

# APG 310: COASTAL ARCHAEOLOGY

Fall 2008

T/Th 3:30- 4:45 (RDVL 103)

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Course website: <http://www.uri.edu/webct/>

## COURSE DESCRIPTION:

Humans have lived along coastlines for at least 150,000 years, developing specialized technology and social systems to adapt to these environments. Coastal environments provide both unique opportunities and challenges for the inhabitants and for the archaeologists who study them. Coastal peoples have access to a rich variety of resources, but often face environmental stress and natural disasters (as evidenced by the recent tsunamis and hurricanes). Coastal and wetland archaeological sites are often exceptionally preserved, but may be difficult and costly to investigate, and are threatened by construction and future sea level rise associated with global warming.

This semester we will explore a variety of issues and controversies in coastal “prehistory” (the period of time before the invention of writing). We will focus primarily on the archaeology of the Americas and Oceania, but will periodically discuss examples from other areas of the world and more recent time periods. The course will be a combination of lecture material, discussions and in-class group activities.

The course will be divided into three main sections:

- (1) *Coastal Environments and Adaptations*: We will begin with an introduction to coastal environments, and the development of specialized maritime technologies through time. In addition, we will discuss the nature of prehistoric coastal archaeological sites, including how they are preserved, excavated and analyzed.
- (2) *Key Questions in Coastal Archaeology*. The second unit will focus on three key controversies in coastal archaeology: the colonization of the Pacific, the colonization of the Americas, and the development of complex hunter-gatherers.
- (3) *Contemporary Issues in Coastal Archaeology*. Finally, we will discuss the relationship between coastal archaeology and current environmental and social issues, such as human impacts on the environment, conservation biology, human response to natural hazards, indigenous rights, and the conservation and management of coastal sites.

## STUDENT LEARNING EXPECTATIONS

My goals are that you leave the class knowing how to:

1. Describe how people have adapted to their coastal environment through time, including both technological and social changes.
2. Evaluate hypotheses for key developments in the prehistory of coastal regions, including the colonization of the Pacific and the Americas.
3. Explain how the coastal landscape has changed through time and may change in the future, and describe approaches to conserving and managing archaeological resources.
4. Construct an argument for how and why coastal archaeology may be relevant to modern environmental and social issues.
5. Research, synthesize and organize information on an archaeological topic and communicate these ideas to others.

## COURSE REQUIREMENTS

Exams (3)	45 pts
Research Paper & Presentation	28 pts
Take-home Assignments (9)	27 pts

### **Required Readings**

The readings are designed to give you the background knowledge you will need for our in-class discussions and activities, and will help you successfully complete the take-home assignments and prepare for exams.

The following book is required:

*Exploring Coast Salish Prehistory: The Archaeology of San Juan Island*, by Julie K. Stein. University of Washington Press, Seattle. 2000.

This short book focuses on archaeological excavations from two shell midden sites located on San Juan Island in Washington State. Throughout the book, Stein discusses how archaeologists excavate shell middens and how they go about reconstructing what happened in the past. She discusses both the physical evidence and the possible interpretations of that evidence, using both scientific analyses and the recollections of local native peoples. This study of the Northwest Coast will provide you with an example of the technology people used to adapt to their coastal environments.

In addition to this short book, there are a number of other required readings (see attached list, pg. 4-5). The readings will be due Tuesday of each week (see schedule, pg. 6). Please bring the readings with you to class for the week they are assigned. The readings are available on the course website (<http://www.uri.edu/webct/>). If you have problems printing at home (some of the files may be rather large), try printing from campus instead. There are computer labs in the URI Library (LL4) and the Memorial Union (313). If you have problems accessing the readings, please let me know.

### Exams

The midterm exams will test your knowledge of the first two units, and will be held in class on Thursday, October 2<sup>nd</sup> and Thursday, November 6<sup>th</sup>. The third exam will be a take-home and will be due at 5:00 PM the day of the scheduled final (December 16<sup>th</sup>). The exams will consist of short answers and essays and will require you to synthesize material from class lectures, in-class activities, videos, discussions, and readings.

### Research Paper and Presentation

You will be required to write a research paper (max 8 pages) on a topic related to coastal archaeology and give a 10-minute presentation on your research. This will give you the opportunity to explore a topic that interests you in more depth, and to teach other students what you have learned. This assignment is designed to help you build skills in conducting research and thinking and writing critically. Students will turn in a paper proposal (9/30), bibliography (10/23), and a first copy (11/13) during the course of the semester, and will be required to meet with the instructor to discuss progress on the paper (week of 11/25). More details about this assignment will be provided in class.

### Take-home Assignments

The take-home assignments are designed to prepare you for the class lectures and discussions, and will help you to focus on important concepts in the assigned readings. They will typically be due each Tuesday (see attached schedule for specific due dates). Your responses will be short (1-3 pages), and should be typed, double-spaced and stapled. Each take-home assignment will be graded on a 3-point scale.

## COURSE POLICIES

### Grading Scale:

<u>Grade</u>	<u># of points</u>	<u>Grade</u>	<u># of points</u>	<u>Grade</u>	<u># of points</u>
A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	60-66
B+	87-89	C	73-76	F	<60
B	83-86	C-	70-72		

### Absences:

Your attendance and class participation is critical to your success in this class. In-class activities and discussions during class meetings will help prepare you for the assignments and exams.

### Late Assignments:

Late take-home assignments will not be accepted, since we will be discussing the assignments during class. Please note: I will not accept electronic assignments; you must supply a hard copy for grading. It is your responsibility to plan ahead and print your paper well before the deadline; a printer problem is not an acceptable excuse for turning a paper in late. If you have a legitimate excuse for missing class, please arrange to turn in your assignment prior to your absence.

**Academic Honesty:**

I expect all students to uphold the University of Rhode Island community standards of behavior as outlined in the student handbook (<http://www.uri.edu/judicial/studenthandbook.pdf>). I encourage you to discuss your ideas with others, but assignments must reflect your own individual work.

**Accessibility:**

Please let me know if you need accommodation of any sort. I can work in conjunction with the URI Disability Services for Students (DSS) office (<http://www.uri.edu/disability/dss/>) to provide what you require, or we may be able to work it out between us if you would prefer. I'm also very willing to take suggestions specific to this class to meet your learning needs.

**Feedback/ Suggestions:**

I am interested in having your feedback and suggestions on the course throughout the semester (rather than simply on the evaluations at the end of the semester). You are encouraged to email me directly with suggestions or constructive feedback. I encourage you to visit my office hours if you have any concerns, or if you just want to chat about the course material or majoring in anthropology.

### REQUIRED READINGS (ON COURSE WEBSITE)

- Ames, Kenneth M., and Herbert D. G. Maschner. 1999. Chapter 1: Introduction. In, *Peoples of the Northwest Coast: Their Archaeology and Prehistory*, pp. 13-41. Thames and Hudson.
- Bellwood, Peter. 1997. Special Report: Ancient Seafarers. *Archaeology* 50(2):20-22.
- Butler, Virginia. 2004. Where Have All the Native Fish Gone? The Fate of Fish that Lewis and Clark Encountered on the Lower Columbia River. *Oregon Historical Quarterly* 105(3):438-463.
- Coles, J. M. 1998. Prologue: Wetland Worlds and the Past Preserved. In, *Hidden Dimensions: The Cultural Significance of Wetland Archaeology*, edited by Kathryn Bernick, pp. 3-23. UBC Press, Vancouver.
- Curry, Andrew. 2008. Ancient Excrement: An Unexpected Source of Human DNA Resets the Clock on the Settlement of the Americas. *Archaeology* 61(4):42-45.
- Décima, Elena B., and Dena F. Dincauze. 1998. The Boston Back Bay Fish Weirs. In, *Hidden Dimensions: The Cultural Significance of Wetland Archaeology*, edited by Kathryn Bernick, pp. 157-172. UBC Press, Vancouver.
- Dillehay, Thomas H. 2000. Chapter 2: Debating the Archaeology of the First Americans. In, *The Settlement of the Americas: A New Prehistory*, pp. 15-44. Basic Books, New York.
- Edgar, Blake. 2005. The Polynesian Connection. *Archaeology* 58(2):42-45.
- Erlandson, Jon M., and Scott M. Fitzpatrick. 2006. Oceans, Islands, and Coasts: Current Perspectives on the Role of the Sea in Human Prehistory. *Journal of Island and Coastal Archaeology* 1:5-32.

## REQUIRED READINGS (CONTINUED)

- Fagan, Brian M. 2005. Chapter 10: The Myth of the Garden of Eden: Later Societies of the West Coast. In, *Ancient North America: The Archaeology of a Continent*, pp. 233-263. Thames and Hudson, London.
- Gantenbein, Douglas. 2005. Graving Yard, Graveyard. *American Archaeology* 9(2):12-18.
- Goebel, Ted, Michael R. Waters, and Dennis H. O'Rourke. 2008. The Late Pleistocene Dispersal of Modern Humans in the Americas. *Science* 319:1497-1502.
- Koppel, Tom. 2000. Did They Come by Sea? *American Archaeology* 4(1):24-30.
- Makah Tribal Council and Makah Whaling Commission. January 2005. The Makah Indian Tribe and Whaling: Questions and Answers. Electronic Document: <http://www.makah.com/makahwhalingqa.pdf>, accessed September 3, 2008.
- Mapes, Lynda V. 2005. Unearthing Tse-whit-zen: A Seattle Times Special Report, May 22- 25, 2005. Electronic document, <http://seattletimes.nwsourc.com/news/local/klallam/>, accessed September 3, 2008.
- Marean, Curtis W., Miryam Bar-Matthews, Jocelyn Bernatchez, Erich Fisher, Paul Goldberg, Andy I. R. Herries, Zenobia Jacobs, Antonieta Jerardino, Panagiotis Karkanas, Tom Minichillo, Peter J. Nilssen, Erin Thompson, Ian Watts, and Hope M. Williams. 2007. Early Human Use of Marine Resources and Pigment in South Africa during the Middle Pleistocene. *Nature* 449:905-908.
- Mayell, Hillary. 2001. Overfishing Long Ago Tied to Modern Ecosystem Collapse. National Geographic News Online (<http://news.nationalgeographic.com/news/>), August 7, 2001.
- Pickrell, John. 2004. Rat DNA Offers Clues to Pacific Colonization, Study Says. National Geographic News Online (<http://news.nationalgeographic.com/news/>), June 9, 2004.
- Pitts, Mike. 2007. Mapping an Underwater World. *Archaeology* 60(1):30-34.
- Purdy, Barbara A. 1988. Archaeological Wet Sites: Untapped Archives of Prehistoric Documents. In, *Wet Site Archaeology*, edited by Barbara A. Purdy, pp. 325-335. The Telford Press, Caldwell, New Jersey.
- Smith, K. C. 2001. Twelve Thousand Years Under the Sea. *American Archaeology* 5(4):12-19.
- Smith, Roff. 2008. Beyond the Blue Horizon: How Ancient Voyagers Settled the Far-Flung Islands of the Pacific. *National Geographic* 213(3):106-123.
- Wallace, Birgitta Linderloth. 2000. The Viking Settlement at L'anse Aux Meadows. In, *Vikings: The North Atlantic Saga*, edited by William W. Fitzhugh and Elisabeth I. Ward, pp. 208-217. Smithsonian Institution Press, Washington, D.C.
- Whittaker, Robert J. 1999. Chapter 10: The Human Impact on Island Ecosystems. In, *Island Biogeography: Ecology, Evolution, and Conservation*. Oxford University Press.

## APG 310 SCHEDULE

	Week	Dates	Topics	Readings	Important Dates
Environments & Adaptations	Wk 1	Sept 4	Introduction		
	Wk 2	Sept 9, 11	Coastal Resources; Human Evolution & Coastal Landscapes	Erlandson & Fitzpatrick; Marean et al.	Assign. 1 (Tues)
	Wk 3	Sept 16, 18	Submerged Landforms; Preservation	Coles; Pitts; Purdy; Smith 2001	Assign. 2 (Tues)
	Wk 4	Sept 23, 25	Coastal Adaptations & Technology	Stein (book)	Assign. 3 (Tues)
	Wk 5	Sept 30, Oct 2	Coastal Adaptations & Technology	Décima & Dincauze	Paper Proposal (Tu) In-class Exam (Th)
Key Questions	Wk 6	Oct 7, 9	Colonization of the Pacific	Bellwood; Pickrell; Smith 2008	Assign. 4 (Tues)
	Wk 7	Oct 14, 16	Initial Colonization of Americas	Curry; Dillehay; Goebel et al.; Koppel	Assign. 5 (Tues)
	Wk 8	Oct 21, 23	Later Colonization of Americas?	Edgar; Wallace	Assign. 6 (Tues) Paper Biblio. (Th)
	Wk 9	Oct 28, 30	Complex Hunter-Gatherers	Ames & Maschner; Fagan	Assign. 7 (Tues)
	Wk 10	Nov 6 (no class 11/4— <b>vote!</b> )			In-class Exam (Th)
Contemporary Issues	Wk 11	Nov 12 ( <b>Wed</b> ), 13	Human Impacts on Islands; Historical Ecology	Butler; Mayell; Whittaker	Assign. 8 (Wed) Paper Copy 1 (Th)
	Wk 12	Nov 18, 20	Managing Resources; Natural Hazards	Gantenbein; Makah Tribe; Mapes	Assign. 9 (Tues)
	Wk 13	No class 11/25 or 11/27	Individual Conferences on Papers (meeting times TBA)		
	Wk 14	Dec 2, 4	Presentations on Research Papers		
	Wk 15	Dec 9	Presentations on Research papers		Final Paper Copy (Tues)
<b>Take-Home Final due Tuesday, December 16<sup>th</sup> (5:00 PM)</b>					

