

THEMES IN THE ARCHAEOLOGICAL HISTORY OF NORTH AMERICA

ANTHROPOLOGY 2003 | FALL 2017

Tuesdays 9:30-11:20
Fridays 9:30-10:20
Kenneth Taylor Hall B105

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 Tuesdays 1:00-3:00 p.m., or by appointment

COURSE DESCRIPTION

This course aims to introduce you to the archaeology of North America. This is a very broad topic, covering thousands of years and spanning a vast landscape. To introduce you to this vast topic, the course will focus on various regions and time periods; each can be seen as a case study or introduction to a current issue in the archaeology of North America. We will approach this material through a combination of lectures, seminars, and activities. Themes that will tie the course together include: what do archaeologists know about North America's indigenous past? How do we gain knowledge about this past and represent it faithfully? What social and political conditions existed in different places and at different times? Who owns the past and what do First Nations people think of archaeological representations of their history? As we work through the course

themes we will discuss how archaeologists collect, analyze, and understand data, how archaeologists approach research questions, and how archaeologists interpret the past.

Anthropology is a social science and as such uses scientific methods and reasoning to address questions about how society works. In addition to teaching you the archaeological history of the continent, the discussions, readings, and assignments in this course are designed to facilitate learning how to think critically, how to support your opinions through research, and how to effectively communicate your ideas. Thus, there are several learning objectives:

- Understand the long-term development of North American indigenous cultures through the material past.
- Gain a sense of how archaeologists think about the past, approach research questions, and collect and interpret data.
- Develop critical thinking skills through engagement with archaeological and native voices.
- Learn how to conduct academic research and how to find the best types of information to support an argument.
- Develop strong writing skills and the ability to read academic journal articles thoroughly.

Avenue To Learn (A2L)—this course will use A2L to post lecture slides, submit assignments, return grades, make announcements, etc.

REQUIRED TEXT

Pauketat, Timothy R. (2012). *The Oxford Handbook of North American Archaeology*. Oxford University Press, Oxford.

This text is available in the campus bookstore or online. If you are purchasing it online, please choose a paperback version as it is significantly less expensive than the hard cover.

Additional readings will be available online through the McMaster library journal database. We will cover how to access these in the first class.

COURSE REQUIREMENTS

Class and exam attendance/participation are **mandatory**. Grades are not reweighted if missed.

Participation, attendance, & responses	Weekly (responses due 8:00 p.m. Monday)	25%
Annotated bibliography	October 31 (9:30 a.m.)	15%
Academic poster	December 5 (in class)	25%
Mid-term exam	October 20 (in class)	15%
Final exam	December Exam Period	20%

Participation, attendance, & responses – This grade is based on lecture attendance, participation in class discussions & activities, and weekly reading responses and questions (see below). Please note that reading responses account for 15% of this grade while attendance and participation accounts for the remaining 10%. Reading responses are due **through A2L by 8:00 p.m. Monday** each week, except when no response is required. This is so that I can review your responses and questions prior to class to help guide discussions.

Annotated bibliography – Bibliography containing 15-20 *recent* (no earlier than 1997) journal articles and a 2-3 sentence annotation for each. Topics are open but must be relevant to course material and must be approved by the instructor no later than **October 17** (in person or by email). This assignment is meant to introduce you to academic research methods and can serve as source material for your poster presentation. Assignments will be graded on the number and quality of sources, citation formatting, and usefulness of the annotations. An assignment guide will be posted online by mid-September. Submit through A2L by **9:30 a.m. on Tuesday, October 31**.

Poster presentations – Groups of 2-3 students will collaborate on an academic- *or* infographic-style poster to be presented **in class on Tuesday, December 5**. Topic is open but must be relevant to course material and must be approved by your instructor no later than **November 10**. Each poster should be informed by strong research and should present your group's findings. Posters should contain a mix of graphics and text, be informed by strong research, and contain a works cited section. Each group will briefly (5 minutes plus questions) present their poster in class. Note that posters do NOT need to be printed. We will discuss how to create a strong poster prior to the assignment date. Posters will be graded on design and visual appeal, quality of information and research, style and formatting, and on the in-class presentation. Each member of the group will receive the same grade.

Mid-term exam – 1 hour, taken in class on **Friday, October 20**. Material will cover weeks 1-7.

Final exam – 1.5 hour, taken during the **December 8-21** exam period. Material will cover the entire course.

Note: exams may contain multiple-choice, true/false, fill-in-the-blank (including diagrams or maps), definitions, and short answer questions.

Assignment/Exam Grading

Assignments will be graded promptly and returned with comments through Avenue To Learn (A2L). Exam grades will be posted on A2L. Please note that only you will be able to see your grades on A2L.

Missed Exams & Late Assignments

Extensions for course assignments will only be granted under conditions of medical, family, or other extraordinary circumstances. Late annotated bibliographies will be penalized at **2% per day** (including weekends). Late reading responses and posters will **not be accepted**. Extensions or exceptions to these rules can only be granted if you provide an appropriate note/letter from SAS or other university certification system (e.g. MSAF – see below). An arrangement can be made for a missed mid-term exam to be taken at a later date if you provide an appropriate note/letter from doctor, SAS, or Dean.

Academic Dishonesty

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, Appendix 3, <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g., the submission of work that is not one’s own for which other credit has been obtained.
2. Improper collaboration in group work
3. Copying or using unauthorized aids in tests and examinations.

Your instructor reserves the right to submit course work to Turnitin.com to prevent or detect plagiarism. The class will be informed if this service is used. The use of Turnitin.com **is not** mandatory; if you do not wish for this service to be used you can submit a hard copy of any assignment. However, if plagiarism is suspected your instructor can still use other means (e.g. Google searches) to check for academic dishonesty.

WEEKLY READINGS & READING RESPONSES

While this is a lecture-based course, readings are very important and we will make time each class to discuss the lecture and reading content. This is to help reinforce the course content and to address anything that is unclear. Each week there will be readings from the course text and/or from journal articles. Required readings are listed in the weekly course schedule. Please read each chapter/article in its entirety. Readings will be fair game for exams.

Reading responses

You are responsible for completing all required readings prior to the Tuesday class (except where noted). Each reading is quite short and I have mostly aimed for about 25 pages of reading per week. Each week you are required to write a reading response for **any three** of the week's readings. Your reading response should be one short paragraph per reading and finish with three questions about the readings; these responses and questions will provide a starting point for discussions. You must submit your reading responses and questions online by 8:00 p.m. Monday night each week. Reading responses & questions will account for over half of your participation grade (15% of the course grade). Attending class and participating in discussions will account for the remainder of the participation grade.

Reading responses should cover the following information for each article:

- What is this article about (3-4 sentences for each article)
 - o Be sure to include time periods, cultural affiliations, regions, or material focus
- What is the author's main argument (1-2 sentences each)
- What is the author's theoretical or methodological position (1-2 sentences)
- Any other thoughts you had about the readings

Questions can be very broad and can include things like:

- Anything you were unsure about or did not understand
- Additional context or information that you are interested in
- Problems with the research

Your reading responses are not a quiz; there are no right and wrong answers. Rather, I want to see how you understand and interpret the reading material so that I can best guide the class discussions. That said, you will only receive credit for your response if it is complete and comprehensive. Other readings, news reports, videos, etc. on current issues and newly-reported research may be assigned as optional reading/viewing throughout the fall.

MCMMASTER STUDENT ABSENCE FORM (MSAF) POLICY

- The MSAF should be used for medical and non-medical (personal) situations.
- Approval of the MSAF is automatic (i.e. no documentation required)
- Rules governing the MSAF are as follows:
 - o The timeframe within which the MSAF is valid has been reduced from 5 days to 3 days.
 - o The upper limit for when an MSAF can be submitted has been reduced from 'less than 30%' to 'less than 25%' of the course weight.
 - o The 'one MSAF per term' limit is retained.
 - o As per the policy, an automated email will be sent to the course instructor, who will determine the appropriate relief. Students must immediately follow up with their instructors. Failure to do so may negate their relief.

- Policy: The MSAF policy can be found in the Undergraduate Calendar under General Academic Regulations > Requests for Relief for Missed Academic Term Work or here:

[http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests for Relief for Missed Academic Term Work](http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests_for_Relief_for_Missed_Academic_Term_Work)

Academic Skills Counselling and Services for Students with Disabilities are available through the Student Accessibility Services (SAS)

Tel: 905-525-9140 x28652 Email: sas@mcmaster.ca Website: <http://sas.mcmaster.ca>

The instructor & university reserve the right to modify elements of the Course during the term. The university may change the dates & deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice & communication with the students will be given with explanation & the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email & course websites weekly during the term & to note any changes.

USE OF COMPUTERS: Computer use in the classroom is intended to facilitate learning in that particular lecture or tutorial. At the discretion of the instructor, students using a computer for any other purpose may be required to turn the computer off for the remainder of the lecture or tutorial.

FACULTY OF SOCIAL SCIENCES E-MAIL COMMUNICATION POLICY

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Email Forwarding in MUGSI:

<http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link

(Approved at the Faculty of Social Sciences meeting on Tues. May 25, 2010)

WEEKLY SCHEDULE

Chapters refer to readings in the course text. Links will take you to online articles; we will discuss how to access journal articles in the first class.

Weekly reading responses and questions must be submitted online by 8:00 p.m. Monday. Please have a copy of your response and questions ready for discussions on both Tuesday and Friday classes. Reading responses will begin in week 2.

WEEK 1 Introduction to the Themes in the Archaeological History of North America

No reading response required this week

Tues. 5th Sept.

Introduce Course & Review Syllabus

Lecture: Myths in North American Archaeology

Fri. 8th Sept.

No class. Please use this time to complete the readings.

Readings:

- Chapter 1: [Pauketat, *Questioning the Past in North America* \(pp.3-17\).](#)
- [Denevan, W.M. \(1992\). The pristine myth: the landscape of the Americas in 1492. *Annals of the Association of American Geographers*, 82\(3\), 369-385.](#)

Optional:

- [Lightfoot, K. G., Cuthrell, R. Q., Striplen, C. J., & Hylkema, M. G. \(2013\). Rethinking the study of landscape management practices among hunter-gatherers in North America. *American Antiquity*, 78\(2\), 285-301.](#)
- [Chapter 2: Sassaman & Randall, *Hunter-Gatherer Theory in North American Archaeology* \(pp. 18-27\).](#)
- [Chapter 5: Hall, *Some Commonalities Linking North America and Mesoamerica* \(pp.52-63\).](#)

WEEK 2 North America's earliest residents

Tues. 12th Sept.

Lecture: Peopling of the Americas

Fri. 15th Sept.

Activity: North American Landscapes Using Google Earth

Readings:

- [Wade, L. \(2017\). Most archaeologists think the first Americans arrived by boat. Now, they're beginning to prove it. *Science Magazine*.](#)
- [Holen, S.R. et al. \(2017\). A 130,000-year-old archaeological site in southern California, USA. *Nature* 544, 479-483.](#)
- [Braje, T.J. et al. \(2017\). Were Hominins in California ~130,000 Years Ago? *PaleoAmerica* 3\(3\), 200-202.](#)
- [Mulligan, C.J. & Szathmáry, E.J.E. \(2017\). The peopling of the Americas and the origin of the Beringian occupation model. *American Journal of Physical Anthropology* 162\(3\), 403-408](#)
- [Halligan, J.J. et al. \(2016\). Pre-Clovis occupation 14,550 years ago at the Page-Ladson site, Florida, and the peopling of the Americas. *Science Advances* 2\(5\)](#)

WEEK 3 A unified continent? Clovis, long-distance mobility, and later trends in North American lifeways

Tues. 19th Sept.

Lecture: From the fluted point horizon to the archaic period

Fri. 22nd Sept.

Activity: Seriation, stratigraphy, and typologies—relative dating in North American archaeology

Readings:

- Chapter 8: Waguespack, *Early Paleoindians, from Colonization to Folsom* (pp. 86-95)
- Chapter 9: Anderson, *Pleistocene Settlement in the East* (pp. 96-111)

- Chapter 37: McElrath & Emerson, *Reinvisioning Eastern Woodlands Archaic Origins* (pp. 448-459)
- [Kitchell, J.A. \(2010\). Basketmaker and Archaic Rock Art of the Colorado Plateau: A Reinterpretation of Paleomimagery. *American Antiquity* 75\(4\):819-840.](#)

WEEK 4 **Life in a harsh environment: archaeologies of the far north**

Tues. 26th Sept. Lecture: The archaeology of Arctic and Subarctic regions
 Fri. 29th Sept. Discussion: Can a people be an analogy? Critically reviewing how we understand the north.

Readings:

- Chapter 10: Park, *Adapting to a Frozen Coastal Environment* (pp. 113-123)
- Chapter 11: Holly Jr. & McCaffrey, *Rethinking Eastern Subarctic History* (pp. 124-134)
- Chapter 12: Maschner, *Archaeology of the North Pacific* (pp. 135-145)
- [Binford, L. \(1980\). Willow Smoke and Dogs' Tails: Hunter-Gatherer Settlement Systems and Archaeological Site Formation. *American Antiquity*, 45\(1\), 4-20. doi:10.2307/279653](#)
- [Friesen, T. M. \(2002\). Analogues at Iqaluktuuq: The social context of archaeological inference in Nunavut, Arctic Canada. *World Archaeology* 34\(2\). 330-345.](#)

The three course text chapters will be for Tuesday's lecture and the two journal articles will be for Friday's discussion. Reading responses should cover any three from the week.

WEEK 5 **Growing Food in the Eastern Plains & Woodlands**

Tues. 3rd Oct. Lecture: The development and spread of agriculture in eastern North America
 Fri. 6th Oct. Activity: Information Literacy (Research Skills) class in library.
 Alternative: What types of data do we have available?

Readings:

- Chapter 7: Pearsall, *People, Plants, and Culinary Traditions* (pp. 73-85).
- Chapter 25: *Villagers and Farmers of the Middle and Upper Ohio River Valley, 11th to 17th Centuries AD: The Fort Ancient and Monongahela Traditions* (pp. 297-309).
- Chapter 30: Mitchell, *The Origins and Development of Farming Villages in the Northern Great Plains* (pp. 359-372).
- Chapter 31: Drass, *Planting the Plains: The Development and Extent of Plains Village Agriculturalists in the Southern and Central Plains* (pp. 373-385).

WEEK 6 **MID-TERM RECESS (no classes)**

WEEK 7 **Moving through the landscapes of the Southwest**

No reading response required this week

Tues. 17th Oct. Lecture: Understanding southwest archaeology through its landscape
 Fri. 20th Oct. Mid-term exam (in class)

Readings:

- Chapter 45: Mills, *The Archaeology of the Greater Southwest: Migration, Inequality, and Religious Transformations* (pp. 547-560).
- Chapter 47: Fish & Fish, *Hohokam Society and Water Management* (pp. 571-584)
- Chapter 49: Lekson, *Chaco's Hinterlands* (pp. 597-607).
- [Benson et al. \(2003\). Ancient Maize from Chacoan Great Houses: Where Was it Grown? *Proceedings of the National Academy of Sciences* 100\(22\): 13111-13115.](#)

WEEK 8**West Coast Traditions**Tues. 24th Oct.

Lecture: Distinct Traditions from California to Alaska

Fri. 27th Oct.

Discussion: What exactly is an academic poster?

Readings:

- Chapter 13: Erlandson & Braje, *Foundations for the Far West: Paleoindian Cultures on the Western Fringe of North America* (pp. 149-159).
- Chapter 14: Maschner, *Archaeology of the Northwest Coast* (pp. 160-172).
- Chapter 18: Lightfoot & Luby, *Mound Building by California Hunter-Gatherers* (pp. 212-223).
- Chapter 19: Perry, *Diversity, Exchange, and Complexity in the California Bight* (pp. 224-234).

WEEK 9**The Great Plains***Annotated bibliographies due | No reading response required*Tues. 31st Oct.

Lecture: The changing landscape of the Great Plains

Fri. 3rd Nov.

Discussion: Oral histories, or why do we ignore Native voices?

Readings:

- Chapter 27: Gibbon, *Lifeways Through Time in the Upper Mississippi River Valley and Northeastern Plains* (pp. 325-335).
- Chapter 28: Oetelaar, *The Archaeological Imprint of Oral Traditions on the Landscape of Northern Plains Hunter-Gatherers* (pp. 336-346).
- Chapter 32: Habicht-Mauché, *Women on the Edge: Looking at Protohistoric Plains-Pueblo Interaction from a Feminist Perspective* (pp. 386-397).
- [Roger C. Echo-Hawk, R.C. \(2000\) Ancient History in the New World: Integrating Oral Traditions and the Archaeological Record in Deep Time. *American Antiquity* 65\(2\), 267-290.](#)
- [Peter M. Whiteley, P.M. \(2002\). Archaeology and Oral Tradition: The Scientific Importance of Dialogue *American Antiquity* 67\(3\), 405-415.](#)

Optional:

- [Mason, R.J. \(2000\) Archaeology and Native North American Oral Traditions. *American Antiquity* 65\(2\), 239-266.](#)

The three course text chapters will be for Tuesday's lecture and the two journal articles will be for Friday's discussion. Reading responses should cover any three from the week.

WEEK 10**Copper, trade, and Hopewell**Tues. 7th Nov.

Lecture: The Hopewell Interaction Sphere

Fri. 10th Nov.

Discussion: NAGPRA, Kennewick Man, and stolen bones

Readings:

- Chapter 36: Milner, *Mound-Building Societies of the Southern Midwest and Southeast* (pp. 437-447).
- Chapter 38: Kidder, *Poverty Point* (pp. 460-470).
- Chapter 39: Charles, *Origins of the Hopewell Phenomenon* (pp. 471-482).
- [Magnani, M., & Schroder, W. \(2015\). New approaches to modeling the volume of earthen archaeological features: a case-study from the Hopewell culture mounds. *Journal of Archaeological Science*, 64, 12-21.](#)
- Chapter 3: Watkins, *Bone Lickers, Grave Diggers, and Other Unsavory Characters: Archaeologists, Archaeological Cultures, and the Disconnect from Native Peoples* (pp. 28-35).

Optional:

- [Wright, A. P., & Loveland, E. \(2015\). Ritualised craft production at the Hopewell periphery: new evidence from the Appalachian Summit. *Antiquity*, 89\(343\), 137-153.](#)
- [Miller, G. L. \(2015\). Ritual economy and craft production in small-scale societies: Evidence from microwear analysis of Hopewell bladelets. *Journal of Anthropological Archaeology*, 39, 124-138.](#)

The first four mandatory readings are for lecture while the last (Watkins) is for discussion. The two optional readings are relevant for lecture.

WEEK 11 **Chiefdoms, Cities, States, and Cahokia**Tues. 14th Nov. Lecture: Political complexity in Mississippian societyFri. 17th Nov. Activity: TBA**Readings**

- Chapter 33: Emerson, *Cahokia Interaction and Ethnogenesis in the Northern Midcontinent* (pp. 398-409).
- Chapter 41: Alt, *Making Mississippian at Cahokia* (pp. 497-508).
- Chapter 44: Blitz, *Moundville in the Mississippian World* (pp. 534-543).
- [Lawler, A. \(2011\). America's Lost City. *Science*. 334\(6063\), 1618-1623.](#)

WEEK 12 **The Great Lakes**Tues. 21st Nov. Lecture: Life in the Great Lakes ca. A.D. 1000-1600Fri. 24th Nov. Lecture: Rock art as a forgotten type of archaeological site**Readings**

- Chapter 22: Chilton, *New England Algonquians: Navigating "Backwaters" and Typological Boundaries* (pp. 262-272).
- Chapter 23: Williamson, *What Will Be Has Always Been: The Past and Present of Northern Iroquoians* (pp. 273-284).
- Chapter 24: Howey, *Regional Ritual Organization in the Northern Great Lakes, AD 1200-1600* (pp. 285-296).
- Chapter 35: Noble, *Post-Contact Cultural Dynamics in the Upper Great Lakes Region* (pp. 422-433).

WEEK 13 **North American Archaeology Today**Tues. 28th Nov. Lecture: Cultural Resource Management (CRM)Fri. 1st Dec. Guest Activity: Sustainable Archaeology & artifact curation**Readings**

- Chapter 6: Peregrine & Lekson, *The North American Oikoumene* (pp. 64-72).
- [T. J. Ferguson, T.J. \(1996\). Native Americans and the Practice of Archaeology. *Annual Review of Anthropology* 25, 63-79.](#)
- [Birch, J. \(2007\). Public archaeology and the cultural resource management industry in Ontario. *The Ottawa Chapter, Ontario Archaeological Society*, pp. 120-127.](#)
- [Warrick, G. \(2017\). Control of Indigenous Archaeological Heritage in Ontario, Canada. *Archaeologies* 13\(1\), 88-109.](#)
- [Silberman, N. A. \(2015\). Is Every Sherd Sacred? Moving Beyond the Cult of Object-Centered Authenticity. *Journal of Eastern Mediterranean Archaeology & Heritage Studies*, 3\(1\), 61-63.](#)
- [Bustard, W. \(2000\). Archeological Curation in the 21st Century. Or, Making Sure the Roof Doesn't Blow Off. *Cultural Resource Management*, 23\(5\), 10-15.](#)
- [Kersel, M. M. \(2015\). Storage Wars: Solving the Archaeological Curation Crisis?. *Journal of Eastern Mediterranean Archaeology & Heritage Studies*, 3\(1\), 42-54.](#)

The first four articles will be for Tuesday's lecture and last three will be for Friday's activity. Reading responses should cover any three from the week.

WEEK 14 **Poster Presentations**Tues. 5th Dec. Group poster presentations during class time

No readings this week!

WEEKS 15-16 **Final Exam**Date to be set by registrar (between Friday December 8th – Thursday 21st December)