeology still have an interest in archaeological topics. This course will make available special topics in world prehistory at a level requiring no previous background in the discipline. At the moment such topics are covered only in intensive upper-level seminars usually attended only by majors.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas: none

Faculty

Staff

Library

Audio Visual

Space

Equipment

5. Approval

Date: Sept. 2, 1983 Sept 14, 1983

Richard Shuttles
Department Chairman

RC Bower
Dean

Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

Ancient Peoples and Places - Special Topics in World Prehistory

Example of a Course Outline

K.R. Fladmark

Title: Introduction to the Archaeology of British Columbia

Course Outline:

This course will provide a summary introduction to the prehistory of B.C., from the arrival of the first Native people, to the coming of the Europeans. Lectures will deal with the changing landscape, cultures and peoples of the province over the last 15,000 years, as well as the archaeological methods by which they are uncovered. Special topics will include discussions of the evolution of B.C. Indian art, questions of long-range relationships to Asia and other regions, and historical archaeology. Lectures frequently will be accompanied by slides and films, and field trips may be arranged to local archaeological sites and museums. This course is intended for non-majors with no previous background in archaeology required.

Lecture Topics:

1. Ethnographic summary - the Native people at time of contact.
2. Time and Space - introduction to archaeological methods and interpretations.
3. When Raven flew - native perspectives on their history
4. The changing land - B.C. environments through time
5. The First People - early man in B.C.
6. Early Cultures of the Northwest Coast
7. Early Cultures of the Interior
8. A time of change - the Developmental Period on the Northwest Coast
9. Shamen, slaves and salmon - the origins of Northwest Coast culture
10. The mysterious microblade-makers - the middle-period in Interior prehistory
11. Pit-houses, bows and arrows and Dene - problems in late period Plateau prehistory
12. Ties and crossties - relationships near and far
13. The coming of the White-man - historical archaeology in B.C.

Texts: "B.C. Prehistory" (in preparation for the National Museum of Man);
existing texts include H.Steward "Artifacts of the Northwest Coast Indians"
and K.Fladmark, 1983 Introduction to the prehistory of B.C., Canadian Journal
of Archaeology No. 6.

Grading: Midterm and final exams; one paper

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Calendar Information

Department Archaeology

Abbreviation Code: ARC. Course Number: 201 Credit Hours: 3 Vector: 2-1-0

Title of Course: Fact and Fantasy in Archaeology

Calendar Description of Course: This course will provide non-specialized introductions to selected problems of current and popular interest in world prehistory and archaeology.

Nature of Course lecture/tutorial

Prerequisites (or special instructions): A student with credit for ARC. 201-3 may not take ARC. 201-3 again for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved:

none

2. Scheduling

How frequently will the course be offered? occasionally, as needed

Semester in which the course will first be offered? 84-3

Which of your present faculty would be available to make the proposed offering possible? all

Objectives of the Course

Popular press and media often excite and exploit interest in mysteries and problems of the past (e.g. Von Daniken, Atlantis, neocreationsim, etc.). This course will provide scientific and objective perspective on such questions, at a level requiring no previous background in archaeology.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas: none

Faculty

Staff

Library

Audio Visual

Space

Equipment

5. Approval

Date: Sept. 2, 1983

Sept 14, 1983

Richard Shuttle
Department Chairman

R. Brown
Dean

Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

ARCHAEOLOGY 201 -3

FACT AND FANTASY IN ARCHAEOLOGY

Course Outline

This course deals with the problems of interpreting and explaining archaeological finds. In order to emphasize the types of explanation which archaeologists commonly employ, I have selected controversial areas of interpretation for study, including many of the "fringe" interpretations currently popular. In reviewing these problems the course will show how archaeologists reason about the past, demonstrate some of the more interesting areas of controversy, and explain why archaeologists are unwilling to accept "fringe" interpretations.

Structure

Each week will consist of a two hour lecture and a one hour tutorial. The following is a tentative schedule:

1. Problems in the explanation of archaeological data
2. Controversies in the evolution of man
3. Man as an aggressive carnivore
4. Why we need Bigfoot
5. Experimental archaeology and lost inventions
6. Were chariots of the Gods horse-drawn buggies?
7. Mass migrations in prehistory
8. Man in the Americas and trans-ocean travel
9. Atlantis, Mu and real civilization
10. Prehistoric astronomers
11. Greenpeace - 10,000 B.C.
12. Concluding summary

Grading

Paper	40%
Take-home examination	45%
Tutorial participation	15%

ARCHAEOLOGY 201-3

READING LIST AND COURSE OUTLINE

Because of the diverse subject matter of this course, it is not possible to assign a single textbook. For each week different readings have been set, and these relate to the lecture and tutorial for that week. As far as possible, the readings will be placed on reserve at the Downtown Campus. However, articles in journals will be available at SFU and UBC, and these have not been placed on reserve. Students will be encouraged to read other articles and books relevant to the course. It is suggested that students check the content of their local public libraries, as these may well contain some of the books listed below.

Week 1

The lecture will discuss how archaeologists attempt to explain their data. The tutorial will be concerned only with the organisation of the course, paper topics etc.

Read: D.H. Thomas Archaeology Chapters 2, 3, 4, 12, 13. (Read it all if you've never taken an archaeology course before).

Week 2

In this lecture we explore the problem of dealing with very small amounts of data in the explanation of human evolution.

Read: D. Johanson and M. Edey Lucy.
R. Leakey and R. Lewin Origins (Chapters on Australopithecus and Homo habilis)
R. Leakey and R. Lewin People of the Lake.

Tutorial: If your Fairy Godmother allowed you to discover a complete hominid skull dating somewhere in the period 4 million to 1.5 million years ago, what date would you select and why? Based upon your favourite theory for hominid evolution, what would you expect it to look like?

Week 3

In the lecture we will consider how archaeologists have attempted to reconstruct the non-material aspects of early hominid life.

Week 3 cont'd

Week 3 cont'd

- Read: R. Ardrey African Genesis
G. Isaac Scientific America, April 1978, P. 90.
G.B. Schaller and G. Lowther Southwestern Journal of Anthropology 25, 307-341, 1969.
S. Washburn and I. Devore Scientific American, June 1961.

Tutorial: What methods might archaeologists use to study non-material aspects of culture? How does Ardrey's reconstruction differ from that of archaeologists, and why?

Week 4

This week we move into one of the "fringe" areas of anthropology, and will consider why our society wants to believe in Bigfoot, why most physical anthropologists don't, and the nature of acceptable data in the social sciences.

- Read: J. Green Sasquatch
J. Napier Bigfoot
M. Halpin and M. Ames Manlike Monsters on Trial

Tutorial: Do you think that Bigfoot exists outside the imagination? If yes, why? If no, why not?

Week 5

The theme of the lecture will be the use of the present to interpret the past. This includes observations made on non-Western societies and experiments undertaken by archaeologists.

- Read: J. Coles Archaeology by Experiment
L. Binford American Antiquity, 32, 1, 1-12.
R. Bonnicksen World Archaeology, 4, 3, 227-291.
N. David World Archaeology 3, 2, 111-131.
W. Rathje Archaeological ethnography (Xerox on reserve)

Tutorial: "The present is the key to the past". Do you think that archaeologists can only explain their data by reference to ethnographically described societies?

Week 6

Once again we're back with the "fringe". The lecture will attempt to show why von Daniken's theories are incorrect, and explain how his method for reasoning about the past differs from that of archaeologists.

Week 6 cont'd....

Week 6

Read: E. von Daniken Chariots of the Gods?

Tutorial: How does von Daniken's method of explanation differ from that of an archaeologist? Find three examples of logical flaws in Chariots of the Gods.

Week 7

During the lecture we will examine some of the evidence for movements of entire populations, and contrast this with evidence for diffusion of ideas and objects.

Read: B. Hayden A general diffusion model (Xerox on reserve)
W. Adams Migration and diffusion as rival paradigms (Xerox on reserve)
P. Martin A diffusionist or migration model (Xerox on reserve)

Tutorial: What evidence is required in archaeology to demonstrate the presence of diffusion and migration? Are diffusion and migration useful ways of explaining culture change?

Week 8

This lecture will discuss one definite piece of evidence for migration--the peopling of the New World. We will assess the data for the earliest migration, and consider claims that contacts between the Old and New Worlds were frequent.

Read: T. Canby The search for the first Americans. National Geographic 156, 3, September 1979.
A. Bryan Early Man in America
D. Dincauze The Meadowcroft papers (Xerox on reserve)
G. Carter Context as methodology (Xerox on reserve)
P. Tolstoy Transoceanic diffusion. In Prehispanic America edited S. Gorenstein et. al.

Tutorial: Why would many archaeologists be reluctant to accept the presence of man in the New World prior to 25,000 B.P.? What evidence is required to support the idea that contacts between the New and Old World occurred during prehistory?

Week 9

During the lecture we will briefly review theories of Atlantean and Lemurian origins of civilisation, and then discuss the views of archaeologists.

Week 9 cont'd

- Read: R. Wauchop Lost Tribes and Sunken Continents
K. Flannery The cultural evolution of civilisations
(article on reserve)
C. Redman The Rise of Civilisation (Chapters on the
developments of cities and civilisation)

Tutorial: Is the development of civilisation inevitable, once certain conditions exist?

Week 10

During this lecture we will consider the problems of attempting to discover whether early man used and understood astronomy.

- Read: G. Hawkins Stonehenge Decoded
J. Eddy Science 184, 1035-1043, 1974.
J. Eddy National Geographic, 151, 1, 140-146, 1977.
C. Renfrew Social organisation in Neolithic Wessex. (Xerox on reserve)

Tutorial: Does the finding of astronomical alignments explain the construction of certain classes of monuments?

Week 11

In the lecture we will consider the evidence for and explanations of animal extinctions at the end of the Pleistocene.

- Read: P. Martin and H. Wright Pleistocene Extinctions

Tutorial: Under what circumstances might a hunting society wipe out its prey? If so many species became extinct at the end of the last glaciation, why did the bison survive?

Week 12

Concluding lecture on explanation in archaeology.