

# ANT 3153 - North American Archaeology

Fall 2017

Section 23D4

Tuesday, Period 4 (10:40–11:30)

Thursday, Periods 4- 5 (10:40–12:35)

Turlington L011

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Office hours: Tues. 1:00-2:00; Thurs. 9:00–10:30

392-2253 x241 (during office hours)

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Upper left: artist's rendition of Cahokia (Illinois) at height of its history, ca. A.D. 1200; upper right: aerial view of Pueblo Bonito in Chaco Canyon (New Mexico), a ritual center of the Ancestral Pueblo during the 12<sup>th</sup> century A. D.; bottom left: artist's rendition of an Iroquois longhouse, ca. A.D. 1600, New York; bottom right: aerial view of Serpent Mound in Ohio, built ca. 200 B.C.

**Description:** ANT 3153 is an interpretive survey of the ancient history of North America and archaeological approaches to its investigation. The geographical breadth of the course is immense and you will have the opportunity to learn something about the pre-Columbian past of every region of the continent. Equally immense is the cultural, social, and ecological diversity of the continent's regional archaeologies.

A framing theme of this course is the observation that all inhabitants of North America, modern and ancient, were immigrants. American Indians, Amerindians, Native North Americans, and First Nations people have the deepest histories of immigration, but ultimately they originated from continents of the eastern hemisphere (primarily eastern Asia), and before then Africa, the cradle of humanity. More recent immigrants from Europe, Africa, Asia, or South America (who also trace root ancestry to Africa) mark the

convergence of histories separated by millennia of human experience. Modern people tend to think of the “contact” between Europeans and Native Americans as a unique and transformative process, but in this course we will explore the effects of intercultural contacts long before modern times, those shaping the cultural disposition of peoples as diverse as ancestral Pueblos of the Southwest, Paleoeskimos of the Arctic, and the forebears of moundbuilders of the Eastern Woodlands.

**Required Text:** No need to purchase anything for this course. All readings are posted on the Canvas e-learning site. Most of the required readings are chapters from a forthcoming textbook on North American Archaeology co-authored by Timothy Pauketat and your instructor:

Pauketat, Timothy R., and Kenneth E. Sassaman  
n.d. *Native Histories: North American Archaeology for the 21<sup>st</sup> Century*. Cambridge University Press, Cambridge (under review).

The 15 draft chapters of this book are posted for each of the 15 respective modules of this course. Please be advised that this is draft material and should not be distributed outside of this course or cited without permission of the authors. Each of the chapters is a double-spaced manuscript with sidebars at the end, followed by tables, if any, and draft figures.

Additional readings—some mandatory, others optional—are also posted on the Canvas site, as are links to websites, videos, and other media that help to convey the diversity and complexity of native North American experiences to an interested yet nonspecialized audience. All mandatory readings, videos, and other media are fair game of exams.

**Format:** Powerpoint-illustrated lectures are presented at most meetings of this class, supplemented by interactive web materials, films, and open discussion. As is the case with most courses that utilize e-learning for readings and assignments, you may have the urge to skip class knowing that materials are available on line. That would be a mistake. Lecture content will not be posted in literal form on line, and your exams will draw heavily from that content. To earn a good grade in this course you will have to attend class regularly and take notes on lectures. Much of the information presented in lecture will be in graphic form. First-hand viewing of this material is necessary to internalize the information and use it effectively on exams and in assignments. Archaeology is a highly visual field, so come to class with eyes and ears wide open and be prepared to take notes on what you see and hear.

**Graded Assessments:** Your grade for this course is calculated on your performance in five assessments: two assignments and three objective exams.

### *Assignments*

Website Analysis. The first assignment is an analysis of an archaeology website, the addresses of which can be found on the e-learning site. After reviewing a chosen site, you are asked to address in three double-spaced pages a set of related questions dealing with content, style, and impact. The assignment is worth 20 percent of your final grade and is

due on October 10. Full details, including the grading rubric, can be found by clicking on the *Assignments* tab of Canvas.

Newsworthy Discovery. The second assignment asks you to search the web for a recent news item dealing with a North American archaeological “discovery” or “breakthrough,” something that rattles the cage of accepted thinking. You are asked to comment in two double-spaced pages on both the significance of the new find, as well as the narrative style of the item. The assignment is worth 20 percent of your final grade and is due on November 9. Full details, including the grading rubric, can be found by clicking on the *Assignments* tab of Canvas.

### *Exams*

Three objective exams will be administered via the Canvas site and they will be based on material presented in lecture and in the readings. Each exam is worth 20 percent of your final grade, or 60 percent combined. Exams will be administered on the Canvas site during non-class hours. You will have plenty of time to schedule each of the hour-long exams at your convenience. Exam 1 will be administered on September 21–22; Exam 2 on October 26–27, and Exam 3 on December 5–6. Practice quizzes with exam questions are provided on Canvas one week before each exam.

You will have the opportunity to earn a maximum of 100 percentage points toward your final grade. Letter grade values for points will be determined as follows:

93.0-100	A	90.0-92.9	A-
87.0-89.9	B+	83.0-86.9	B
80.0-82.9	B-	77.0-79.9	C+
73.0-76.9	C	70.0-72.9	C-
67.0-69.9	D+	63.0-66.9	D
60.0-62.9	D-	<60.0	E

**Classroom Decorum:** All students are required to comply with the student conduct code, which can be found at [www.dso.ufl.edu/studentguide/studentconductcode.php](http://www.dso.ufl.edu/studentguide/studentconductcode.php). Any behavior that interferes with my ability to conduct the class or the ability of other students to benefit from the learning environment will not be tolerated. Please turn off cell phones and all other electronic devices before class. Texting during class is not allowed. Laptops may be used only to take notes. Disruptive students will be asked to leave.

**Special Accommodations:** Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to me when requesting accommodation. The Disability Resource Center is located in Reid Hall, Room 001. More information can be found at [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)

**Academic Honesty and Integrity:** All students must comply with the University of Florida’s Student Honor Code, which can be found online at [www.dso.ufl.edu/judicial/honorcode.php](http://www.dso.ufl.edu/judicial/honorcode.php)

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

## Course Outline

Readings coded as “P&S Chap x” are draft chapters from forthcoming textbook; all are mandatory and all are posted in Canvas. Additional readings listed below are either mandatory (M), or optional (O). These too are posted in Canvas.

Pauketat, Timothy R., and Kenneth E. Sassaman  
 n.d. *Native Histories: North American Archaeology for the 21<sup>st</sup> Century*. Cambridge University Press, New York.

Date	Topic	Readings
Aug. 22	Introduction and Orientation	none
<u>Module 1: Envisioning North America</u>		
Aug. 24	North American Natural History as Evolutionary Backdrop	P&S Chap 1
Aug. 29	Social History, Unintended Consequences, and Fate	Cobb 2005 (O)
<u>Module 2: A Social History of North American Archaeologists and Native Americans</u>		
Aug. 31	Changing Practice of North American Archaeology	P&S Chap 2
Sept. 5	Natives as Objects, Subjects, Agents	Deloria 1992 (M)
<u>Module 3: Contact, Colonialism, and Convergence</u>		
Sept. 7	Archaeology of Contact Film: <i>We Shall Remain (After the Mayflower)</i>	P&S Chap 3; Lightfoot et al. 1998 (O)
<u>Module 4: Ancient Immigrants</u>		
Sept. 12	Peopling a New World I	P&S Chap 4
Sept. 14	Peopling a New World II	Montoya 2013–14 (M); Smith 2009–10 (M)

Module 5: Sea Change, See Change

Sept. 19 Dealing with Climate Change P&S Chap 5

Check out these short videos on climate change and se-level rise:

*Climate Change: Lines of Evidence* (<http://www.youtube.com/watch?v=gIUN5ziSfNc>)

*Climate Change and Sea Level Rise* (<http://www.youtube.com/watch?v=kffsux-ifKk>)

*Sea-Level Rise on the Gulf Coast* (<http://www.youtube.com/watch?v=6szDWFeT5dw>)

Sept. 21 Early Holocene Neely 2014 (M)

**\*\*\*Exam 1 (opens at 2:00 pm Thursday, Sept. 21; closes at 11:59 pm Friday, Sept. 22)\*\*\***

Module 6: Gender, Kinship and the Commune: The Great Basin, Eastern Canadian Subarctic, and Eastern Woodlands Archaic

Sept. 26 Hunter-Gatherer Archaeology in the Great Basin P&S Chap 6  
Wingerson 2009–10 (O);

Sept. 28 A Gendered Past: California Jackson 1991 (M); Witze 2014 (O)

Oct 3. Eastern Woodlands and Subarctic Archaic Holly and McCaffrey 2012 (O)

Module 7: Animism, Shamanism, and Technology: Life in the Arctic

Oct. 5 The Supernature of Nature P&S Chap 7  
Losey 2010 (O); Betts et al. 2015 (O)

Module 8: Building Mounds, Communities, Histories

Oct. 10 Early Mounding and Other Ritual P&S Chap 8; Sassaman 2010 (O)

**\*\*\*Assignment 1: Website Analysis Due\*\*\***

Oct. 12 Community Making: Woodland Religion Malakoff 2015 (O)

Module 9: Mesoamerican and Caribbean Pulses

Oct. 17 Telecommunications? P&S Chap 9  
Hall 2012 (O); Malakoff 2014 (O)

Module 10: Order and Chaos in the Southwest: The Hohokam, Puebloan, and Sinagua Worlds

Oct. 19 Southwest 1 & Origins of Agriculture (Film: Chaco) P&S Chap 10

Oct. 24 Southwest 2

Module 11. Pots, Peripheries, and Paquimé: The Southwest Inside Out

Oct. 26 Southwest 3 P&S Chap 11

**\*\*\*Exam 2 (opens at 2:00 pm Thursday, Oct. 26; closes at 11:59 pm Friday, Oct 27)\*\*\***

Module 12. Lessons from the Final Centuries of the Northeast

Oct. 31 Late Woodland Transformations P&S Chap 12

Nov. 2 Iroquoian Community and Confederation Williamson 2012 (O)

Module 13. Divergence in the Far West

Nov. 7 Chumash P&S Chap. 13; Arnold and Bernard 2005 (O)

Nov. 9 SEAC – view Northwest Coast and Plateau Powerpoint on Canvas

**\*\*\*Assignment 2: Newsworthy Discovery Due\*\*\***

Module 14: The Momentous Late Woodland-Mississippian Millennium

Nov. 14 Cahokia's Big Bang P&S Chap 14; Witze 2016 (M)

Nov. 16 Mississippian Developments Elsewhere Cobb and King 2005 (O); Toner 2005 (M)

Nov. 21 On the Edge of the Mississippian World

Nov. 23 Thanksgiving Break

Module 15: The People of Two Worlds: Displacement, Migration, and Ethnogenesis in the Plains

Nov. 28 Plains Villages 1 P&S Chap 15

Nov. 30 AAA – No Class

Dec. 5 Plains Villages 2 Ahler and Geib 2007 (M); Bell 2005 (O)

**\*\*\*Exam 3 (opens at 2:00 pm Tues., Dec. 5; closes at 11:59 pm Weds., Dec. 6)\*\*\***

## List of Additional Readings

- Ahler, Stanley A., and Phil R. Geib. 2007. Investigations at Double Ditch Village, A Traditional Mandan Earthlodge Settlement. In *Seeking Our Past: An Introduction to North American Archaeology*, edited by Nesius, S. W., and G. T. Gross, pp. 442–451. Oxford University Press, New York.
- Arnold, Jeanne E., and Julienne Bernard. 2005. Negotiating the Coasts: Status and the Evolution of Boat Technology in California. *World Archaeology* 37:109–133.
- Bell, Sally. 2005. Distinctions with a Difference. *American Archaeology* 9(2):26–32.
- Betts, Matthew W., Mari Hardenberg, and Ian Stirling. 2015. How Animals Create Human History: Relational Ecology and the Dorset-Polar Bear Connection. *American Antiquity* 80:89-112.
- Cobb, Charles R. 2005. Archaeology and the “Savage Slot”: Displacement and Emplacement in the Premodern World. *American Anthropologist* 107:563–574.
- Cobb, Charles R., and Adam King. 2005. Re-Inventing Mississippian Tradition at Etowah, Georgia. *Journal of Archaeological Method and Theory* 12:167–192.
- Deloria, Vine, Jr. 1992. Indians, Archaeologists, and the Future. *American Antiquity* 57:595–598.
- Hall, Robert L. 2012. Some Commonalities Linking North America and Mesoamerica. In *Handbook of North American Archaeology*, edited by Timothy R. Pauketat, pp. 52–63. Oxford University Press, Oxford.
- Holly, Donald H., Jr., and Moira McCaffrey. 2012. Rethinking Eastern Subarctic History. In *Handbook of North American Archaeology*, edited by Timothy R. Pauketat, pp. 124–134. Oxford University Press, Oxford.
- Jackson, Thomas. 1991. Pounding Acorn: Women’s Production as Social and Economic Focus. In *Engender Archaeology*, edited by J. M. Gero and M. E. Conkey, pp. 301–328. Blackwell, Cambridge.
- Lightfoot, Kent G., Antionette Martinez, and Ann M. Schiff. 1998. Daily Practice and Material Culture in Pluralistic Social Settings: An Archaeological Study of Culture Change and Persistence at Fort Ross, California. *American Antiquity* 63:199–222.
- Losey, Robert. 2010. Animism as a Means of Exploring Archaeological Fishing Structures on Willapa Bay, Washington, USA. *Cambridge Archaeological Journal* 20:17–32.
- Malakoff, David. 2014. Holy Smoke. *American Archaeology* 18(2):12–18.
- Malakoff, David. 2015. Celestial Timekeeping. *American Archaeology* 19(1):32–38.
- Montoya, Melissa. 2013–14. A New View of Paleo-Indian Migration. *American Archaeology* 17(4):7.
- Neely, Paula. 2014. Ancient Underwater Hunting Structures Found. *American Archaeology* 18(2):7.
- Sassaman, Kenneth E. 2010. *The Eastern Archaic, Historicized* (portion of Chapter 3, pp. 51–78). AltaMira Press, Lanham, MD.
- Smith, Julian. 2009–10. Proof of a Pre-Clovis People? *American Archaeology* 13(4):38–44.
- Toner, Mike. 2005. New Revelations at Moundville. *American Archaeology* 9(1):19–25.
- Williamson, Ronald F. 2012. What Will Be Has Always Been: The Past and Present of Northern Iroquoians. In *Handbook of North American Archaeology*, edited by Timothy R. Pauketat, pp. 273–284. Oxford University Press, Oxford.

Wingerson, Lois. 2009–10 High Life in the High Mountains? *American Archaeology* 13(4):13–18.

Witze, Alexandra. 2014. Rock Art Revelations? *American Archaeology* 18(2):33–37.

Witze, Alexandra. 2016. Religion and the Rise of Cahokia. *American Archaeology* 20(1):18–25.