

SYNOPSISArchaeological Studies Program - Faculty of Arts

The purpose of this proposal is to change both the administrative and curricular organization of Archaeology within the Faculty of Arts. At present Archaeology is administered as a trusteeship of the Dean of Arts, and offers a series of credit courses which can be taken to satisfy general Arts degree requirements and in some cases requirements of a PSA major.

The reorganized programme departs from the present one in the following particulars: a set of core Archaeology courses are designated as a major; a set of courses in the disciplines which complement Archaeology are designated and are recommended for Archaeology majors; and the administration of the majors programme is provided for through the usual administrative unit known as a department. The reorganization is predicated on the basis that Archaeology has flourished through increased enrollments and demand for courses, that the other two universities in B.C. do not offer a major in Archaeology, and that the reorganized programme costs no more than the present one.

Evaluations of the revised curriculum by ten outside referees indicate that students who complete the programme would be acceptable for graduate study at other universities. To quote Professor Willey of Harvard "The archaeological program which you present in the accompanying memorandum is certainly of the design and strength that would prepare any student for graduate work in anthropological archaeology at any university in the United States or England with which I am familiar."

The reorganization is supported unanimously by the Archaeology faculty members and by a petition signed by about 200 students.

August 27, 1970
/lg

Archaeological Studies Program - Faculty of Arts

Issues and/or Questions Raised by the Academic Planning Committee

1. Why should there be a department of Archaeological Studies as opposed to a program of Archaeological Studies?
The Dean of Arts indicated that the primary basis for seeking departmental status is that departments have the right to offer degrees while programs do not.
2. Should not the anthropologists and the archaeologists be combined into one program? Both programs have indicated that they are not interested in amalgamation, and, in addition, there are not enough anthropologists in the PSA Department to assure that a viable program would result from such an amalgamation.
3. As a basic policy issue, is it desirable that the University move to the establishment of additional departments? The University has said that it is committed to both strong disciplinary and inter-disciplinary studies. In general, now having established strong disciplinary programs, the issue arises as to whether or not interdisciplinary studies will be facilitated by the establishment of still further departments within the University. Second, the viability of small departments can be questioned. If you will recall, this issue was raised with regard to the de facto departments in the Educational Foundations Centre of the Faculty of Education. Rather than establish a new department, it may be better to retain a program in program form until such time as it is large enough to demonstrate its viability and then, at that point, consider whether or not it ought to be shifted to departmental status. Finally, there is a certain permanency associated with giving a program departmental status. For this reason, it may again be better to retain a program in program form until such time as the viability of the program and the demand for such a program is tested in the marketplace.
4. Does not the archaeological program have closer ties to the Science Faculty than to the Faculty of Arts? It was noted that in an archaeological studies program there is a choice between emphasizing a highly theoretical program oriented primarily towards an inter-disciplinary approach versus the offering of a pure archaeological type of program. At this University, the choice has been to

emphasize the pure archaeological program. Because of this, it is acknowledged that the program does have closer ties to the Science Faculty than to the Faculty of Arts. Notwithstanding, archaeological studies programs have usually been placed in the Faculty of Arts and the argument for its retention in that Faculty is therefore based on historical precedent.

5. Should the archaeological program be considered as an inter-disciplinary program to be considered in organizational terms under the proposal to come before Senate regarding inter-disciplinary programs? For the reasons noted in item 4 above, there is no justification for considering the archaeological studies program offered at Simon Fraser as an inter-disciplinary program.
6. To what extent would Senate approval of the archaeological studies program as a department constitute a licence for it to become the large department envisioned in the budget submitted by the director of the program? The budget proposed for the archaeological studies program reflects a desirable objective by those involved in the program. It does not constitute a commitment of University resources in the future. Whether or not the program is constituted as a department, its request for budgetary support will have to be considered relative to the other needs of the faculty with which it is identified and, in a larger sense, the needs of the entire University.

REORGANIZATION OF

ARCHAEOLOGICAL STUDIES

ABSTRACT

The purpose of this proposal is to change both the administrative and curricular organization of Archaeology within the Faculty of Arts. At present Archaeology is administered as a trusteeship of the Dean of Arts, and offers a series of credit courses which can be taken to satisfy general Arts degree requirements and in some cases requirements of a PSA major.

The reorganized programme departs from the present one in the following particulars: A set of core Archaeology courses are designated as a major; a set of courses in the disciplines which complement Archaeology are designated and are recommended for Archaeology majors; and the administration of the majors programme is provided for through the usual administrative unit known as a department. The reorganization is predicated on the basis that Archaeology has flourished through increased enrollments and demand for courses, that the other two universities in B.C. do not offer a major in Archaeology, and that the reorganized programme costs no more than the present one.

Evaluations of the revised curriculum by ten outside referees indicate that students who complete the programme would be acceptable for graduate study at other universities. To quote Professor Willey of Harvard "The archaeological program which you present in the accompanying memorandum is certainly of the design and strength that would prepare any student for graduate work in anthropological archaeology at any university in the United States or England with which I am familiar."

The reorganization is supported unanimously by the Archaeology faculty members and by a petition signed by about 200 students.

Table of Contents

I	INTRODUCTION.....	1
II	BACKGROUND INFORMATION.....	1b
	Archaeology in Canadian Universities.....	1b
	Archaeology in British Columbia.....	2
	University of British Columbia.....	2
	University of Victoria.....	2
	Simon Fraser University.....	3
	Present Faculty.....	4
	Enrollments.....	5
	Student Demand.....	6
	Interdisciplinarity.....	7
	Research Facilities.....	8
	Library Resources.....	8
	Growth.....	9
III	PROPOSED REORGANIZATION.....	10
	Programme Description.....	11
	Course Requirements for Majors.....	11
	Course Requirements for Honors.....	11
	Languages Other Than English.....	12
	Description of Courses.....	12
	Frequency of Course Offerings.....	16
	Complementary Courses.....	17
	Sample Course Programme.....	23

IV ADDENDA

1. Recording Archaeological Data in British Columbia by D. N. Abbott.

2. Faculty Vitae:

 H. L. Alexander

 R. L. Carlson

 P. M. Hobler

3. Comments by Outside Referees:

 University of Arizona - R. H. Thompson

 University of Calgary - R. G. Forbis

 University of Colorado - J. J. Hester

 Cornell University - R. Ascher

 Harvard University - G. R. Willey

 McGill University - B. G. Trigger

 Universite de Montreal - P. Smith

 University of Oregon - M. B. Stanislawski

 Washington State - R. D. Daugherty

 Yale University - I. Rouse

4. New Course Proposals

I INTRODUCTION

Archaeology is the science of human prehistory. It is the organized body of knowledge which refers to man's prehistoric past. Prehistoric Archaeology traces its origins from the curio cabinets of the period of the Enlightenment through 19th Century Natural History into the present era of scientific method. Its raison d'etre is man's curiosity about his past, and its reason for existence in universities is to teach the 99% of human history not taught by historians, to contribute through research to this field of knowledge, and to critically evaluate ideas regarding man's prehistoric past in terms of data, method, and theory. University students as educated individuals should be aware not only of the conclusions of Archaeology, but how such conclusions are reached. The objectives of the Archaeology programme are to provide the students at this University with the soundest education possible, to provide the community with accurate information relating to Archaeology, and to contribute to the growth of knowledge in the discipline. These goals are met by

teaching courses, counseling students, conducting research, publishing scholarly papers, participating in interdisciplinary endeavours, and by providing information to individuals or groups when requested. These aims and goals remain the same for the revised programme as for the presently existing one. The re-organized programme departs from the existing one in that it organizes a set of core Archaeology courses into a unit known as a major, designates a set of complementary courses in other disciplines, and provides for the administration of the programme through the usual administrative unit known as a Department. This proposed re-organization is predicated on the basis that Archaeology was included in the initial planning stages of this University, has flourished through increased enrollments and demand for courses since that time, that the other two universities in the Province do not offer a major in Archaeology, and that this re-organization is in keeping with the academic and administrative structure of Simon Fraser University. The funding of the revised programme does not differ from the funding of the present programme. This re-organization is not dependant upon hiring additional faculty, and does not require additional space. Students would still fulfill the requirements of the Bachelor of Arts degree.

Archaeological Studies Program - Faculty of Arts

Issues and/or Questions Raised by the Academic Planning Committee

1. Why should there be a department of Archaeological Studies as opposed to a program of Archaeological Studies?
The Dean of Arts indicated that the primary basis for seeking departmental status is that departments have the right to offer degrees while programs do not.
2. Should not the anthropologists and the archaeologists be combined into one program? Both programs have indicated that they are not interested in amalgamation, and, in addition, there are not enough anthropologists in the PSA Department to assure that a viable program would result from such an amalgamation.
3. As a basic policy issue, is it desirable that the University move to the establishment of additional departments? The University has said that it is committed to both strong disciplinary and inter-disciplinary studies. In general, now having established strong disciplinary programs, the issue arises as to whether or not interdisciplinary studies will be facilitated by the establishment of still further departments within the University. Second, the viability of small departments can be questioned. If you will recall, this issue was raised with regard to the de facto departments in the Educational Foundations Centre of the Faculty of Education. Rather than establish a new department, it may be better to retain a program in program form until such time as it is large enough to demonstrate its viability and then, at that point, consider whether or not it ought to be shifted to departmental status. Finally, there is a certain permanency associated with giving a program departmental status. For this reason, it may again be better to retain a program in program form until such time as the viability of the program and the demand for such a program is tested in the marketplace.
4. Does not the archaeological program have closer ties to the Science Faculty than to the Faculty of Arts? It was noted that in an archaeological studies program there is a choice between emphasizing a highly theoretical program oriented primarily towards an inter-disciplinary approach versus the offering of a pure archaeological type of program. At this University, the choice has been to

II BACKGROUND INFORMATION

Archaeology in Canadian Universities

Majors programmes for Bachelor's degrees are offered by five Canadian Universities: Trent, Waterloo Lutheran, Saskatoon, Alberta and Calgary. Three of these same universities - Saskatoon, Alberta and Calgary offer Master's programmes in Archaeology, and one university - Calgary, offers a doctoral programme.¹ The University of Calgary offers the most developed programme with nine faculty members and twenty-six undergraduate courses. Significantly, none of the above universities are in British Columbia.

1. University Career Outlook, Department of Manpower and Immigration, Queens Printer, Ottawa. 1969. pp. 78-83.

Archaeology in British Columbia

British Columbia is one of the least known archaeological areas of native North America, even though its aboriginal cultures were distinctive and archaeological sites are in abundance. Part of this lack of knowledge is the result of the weak development of Archaeology in the universities of this Province. (See addenda: Recording Archaeological Data in British Columbia by D. N. Abbott, 1969).

University of British Columbia

The University of British Columbia has one appointment in Archaeology and has maintained this single appointment for almost the last twenty years. Of the total of two Archaeology courses, only one is offered each year.

University of Victoria

The University of Victoria has only one Assistant Professor specializing in Archaeology. Three courses are offered.

Simon Fraser University

Simon Fraser University has already a much more developed Archaeology programme than either of the other two universities in British Columbia. We have three faculty members in Archaeology, and offer thirteen undergraduate courses.

Present Faculty: Three archaeologists are on the faculty:

R. L. Carlson, P. M. Hobler, and H. L. Alexander. (See Vitae).

All of the courses in the revised curriculum are within the areas of specialization of present faculty.

<u>Course</u>	<u>Faculty Members</u>
101 The Prehistoric Past	Alexander, Carlson, Hobler
272 Old World Archaeology	Alexander, Carlson, Hobler
273 New World Archaeology	Alexander, Carlson, Hobler
371 Theory	Alexander, Carlson, Hobler
372 Laboratory Techniques	Alexander, Carlson, Hobler
375 Fossil Man	Alexander
433 Techniques of Inquiry	Alexander, Carlson, Hobler
434 Techniques of Inquiry	Alexander, Carlson, Hobler
435 Field Reports	Alexander, Carlson, Hobler
436 Readings	Alexander, Carlson, Hobler
473 Africa	Alexander, Carlson, Hobler
474 North America: Southwest	Carlson, Hobler
475 North America: Arctic	Alexander
476 North America: Pacific N.W.	Alexander, Carlson, Hobler
493 Honors Reading	Alexander, Carlson, Hobler
499 Honors Essay	Alexander, Carlson, Hobler

Enrollments: The first Archaeology course was offered at this University in September, 1966 with an enrollment of 58 students. Each trimester period since that time has witnessed a marked increase in enrollments. There were 871 enrollments in Archaeology courses in the last trimester period (January, 1969 - December, 1969).

Student Demand: In an attempt to obtain a measure of student demand for courses to guide planning, the questionnaire on the following page was distributed to students in Archaeology courses, Fall Semester 1969. The total number of responses have been filled in the blanks which were originally checked by each student.

COURSE REQUEST FORM - ARCHAEOLOGY - Sample taken of students registered in
Archaeology 272, 273, 472, 473 - Fall Semester, 1969.

<u>COURSE</u>		<u>SEMESTER</u>				<u>TOTAL</u>
		<u>SPRING</u> <u>1970</u>	<u>SUMMER</u> <u>1970</u>	<u>FALL</u> <u>1970</u>	<u>SPRING</u> <u>1971</u>	
Arc. 101-3	The Prehistoric Past			13	1	14
Arc. 272-3	Archaeology of the Old World			1	1	2
Arc. 273-3	Archaeology of the New World	42		6		48
Physics 281-3	Physical Science in Archaeology (Prerequisite: Physics 100 or 101 or high school Physics)				8	8
Arc. 371-5	Archaeological Theory (Prerequisite: 272 or 273)	13		15	1	29
Arc. 372-5	Laboratory Techniques (Prerequisite: 272 or 273)	20		10	5	35
Arc. 375-5	Fossil Man (Prerequisite: 272)	25		21	5	51
Archaeological Field School			23			23
Arc. 476-5	Northwest Pacific Archaeology (Prerequisite: 273)	9		15	5	29
Arc. 473-5	African Archaeology (Prerequisite: 272)	7		12	6	25
Arc. 474-5	Southwest Archaeology (Prerequisite: 273)	9		1	5	15
Arc. 475-5	Arctic Archaeology (Prerequisite: 273)	13		6	10	29
TOTAL:		138	23	100	47	308

Place a check () in the blank opposite the course wanted for any of semesters listed.

Are you an Archaeology major? 14

Are you strongly considering majoring in Archaeology? 38

Interdisciplinarity:

The present Archaeology curriculum is integrated in part with the curricular requirements of the PSA Department so that a student wishing to specialize in Archaeology must take a number of courses in Political Science, Sociology and Anthropology. The revised programme broadens the spectrum of choice in regard to courses complementary to Archaeology which a student may take, but still permits PSA students as well as students in other Departments and faculties to take Archaeology courses if they so wish.

The majority of the regional Archaeology courses fall within the three pending interdisciplinary studies programmes: Canadian Studies, African Studies, and Latin American Studies.

<u>Interdisciplinary Programme</u>	<u>Related Archaeology Courses</u>
Canadian Studies	Arc. 273, 475, 476
African/Middle East Studies	Arc. 272, 473
Latin American Studies	Arc. 273

We feel that multidisciplinary participation in teaching and research are important, and that sound interdisciplinary programmes are most effective when built on sound disciplinary programmes.

Research facilities: The present Archaeology programme maintains an archaeological laboratory which in addition to serving as a research and teaching laboratory for advanced students, houses the archaeological and ethnographic collections of the University. Additional space for a display area where those artifacts and osteological material related to the general teaching programme can be viewed has already been provided for, upon construction of Phase III, of the University. Basic field and laboratory equipment, a photographic dark room, and one field vehicle are already on hand. No increase in research space or major equipment beyond that already provided for is required by the revised programme.

Archaeological research in Canada is funded by the Canada Council and our present research programme is funded by a small grant to Professor Hobler. The greater portion of British Columbia is little known archaeologically, but what research has been done strongly indicates that it is an area eminently suitable both for increasing our knowledge about man's past, and for teaching students those techniques of field research applicable to any area.

Library resources: The library holdings in Archaeology have been developed here since the beginning of the University and are adequate for the revised programme.

Growth: Growth of any programme is a function of demand, academic soundness, available funds, and optimum effective size. The length of time required to reach optimum size will depend on the factors mentioned in the preceding sentence. We are at a minimum effective size now. Any future faculty which we might obtain would be required to teach part of the programme outlined here, and in addition bring in specialized knowledge not covered by existing faculty. We intend to implement no additional lower division courses in the foreseeable future. The following upper division courses will be added to the curriculum as funds and personnel permit:

301-3 Primitive and Prehistoric Art

477-5 Regional Studies in Archaeology:
Mesoamerica

478-5 Regional Studies in Archaeology:
Asia.

We view an optimum size as about six faculty members. When, if ever, we may reach this size will depend upon whatever policies this University adopts in regard to growth.

III. PROPOSED REORGANIZATION

The attached programme consists of a set of core Archaeology courses and a set of complementary courses offered by other Departments in the University. All of the courses listed are of one semester duration.

A student major is required to obtain six credit hours of lower division Archaeology courses, and thirty credit hours of upper division courses. This credit hour requirement is in keeping with general practice in the Faculty of Arts. These courses are loosely structured from the general to the specific, and pre-requisites are kept at a minimum.

The complementary courses offered by other Departments are not listed as requirements, as it is felt that counseling students in regard to complementary courses is preferable to the legislation of specific requirements, and that different students may require different sets of complementary courses.

The intent of the programme is to provide Archaeology courses for all University students who wish to take them, and to provide a core set of Archaeology courses with recommended complementary courses for students who wish to major or honor, and to maintain both flexibility and academic soundness.

Programme Description

The Department offers courses leading to a B.A. degree. Students planning to major or honor are expected to obtain a multidisciplinary background by taking courses in a number of complementary disciplines and are urged to seek advice from the Department early in their University careers in regard to the structuring of their individual programmes.

COURSE REQUIREMENTS FOR MAJORS

Students who plan to major in Archaeology must fulfill the following course requirements:

Archaeology 272, 273, and at least 30 credits in Archaeology at the 300 and 400 levels.

COURSE REQUIREMENTS FOR HONORS

Archaeology majors who wish admission to the honors programme must hold and maintain at least a 3.0 cumulative grade point average. In addition the successful completion of Mathematics 101 or a comparable statistics course, the Honors Reading and Honors Essay Archaeology courses, and ten

credit hours in other Departmentally approved courses over and above the requirements for a major are necessary.

LANGUAGES OTHER THAN ENGLISH

Students who contemplate graduate work are advised to acquire a reading knowledge of at least one language other than English.

DESCRIPTION OF COURSES

101-3 The Prehistoric Past

Method and myth in the study of human prehistory. The relationship between ideas and archaeological data in regard to man's prehistoric past. (2-1-0)

272-3 Archaeology of the Old World

A survey of the Old World Prehistory from the Paleolithic to the Bronze Age. Basic concepts used in reconstructing prehistoric cultures, and the artifactual, fossil, and contextual evidence for the evolution of man and culture. (2-1-0)

273-3 Archaeology of the New World

A survey of the prehistoric cultures of North and South America. The entry of man into the New World, the rise of the pre-Columbian civilizations of Mexico and Peru, and the cultural adaptations by prehistoric populations to other parts of the New World. (2-1-0)

Physical Science in Archaeology (Physics 281-3)

Methods of locating buried objects by resistivity surveys, magnetometers and metal detectors. Dating of objects by radioactive tracers, thermoremanent magnetization and thermoluminescence. Analysis of objects by spectroscopy, neutron activation analysis, x-ray fluorescence and beta-ray back scattering. The courses will include basic experiments and field trials in some of the techniques.

Prerequisites: Archaeology 272 or 273 and either Physics 100, 101, or high school Physics; or permission of the instructor.

371-5 Archaeological Theory

The cultural, evolutionary, physical, and distributional principles which underly the prediction and reconstruction of man's past.

Prerequisite: Archaeology 272 or 273

372-5 Archaeology Laboratory Techniques

Analysis and interpretation of archaeological data. This lecture and laboratory course combines the practical problems of recognition and interpretation of archaeological specimens, site mapping, typology, seriation, and statistical procedures with the basic principles of archaeological theory. (1-0-4)

Prerequisite: Archaeology 272 or 273

375-5 Fossil Man

The relationship between culture and biology in the prehistoric evolution of man. The recognition and critical evaluation of the significance of the similarities and differences among fossil human types. (1-0-4)

Prerequisite: Archaeology 272

433-5 Techniques of Inquiry

434-5 Techniques of Inquiry

These courses will be arranged for students enrolling for the archaeological field school, but may also be arranged for students engaged in technical inquiry at other times.

Prerequisite: Permission of the Instructor

435-2 Field Reports

The course requires the presentation of a field report by the student of his methods, field experiences, findings and conclusions done in Arc. 433 and 434. A critical evaluation of the field experiment is also expected. The course is not available to students who are not completing courses 433 and 434. (0-2-0)

436-3 Readings in Archaeology

Readings in particular topics will be arranged for students under the direction of a faculty member.

Regional Studies in Archaeology

The prehistory and cultural traditions of the region. The content, antecedents, relationships and changes in these cultures through time. Technological, socio-economic, and environmental factors in culture growth.

473-5	Africa	Prerequisite: 272
474-5	North America - Southwest	Prerequisite: 273
475-5	North America - Arctic	Prerequisite: 273
476-5	North America - Northwest Pacific	Prerequisite: 273

Only two of the three regional North America courses may be taken for credit.

493-5 Directed Honors Reading

Directed readings in a selected field of study under the direction of a single faculty member. Papers will be required. (0-5-0)

499-5 Honors Essay

An Honors essay of some 10/15000 words will be written under the direction of an individual faculty member.

<u>Course</u>	<u>Credits</u>	<u>Frequency of Offering</u>	<u>Contact Hours</u>		<u>Vector</u>
			<u>Per Semester</u>	<u>Per Year</u>	
101	3	Once every two years	2	1	2-1-0
272	3	Once yearly	2	2	2-1-0
273	3	Once yearly	2	2	2-1-0
371	5	Once yearly	5	5	1-4-0
372	5	Once yearly	9	9	1-0-4
375	5	Once yearly	9	9	1-0-4
433	5				
434	5				
435	2	Once yearly	8	8	Field School
436	3				
472	5	Once every two years	5	2.5	5
473	5	Once every two years	5	2.5	5
474	5	Once every two years	5	2.5	5
475	5	Once every two years	5	2.5	5
Honors Courses		As required		2	

Complementary Courses

The courses which follow are already offered by other Departments in the University. These courses increase the breadth of knowledge available to the undergraduate, and contribute in one way or another to Archaeology.

Complementary Courses in other Departments
recommended for Archaeology majors

FRESHMAN (100 LEVEL) COURSES

Geog. 101-3 General Geography

Introducing basic geographical concepts and methods;
an analysis of systematic and regional approaches to
Geography.

(2-1-0)

Geog. 151-3 Cartography

An introduction to the interpretation of maps and air
photographs; geographical illustration, representation
and analysis of geographical statistics.

(1-0-3)

Prerequisite: Geography 101-3

PSA 172-3 Anthropological Concepts

Human physical attributes and the concept of culture.
Cultural accumulation - environmental, diffusionist
and organizational. The significance of kinship,
language and tools. Cultural diversity and similarity.
The concept of cultural threshold and the mechanisms
of cultural stability and change.

(1-2-0)

Hist. 141-3 Historical Development of the Americas
to 1763

An evaluation of the pre-European Indian cultures; the
exploration, conquest and colonization of North and
South America by the French, English, Spanish and
Portuguese. Stress will be placed on the comparative
nature of these new world societies.

(2-1-0)

Math 101-3 Introduction to Statistics

A pre-calculus course in random variables and their distributions, estimating and hypothesis testing.

(3-0-1)

Math 106-3 Introduction to Computing

Introduction to the concepts of algorithm and flowchart. Their relation to the structure of a computer. Use of a high level programming language for elementary problem solving.

(2-1-1)

Biological Sciences

101-4 Introduction to Biology

The elementary facts and principles of biology; the fundamental properties and functions of micro-organisms, plants, and animals; their molecular, microscopic and visible structure. Instruction is by audio-tutorial methods.

(2-1-4)

102-4 Introduction to Biology

An introduction to the basic concepts of genetics, systematics, development and ecology, including both plants and animals. Instruction is by audiotutorial methods.

(2-1-4)

Physics 101-3 General Physics I

A general survey of mechanics vectors, statics, dynamics, work, energy, power, elasticity, simple harmonic motion, wave motion, and acoustics.

(3-1-0)

SOPHOMORE (200 LEVEL) COURSES

DML 220-3 Introduction to General Linguistics

Introductory survey to the field of linguistics and its relation to other disciplines.

(2-1-1)

PSA 271-3 Types of Authority in Traditional Societies

The idea of legitimate authority - Durkheim, Max Weber, Parsons, Easton, Eisenstadt. The use of kinship, age grades, military organization, religion, cosmology and the supernatural to legitimate authority. Specialization of duties and the division of labour. The rite de passage and the role of ceremonial. Legitimacy in stateless societies. The problem of legitimacy in some new nation states of Africa and South East Asia.

(1-2-0)

Prerequisite: Any PSA 100 level course - or permission of the Department.

PSA 274-3 Traditional Economy and Technology

Comparative analysis of types of non-industrial economic activity, referring to the technical knowledge employed, the social institutions associated with the economics, the methods of property distribution and the use made of economic surpluses. The course will include reference to the limitations on development brought about by technology, methods of organization and cultural aspirations.

(1-2-0)

Prerequisite: Any PSA 100 level course - or permission of the Department.

Geog. 211-3 Physical Geography

An introduction to climate, landforms, soils, vegetation; their origins, distributions, and interrelationships. Laboratory work and field trips are included.

(2-1-0)

Prerequisite: Geography 101-3 - or permission of the Department.

Physics 281-3 Physical Science in Archaeology

Methods of locating buried objects by resistivity surveys, magnetometers and metal detectors. Dating of objects by radioactive tracers, thermoremanent magnetization and thermoluminescence. Analysis of objects by spectroscopy, neutron activation analysis, x-ray fluorescence and beta-ray back scattering. The course will include basic experiments and field trials in some of the techniques.

Prerequisites: Archaeology 272 or 273 and either Physics 100, 101, or high school Physics; or permission of the instructor.

JUNIOR (300 LEVEL) COURSES

Geog. 313-3 Geomorphology

An examination of landforms; processes, laws, and theories of development; types and distributions.

(2-1-0)

Prerequisite: Geography 211-3 or permission of the Department.

SENIOR (400 LEVEL COURSES

Biology 400-3 Evolution

The comparative biology of change mechanisms in living systems. The origin of life, major evolutionary trends in geological time, and the comparison of adaptive processes at species, population, and individual levels. Man's origin, and the special biological significance of human adaptive capacities.

(2-2-0)

Prerequisite: Three years of Biology or consent of instructor.

Geog. 413-5 Geomorphology II

The appreciation of statistical and other methodologies in the examination of theoretical and applied problems in landform analysis.

(2-3-0)

Prerequisite: Geography 313-3 or permission of the Department.

Geog. 416-5 Pleistocene Geography

An examination of the physical and cultural geography of the Pleistocene. Climatic change and associated geomorphic processes will be studied in relation to the human occupation of the earth, and the landscape changes that result.

(2-3-0)

Prerequisite: Geography 211-3 or 241-3 for non-major or honors students.

PSA 471-5 Anthropological Theory

A critical review of theories and methods, aims and achievements in modern social anthropology.

(1-4-0)

Sample Course Programme
for Students with regular
entry by semester

Semester 1

Arc. 101-3 The Prehistoric Past

Geog. 101-3 General Geography

Physics 100-3 General Physics I

Math 101-3 Introduction to Statistics, or, Bio. Sci.
101-4 Introduction to Biology + 3 credits in Psychology,
Economics, English, Philosophy, History or Modern
Languages.

Semester 2

PSA 172-3 Anthropological Concepts

Geog. 151-3 Cartography

Math 106-3 Introduction to Computing, or, Bio. Sci.
102-4 Introduction to Biology.

Hist. 141-3 Historical Development of the Americas
+ 3 credits in Psychology, Economics, English, Philosophy,
History or Modern Languages.

Semester 3

Arc. 272-3 Archaeology of the Old World

Geog. 211-3 Physical Geography

Physics 281-3 Physical Science in Archaeology

PSA 271-3 Types of Authority, or, PSA 274-3 Traditional
Economy + 3 credits in Psychology, Economics, English,
Philosophy, History or Modern Languages.

Semester 4

Arc. 273-3 Archaeology of the New World

DML 220-3 Introduction to General Linguistics
+ 3 credits in Science and 6 credits in Arts, or,
9 credits in Arts.

Semester 5

Arc. 433-5)
Arc. 434-5) Archaeological Field School

Arc. 435-2 Field Reports

Arc. 436-3 Readings in Archaeology

Semester 6

Arc. 371-5 Archaeological Theory

Geog. 313-3 Geomorphology II

Arc. 372-5 Laboratory Techniques

Bio. Sci. 400-3 Evolution

Semester 7

Arc. 375-5 Fossil Man

Geog. 413-5 Geomorphology II

Arc. 472-5 Regional Archaeology: Pacific Northwest

Semester 8

Geog. 416-5 Pleistocene Environments

Arc. 473-5 African Archaeology, or, 474-5 Southwest
Archaeology, or, 475-5 Arctic Archaeology.

IV ADDENDA

To Roy
with best wishes
Don

RECORDING ARCHÆOLOGICAL DATA IN BRITISH COLUMBIA

BY DONALD N. ABBOTT, CURATOR OF ARCHÆOLOGY, BRITISH COLUMBIA
PROVINCIAL MUSEUM

Most British Columbians who know anything at all about prehistory are much more familiar with some of the prehistoric cultures of Europe, Western Asia, and even Africa than they are with the story of man in their own Province before 1774. This is hardly surprising since the relative dearth of information on prehistoric British Columbia is shared as well by professional archaeologists. The science of prehistoric archaeology has been well established in Europe for more than a century. While a vast amount of research remains to be done in the western half of the Old World, the main themes of man's story there are for the most part at least reasonably confidently blocked out and some periods are known in fair detail. The number of scientists—archaeologists and other specialists—concerned with the prehistory of Europe alone can be counted in the hundreds today.

By contrast, although the first (to my knowledge) published report on some of the archaeological resources of this Province appeared in 1876,¹ it was not until 1949 that a professional archaeologist was appointed (on a half-time basis until 1969) by a Provincial institution to carry out research into the prehistory of British Columbia. During the last five years the number of archaeologists so employed has increased by 1,200 per cent, which still makes a total of only six individuals. At present there are two positions at Simon Fraser University and one each at the University of British Columbia, the University of Victoria, the Vancouver Centennial Museum, and the Provincial Museum. In some of these cases one or two technical assistants are permanently employed and variable numbers of temporary assistants, normally university students, are hired or volunteer seasonally, mainly for field projects. In addition to the research carried out by local archaeologists (which is limited both by funds and by the fact that they are required to spend much or most of their time performing teaching or curatorial duties), archaeological projects have been sponsored recently in British Columbia by outside institutions, notably by the National Museum of Man (National Museums of Canada), the University of Colorado, the National Historic Sites Service, and, to a lesser degree, by the University of Calgary and the University of Washington. The Provincial Archaeological Sites Advisory Board annually supports small crews engaged in locating and salvaging archaeological sites threatened by imminent destruction. Finally, the Archaeological Society of British Columbia, an amateur group of professional orientation, has been doing some very competent volunteer work in the Vancouver area during the last couple of years.

Despite this superficially impressive amount of activity in recent years, the archaeological sites and potential information destroyed annually without any record in British Columbia far exceed the amount of data recovered by archaeologists. The agencies of destruction—natural causes, vandalism (whether intentional or not), construction projects of all kinds—are active everywhere and frequently depressingly efficient. Furthermore, the destruction we actually hear about may be comparable to the visible part of an iceberg. How much more is there that never comes to our attention? The implications of this situation were expressed recently in a report issued by the Council for Canadian Archaeology, as follows:—

"Archaeologists throughout Canada have expressed deep concern for many years that sites which form the very foundations of their discipline are being destroyed by

¹ Pinart, Alphonse, "A French Scientist Explores the Indian Mounds of the Pacific Coast Indian Remains on Vancouver Island." *Daily British Colonist*, Sept. 1, 1876, Victoria.

cultural and natural forces before they can be investigated. Unlike the basic documents of most other natural sciences, archaeological sites are non-renewable resources; once destroyed, a part of the record of human history is forever obliterated.

"The loss to archaeology is tragic; it is also of serious consequence to other Quaternary scientists. The full record of human prehistory is intimately related to the total environment in which man once lived. Therefore, archaeologists must combine their efforts with geologists, paleontologists, paleobotanists, and others if they are to paint a true picture of man in his natural setting. This interdisciplinary approach produces an ever-accumulating backlog of information that benefits *all* of the contributing sciences.

"The loss is not only to natural science, but also to the humanities. One of the primary goals of archaeology is the reconstruction of the history of man at all stages of development. Widespread general interest in the subject is evident in book sales alone; similarly, it is reflected in the relatively recent expansion of museum facilities throughout Canada, and in increasing museum attendance. . . .

"As for the social sciences, the preliterate background of modern society is the special realm of archaeology. Attempts to understand and compare prehistoric cultural developments throughout the world are largely dependent upon the success or failure that archaeologists have in unravelling the skeins of prehistory everywhere in the world."²

The story of the groups of human beings who, millenia ago, entered the different regions of British Columbia, modified their cultures to cope with the new environments, interacted with one another, and evolved the brilliant Indian cultures known from the 19th century, is potentially one of the most fascinating and significant of these many worldwide "skeins of prehistory." While it is the duty of the archaeologists active in this Province to investigate and interpret the available clues to our prehistory, it must be a responsibility upon everyone in British Columbia to ensure that as many as possible of these clues be preserved intact and brought to the attention of archaeologists for ultimate investigation.

As with other fields of research, it is possible to define the processes of archaeological inquiry into a series of steps, distinguished by the relative degree of abstraction and interpretation involved, as follows:—

1. The assembling of data:—

- (a) The location and superficial description of archaeological manifestations (which normally means sites) on the ground.
- (b) The recovery of a statistically adequate proportion of the cultural and environmental evidence preserved within a site or group of sites.
- (c) The systematic collation of the information so recovered with other relevant cultural and environmental data.

2. The generation, modification, and selection of hypotheses which will explain satisfactorily all the relevant data in terms of past events and processes. At this stage the archaeologist is attempting to "write the prehistory" of the region with which he is concerned.

3. The generalization from the results of many such endeavours around the world about the nature and history of man and culture.

Of these, the last is, of course, the ultimate justification for archaeology in that it helps to satisfy humanity's need for self-knowledge. Enormous progress has been made toward this goal over the last century, but prehistoric British Columbia's contribution to the total story of man remains very largely unknown.

² Forbis, R. G., Compiler, 1969. "Salvage Archaeology," a report compiled by the council for Canadian archaeology.

The total story is made up of a great many chapters, which are the regional prehistories. At that second level of abstraction our archaeologists have not been particularly loath to venture forth, in print and otherwise, with hypotheses that attempt to relate and explain the data at their current command. While many of these interpretations, we may hope, must conform fairly closely to the prehistoric events and processes which actually occurred, a feeling of uncertainty and even uneasiness exists related to doubts about the statistical adequacy of the data upon which some of them are based. This feeling is compounded by the knowledge that much of the potential data which could serve to clear up these doubts has been or will be destroyed without being investigated. More of it continues to exist, but the fact of its existence remains unknown to archaeologists.

It is, therefore, with this fundamental stratum of primary archaeological data in British Columbia that I wish to deal here. It is obvious at the outset that the professional archaeologists are never in the foreseeable future going to be able, in the race against the destruction of our archaeological resources, to do all that has to be done by way of locating, preserving, and recording these basic documents of our science. Fortunately, in this respect there is a great deal that members of the general public can contribute, even without special training. It is doubly fortunate that there exist numbers of individuals—amateur archaeologists and collectors, naturalists, etc.—and of groups such as local museums and archaeological, historical, and natural history societies, which have special interests in this field as well as the time and energy to do something worth while about it.

Since 1960, in addition to the appointment of archaeologists, a number of preliminary steps have been taken on an official and semi-official basis to organize the collection of archaeological information in British Columbia. The legal framework was set by the *Archaeological and Historic Sites Protection Act, 1960*, copies of which are available for 10 cents from the Queen's Printer, Victoria. This legislation provides legal protection from disturbance to certain categories of sites, sets up a system of permits to control and co-ordinate archaeological fieldwork in the Province, allots at the discretion of the Government a small annual grant for site location and salvage, provides an instrument by which corporations carrying out large construction projects can be required to support preliminary salvage of archaeological sites that will be destroyed by their activities, and stipulates penalties for acts of archaeological vandalism or other violations of this law.

Arising out of the Act, an Archaeological Sites Advisory Board was appointed, whose primary function is to advise the Minister responsible (the Provincial Secretary) regarding the administration of the Act, but which has also been able to sponsor a considerable quantity of fieldwork—site surveying and salvage excavation—since 1961. From 1966 the Board's fieldwork has been co-ordinated by a part-time Field Director, a task which is presently being carried out by the archaeologist at the University of Victoria.

Contemplated as a desirable possibility for the near future is the appointment by the Board of a full-time Provincial Salvage Archaeologist who would assume the present duties of the Field Director, undertake the day-to-day administration of the Act, and be available at short notice to inspect archaeological sites reported as being threatened by disturbance. Where the need for archaeological salvage is apparent, it would then be his responsibility either to undertake the work himself or, more frequently, to contract the project to another institution. Also being considered is the establishment of a system of honorary "wardens," knowledgeable and responsible amateur archaeologists in centres throughout the Province who would be in a position to seek out and receive reports of archaeological significance in their own areas and pass the information on to the Provincial Archaeologist or to the Provincial Museum.

By agreement among the archaeologists active in this Province, the Provincial Museum has been designated the central repository of archaeological data files relating to British Columbia. A start has been made on assembling and organizing this material here, and consideration is being given to a data processing system by which the collation of this information might be efficiently processed.

These files consist primarily of the site file and copies of manuscript reports resulting from Board-sponsored projects and reports required as a condition of permits issued under the Act. In addition, though far from complete, there may be duplicate copies of artifact catalogues, field notes, and comparable data resulting from the activities of other institutions and individuals.

The site file is the key to the organization of all the rest of the archaeological data for the single most important fact which must be known to assess the significance of material remains from past cultures is their original location or context. Sites are numbered according to a scheme based on geographic co-ordinates, which was proposed by Dr. Charles E. Borden of the University of British Columbia in 1952.³ This scheme has since been adopted for general use by archaeologists across Canada. As indicated by the map, the country is divided for this purpose into large units, two degrees of latitude north-south by four degrees of longitude east-west. Each of these units, which is identified by a pair of capital letters, is further subdivided into smaller units, 10 minutes in each direction. These small unit areas are the primary entities by which sites are located, and they are designated by the addition of a lower-case letter following each of the capitals which identify the large unit areas. All of the latter, therefore, have subdivisions a-1 running south to north and a-x running east to west. This results in a four-letter designation distinguishing an adequately small geographic block from every other in Canada. Within that block, sites are assigned consecutive numbers as they are recorded. For example, the important Milliken site in the Fraser Canyon is listed as DjRi 3, which means it is the third site recorded in the area between 49° 30' and 49° 40' N. and between 120° 20' and 120° 30' W. In practice, although anyone can determine the unit area in which a given location occurs, the site numbers have to be assigned by the Provincial Museum in order to avoid duplication.

It is in the reporting of information about archaeological sites that non-professionals can make the greatest contribution. Indeed, despite an intensive programme of site surveying in certain parts of the Province over the last few years, most of the sites on record were originally reported by members of the public. We can be sure that only a small minority of the locations showing evidence of utilization by prehistoric Indians are presently recorded. Large areas of the Province are totally unreported, for many more we have only sketchy and sporadic information, and even from relatively well-known districts we continue to learn of new site locations. Many old sites are quite hidden from view until development involving clearing or disturbance of the ground surface reveals them. It is best to assume, therefore, that any site of which you may have knowledge is probably not recorded and should be reported. Even if it is already on file, your observations may well add additional information of value.

The site record form in current use is illustrated. Copies of this may be obtained by writing the Provincial Museum or this may simply be used as a guide to the sort of information sought which can be written out on any sheet and forwarded to the Museum. Obviously, not all categories of information provided for on the form are appropriate to every site, and some of the information solicited may not be available to you. Incompleteness, however, need not be considered any reason to hesitate in submitting a site report.

³ Borden, C. E., 1952. "A Uniform Site Designation Scheme for Canada." *Anthropology in British Columbia*, No. 3, pp. 44-48, Provincial Museum, Victoria.

While the form shown should be largely self-explanatory, a few comments may be helpful:—

1. Location and access: This is obviously the most important single query. A terse description relating the location by distance and compass direction from obvious mapped landmarks so the spot may both be pinpointed on a map and located in the field from your description is desired. Section, lot, and plan numbers, if known, and geographical co-ordinates are useful, as is a rough sketch map.

2 and 3. Any names by which the site is or, to your knowledge, has been known.

4. Type of site: For example, occupation, camp or village site; shell midden; pithouse village; burial ground; quarry or workshop; pictograph or petroglyph location, etc. In the case of the latter (Indian paintings and carvings on rock), categories 6, 8, 9, 11, 12, 13, 14, and 20 are unlikely to be pertinent, but sketches and photographs are especially desirable.

6. Depth of deposit may only be visible where the site has been partly disturbed, as for instance where a bank has been eroded back by wave action.

8. Water: Nearest suitable source of drinking-water.

9 and 10. Vegetation actually growing out of an archaeological deposit may be significantly different from that immediately surrounding the site.

11 and 12. A similar distinction is made between the material of which the site is composed and the natural surface of the vicinity.

14. Habitations: Any visible evidence, such as standing or collapsed house frames, house pits (sometimes called kickwillies, kekullis, etc., in the Interior), or depressions in the ground, of former Indian dwellings.

15. Other features: Such as, for example, cairns (artificial rock piles), mounds, grave houses, cache pits, or any other features of interest.

16 and 17. To what degree and by what agencies has the site deposit been disturbed and what is the likelihood of disturbance or destruction occurring in the future?

18. What artifacts or other material are known to have been found at the site and who has them now?

21. Where could a professional field party conveniently camp or rent accommodation if investigation of the site should be carried out?

22. If you do not know what Indians occupied the region, this can be added by the Museum.

24. Informants: Any Indians or pioneers of the area who may have special knowledge about the site and of its former patterns of use by the Indians.

25 and 26. Enter appropriate Government map and aerial photograph numbers, if known.

27. Reference to any useful photographs of the site or of material from the site.

30. Name and address of person reporting the site.

31. Name of person with archaeological training who has looked at the site.

32. Name and address of individual who has made out this report.

The other main category of archaeological data with which non-archaeologists and amateurs are most likely to be concerned has to do with artifacts, material objects which are in some way modified by human use. Artifact collecting is a favourite hobby of a great many people, but anybody who visits an archaeological site has a chance of finding one or more Indian artifacts. When recording a site it is usually desirable to make a systematic search over some proportion of its surface to recover *all* artifacts (no matter how fragmentary or unprepossessing) that may be lying there. This constitutes an important part of the information about the site. In any case, it is most essential that artifacts found at one site be kept together

and not mixed up with material from a different site. The original context of a find is its most significant attribute and artifacts, however beautiful, whose original location has been lost, forgotten, or confused become very largely frustratingly meaningless baubles. Having picked up some artifacts and recorded their locations, the finder then has to decide whether to keep them for his own collection or to turn them over to a responsible museum or archaeological laboratory. The latter choice obviously has much to recommend it from a scientific point of view and if you are not so keen as to want to accept the responsibilities that go with keeping a collection, it is the better course to follow. Which institution should receive it is obviously for the finder to decide, but he should be sure

- (a) that the site from which they came is within the museum's geographical field of interest and competence;
- (b) that the museum will catalogue them properly;
- (c) that the museum is in a position to ensure their preservation and that of the information associated with them for posterity;
- (d) that the material will be made available for professional study and the data concerning them be deposited with the central data files at the Provincial Museum or with one of the archaeologists who is in a position to handle it.

It is not desirable that a collection should be dispersed by giving pieces away to private collectors or even (as has happened surprisingly often) to casually interested visitors.

Anyone who elects to keep an artifact collection for himself should feel a moral obligation to observe personally the same four points just outlined. The most vital single step which must be taken as soon as possible is to catalogue the objects according to site so that this essential information will never be lost. The principle of cataloguing is very simple. Each artifact is assigned a unique number which is written upon it and which corresponds to a written entry in a book or file. Therein is recorded after its number a brief description of the artifact, the precise location where it was found, the date, finder, and anything else that might seem significant regarding the circumstances or location of the find. The description should include the material of which the object is made, the nature of the human alteration to the raw material, and, if possible, a tentative functional interpretation: For example, "Chipped obsidian projectile point"; "Ground slate knife." Dimensions should be given and it should be noted which if any are fragmentary. A sketch or outline drawing is highly desirable.

Obviously, rather than devising a makeshift site and artifact numbering system of your own, it would be a good idea to integrate your artifact records with the national system. This can be readily done by writing to the Provincial Museum with a descriptive list of the sites from which you have collected and the number of artifacts you have to record from each. We will then assign blocks of numbers you can use to record your own collection with the assurance that these will not duplicate the numbers on artifacts in any other collections. An artifact number will then take the form "DjRi 3:1079" of which the "DjRi 3" identifies it as having come from the particular site and the 1079 is uniquely assigned to that object from that site. In return we will ask for a carbon copy of your artifact catalogue.

The most efficient technique for writing the number upon an artifact is to apply a small dab of colourless nail polish to a reasonably inconspicuous spot on the cleaned object. When that is dry, write the number on it in India, white, black, or red ink (to contrast with the shade of the object), using a fine mapping-pen. This should finally be covered over with another dab of clear nail polish. The result is a permanent marking which can only be removed with acetone or nail-polish remover.

In thus encouraging amateur collectors of artifacts, perhaps it is necessary to emphasize once again that no one without specialized training in archaeological techniques and a sophisticated knowledge of prehistory should attempt to dig into or otherwise disturb intact archaeological deposits. In some cases this is against the law, but in all cases it is destructive. Only with the knowledge and techniques adequate to be able to recognize and record on paper the information and meaningful relationships which are being destroyed by excavation is such action justified and then only provided that the excavator is able to ensure that the essential subsequent stages of analysis and publication of these raw data are followed through. In fact it has been observed time and again that excavation is a much less productive and efficient technique for acquiring artifacts (as opposed to information) than is surface collection, where natural erosion has already done the heavy work.

It is to be hoped that by the increased attention of both professional and amateur archaeologists to the preservation, recovery, and recording of archaeological data here, prehistoric British Columbia will now begin to emerge more rapidly into the light of human knowledge.



Fig. 1. Site designation scheme. Large unit areas in British Columbia.

Site No.

BRITISH COLUMBIA ARCHAEOLOGICAL SITE SURVEY FORM

1. Location and access	
.....	
.....	
.....	
Sec. Lot Plan ° ' " N. ° ' " W.	
2. Site name	19. Owner(s)/tenant(s) past and present
3. Previous designations	
4. Type	
5. Dimensions	20. Attitude to excavation
6. Depth of deposit	21. Camping facilities
7. Elevation	
8. Water	22. Historically territory of
9. Vegetation on site	 Indians.
10. Surrounding vegetation	23. Site was/was not occupied by Indians in historic times until
11. Fill of site	24. Informants
12. Subsoil and surrounding soil	25. Map
13. Burials	26. Air photo
14. Habitations	27. Photographs
15. Other features	28. Published references
16. Present condition	29. Remarks and recommendations
17. Possibility of future disturbance	
18. Known finds and present location	30. Reported by
.....	31. Observed by
.....	32. Recorded by
.....	33. Date

(Continue or expand on back if necessary. Sketch map is desirable.)

Fig. 2.

Printed by A. SUTTON, Printer to the Queen's Most Excellent Majesty
in right of the Province of British Columbia.
1969

Vita - Herbert L. Alexander

General Information

Place of birth: Houston, Texas
Date of birth: December 27, 1932
Family Status: Married, 2 children.

Present Position

Assistant Professor, Department of Anthropology, Bryn Mawr College, Pennsylvania.

Research Associate, American Section, University Museum, University of Pennsylvania.

Education

Undergraduate study: University of Texas, B.A., 1954.
Graduate Study: Yale University, M.A., 1963.
University of Oregon, Ph.D., 1969. Dissertation completed.

Professional Experience

1969-70	Assistant Professor, University of Alaska.
1966-69	Assistant Professor, Department of Anthropology, Bryn Mawr College.
1966-68	Research Associate, University of Pennsylvania Museum.
1965-66	Lecturer, Department of Sociology and Anthropology, Bryn Mawr College.
1963-65	Teaching Assistant, Department of Anthropology, University of Oregon.
1962-63	Research Associate in Paleontology, Peabody Museum of Natural History, Yale University.
1961-62	Student Assistant in Anthropology, Peabody Museum of Natural History, Yale University.
1958-59	Teaching Assistant, University of Texas.

Membership in Professional Societies and Honoraries

Society for American Archaeology
American Anthropological Association
American Association for the Advancement of Science
Arctic Institute of North America
Sigma Xi
Cressman Prize in Anthropology, University of Oregon,
1964.
Boies Fellowship, Yale University, 1961.

Research and Teaching Interests

Arctic prehistory
Archaeology of Mesoamerica
Fossil Man
Paleo-Indian cultures
Cultural ecology
Old World prehistory
Primitive technology
Human paleontology

Publications

Articles

- 1967 An Alaskan Survey. Expedition, Vol. 9, No. 3.
- 1965 Archaeological Survey and Excavations in the
Fall Creek Dam Reservoir, A Survey and Interim
Report to the National Park Service, The Museum
of Natural History, University of Oregon,
Eugene.
- 1964 A Carbon Date on the Aden Crater Northrotherium
Shastense, American Antiquity, Vol. 28, No. 4.
- 1963 The Levi Site: A Paleo-Indian Campsite in Central
Texas. American Antiquity, Vol. 28, No. 4.

Thesis

- 1969 Prehistory of the Central Brooks Range: An
Archaeological Analysis. Ph.D. Dissertation,
University of Oregon.

Editorial Responsibilities

Associate Editor, Society for Pennsylvania Archaeology.
1966-68.

Papers Read at Scientific Meetings

- 1968 The Atigum Site: New Vista for Brooks Range
Archaeology. Paper accepted for 1968 Society
for American Archaeology Meetings at Santa Fe.
- 1968 Research in the Arctic, Society of the Sigma Xi,
Bryn Mawr Chapter, Bryn Mawr.
- 1967 Report of the 1967 Excavations in the Brooks
Range, Alaska. Society for Pennsylvania
Archaeology, Southeastern Chapter, Philadelphia.
- 1967 Recent Finds in the Atigum Valley, Alaska.
Society for Pennsylvania Archaeology, Southeastern
Chapter, Philadelphia.
- 1963 The Archaic Period of the Texas Plains. 20th
Plains Conference, Lincoln.
- 1959 An early Man Site in Travis County Texas. American
Association for the Advancement of Science, Chicago.
- 1959 An Angostura Complex Site in Travis County, Texas,
American Anthropological Association, Mexico City.

Field Experience

- 1967 Director, Archaeological Investigation in the Brooks
Range, Alaska.
- 1966 Director, Archaeological survey of the Atigum Valley,
Alaska.
- 1965 Assistant Field Chief, University of Oregon Field
School in Archaeology.
- 1964 Conducted Archaeological salvage project, Fall Creek,
Oregon.
- 1962 Archaeological survey, Central Brooks Range, Alaska.

- 1959-60 Student excavations in Texas.
- 1958 Archaeological survey in Upper Colorado
River Basin, Utah.

General Information

Place of Birth: Bremerton, Washington.
Date of Birth: June 25th, 1930.
Family Status: Married, 4 children.

Present Position

Associate Professor, Simon Fraser University; Director of
Archaeological Studies.

Education

Undergraduate study: Olympic College, Bremerton, Washington,
1948-49; University of Washington, Seattle, B.A., granted
1952.

Graduate study: University of Washington, M.A., (Anthropology)
1955; University of Arizona, Tucson, Ph.D., (Anthropology)
1961.

Professional Experiences

1967 - present: Associate Professor, Simon Fraser University.
1966 - 67: Assistant Professor, Simon Fraser University.
1963 - 66: Assistant Professor, University of Colorado.
1961 - 63: Research Associate In Anthropology, University
of Colorado Museum.
1960 - 61: Research Assistant, University of Arizona.
1959 - 60: Teaching Assistant, University of Arizona.
1957 - 58: Director-Curator, Klamath County Museum,
Klamath Falls, Oregon.
1951 - 54: Museum Assistant, Washington State Museum,
University of Washington, Seattle.

Membership in Professional Societies and Honoraries

American Anthropological Association, Fellow.
Society for American Archaeology.
Society for Canadian Archaeology.
Associate, Current Anthropology.
Member, British Columbia Archaeological Sites Advisory Board.
Sigma Xi.

Vita - Roy L. Carlson - Continued

American Association for the Advancement of Science.
Archaeological Institute of America, President of Vancouver
Chapter.
Honorary member and Advisor, B.C. Archaeological Society.

Research and Teaching Interests

Archaeology and Ethnology of the Pacific North-west, World
Prehistory, African Prehistory, Stylistic change, primitive art,
Paleolithic typology, Archaeology of the South-west, native
cultures of North America, field and laboratory techniques in
Archaeology, Archaeological theory.

Publications

Monographs

- 1965 Eighteenth Century Navajo Fortresses of Gobernador
District, University of Colorado Studies, Series in
Anthropology, No. 10.
- 1963 Basket Maker III Sites near Durango, Colorado.
University of Colorado Studies, Series in Anthropology,
No. 8.

Theses

- 1954 Archaeological Investigations in the San Juan Islands,
M.A. Thesis, University of Washington.
- 1961 White Mt. Red Ware: A Stylistic Tradition in the
Prehistoric Pottery of East Central Arizona. Doctoral
dissertation, University of Arizona.

Articles

- 1968 Culture of the B.C. Coast Indians. Proceedings of the
Ethnomusicological Conference, 1967, Victoria.
- 1967 Excavations at Khor Abu Anga and in Nubia. Research
Report, Current Anthropology.
- 1966 A Neolithic Site in the Murshid District, Nubia. Kush,
Vol. XIV, Khartoum.

Vita - Roy L. Carlson - Continued

- 1966 Twin Angels Pueblo. American Antiquity, Vol. 31, No. 5.
- 1965 Cradleboard Hoods, Not Corsets. Science, Vol. 149, No. 3680, (with G. Armelagos).
- 1964 Two Rosa Phase Pit Houses. Southwestern Lore, Vol. 29, No. 4.
- 1960 Chronology and Culture Change in the San Juan Islands, Washington. American Antiquity, Vol. 25, No. 4.
- 1959 Klamath Henwas and other Stone Sculpture, American Anthropologist, Vol. 61, No. 1.
- 1954 Further Documentation of "Stone Piling" during the Plateau Vision Quest. American Anthropologist, Vol. 56, No. 3, (with W. W. Caldwell).

Reviews

- 1967 Mitchell: DjRi 7, A Cobble Tool Site in the Fraser Canyon, B.C. Anthropologist.
- 1965 Bryan: An Archaeological Survey of Northern Puget Sound. American Antiquity, Vol. 31, No. 1.
- 1965 Capes: Contributions to the Prehistory of Vancouver Island. American Antiquity, Vol. 31, No. 1.
- 1963 Gibson: The Kickapoos. Southwestern Lore, Vol. 28.
- 1963 Greenman: The Upper Paleolithic in the New World. Current Anthropology, Vol. 4, No. 1.
- 1962 Butler: The Old Cordilleran Culture, American Antiquity, Vol. 27, No. 3.
- 1961 Cressman: Cultural Sequences at the Dalles, Oregon. American Journal of Archaeology, Vol. 65.

Vita - Roy L. Carlson - Continued

- 1958 Osborne: Excavations in the McNary Reservoir.
 Oregon Historical Quarterly, Vol. 59, No. 3.

Articles in Press

Field work accomplished by the Fourth Colorado Expedition:
1965-66. (With J. S. Sigstad). Accepted for Kush, Vol. XIV.

Professional Lecturing

- 1968 Lecture on Old World Prehistory, University of
 British Columbia Extension.
- 1967 A series of six lectures on Archaeology for the
 University of the Air, Channel 8 T.V.
- 1967 A series of four CBC radio talks on Archaeology.
- 1967 Four lectures on the Archaeology of British
 Columbia, University of British Columbia Extension.
- 1966 Four lectures on the Archaeology of British
 Columbia, University of British Columbia Extension.

Editorial Responsibilities

Associate Editor, Northwest Anthropological Research Notes,
University of Idaho. Moscow.

Member of editorial board of Sycsis, Journal of the Provincial
Museum, Victoria.

Member of the editorial board of B.C. Studies, University of
British Columbia.

Papers Read at Scientific Meetings (Since 1962)

- 1969 Implications of Middle and Late Paleolithic Sequences
 in the Nile Valley. Invited paper, joint meeting of the
 African Studies Association and the Canadian Committee
 on African Studies. Montreal.
- 1968 Excavations at Khor Abu Anga. Invited paper, symposium
 on Nile Valley prehistory, AAAS meetings, Dallas.

Vita - Roy L. Carlson - Continued

- 1967 "Cultural Chronology at Khor Abu Anga". Annual Meeting of the American Anthropology Association, Washington, D.C.
- 1964 Eighteenth Century Navajo Fortress of the Gobernador District." American Anthropology Association, San Francisco.
- 1963 "Ceramic Seriation at Kawaika-a." Colorado Academy of Sciences, Golden.
- 1963 "Navajo-Pueblo Acculturation." Pecos Conference, Fort Burgwin Research Centre.
- 1962 "Basket Maker II Sites near Durango," Colorado. Society for American Archaeology, Boulder.

Field Experience

- 1968 Directed Archaeological Excavations, Mayne Island, British Columbia (for S.F.U.).
- 1965-66 Field director archaeological excavations in the Aswan Reservoir, Republic of the Sudan for the University of Colorado.
- 1964 Archaeological Survey of second Cateract area, Nile Valley, University of Colorado.
- 1963 Archaeological Survey of Canyon del Muerto, Arizona, University of Colorado.
- 1962 Archaeological Survey of Gobernador District, New Mexico.
- 1960 Assistant Dig Foreman, University of Arizona, Field School, Point of Pines, Arizona.
- 1959 Field Assistant, University of British Columbia excavations in Fraser Canyon, British Columbia.
- 1958 Conducted Archaeological excavations, Lower Klamath Lake, Oregon.

Vita - Roy L. Carlson - Continued

- 1954 Field Assistant, University of British Columbia,
site survey of Kutenai drainage.
- 1953 Field Assistant, Excavations at Wakemap mound, The
Dalles, Oregon, University of Washington.
- 1952 Field Assistant, University of British Columbia,
Tweedmuir Park Excavations.
- 1951 Field Assistant, Washington State College excavations,
Lind Coulee, Washington.
- 1950 Student, Archaeological excavations in the San Juan
Islands, Washington.

General Information

Place of Birth: Binghamton, New York.
Date of Birth: March 20th, 1936.
Family Status: Married, 2 children.

Present Position

Assistant Professor, Simon Fraser University, Archaeological
Studies.

Education

Undergraduate Study: University of New Mexico, B.A., 1958.

Graduate Study: University of Arizona, M.A., 1964.

Professional Experience:

1967 - present: Assistant Professor, Simon Fraser University.
1965 - 67: Instructor in Anthropology, University of
Montana.
1963 - 65: Archaeologist for Combined Prehistoric
Expedition in Egypt and Libyan Desert.
1962 - 63: Archaeologist, Glen Canyon Project, Museum
of Northern Arizona.

Membership in Professional Societies

American Anthropological Association.
Society for American Archaeology.

Research and Teaching Interests

Archaeology of British Columbia, African Prehistory, Archaeology
of the Plains, Archaeological photography, cultural ecology,
Archaeology of North America, Inductive methods in Archaeology.

Publications

Articles

1967 Navajo Racing Circles. Plateau, Flagstaff.

Vita - Philip M. Hobler - Continued

Thesis

1964 The Late Survival of Pithouse Architecture in the
 Kayenta Anasazi Region, University of Arizona.

Publications in Press

"Survey and Excavations in the Northeast Navajo Mountain Region,
Utah," Museum of Northern Arizona Glen Canyon series No. 8.
(co-author).

"Survey and Excavations on Painte Mesa, 1960 and 1962,"
Museum of Northern Arizona Glen Canyon series, No. 9. (co-author).

"Prehistoric Settlement Patterns in the Libyan Desert, Egypt,"
Anthropological Papers of the University of Utah, Nubian Series
No. 4. (co-author).

"Prehistory and Environment in the Libyan Desert, Egypt,"
South African Archaeological Bulletin. Publication date, 1968,
promised.

"The Grant Creek Rock Piles," Archaeology in Montana, 1968.

Articles in Preparation

"The Garrison Site, An Early Man Site in Western Montana," To
be submitted to American Antiquity.

"Roman Roads in Nubia," To be submitted to American Journal of
Archaeology.

"An Archaeological Survey in the Upper White Canyon, Utah," To
be submitted to University of Utah Press.

Books Underway

"The Face of Nasser's Egypt." Co-author. Southern Methodist
University Press has agreed to publish.

Professional Lecturing

1968 Lecture on New World Prehistory. University of
 British Columbia Extension.

Vita - Philip M. Hobler - Continued

Field Experience

- 1968 Directed and conducted archaeological survey of the Bella Coola. Bella Bella area, British Columbia.
- 1966 Directed and conducted excavation of the Garrison Site, Montana.
- 1965 Reconnaissance of the known major prehistoric sites in Ethiopia, Kenya, and Tanganyika.
- 1963-65 Archaeological survey and excavation in Dungul Oasis, Kurkur Oasis, the Nile Valley, and the Libyan Desert for Combined Prehistoric Expedition, Southern Methodist University.
- 1962-63 Excavation and survey of the Glen Canyon Reservoir in Arizona for Museum of Northern Arizona.
- 1961 Excavations, Navajo Archaeological Project, Museum of New Mexico.
- 1959-60 Archaeological survey in White Canyon area, Utah. Work sponsored by U.S. National Park Service.
- 1957 Excavation of protohistoric sites in Oahe Reservoir, South Dakota.



THE UNIVERSITY OF ARIZONA

TUCSON, ARIZONA 85721

COLLEGE OF LIBERAL ARTS

DEPARTMENT OF ANTHROPOLOGY

February 9, 1970

Dr. Roy L. Carlson
Director, Archaeological Studies
Simon Fraser University
Burnaby 2, British Columbia
Canada

Dear Dr. Carlson:

Thank you for asking me to comment on your proposed new archaeology major at Simon Fraser University.

In general, I am well impressed by the breadth of the program and by the flexibility that it provides. The latter is especially important when one tries to find the proper match between the complexity of today's knowledge and the varied career goals and intellectual interests of today's students. I am also pleased to see that you place strong emphasis on the roundness of the program. It seems to me that the fragmentary and incomplete nature of the archaeological record demands a vigorous and uncompromising set of standards of quality and validity. Your program seems to achieve this by the careful coordination of the core and complementary courses.

I see no reason why a student who receives his B.A. with a major in archaeology at Simon Fraser University should be in any way disadvantaged in seeking admission to our graduate program. In fact, your students would be pretty well prepared. As you perhaps know, at least 60% of all entering graduate students at the University of Arizona are lacking some basic part of their undergraduate preparation. We do not see this situation as a problem. Rather it means that our graduate student population is enriched by this diversity of background. Graduate study in anthropology involves a wide range of subjects, so wide that it is unreasonable to expect most students to come to graduate school fully prepared. We find that students who have specialized too early in their undergraduate careers are terribly narrow.

Your program provides for a good deal of choice and will apparently be administered in a very flexible manner. I would anticipate, therefore, that your students would be welcome members of our graduate student community.

One of the reasons that our graduate students often have major deficiencies in their undergraduate preparation is that there

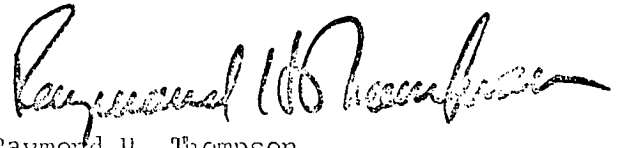
Dr. Roy L. Carlson

February 9, 1970

is great diversity in the U. S. system of higher education. This diversity is one of the major strengths of this system. I applaud the fact that many Canadian universities expand this diversity because of the different traditions of higher education that underlie them. Your program is, to my way of looking at it, a creative step in the right direction -- the perpetuation of diversity. You have recognized that as knowledge becomes more complex, we must seek new arrangements of knowledge and new approaches to it, in order to continue to advance its frontiers.

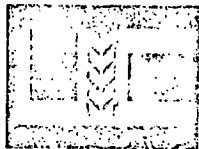
As you can judge from these brief comments, I think that your program is a good one. I hope my reactions will be useful. Please do not hesitate to write again if I can be of any help.

Sincerely,

A handwritten signature in dark ink, appearing to read "Raymond H. Thompson". The signature is fluid and cursive, with a long horizontal stroke at the end.

Raymond H. Thompson
Head

RHT:hkg



FACULTY OF ARTS AND SCIENCE DEPARTMENT OF ARCHAEOLOGY

February 2, 1970.

Dr. Roy L. Carlson, Director
Archaeological Studies
Simon Fraser University
Burnaby 2, B.C.

Dear Roy:

This year we have made extensive changes in our curriculum and, as I am on leave, I cannot claim to have studied their overall significance in respect to our undergraduate programme. Therefore, let me make a few comments, and turn your letter over to Dave Kelley, who is acting as Head of this Department, and who is aware of recent modifications. No doubt you will hear from him separately if he wishes to make any comments or corrections.

My feeling is that you have produced a thoroughly workable scheme, and that students who completed the course programme at Simon Fraser would be totally acceptable here provided that the work in the programme was sufficiently distinguished. Superior performance should be stressed, of course, since a 3.0 grade point average is no guarantee of admission to graduate school.

I think that you are quite correct in leaving the programme flexible. You can then prescribe courses to prepare students for graduate work at a number of institutions, all of which may have substantially different entrance requirements. Speaking (unofficially) for this Department, I think it safe to say that we would like to see a little more emphasis on cultural anthropology than is indicated in your sample course programme, since it is in this area that many of our graduate students run into problems. And I believe that the course in linguistics should be virtually mandatory. In both cases, of course, the problem can be handled by student counselling. Other graduate schools may not desire the same undergraduate background that we do, and legislation resulting in making your system too rigid would not be wise.

So, in my opinion, your programme is soundly conceived, and I can see no reason why students who have successfully completed it should need to take any make-up work here.

Sincerely yours,

A handwritten signature in cursive script, appearing to read 'R. G. Forbis'.

R. G. Forbis

UNIVERSITY OF COLORADO

BOULDER, COLORADO

DEPARTMENT OF ANTHROPOLOGY

February 11, 1970

Dr. Roy L. Carlson, Director
Archaeological Studies
Simon Fraser University
Burnaby 2, British Columbia

Dear Dr. Carlson:

You have requested an evaluation of your proposed departmental majors programme in Archaeology as it relates to our graduate admissions policy here at Colorado. In general, I find your proposal to provide a very adequate background for a student wishing to continue on to graduate study in a department such as ours. At present we have no undergraduate majors requirement for graduate admission, therefore we may admit students who have an undergraduate major in a completely unrelated field such as English or Architecture. However, on the other hand, undergraduate majors with an archaeology specialization in our department would possess a strong overlap in their training with the program you propose. For example, our offerings include courses similar to your course numbers 101, 272, 273, 372, 375, 433, 435, 436, 473, 474-476, 493, 499, and 477. In addition, we have been discussing curriculum changes here at Colorado and would like to introduce courses similar to your No. 371 and Physics 281.

Students entering graduate studies in our department have to work toward competence in the four fields of anthropology, Cultural, Physical, Archaeology, and Linguistics, as demonstrated in the Master's comprehensive examinations. Preparation for such exams is partially offered by our core course offering 501-2, 6 hours per semester, which is specially designed to provide students with a broad background in the four fields. This course is part of the Master's curriculum and therefore is given with full graduate credit.

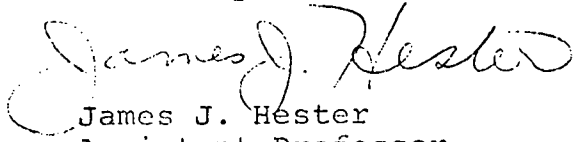
With respect to the avoidance of any deficiencies your graduate should also take the following courses in other departments at SFU: PSA 172, DML 220, Biology 400, and PSA 471.

Dr. Roy L. Carlson, Director
February 11, 1970
Page 2

With the completion of the program as outlined, I would anticipate that your graduates would be admirably prepared to enter a graduate program such as ours and would have no undergraduate deficiencies to make up.

Inasmuch as I sit on our admissions committee in Archaeology and have checked your program over with our graduate advisor, Mr. McCullough, I believe you can accept this letter as an indication of our current departmental admission policies.

Sincerely,


James J. Hester
Assistant Professor

JJH:fs

CORNELL UNIVERSITY

ITHACA, N. Y. 14850

DEPARTMENT OF ANTHROPOLOGY

McGraw Hall

February 10, 1970

Professor Roy L. Carlson
Archaeological Studies
Simon Fraser University
Burnaby 2, British Columbia
Canada

Dear Professor Carlson:

I am pleased to comment on your proposed departmental major in Archaeology.

A student who completed the major you describe would certainly be considered for admission to this University's graduate program in anthropology and archaeology. The courses you describe cover the areas of concern in archaeology and I appreciate the brief, cogent descriptions of the material in each course.

Everyone, of course, would do it a little differently. For example, on page 3 I note your requirement of "Mathematics 101 or a comparable statistics course." I do not know what Mathematics 101 is, but I would permit a student to meet this requirement with the calculus or with finite mathematics. I have one other suggestion. On page 8 you list additional regional courses. Instead of adding these, I would stress what is sometimes called "historical archaeology." I mean things including "industrial archaeology" and archaeology of very recent times. For example, archaeology might well be applied to near contemporary situations long overlooked or neglected by historians. In Canada, for example, I think of early pioneer and frontier camps and towns.

All of the above is by way of comment to help further your program. I think that it is a fine step, and I wish you much fun, luck, and learning.

Sincerely,


Robert Ascher
Vice-Chairman, Anthropology
Chairman, Concentration in Archaeology

RA:j



PEABODY MUSEUM OF ARCHAEOLOGY AND ETHNOLOGY

HARVARD UNIVERSITY, CAMBRIDGE, MASSACHUSETTS 02138 U.S.A.

Telephone (617) UN8-7600 Cable Address PEAMUSE

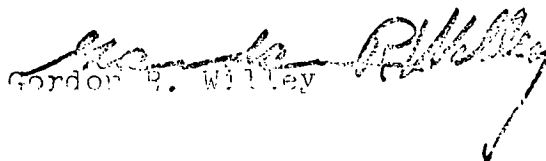
7 February 1970

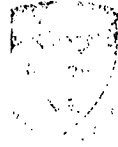
Professor Roy L. Carlson
Simon Fraser University
Burnaby 2, British Columbia

Dear Professor Carlson:

In reply to your letter of 27 January, let me say that the archaeological program which you present in the accompanying memorandum is certainly of the design and strength that would prepare any student for graduate work in anthropological archaeology at any university in the United States or England, with which I am familiar. As a matter of fact, here at Harvard we are not particularly insistent upon this degree of undergraduate specialization for admission to our graduate department.

Sincerely yours,


Gordon R. Willey



McGILL UNIVERSITY
MONTREAL

DEPARTMENT OF ANTHROPOLOGY

13th February 1970.

Professor Roy Carleson,
Department of Archaeological Studies,
Simon Fraser University,
BURNABY 2, BRITISH COLUMBIA.

Dear Professor Carleson,

Thank you very much for your letter of January 27th and the enclosed programme. Professor Fumiko Smith and I have examined it with care and we both agree that it outlines an excellent programme of training for archaeology at the undergraduate level.

Since I am not entirely familiar with the grading system, I am not certain of exactly how many courses an undergraduate would be taking but it does appear to me that an exposure to the large number of courses would provide more than enough background to enter a fully fledged programme of graduate studies without delay.

The only problem which does give me some concern, however, is whether or not your students would have enough courses in other areas of anthropology to get admitted without doing make-up work to most departments of anthropology wherein programmes of graduate studies in Prehistoric Archaeology are found. This, I think, is a matter of some importance as long as graduate training in archaeology remains centred in anthropology departments.

With best wishes for your new programme.

Yours sincerely,

Bruce G. Trigger,
Associate Professor.

GORDON R. WILLEY, Ph.D., Columbia University, is currently Bowditch Professor of Mexican and Central American Archaeology and Ethnology at Harvard University. A member of the National Academy of Sciences and a past president (1961) of the American Anthropological Association, Dr. Willey is a recipient of the Viking Fund Medal for Achievement in Archaeology (1953). He had conducted excavations and research in the North American Southwest and Southwestern states, in Central America, and in Peru.

Professor Willey is the author of Excavations in the Chancay Valley, Peru; Archaeology of the Florida Gulf Coast; Prehistoric Settlement Patterns in the Viru Valley, Peru; Method and Theory in American Archaeology (with P. Phillips); Courses to Urban Life (co-author and editor with R. J. Braidwood); Prehistoric Maya Settlements in the Belize Valley, British Honduras; and, An Introduction to American Archaeology, Volume 1.



UNIVERSITÉ DE MONTRÉAL

Département d'Anthropologie

15 February 1970

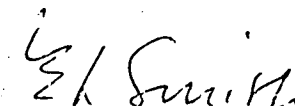
Professor Roy L. Carlson
Archaeological Studies
Simon Fraser University
Burnaby 2, B.C.

Dear Professor Carlson,

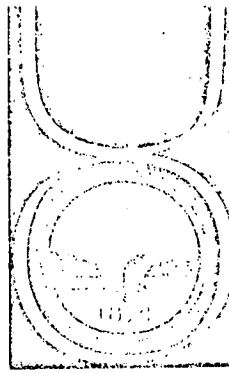
I have read the proposal
for a departmental majors programme in archaeology
in Simon Fraser University which you recently sent me.

In my opinion a
student who has completed this programme would
be accepted for graduate study at this university,
provided he met the entrance requirements of our
own graduate programme and that we were satisfied
that the courses were being taught by competent
faculty.

Yours sincerely,


Philip E. L. Smith
Professor

UNIVERSITY OF OREGON



Department of
Anthropology
COLLEGE OF LIBERAL ARTS

UNIVERSITY OF OREGON

Eugene, Oregon 97403

February 9, 1970

Dr. Roy L. Carlson, Director
Archaeology Program
Simon Fraser University
Burnaby 2, British Columbia

Dear Dr. Carlson:

The proposed archaeology major at Simon Fraser University seems to be to be well structured and prepared. The proposed balance of courses in Method, Theory, and Area Culture History is appropriate. A student who worked in this program would be somewhat ahead of the normal U.S. undergraduate archaeology expectation, and assuming that he also had the normal amount of preparation in social anthropology, linguistics, and Physical anthropology, would be able to easily enter our graduate program at Oregon. In fact, this proposal seems unusually well balanced, and should offer sufficient background to the student so that he could enter our program at an advanced level.

I would strongly support this curriculum, along with the noted supporting courses in the other fields of anthropology.

Sincerely,
Michael B. Stanislawski
Michael B. Stanislawski

WASHINGTON STATE UNIVERSITY

PULLMAN, WASHINGTON 99163

DEPARTMENT OF ANTHROPOLOGY

LABORATORY OF ANTHROPOLOGY

February 7, 1970

Dr. Roy L. Carlson
Associate Professor
Archaeological Studies
Simon Fraser University
Burnaby 2, British Columbia

Dear Roy:

I have studied your proposed departmental program in Archaeology with a great deal of interest. It is my view that in most universities where programs in archaeology exist, these programs have just grown over the years without anyone ever asking the question whether or not the total program now makes any sense in terms of modern archaeology. Too many professors have vested interests in particular courses which makes such courses difficult to drop, change, or update. I am very much impressed with the depth, breadth, and modern orientation of the program you are proposing. Any student who would satisfactorily complete such a program would be in excellent shape to pursue a graduate degree at any university in the United States. I might add that in addition to the question of course offerings, there is the matter of depth of coverage in the courses. Your students have the reputation of having had excellent training in the courses they have taken. I am delighted at the prospect of your university developing such a strong program in archaeology.

Sincerely yours,

Rich
Richard D. Daugherty
Professor

Yale University *New Haven, Connecticut 06520*

DEPARTMENT OF ANTHROPOLOGY

February 7, 1970

Professor Roy L. Carlson
Director, Archaeological Studies
Simon Fraser University
Burnaby 2, B.C., Canada

Dear Professor Carlson:

Your letter of January 27 has been received, and I have read your proposal of a departmental major in Archaeology with interest. I find it impossible to answer your question, however, since our Department requires no preparation whatever on the part of entering graduate students. We offer each student the opportunity to pursue an individual course of study depending upon his undergraduate background and his personal interests. Some students arrive here with a training in all branches of anthropology--not just archeology--others will have had training only in archeology, equivalent to your program; and still others will have had no courses in any branch of anthropology. We do not require the students in the last two categories to make up any courses. They are asked only to develop a program of sufficient length and scope to prepare them for their own personal interests in teaching and research.

Sincerely yours,

Irving Rouse
Irving Rouse
Professor of Anthropology

IR:em

NEW COURSE PROPOSAL

1. CALENDAR INFORMATION

Credit Hours: 5 Vector Description: 1-4-0
Pre-requisite(s): 272 or 273

When will course first be offered? 71-1

Historic causality; technological, environmental, biological, and economic determinism; attributes, artifacts, and cultures examined in the context of systems theory; historical reconstruction using time-space distributions; similarities and differences and their meaning; parallism, convergence, and divergence in human prehistory and models thereof; stylistic change; superposition.

- C. How does this course fit the goals of the department?

A student well rounded in Archaeology should have a regional, technical, and theoretical background. This course amplifies the theoretical.

- D. How does this course affect degree requirements?

Majors and honors are expected to take this course.

- E. What are the calendar changes necessary to reflect the addition of this course?

See revised calendar proposal

- F. What course, if any, is being dropped from the calendar if this course is approved?

None

- G. What is the nature of student demand for this course?

We have 29 requests

- H. Other reasons for introducing the course.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

All faculty can give it.

B. What are the special space and/or equipment requirements for this course?

None

C. Any other budgetary implications of mounting this course:

None

Approval:

Curriculum Committee: Approved, November 4th, 1969.

Dean of Faculty:

Senate:

FACULTY OF ARTS

November, 1969

NEW COURSE PROPOSAL

1. CALENDAR INFORMATION

Department: Archaeology Course Number: 375 Title: Fossil Man.

Sub-title or Description:

The relationship between culture and biology in the prehistoric evolution of man. Examination of the similarities and differences among fossil human types.

Credit Hours: 5 Vector Description: 1-0-4

Pre-requisite(s): 272

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 30 - 40

Semester Offered (e.g. yearly, every Spring; twice yearly, Fall and Spring):

Not more than once a year; at least every two years.

When will course first be offered? 70-3

3. JUSTIFICATION

- A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?

This course differs from 272 in being a detailed examination of the problem of human origins from the standpoint of skeletal morphology and the intertwined roles of biology and culture. It also differs from 272 in being a laboratory course.

- B. What is the range of topics that may be dealt with in the course?

Ramapithecus, Australopithecus, Homo erectus, and Neanderthal in particular; hominid osteology; evolutionary processes; race formation; cultural forms associated with the fossil men and their stratigraphic positions.

- C. How does this course fit the goals of the department?

The evaluation of ideas concerning human origins and development rests in part on the empirical examination of the sequent forms of fossil man. Students particularly interested in the phenomena of man need a strong background in the bio-cultural aspect in order to be able to critically evaluate inferences made concerning this development.

- D. How does this course affect degree requirements?

It is not required of majors, but is recommended.

- E. What are the calendar changes necessary to reflect the addition of this course?

Addition to the calendar.

- F. What course, if any, is being dropped from the calendar if this course is approved?

None

- G. What is the nature of student demand for this course?

Student demand is as great if not greater for this course than for other upper level courses. We have about 50 student requests for this course.

- H. Other reasons for introducing the course.

This is a field of Archaeology of increasing importance. New finds coming to light each year require new interpretations and often necessitate reevaluation of long standing ideas.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

Professor H. L. Alexander.

B. What are the special space and/or equipment requirements for this course?

Existing lab space will be used; most of the specialized teaching aids are already available.

C. Any other budgetary implications of mounting this course:

None.

Approval:

Curriculum Committee: Approved November 4th, 1969.

Dean of Faculty:

Senate:

FACULTY OF ARTS

November, 1969

NEW COURSE PROPOSAL

1. CALENDAR INFORMATION

Department: Archaeology Course Number: Title: Regional Studies
Sub-title or Description: in Archaeology -
North America
474-5 North America - Southwest
475-5 North America - Arctic
476-5 North America - Northwest Pacific
Credit Hours: Vector Description: 1-4-0
Pre-requisite(s): 273

2. ENROLMENT AND SCHEDULING

Estimated Enrolment: 30 - 40
Semester Offered (e.g. yearly, every Spring; twice yearly, Fall
and Spring):
At least once every two years
When will course first be offered? 71-1

3. JUSTIFICATION

- A. What is the detailed description of the course including differentiation from lower level courses, from similar courses in the same department, and from courses in other departments in the University?
- Each of these three courses covers in depth the archaeology and traditional ethnography of a small region. The lower division regional courses cover much larger areas and are characterized by breadth rather than depth.

- B. What is the range of topics that may be dealt with in the course?

The prehistory and cultural traditions of the region. The content, antecedents, relationships, and changes in these cultures through time. Technological, socio-economic, and environmental factors in culture growth.

C. How does this course fit the goals of the department?

Students should obtain a balance in regional studies, techniques, and theory.

D. How does this course affect degree requirements?

A student may take only two of the three regional North America courses to satisfy degree requirements

E. What are the calendar changes necessary to reflect the addition of this course?

Deletion of old number 472 addition of course descriptions

F. What course, if any, is being dropped from the calendar if this course is approved?

472 - Regional Studies in Archaeology - North America.

G. What is the nature of student demand for this course?

474 - 15 requests

475 - 29 requests

476 - 29 requests

H. Other reasons for introducing the course.

At present a student may receive credit for 472 twice, depending on the content of the course. This is confusing. It is better to have the different regional North America courses have different numbers.

4. BUDGETARY AND SPACE FACTORS

A. Which faculty will be available to teach this course?

474 - Carlson, Hobler

475 - Alexander

476 - Carlson, Hobler

B. What are the special space and/or equipment requirements for this course?

None

C. Any other budgetary implications of mounting this course:

None

Approval:

Curriculum Committee: Approved November 4th, 1969.

Dean of Faculty:

Senate:

Archaeology - Five Year Planning Budget 1970-75

5th May, 1970

Account Code	Item	70/71	71/72	72/73	73/74	74/75
700	Faculty					
	1. R. Carlson	13,900	13,900	13,900	13,900	13,900
	2. P. Hobler	10,900	10,900	10,900	10,900	10,900
	3. H. Alexander	8,334 ⁽¹⁾	12,500	12,500	12,500	12,500
	4. New Position	-	8,334 ⁽¹⁾	12,500	12,500	12,500
	5. New Position	-	-	8,334 ⁽¹⁾	12,500	12,500
	6. New Position	-	-	-	8,334 ⁽¹⁾	12,500
	7. Chairman's Stipend	2,000 ⁽¹⁾	3,000	3,000	3,000	3,000
702	Teaching Assistants	10,350	13,800	13,800	13,800	13,800
704	Technicians					
	1. New Position ⁽¹⁾	3,666	5,500	5,500	5,500	5,500
705	Secretarial					
	1. J. Waite	5,311	5,311	5,311	5,311	5,311
706	Temporary Support	900	900	900	900	900
720-880	Operating Expenses	7,000	7,000	7,000	7,000	7,000
Total		62,361	81,145	93,645	106,145	110,311

(1) Fiscal year salary

Final figure in each column is estimated total yearly budget including inflationary increases.

Account Code	Item	70/71	71/72	72/73	73/74	74/75
Inflationary Increases						
	10% inflation on salaries over 9 months of fiscal year 70/71	4,242	4,242	4,242	4,242	4,242
	Total	66,603	85,387			
	10% inflation 71/72		8,539	8,539	8,539	8,539
	Total		93,926	106,426		
	10% inflation 72/73			10,643	10,643	10,643
	Total			117,069	129,569	
	10% inflation 73/74				12,957	12,957
	Total				142,526	146,692
	10% inflation 74/75					14,669
	Total					161,361

(1) Fiscal year salary

Final figure in each column is estimated total yearly budget including inflationary increases.

HYPOTHETICAL SCHEDULE OF COURSES and TEACHING LOADS

24062

	Year I	Year II	Year III	Year IV
Fall	101 } 272 } every } year 371 } 475 } 474 } every } other } year	Carlson Alexander Alexander Carlson 474	Alexander/Hobler Hobler/Alexander Hobler/Alexander Alexander 475	<i>Alexander</i> <i>Alexander</i> <i>Carlson</i> Carlson 474
Spring	273 } 372 } every } year 375 } 473 } 476 } every } other } year	Hobler Alexander Alexander Hobler 476	Carlson Alexander Alexander Carlson 473	<i>Hobler</i> <i>Hobler</i> <i>Alexander</i> Alexander 476
Summer	433 } 434 } every } year 435 }	Hobler/Carlson Hobler/Carlson Hobler/Carlson	Hobler/Carlson Hobler/Carlson Hobler/Carlson	Carlson/Hobler Carlson/Hobler Carlson/Hobler