

Anthro 2003: Themes in the Archaeological History of North America

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Course Schedule: Mondays 12:30-14:20; Wednesdays 13:30-14:20

Course Location: Kenneth Taylor Hall, Room 104

Office Hours: Mondays 14:30-15:30; Wednesdays 14:30-15:30

Office: Chester New Hall, Room 534

Course description:

What was the human experience in historic and ancient times? What aspects of material culture define the lifeways of the past for the people of the present? How do history, environment, individuals, and culture interact, and what material patterns emerge from these interactions? Who owns the past, and how is it used?

Archaeology, a subfield of anthropology, is the study of past societies through their material culture. This course serves as an overview of the concepts and methods used to reconstruct past societies in North America from their material remains, focusing on archaeological history in different geographical regions.

In this course we will concentrate on the whos, whats, wheres, and whens of various North American cultures, as well as various theories and methods that archaeologists use to make inferences and interpretations about their lifeways. Each class meeting, we will focus on one key issue, one theoretical approach, one type of material and method of analysis, and one geographic region. We will explore:

- different time periods, from the Paleolithic to the Historic Period;
- different scales of ancient communities, from large city centers to small hamlets;
- different materials studied by archaeologists, from landscapes to chemical signatures;
- different approaches to archaeological queries, from cultural ecology to practice theory;
- different aspects of archaeological practice, from survey to high-order interpretation; and
- different interests of stakeholders, from descendent communities to non-profit organizations.

This exploration will include the incorporation of hands-on materials, interactive activities, and small field trips. To facilitate class activities you will be placed into a research team during the second week of class.

The course will proceed partly as lecture, and partly as seminar. You will be evaluated on reading responses (20%), class participation (20%), one mid-term exam (20%), one research paper (20%), and a final exhibition (20%, including activity and short teaching module). You will also be expected to maintain a notebook for use during in-class practicums and reflections on course material.

Required Texts:

Many of the readings will be posted online, but there are two required books available for purchase online or in the campus bookstore:

Mann, Charles C

2005 *1491: New Revelations of the Americas before Columbus*. Random House LLC.

Neusius, Sarah Ward, and G. Timothy Gross

2007 *Seeking Our Past: An Introduction to North American Archaeology*. 2nd edition. Oxford, UK: Oxford University Press.

Course requirements:

This course meets twice a week. Classes will be divided between informal lectures, discussions, and laboratory practicums. Your grade in the course will be based on your performance in completing the following assignments:

Reading responses: 20% of total grade.

You will be responsible for a 300 word (roughly $\frac{3}{4}$ page, double-spaced) response to **one** of the assigned readings-- *NOT including the textbook reading*-- the evening before the first class meeting of the week. These are to be posted on Avenue to Learn, before 8 pm (usually Sunday evening). Individual readings

will be divvied up between class members for responses, but everyone is responsible for completing all of the assigned readings for each week's discussion.

Each reading response should include the following:

- Full citation of the assigned reading at the very beginning of the response (author, year, publication, publisher, etc., following the AAA Style Guide: http://www.aaanet.org/publications/style_guide.pdf)
- A set of 5 keywords (list), just below the citation
- Identify the subject, the time period(s), and the location(s) of the study. (1 sentence)
- What do you think is the theoretical position of the author(s)? That is, what *kinds* of questions are the authors asking? (1 sentence)
- What are the primary research objectives/thesis statements/questions asked of the data by the author(s)? That is, what *specific* questions are the authors asking? (3 sentences)
- What types of materials/data/evidence are used to address these objectives? (1 sentence)
- What is one key thing you drew from this reading? (1 sentence)
- What else would you like to see the author address? Where did the article fall short? Was the data really appropriate to the question? Did the authors really ANSWER their own questions? (2 sentences)
- What does this make you reflect on-- in the news, your own daily practice, or your own experiences? or, What other class readings does it remind you of, and why? (1-2 sentences)
- What questions do you have? (1-2 sentences)
- *OPTIONAL*: What are your suggestions for re-interpretation, using the same data set or material? How would you have done the study differently?

The goal of these reading responses is prepare you for class discussion, with your personal and critical reflections on assigned material at the ready. A secondary goal is to leave you with a set of your own annotations on class readings.

Class participation: 20% of total grade.

Class participation is based partially on attendance, and partially on contributions to discussion. It is necessary for you to join class dialogue, through substantive questions and comments in the classroom, and/or through posting to the online discussion forums. Online dialogue can be a response to previous postings, or the posting of a new discussion topic.

The goal of class discussion is to draw out your own interests in the course materials, and to regularly and critically engage you, along with your peers, with the central themes of the course.

ALSO REQUIRED: Feedback on the final presentations of two of your peers.

Mid-term exam: 20% of total grade

The exam will take place in class, on **Monday, February 9.**

In preparation for the exam, each research team will devise a set of questions, based on one week's topics, lectures, activities, and readings. Each member of the research team will be responsible for submitting one exam question, with the correct answer, rationale, and citations of relevant reading/activity/lectures. All questions are to be posted online, by **Monday, February 2**, as a single Word document for each research team. Questions may be either multiple answer or fill-in-the-blank.

These questions will form the basis for your exam preparation (as well as the exam itself!). I will also lead an evening review session on **Wednesday, Feb.4, at 5:30 pm**, to answer lingering questions about course materials.

Final paper: 20% of total grade

This is a 1500 word narrative (roughly 5 pages, double-spaced, 12-pt font, 1-inch margins), in addition to a title page and bibliography, which will be on separate pages (and outside the word count). You will need to use at least 5 sources, 3 of which must be outside of class readings.

The final paper is **due by 8 pm on Friday, April 10th**. I will post an example of the evaluation sheet I will use for your final essay online, and talk over the format in class, so that you have an idea of how to structure your paper.

After completing your final paper, please consider updating relevant Wikipedia articles on your paper topic(s), especially if you have chosen a more obscure topic with little or no information already on Wikipedia!

Final Exhibition: 20% of total grade

In this project, your research team will put together an interactive exhibit, related to one archaeological site or region in North America, and geared toward K-12 students. Each member of your research team will be charged with one aspect of life at the site or in the region. You will need to define unique characteristics of your group's site or region, from the standpoint of its artifacts and/or ecology and/or architecture and/or social aspects. You will be evaluated on the accuracy of your representations, as well as your engagement with the material culture of your group's area. *Bear in mind, the aspect you pursue can be related to your research paper!*

On the day of the final exhibition, each research team member will also submit a 2-page (single-spaced) teaching module, associated with the educational activity. I will post several examples of teaching modules, as well as the template you should follow in constructing your own. You will need to bring one hard copy with you to class, and submit one digital copy on Avenue.

The idea is for you to make the past come alive, with emphasis on lifeways and activities. The exhibit can include music, food, dance, costumes, textiles, drawings, maps, photos, replicas of ceramics or tools found in the readings, powerpoint presentations/movies, snippets of ethnohistoric or ethnographic passages, potted plants from the region, activities such as flintknapping or ceramic making or corn grinding, models, cardboard architecture... etc. etc. etc.

Final exhibitions will take place during the last week of class, **on April 6 and April 8**. I will post an example of the evaluation sheet I will use for your final project online, and discuss this template in class, so that you have an idea of how to structure your exhibition. At the conclusion, please consider donating your materials, activities, and/or ideas to a local school or program!

Expectations and General Guidelines:

Letter ¹	%	GPA ¹	Verbal ²	Definition ²
A+	90-100	12	Distinction	Strong evidence of original thinking; good organization; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base
A	85-89	11		
A-	80-84	10		
B+	77-79	9	Superior	Evidence of grasp of subject matter, some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature
B	73-76	8		
B-	70-72	7		
C+	67-69	6	Average	Student who is profiting from his/her university experience; understanding of the subject matter, ability to develop solutions to simple problems in the material
C	63-66	5		
C-	60-62	4		
D+	57-59	3	Marginal	Some evidence of familiarity with subject matter and some evidence that critical analytic skills have been developed
D	53-56	2		
D-	50-52	1		
F	0-49	0	Failure	Little evidence of even superficial understanding of subject matter, weakness in critical and analytic skills; with limited or irrelevant use of literature

[1] See section on General Academic Regulations in McMaster University Undergraduate Calendar 2013/2014;

[2] Definitions by University of Toronto Faculty of Arts and Science

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

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.

In this course we will be using a software package designed to reveal plagiarism. Students will be required to submit their work electronically so that it can be checked for academic dishonesty.

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

Special accommodations:

If you have any special accommodations, such as additional resource requirements and/or adjustments to your schedule due to athletic events or religious holidays, send me an email detailing your needs within the first two weeks of the course. It is not necessary to explain the context or background— just describe your necessary accommodations clearly. Student Accessibility Services (linked below) can help to guide you in this process.

Student Accessibility Services:

Students who require accommodation for documented issues should contact SAS as early in the term as possible.

<http://sas.mcmaster.ca>

Office of Human Rights and Equity Services:

McMaster recently launched MACcessibility, part of the Office of Human Rights and Equity Services, to help advance the University's goal of building an inclusive community with a shared purpose.

<http://www.mcmaster.ca/hres/index.html>

Personal Counselling and Mental Health at the Student Wellness Center:

If you believe that you are in imminent danger or that harm to yourself or someone else exists, immediately call the police for assistance. For other situations of emotional distress, please contact a health or wellness specialist.

<http://wellness.mcmaster.ca/counselling.html>

Writing Support Services:

If you need help researching, structuring, writing, or proofreading your paper, contact Writing Support Services early in the term and consult with them often.

<http://studentsuccess.mcmaster.ca/students/academic-skills/writing-support-services.html>

*Images from top of syllabus:

http://www.blm.gov/id/st/en/prog/cultural/lower_salmon_river/projectile_points.print.html

<http://scienceviews.com/ebooks/AmericanIndiansFrederickStar/index.html>

http://hpgphotographics.com/wp-content/gallery/american-southwest/Cliff-house-Mesa-Verde-1-of-1tri-LEAF-flower-webIMG_5533.jpg

http://www.museum.state.il.us/OHIA/images/plants/NA_plants/woodland_period_village.jpg

Course Schedule:

(Reminder: You are responsible for a 300 word response to **one** of the assigned readings-- *NOT including the N&G textbook*-- the evening before the first class meeting of the week.)

1. Jan.5/7: Introduction to course, the topics, and each other

Lecture: Overview: Questions and interpretations, methodologies and materials

Discuss: N&G Chapter 1: The Nature and Practice of North American Archaeology; N&G Chapter 2: Culture and Environment in North America's Past; Mann: Appendix A: Loaded Words (p.387-392)

2. Jan. 12/14

Research Teams selected in-class

Lecture: How, when, and why were the Americas populated?

Activity: Sedimentology and stratigraphy practicum

Discuss: N&G Chapter 3: Peopling of the Americas; Mann: Pleistocene Wars (p.151-192); Mann: Introduction: A View from Above: "Empty of Mankind and Its Works" (p.13-17)

3. Jan. 19/21

Lecture: What is the relationship between ethnoarchaeology, historical narratives, and the Arctic?

Activity: Film: *Woman the Toolmaker: Hideworking and Stone Tool Use in Konso, Ethiopia*

Discuss: N&G Chapter 4: Foragers of the North; Friesen 2002; McNiven and Russell 2005

4. Jan. 26/28

Lecture: What is complicated about "complexity," and how it is defined in the Northwest?

Activity: Zooarchaeology practicum

Discuss: N&G Chapter 5: Paths to Complexity on the Northwest Coast; Cannon and Yang 2006; Moss 1993

****Submit mid-term exam questions (as a research team) by Monday, Feb.2****

5. Feb. 2/4

Lecture: How do we "translate" ancient symbols, and what can they tell us about life in the Northern Plateau?

Activity: Iconography practicum

Discuss: N&G Chapter 6: Rivers, Roots, and Rabbits: The Plateau; Kitchell 2010; Whitley et al. 2004

****Wednesday, Feb 4: Mid-term review session, 5:30 pm****

6. Feb. 9/11

****Feb.9: Mid-term exam****

Workshop: Final paper and final exhibitions

****Feb. 14-22 MID-TERM RECESS****

7. Feb. 23/25

Lecture: How do we think about ancient landscape management and sustainability in the American West?

Activity: Landscape practicum

Discuss: N&G Chapter 7: Diversity and Complexity in California; N&G Chapter 8: Mobility, Flexibility, and Persistence in the Great Basin; Lightfoot et al. 2013

8. Mar. 2/4

Lecture: What is “collapse,” and how is this concept applied in the American Southwest?

Activity: Paleoethnobotany practicum

Discuss: N&G Chapter 9: Foragers and Villagers of the Southwestern Mountains, Mesas, and Deserts; McGuire et al. 2008; Minnis 1989

9. Mar. 9/11

Lecture: What is the complicated relationship between mobility, horticultural practices, and hunting on the Great Plains?

Activity: Architecture practicum

Discuss: N&G Chapter 10: Bison Hunters and Horticulturalists of the Great Plains; Drass 2008; Walde 2006

10. Mar 16/18

Lecture: What were the cultural impacts of trade in the ancient Midwest and Eastern Woodlands?

Activity: Ceramics practicum

Discuss: N&G Chapter 11: Foragers and Farmers of the Eastern Woodlands Heartland; Mann: Made in America: Ten Thousand Mounds (p.285-291); The Rise and Fall of the American Bottom (p.291-300)

11. Mar. 23/25

Lecture: What is the connection between colonialism, the “pristine landscape,” and demography in the Northern Eastern Woodlands?

Activity: Demography and settlement practicum

Discuss: N&G Chapter 12: Northern and Coastal Peoples of the Eastern Woodlands; Mann: Why Billington Survived (p.33-67); Mann: Frequently Asked Questions (p.107-148)

12. Mar. 30/Apr.1

Lecture: What is the importance of archaeology in modern North America?

Activity: Formation process practicum

Discuss: N&G Chapter 13: Into the Modern World; N&G Chapter 14: North American Archaeology for the Twenty-First Century; Kohl 2011

13. Apr. 6/8

****Final Presentations****

****Friday, April 10: Final Papers due by 8 pm****

Course Readings:

Cannon, Aubrey and Dongya Y. Yang

2006 Early storage and sedentism on the Pacific Northwest Coast: Ancient DNA analysis of salmon remains from Namu, British Columbia. *American Antiquity* 71(1):123-140.

Drass, Richard R

2008 Corn, Beans and Bison: Cultivated Plants and Changing Economies of the Late Prehistoric Villagers on the Plains of Oklahoma and Northwest Texas. *Plains Anthropologist* 53(205):7-31.

Friesen, T. Max

2002 Analogues at Iqaluktuuq: the social context of archaeological inference in Nunavut, Arctic Canada. *World Archaeology* 34(2):330-345.

Kitchell, J.A.

2010 Basketmaker and Archaic Rock Art of the Colorado Plateau: A Reinterpretation of Paleoimagery. *American Antiquity* 75(4):819-840.

Kohl, Philip L.

2011 Ethnic Identity and the Anthropological Relevance of Archaeology. In *Archaeology in Society: Its Relevance in the Modern World*, edited by M. Rockman and J. Flatman, pp. 229-236. vol. 2. 2 vols. Springer, New York, NY.

Lightfoot, Kent G, Rob Q Cuthrell, Chuck J Striplen and Mark G Hylkema

2013 Rethinking the study of landscape management practices among hunter-gatherers in North America. *American Antiquity* 78(2):285-301.

Mann, Charles C

2005 *1491: New Revelations of the Americas before Columbus*. Random House LLC.

McGuire, Randall .H. and Ruth M. Van Dyke

2008 Dismembering the Trope: Imagining Cannibalism in the Ancient Pueblo World. In *Social Violence in the Prehispanic American Southwest*, edited by D. L. Nichols and P. L. Crown. University of Arizona Press, Tucson, AZ.

McNiven, Ian J. and Lynette Russell

2005 Antiquation. *Appropriated Pasts: Indigenous Peoples and the Colonial Culture of Archaeology*. Chapter 3. Rowman Altamira.

Minnis, Paul E.

1989 Prehistoric diet in the Northern Southwest: Macroplant remains from Four-Corners feces. *American Antiquity* 54(3):543-563.

Moss, ML

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

Neusius, Sarah Ward and G. Timothy Gross

2007 *Seeking Our Past: An Introduction to North American Archaeology*. Oxford University Press, Oxford, UK.

Walde, Dale

2006 Sedentism and pre-contact tribal organization on the northern plains: colonial imposition or indigenous development? *World Archaeology* 38(2):291-310.

Whitley, David S., J. Loubser and Don Hann

2004 Friends in Low Places: Rock Art and Landscape on the Modoc Plateau. In *The Figures Landscapes of Rock Art: Looking at Pictures in Place*, edited by C. Chippindale and G. Nash, pp. 217-238. Cambridge University Press, Cambridge.