

ANTH 442/542 - Northwest Coast Archaeology

COURSE DESCRIPTION This course examines the more than 12,000 year old archaeological record of the Northwest Coast of North America, the culture area extending from southeast Alaska to coastal British Columbia, Washington, Oregon, and northern California. This region has fascinated anthropologists for almost 150 years because its indigenous peoples have developed distinctive cultures based on fishing, hunting, and gathering economies. We begin by establishing the ecological and ethnographic background for the region, and then study how these have shaped archaeologists' ideas about the past. We study the contents of sites and consider the relationship between data, interpretation, and theory. Throughout the term, we discuss the dynamics of contact and colonialism and how these have impacted understandings of the recent and more distant pasts of these societies. This course will prepare you to understand and evaluate Northwest Coast archaeological news within the context of different jurisdictions. You will also have the opportunity to visit some archaeological sites on the Oregon coast. I hope the course will prepare you for a lifetime of appreciating Northwest Coast archaeology.

WHERE AND WHEN Class: 10-11:50 am, Monday & Wednesday in Room **246 Gerlinger**.

Instructor: Dr. Moss

Office hours: after class until 12:30 pm, and on Friday, 1:30-3:00 pm or by appointment

327 Condon, 346-6076; mmoss@uoregon.edu

REQUIRED READING:

Moss, Madonna L. 2011 *Northwest Coast: Archaeology as Deep History*. SAA Press, Washington, D.C.

Please note that all royalties from the sale of this book go to the Native American Scholarship Fund of the Society for American Archaeology.

LEARNING OUTCOMES The Northwest Coast is a unique world region that has become a model for the anthropological study of "complex hunter-gatherers," although we will critique this concept. The ethnographic records of portions of the Northwest Coast are voluminous, and affect how archaeologists interpret the archaeological record. From this course, I hope you will:

- learn why the Northwest Coast is a unique world region
- gain specific knowledge of the diverse geographies, peoples, and cultures of the Northwest Coast
- be able to distinguish what we do and do not know about the culture history of different Northwest Coast sub-regions
- develop critical awareness of how archaeologists use ethnographic data as analogs for the more distant past and some of the problems and potentials of different approaches
- increase scientific literacy by reading journal articles, digesting and synthesizing technical information in writing to present to a public audience
- learn to recognize sensationalism in the popular press and acquire the skill to critically evaluate claims based on evidence
- gain knowledge of current threats to Northwest Coast archaeological sites
- develop appreciation for the significance of archaeological research to the region's contemporary residents, particularly contemporary Native Americans, First Nations, and Alaska Natives

MAJOR NORTHWEST COAST GROUPS The major indigenous groups whose archaeology we will study are listed below, ordered from north to south (approximately) and listed with their associated territories and language group. You can find a pronunciation guide to some of these at <http://www.bced.gov.bc.ca/abed/map.htm>. ([Links to an external site.](#)) (Scroll down to below the map).

FIRST NATION	GEOGRAPHIC TERRITORY	LANGUAGE PHYLUM
Yakutat Tlingit	Yakutat Bay	Tlingit
Tlingit	southeast Alaska (Alexander Archipelago & mainland)	Tlingit
Kaigani Haida	southern two-thirds of Prince of Wales Archipelago	Haida
Haida	Queen Charlotte Islands (Gwaii Haanas)	Haida
Nisga'a	Nass River	Tsimshian
Gitksan	Skeena River	Tsimshian
Coast Tsimshian	Prince Rupert Harbor, lower Nass and Skeena (Prince Rupert)	Tsimshian
Southern Tsimshian	Kitkatla, Princess Royal Island	Tsimshian
Haisla	Kitimat River and Gardner Channel	Wakashan
Haihais	Milbanke Sound	Wakashan
Heiltsuk (Bella Bella)	Fitz Hugh Sound	Wakashan
Oowekeeno	Rivers Inlet	Wakashan
Nuxalk (Bella Coola)	Burke Channel and Dean Channel	Salishan
Kwakwaka'wakw (Kwakiutl)	N Vancouver Island & mainland along Queen Charlotte and Johnstone Straits	Wakashan
Nuu-chah-nulth (Nootka)	80% of western Vancouver Island	Wakashan
Makah	northwest tip of Olympic Peninsula	Wakashan
Quileute	Olympic Peninsula, Hoh and Soleduck Rivers	Chimakuan
Quinault	Olympic Peninsula, Queets and Quinault Rivers	Salishan
Chemakum	Admiralty Inlet (Port Townsend)	Chimakuan
Coast Salish (>16 groups: Comox, Sechelt, Halkomelem, Nooksack, Clallam, Lushootseed, Twana)	Strait of Georgia, Puget Sound, lower Fraser (Vancouver, Victoria, Seattle, Tacoma)	Salishan
Chehalis	Grays Harbor	Salishan
Chinook	lower Columbia River (Astoria)	Penutian
Tillamook	Tillamook Head to Siletz Bay	Salishan
Yaquina, Alsea	Otter Rock to Cape Perpetua (Newport, Waldport, Yachats)	Penutian
Siuslaw	Siuslaw River (Florence)	Penutian
Umpqua	Umpqua River (Reedsport, Winchester Bay)	Penutian
Coos (Hanis & Miluk)	Coos Bay	Penutian
Coquille	Coquille River (Bandon)	lower Penutian; upper Athapaskan
Tututni	southern Oregon coast (Gold Beach, Brookings)	Athapaskan
Tolowa	northern California, Smith River (Crescent City)	Athapaskan
Yurok	Klamath River (Trinidad)	Algic
Wiyot	Humboldt Bay (Eureka)	Algic

Course Readings (other than the textbook), listed in the order in which we read them:

Suttles, Wayne (1990) Environment. In: *Handbook of North American Indians*, vol. 7, *Northwest Coast*, edited by W. Suttles, pp. 16-29. Smithsonian Institution, Washington.

Moss, M. L. and G. B. Wasson, Jr. (1998) Intimate Relations with the Past: the Story of an Athapaskan Village on the Southern Northwest Coast of North America. *World Archaeology* 29(3):317-332.

Butler, V. L. (2007) Relic Hunting, Archaeology, and Loss of Native American Heritage at The Dalles. *Oregon Historical Quarterly* 108(4):624-643.

Moss, M. L. (1993) Shellfish, Gender, and Status on the Northwest Coast of North America: Reconciling Archeological, Ethnographic and Ethnohistorical Records of the Tlingit. *American Anthropologist* 95(3):631-652.

Moss, M. L. (2013a) Beyond Subsistence: The Social and Symbolic Meanings of Shellfish in Northwest Coast Societies. In *Shell Energy: Prehistoric Coastal Resource Strategies*, edited by Geoff Bailey, Karen Hardy, and Abdoulaye Camara. Oxbow, Oxford.

Moss, M. L. (2013b) Fishing Traps and Weirs on the Northwest Coast of North America: New Approaches and New Insights. In *Oxford Handbook of Wetland Archaeology*, edited by Francesco Menotti and Aidan O'Sullivan, pp. 323-337. Oxford University Press, Oxford.

Croes, D. R. (2003) Northwest Coast Wet-Site Artifacts: a Key to Understanding Resource Procurement, Storage, Management, and Exchange. In: *Emerging from the Mist: Studies in Northwest Coast Culture History*, edited by R. G. Matson, G. Coupland, and Q. Mackie, pp. 51-75. UBC Press, Vancouver.

Bowechop, J. 2004. Contemporary Makah Whaling. In: *Coming to Shore: Northwest Coast Ethnology, Traditions, and Visions*, edited by M. Mauzé, M. E. Harkin, and S. Kan, pp. 407-419. University of Nebraska Press, Lincoln.

Makah Tribe's Website on Whaling: <http://www.makah.com/whales.htm> (Links to an external site.)

Angelbeck, W. and C. Grier 2012. Anarchism and the Archaeology of Anarchic Societies: Resistance to Centralization in the Coast Salish Region of the Pacific Northwest Coast. *Current Anthropology* 53(5):547-587.

Reading for Paper #1:

Mackie, Quentin, Loren Davis, Daryl Fedje, Duncan McLaren, and Amy Gusick 2014 Locating Pleistocene-age Submerged Archaeological Sites on the Northwest Coast: Current Status of Research and Future Directions. In: *Paleoamerican Odyssey*, edited by Kelly E. Graf, Caroline V. Ketron, and Michael R. Waters, pp. 133-147. Texas A&M Press, College Station.

Potential Readings for Research Blog (final paper):

Ames, Kenneth M., Michael P. Richards, Camilla F. Speller, Dongya Y. Yang, R. Lee Lyman, Virginia L. Butler 2015 Stable isotope and ancient DNA analysis of dog remains from Cathlapotle (45CL1), a contact-era site on the Lower Columbia River. *Journal of Archaeological Science* 57:268-282.

Angelbeck, Bill

2016 The balance of autonomy and alliance in anarchic societies: the organization of defences in the Coast Salish past, *World Archaeology* 48(1): 51-69.

Angelbeck, Bill and Ian Cameron

2014 The Faustian bargain of technological change: Evaluating the socioeconomic effects of the bow and arrow transition in the Coast Salish past. *Journal of Anthropological Archaeology* 36:93-109.

Bovy, Kristine M., Jessica E. Watson, Jane Dolliver, and Julia K. Parrish

2016 Distinguishing offshore bird hunting from beach scavenging in archaeological contexts: The value of modern beach surveys. *Journal of Archaeological Science* 70:35-47.

Burchell, Meghan, Nadine Hallmann, Andrew Martindale, Aubrey Cannon, and Bernd R. Schöne
2013 Seasonality and Intensity of Shellfish Harvesting on the North Coast of British Columbia, *Journal of Island and Coastal Archaeology* 8(2): 152-169.

Colten, Roger H.

2015 Prehistoric Coastal Adaptations at Seaside, Oregon: Vertebrate Fauna From the Palmrose and Par-Tee Sites. *Journal of Island and Coastal Archaeology* 10(2): 253-276.

Coupland, Gary, David Bilton, Terence Clark, Jerome S. Cybulski, Gay Frederick, Alyson Holland, Bryn Letham, and Gretchen Williams

2016 A Wealth of Beads: Evidence for Material Wealth-Based Inequality in the Salish Sea Region, 4000-3500 Cal B.P. *American Antiquity* 81(2):294-315.

Cui Y., Lindo J., Hughes C.E., Johnson J.W., Hernandez A.G., Kemp B.M., Jian M., Cunningham R., Petzelt B., Mitchell J., Archer D., Cybulski J.S., Malhi, R.S.

2013 Ancient DNA Analysis of Mid-Holocene Individuals from the Northwest Coast of North America Reveals Different Evolutionary Paths for Mitogenomes. *PLoS ONE* 8(7): e66948. doi:10.1371/journal.pone.0066948.

Elder, J. Tait, Daniel M. Gilmour, Virginia L. Butler, Sarah K. Campbell and Aubrey Steingraber

2014 On the Role of Coastal Landscape Evolution in Detecting Fish Weirs: A Pacific Northwest Coast Example From Washington State, *Journal of Island and Coastal Archaeology* 9(1):45-71.

Greene, Nancy A., David C. McGee, and Roderick J. Heitzmann

2015 The Comox Harbour Fish Trap Complex: A Large-Scale, Technologically Sophisticated Intertidal Fishery from British Columbia. *Canadian Journal of Archaeology* 39:161-212.

Lepofsky, Dana and Natasha Lyons

2013 The Secret Past Life of Plants: Paleoethnobotany in British Columbia. *BC Studies* 179:39-55.

Mohlenhoff, Kathryn A. and Virginia L. Butler

2016 Tracking Fish and Human Response to Earthquakes on the Northwest Coast of Washington State, USA: A Preliminary Study at Tse-whit-zen. *Journal of Island and Coastal Archaeology* (online Sept. 2016, not in print yet).

Smith, Cameron M.

2015 Usewear, Chaîne Opératoire and Activity Class Analysis of Labour Organization Among Pacific Northwest Coast Sedentary Foragers. *Antiquity* 89(345):662-682.

Tushingham, Shannon, Dominique Ardura, Jelmer W. Eerkens, Mine Palazoglu, Sevini Shahbaz, and Oliver Fiehn

2013 Hunter-gatherer tobacco smoking: earliest evidence from the Pacific Northwest Coast of North America. *Journal of Archaeological Science* 40:1397-1407.

Wellman, Hannah P., Torben C. Rick, Antonia T. Rodrigues and Dongya Y. Yang

2016 Evaluating Ancient Whale Exploitation on the Northern Oregon Coast Through Ancient DNA and Zooarchaeological Analysis. *Journal of Island and Coastal Archaeology* (online, not in print yet).

COURSE FORMAT & REQUIREMENTS We cover a great deal of material in class, and it is important to keep up with the reading. Please complete the reading before you come to class. Class meetings serve important functions that cannot be replicated by doing the reading on your own or by talking to someone who attended class. I will show thousands of

slides in class, and the information I provide with them cannot be obtained by simply paging through the powerpoint lectures on Canvas. I hope you will attend every class and learn as much Northwest Coast archaeology as possible!

Tests Three tests are scheduled. The tests will include multiple choice, map questions, and slide identifications. The tests are spaced across the term to sustain engagement with the material. There will be no make-up tests; mark your calendar now. I expect you to learn a lot of Northwest Coast geography, including the locations of archaeological sites. I honestly hope we can have fun learning site locations.

Participation To attain the full 20 points for participation, you must have either perfect attendance or 1 absence and excellent classroom participation. *Please be on time to class*; I do my best to start promptly. Classroom participation is judged not only by the frequency of participation, but the quality of participation. Poorly timed or disruptive comments or behavior will detract from your score. To evaluate everyone fairly, I hope to learn your names within the first two weeks of class.

High quality participation can involve: being prepared for discussion having completed the reading, making relevant comments, asking clarifying questions, moving discussion forward, using evidence to support a position, presenting factual information, making analogies, and recognizing and identifying contradictions. *Negative behavior* includes being unprepared for class, being late for class, making irrelevant comments, not paying attention, distracting others, interrupting, monopolizing discussion, or making a personal attack. Hopefully, everyone will feel comfortable speaking up in class as time allows.

Writing Assignments I hope you will become proficient in evaluating a variety of types of information about Northwest Coast archaeology, from articles in scientific journals and book chapters to what's written in the popular press.

Paper #1 –Read Mackie et al. 2014 (one of the course files). This assignment is a “practice run” for your research blog assignment due at the end of the term. All undergraduate students read the same article to facilitate my review so I can provide each of you detailed advice on your writing. Follow this format:

- identify the research issue or problem, describe it briefly in your opening paragraph and explain why it is significant
- summarize/synthesize the authors' new research on the topic
- evaluate the strengths and weaknesses of the research
- explain how this research moves beyond how the topic is addressed in class or in course readings
- explain how the field can move forward to solve the problem or resolve the issue in the future

Paper #1 should be 4 pages (1200-1300 words) long, double-spaced, with 12-point font and one-inch margins. All papers must be the product of original work and thinking, and they should be well-organized, clearly written, and appropriately referenced (if you'd like to include references to other sources, you can). Inattention to the fundamentals of writing always detracts from your ability to communicate. Format and style always affect my evaluation of your written work. Papers should follow an orderly, logical progression as outlined above. At the top of the first page, **include an interesting, informative, and creative title (not just "Paper 1")**, along with your name, my name (Professor Moss), and the date. Staple your paper securely and number all pages. Follow the anthropological conventions for citations (as in your textbook). **Always proofread your hard copy.** If you find a minor mistake or two, please correct them on the hard copy using a pen. Make a copy of everything you submit to protect yourself from inadvertent loss. Pay close attention to my feedback on Paper #1 because it will help you when you are planning for and doing the final writing assignment for this class.

The **Research Issue Blog** is a more substantive exploration than Paper #1. Choose three related journal articles or book chapters, all published during or since 2012 (ideally). You can find a list of such articles under **Potential Readings for Research Blog (final paper)** listed above. After you choose one of these articles, I'd like you to choose other articles on the same topic--- relevant articles might be listed in the *References Cited* of the article you chose. Your topic and article

choices will be submitted to me as **Abstract and References for Research Blog** by Nov. 23 at noon. Your abstract should be 200 words long. List the three references in the citation style used in your textbook. Please include a tentative title.

One of the goals of the Research Issue Blog assignment is to supplement my textbook with research published since the book appeared in 2011. Northwest Coast archaeology is a dynamic field and new research is constantly improving our collective knowledge. For this assignment, you will research an issue in Northwest Coast archaeology, but the final product will be a blog post that digests and synthesizes published archaeological research in a way that is interesting and accessible to the public. You are encouraged to develop a point of view on this topic, appraising the strengths and weaknesses of the reported research. This Research Issue Blog requires you to seek out and cite at least three additional journal articles beyond the readings assigned in class. The blog post should be concisely written (1000 ± 50 words) and include at least two images (appropriately cited). It can be submitted electronically as a word document (.docx). Research blog posts that are good enough to earn an A grade will be posted on the UO Northwest Coast archaeology website after the completion of Fall term. This is where you can demonstrate how well you have learned to decipher and communicate recent archaeological research on the Northwest Coast to a public audience. The website then will become part of the public archive of Northwest Coast archaeology-- so you have an opportunity to make a lasting contribution to public discourse on this topic! I will present more specific guidance on the research issue blog later in the term. If you'd like to see some examples from last year, please check out: <<https://blogs.uoregon.edu/northwestcoast/>>.

This assignment grew out of my use of Dr. Quentin Mackie's blog on Northwest Coast archaeology over the past several years. You are welcome to explore his blog, although he hasn't been very active recently. If you independently find some news coverage (newspaper story, radio program, TV program, or website) that presents Northwest Coast archaeology that you want to pursue, you can also evaluate that, but please discuss it with me first, and remember you have to obtain three published journal articles or book chapters to cite.

DISABILITY If you have a documented disability and will need accommodation in this course, please contact me soon. Please also request the Counselor for Students with Disabilities send a letter verifying your disability.

Academic Dishonesty - Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam, and the incident will be reported to campus authorities. Plagiarism includes, but is not limited to: (a) the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and (b) the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Classroom / Office Courtesy - Please follow these guidelines to avoid disrupting the class:

- Turn off cell phones before arriving.
- Do not arrive late or leave early (except for a bathroom break or emergency).
- Do not sleep during class.
- Do not work on other assignments during class.

Missed-Class Policy – I cannot re-teach the course outside of lecture; I am happy to answer questions, clarify content, and provide guidance for those who attend class and come in with informed questions after they have attempted the work themselves. Students who miss class must secure notes and other materials from another student in the class.

More Legalities: We are now required to include specific language on syllabi that prohibits unauthorized use of course materials. I am sorry things have deteriorated to this point.

Material on the Canvas site is for your use in this class. It is not for posting or sale. Materials written by your instructor are the instructor's (or in some cases the UO's) intellectual property. It is important that everyone respect each other's rights. For instance, you should not copy and redistribute course materials without my permission. I may also post other

copyrighted materials on the course site. It is my responsibility for ensuring that such posting does not violate copyright law, but you should be aware that you do not have the right to make additional copies or redistribute these materials.

ANTH 542 - NORTHWEST COAST ARCHAEOLOGY FOR GRADUATE STUDENTS

REQUIRED READING: The required reading is the same as that of the undergraduates, with the additional literature you read for your papers.

ADDITIONAL REQUIREMENTS Graduate students take all tests and write **Paper #1** following the basic format of the undergraduate Paper #1, but pursue at least three journal articles in writing a 5-6 page paper.

Your **Research Paper** is an in-depth, substantive evaluation of a research question or topic of your choice. This paper will be an 11-13 page critical review of the literature relevant to your research question or topic. I am particularly interested in your writing about how this topic is treated in my book, *Northwest Coast: Archaeology as Deep History*, and building upon what was presented therein. When I was working on the book, I found myself reading many recent Master's theses and Ph.D. dissertations to consult the latest research results. Since the book was published in 2011, many new theses and dissertations have appeared. As a graduate student who will likely write a thesis, dissertation, or monograph yourself, I would like you to consult such works in addition to journal articles relevant to your topic. Please consult the Module in ANTH 442 that provides partial lists of recent theses and dissertations compiled by UO Post-Doctoral Fellow, Iain McKechnie.

I would also like you to write a **Research Issue Blog** based on your research paper, following the general guidelines provided in the undergraduate syllabus as well as additional guidelines I will provide in class. I hope to be able to post your blogs to the UO Northwest Coast Archaeology website after Fall term, to start to build an archive that can be a supplement to *Northwest Coast: Archaeology as Deep History*.

If you are a student of zooarchaeology, you may want to read *The Archaeology of North Pacific Fisheries* (Moss and Cannon, editors), and delve into a research topic addressed in that book for your paper.

Please submit a one-page abstract of your research paper and a list a primary references no later than **Friday, Nov. 13** at 1:00 pm. You are welcome to discuss your topic with me anytime during the term, but not at the last minute!

Graduate student final papers are due Thursday, **December 10 at noon**.

Date	Details
Wed Oct 21, 2015	Test #1 12pm
Wed Oct 28, 2015	Paper #1 12pm
Mon Nov 9, 2015	Test #2 12pm
Fri Nov 13, 2015	Abstract & References 1pm
Wed Dec 2, 2015	Test #3 12:45pm
Thu Dec 10, 2015	Research Paper 12pm Participation & Attendance