

# ANT 3153 - North American Archaeology

## Fall 2020

Section 10583 – 100% online synchronous  
Monday, Period 4 (10:40-11:30)  
Wednesday, Period 4-5 (10:40-12:35)

## Kenneth E. Sassaman

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Upper left: artist's rendition of Cahokia (Illinois) at height of its history, ca. 1200 CE; 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 CE; bottom left: artist's rendition of an Iroquois longhouse, ca. 1600 CE, New York; bottom right: aerial view of Serpent Mound in Ohio, built ca. 300 BCE.

**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 new textbook on North American Archaeology co-authored by Timothy Pauketat and your instructor:

Pauketat, Timothy R., and Kenneth E. Sassaman  
2020     *The Archaeology of Ancient North America*. Cambridge University Press, New York.

The 16 chapters of this book are posted for each of the 14 modules of this course. Please be advised that this is copyrighted material and should not be distributed outside of this course or cited without permission of the authors. These chapters are the uncorrected page proofs that were issued in August 2019. Please pardon any lingering typos.

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 on exams.

**Format:** Powerpoint-illustrated lectures are presented at most online 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 participate in the online 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 virtual 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 21. 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 23. 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 30–October 1; Exam 2 on November 9–10, and Exam 3 on December 9–10. 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

**Academic Honesty and Integrity:** All students must comply with the University of Florida’s Student Honor Code, which can be found online at <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

“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."

**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. Phone there is 352-392-8565. More information can be found at <https://disability.ufl.edu/>

## Course Outline

Readings coded as “P&S Chap x” are chapters of the new 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.

Date	Topic	Readings
<u>Module 1: Envisioning North America</u>		
Aug. 31	Introduction and Orientation North American Natural History as Evolutionary Backdrop	P&S Preface & Chap 1
<u>Module 2: A Social History of North American Archaeologists and Native Americans</u>		
Sept. 2	Changing Practice of North American Archaeology	P&S Chap 2
Sept. 7	NO CLASS - Labor Day	
Sept. 9	Natives as Objects, Subjects, Agents	Deloria 1992 (M)
<u>Module 3: Contact, Colonialism, and Convergence</u>		
Sept. 14	Archaeology of Contact I Film: <i>We Shall Remain (After the Mayflower)</i>	P&S Chap 3
Sept. 16	Archaeology of Contact II	Lightfoot et al. 1998 (O)
<u>Module 4: Ancient Immigrants</u>		
Sept. 21	Peopling a New World I	P&S Chap 4
Sept. 23	Peopling a New World II	Montoya 2013–14 (M); Smith 2009–10 (M)
<u>Module 5: Sea Change, See Change</u>		
Sept. 28	Dealing with Climate Change	P&S Chap 5
Check out these short videos on climate change and se-level rise: <i>Climate Change: Lines of Evidence</i> ( <a href="http://www.youtube.com/watch?v=gIUN5ziSfNc">http://www.youtube.com/watch?v=gIUN5ziSfNc</a> ) <i>Climate Change and Sea Level Rise</i> ( <a href="http://www.youtube.com/watch?v=kffsux-ifKk">http://www.youtube.com/watch?v=kffsux-ifKk</a> ) <i>Sea-Level Rise on the Gulf Coast</i> ( <a href="http://www.youtube.com/watch?v=6szDWFET5dw">http://www.youtube.com/watch?v=6szDWFET5dw</a> )		
Sept. 30	Early Holocene	Neely 2014 (M)
<b>***Exam 1 (opens at 1:00 pm Wednesday, Sept. 30; closes at 11:59 pm Thursday, October 1)***</b>		
<u>Module 6: Gender, Kinship and the Commune: The Great Basin, Eastern Canadian Subarctic, and Eastern Woodlands Archaic</u>		
Oct. 5	Hunter-Gatherer Archaeology in the Great Basin and Mountain West	P&S Chap 6

Jackson 1991 (M); Witze 2014 (O); Wingerson 2009–10 (O);

Oct. 7 Eastern Woodlands I P&S Chap 7

Oct. 12 Eastern Woodlands II and Subarctic Archaic Holly and McCaffrey 2012 (O)

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

Oct. 14 The Supernature of Nature P&S Chap 8  
Losey 2010 (O); Betts et al. 2015 (O)

Oct. 19 Arctic cont'd; Prelude to Moundbuilding

Module 8: Building Mounds, Communities, Histories

Oct. 21 Early Mounding and Other Ritual P&S Chap 9; Sassaman 2010 (O)

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

Oct. 26 Community Making: Woodland Religion Malakoff 2015 (O)

Module 9: The Momentous Late Woodland-Mississippian Millennium

Oct. 28 Cahokia's Big Bang P&S Chap 10; Witze 2016 (M)

Nov. 2 Mississippian Developments Elsewhere Cobb and King 2005 (O); Toner 2005 (M)

Nov. 9 On Edge of Mississippian World

**\*\*\*Exam 2 (opens at 1:00 pm Monday, Nov. 9; closes at 11:59 pm Tuesday, Nov. 10)\*\*\***

Nov. 11 NO CLASS – Veterans Day

Module 10: Two Worlds on the Great Plains

Nov. 16 Plains Villages I P&S Chap 11

Nov. 18 Plains Villages II Ahler and Geib 2007 (M); Bell 2005 (O)

Module 11. The Final Centuries of the Northeast

Nov. 23 Iroquoian Community and Confederation I P&S Chap 12; Williamson 2012 (O)

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

Nov. 25 NO CLASS – Thanksgiving Break

Nov. 30 Iroquoian II

Module 12. Divergence in the Far West

Dec 2 Chumash (and start of Module 13) P&S Chap. 13; Arnold and Bernard 2005 (O)

Module 13: Order and Chaos in the Southwest: The Hohokam and Puebloan Worlds

Dec. 2 Southwest I & Origins of Agriculture

P&S Chap 14

Dec. 7 Southwest II

Film online: Mystery of Chaco Canyon

Module 14. Pots, Peripheries, and Paquimé: The Southwest Inside Out

Dec. 9 Southwest III

P&S Chaps 15 & 16

**\*\*\*Exam 3 (opens at 1:00 pm Weds., Dec. 9; closes at 11:59 pm Thurs., Dec. 10)\*\*\***

## 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 Julianne 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., 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., Antonette 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.