



## **COURSE OUTLINE**

**ANTH 221**

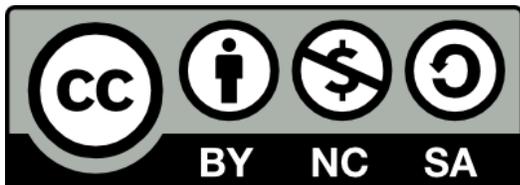
**SUBARCTIC ARCHAEOLOGY**

**3 CREDITS**

PREPARED BY: Norman Alexander Easton, Lecturer in Anthropology  
DATE: December 4, 2020

APPROVED BY: Andrew Richardson, Dean Applied Arts  
DATE: December 21, 2020

APPROVED BY SENATE: Click or tap to enter a date  
RENEWED BY SENATE: Click or tap to enter a date



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**ANTH 221 Subarctic Archaeology**

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**INSTRUCTOR:** N. A. Easton

**OFFICE HOURS:** As requested

**OFFICE LOCATION:** As arranged

**CLASSROOM:** Zoom

**E-MAIL:** neaston@yukonu.ca

**CLASS TIME:** 9:00 – 10:30 AM

**TELEPHONE:** 393-8012

**DATES: TUES & THUR**

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**COURSE DESCRIPTION**

This course introduces students to current interpretations of the record of human occupations in the North American Subarctic with special emphasis on the western Subarctic, including Yukon and Alaska. The first quarter of the course will review the current and past subarctic environment, the nature of indigenous social and cultural adaptations to the subarctic, the history of archaeological research in the subarctic, and special problems associated with recovering and interpreting the archaeological record in the subarctic. The remainder of the course will present a chronological overview of subarctic prehistory from the earliest known evidence, dating from the Pleistocene, to the time of European contact.

**PREREQUISITES**

Second year standing in the School of Liberal Arts and successful completion of Anthropology 140. Anthropology 103 is also recommended.

**RELATED COURSE REQUIREMENTS**

None

**EQUIVALENCY OR TRANSFERABILITY**

UBC Anth 2nd yr. (3)

SFU Arch (3)

UVIC Anth 200-level (1.5)

UAF Anth elective (3)

UAS Anth elective (3)

UR Anth 200-level (3)

UNBC Anth 200-level (3)

## **LEARNING OUTCOMES**

Upon successful completion of the course, students will be able to

1. Have a broad understanding of the environment and historic traditional cultures of the subarctic.
2. Have a broad understanding of the history of archaeological research in the subarctic, and specific challenges and responses to undertaking archaeology in high latitude environments.
3. Have specific understanding of Pleistocene climates and the oscillating existence and nature of Beringia.
4. Become familiar with a variety of theories relating to the occupation of high latitudes by humans and their migration into North America during the late Pleistocene.
5. Develop a chronological appreciation of the broad outlines of North American subarctic culture history.

## **COURSE FORMAT**

Due to COVID-19 and social distancing recommendations from the Chief Medical Officer of Health, this course is being taught online using a variety of materials, activities, and technical solutions. You will need to visit the course Moodle site and participate in online activities and discussions as assigned and scheduled.

A combination of lectures and seminars will be used to explore concepts and data presented in the readings. Laboratory and museum studies will also be incorporated as individual term research projects.

Labs are currently scheduled for Thursdays from 10:30 AM to Noon. Final scheduling of lab activities will be determined in the second week of classes dependent on number of registered students and current COVID-19 conditions and Yukon University policy for lab access.

## **ASSESSMENTS**

### **Attendance & Participation**

**Attendance is mandatory. All students will be expected to attend and actively**

**participate in class and online discussions and activities, as assigned by the instructor. The material covered in the classroom is cumulative in nature, and missing classes may put students at a disadvantage. Attendance and participation will account for 10% of the student's final grade.**

### **Assignments**

#### Participation

Value = 20 marks

Each of us brings unique experiences to our understanding of the readings and the topics. This mark will assess your weekly participation in the course in terms of your contributions of informed comments to the week's topic. A satisfactory performance level will demonstrate that you have read the assigned material and can relate it to the topic. A superior performance level will seek to integrate new knowledge with that already held or recently acquired. Archaeology is a subdiscipline of Anthropology and the integration of an anthropological perspective on the technological remains of the past is encouraged.

#### Seminar Presentations

Value = 40 marks

Following Week 2, each week one or more students will be responsible for the leadership of a seminar discussion of one of the week's assigned readings; this responsibility will rotate throughout the term and generally each student will be responsible for two to four readings through the course. A satisfactory performance level would include the posting of a short parestis of the reading and discussion questions prior to class on the course web page, presentation of a critical commentary which relates the material to the week's topic and previous readings, leading of an informed discussion in class. A superior performance level would be achieved by stimulating further discussion within the class and by relating the readings to new, unassigned readings, or previous or recently acquired knowledge on the subject.

#### Culture History Chart

Value = 10 marks

Throughout the term students will be exposed to a variety of northern culture histories and details of specific major archaeological sites on the basis of which they will develop their own culture history chart. This chart will form the basis for their final examination essay question and will be submitted to the instructor at the completion of the final exam. The chart will be returned to the student with their examination.

Research Project

Value = 50 marks

Early in the term students will be assigned a research project relevant to ongoing local archaeological fieldwork. The exact nature of any individual project will be developed in consultation with the instructor and may include working as a team or group with others, depending on the nature of the project chosen. Towards the end of the term, you will be expected to present a short (15 minute) seminar on the nature and results of your project to the class and submit a short-written version of your comments. Grading of the assignments will reflect: a) satisfactory completion of the work taken on by mutual agreement (25 marks); b) your seminar presentation (15 marks); and c) original or cogent contributions to the structure, application, or analysis of the project (10 marks).

**Tests**

Final Examination

Value = 80 marks

A comprehensive final examination will be written during the designated college examination period. The exam will consist of a set of short answer questions related to assigned readings, true-false and multiple-choice questions related to general aspects of subarctic archaeology, and a choice of short essay topics.

**EVALUATION**

<b>Distribution of Marks Used for Student Evaluation</b>			
<b>Evaluation</b>	<b>Topic</b>	<b>Value</b>	<b>Weight</b>
Participation	Attendance and in class discussion	20	10%
Seminar Presentations	As Assigned	40	20%
Culture History Chart	Subarctic Chronology	10	5%
Research Project/Paper	Student's Choice	50 Marks	25%
Final Exam	Cumulative Evaluation	80 Marks	40%
<b>Total</b>		<b>200 Marks</b>	<b>100%</b>

## **REQUIRED TEXTBOOKS AND MATERIALS**

E. James Dixon's monograph on the archaeology of Beringia [Arrows and Atl Atls](#), available free from the American National Parks Service. It provides a concentrated review of much of this course's content that you will find handy to refer to. Additional Required and Supplementary Readings will be made available to participants by the instructor through the Course Moodle webpage.

## **ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

## **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the University.

## **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon University recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukonu.ca/yfnccr](http://www.yukonu.ca/yfnccr).

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, they should contact the Learning Assistance Centre (LAC): lac@yukonu.ca.

## **THE LORENE ROBERTSON WRITING CENTRE**

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. The Lorene Robertson Writing Centre is staffed by helpful writing coaches from across the College and offers one-on-one appointments to students in need of writing support.

The Lorene Robertson Writing Centre can help you:

- Get started on an assignment and focus your ideas
- Outline and plan your assignment
- Write clearly, logically, and effectively
- Address specific needs and writing problems
- Revise the first and final drafts of your project
- Gain confidence in your writing

For in-person appointments, the Centre coaching office is in the Academic Support Centre in room A2302. You can also participate in coaching appointments over the phone or online. see the Academic Support Centre schedule for English and writing support times.

**TOPIC OUTLINE**

Week	Topic
1	Course Introduction Definition of Subarctic. Ecological vrs. Cultural. Overview of Subarctic paleo-ecology. Historic populations (linguistics and cultural).
2	Human adaptations to the Boreal Forest. Resources and strategies for survival. Human social and political organization in the subarctic. The ethnographic analogy.
3	History of Archaeological research. Special problems related to research in the subarctic. Group Seminar – Seminal Figures in Northern Archaeology
4	The early archaeological record in Western Beringia. Definition and time frame. Post-Glacial Climate Dynamics. Relevance of northeast Asia evidence. Early human migration(s) to North America.
5	The early archaeological record in Eastern Beringia. Alaskan and Yukon evidence. Beringian Tradition, Chindadn-Nenana, Denali, Sluiceway, Mesa
6	The early archaeological record in Eastern Beringia continued.
7	Late Pleistocene - Early Holocene occupations in the Western Subarctic. Northern Cordilleran and Microblade Technologies.
8	Early Holocene Occupations in the Subarctic Shield. Northern Plano and Acasta.
9	Mid-Holocene occupations in the Western Subarctic. Northern Archaic and Northwest Microblade.
10	Mid-Holocene occupations in the Subarctic Shield. The Shield Archaic. Paleo-Eskimo.
11	The Late Prehistoric Period in the Subarctic. The Athapaskan Question, Taltheilei, Laurel, Blackduck, and Selkirk.
12	Historic Archaeology in the Subarctic. Unresolved questions in Subarctic Archaeology.
13	Contemporary archaeological research in the Yukon. Oral History and Prehistory. The Yukon Land Claim and Archaeology. Directions for future research.
<b>n.b. Primary weekly readings will be posted to the Course Moodle webpage, updated with the most recent relevant publications through the term.</b>	