

ANT 3153/ANG 5931 – North American Archaeology

Fall 2024

Section 23D4/23D5 (Class 10419/29825)

Monday, Period 3 (9:35-10:25)

Wednesday, Period 3-4 (9:35-11:30)

Mon: Fine Arts C 120; Wed: Matherly 4

Kenneth E. Sassaman

Office hours: Mon. 10:30-12:00; Weds. 1:30-3:00

Office: Turlington B372; phone: 352-294-7601

Otherwise at Lab: Thurs. and Fri. 8:30-3:00

Lab phone: 392-392-6772

sassaman@ufl.edu



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 12th century CE; bottom left: artist's rendition of an Iroquois longhouse village, ca. 1600 CE, New York; bottom right: aerial view of Serpent Mound in Ohio, built ca. 300 BCE.

Description: ANT 3153/ANG 5931 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.

ANT 3153 is a [Humanities General Education](#) course, but it is *not* a 6,000-word writing course. A minimum grade of C is required for General Education credit.

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.

Most of the chapters of this book are posted for each of the 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 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 online. That would be a mistake. Lecture content will not be posted in literal form online, 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 or six assessments: two assignments and three objective exams for undergraduate students, and these same assessments plus a small research project for the graduate students and others taking ANG 5931.

Assignments

Museum Exhibit Review. The first assignment is a review of the archaeological content

of the Southwest Florida exhibit at the Florida Museum on campus. After visiting the exhibit at your leisure, you will prepare a 500-word essay critically reviewing the content, style, and messaging of the exhibit. The assignment is worth 20 percent of your final grade and is due on October 16. 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 8. Full details, including the grading rubric, can be found by clicking on the *Assignments* tab of Canvas.

Comparative Analysis. A third assignment for graduate students and others taking ANG 5931 consists of a small research project for which you choose a type of material culture or any practice that leaves material evidence to compare its age, distribution, context, use, and deposition across three geographically distinct archaeological settings and evaluate evidence that similarities among them are consequences of historical processes. This assignment is not factored into the percentage breakdown of the final grade as noted throughout syllabus. Rather, the quality of this assignment will (a) validate an already high level of performance; (b) raise the final grade by as much as 10 percentage points; or (c) lower the final grade by no more than 10 percentage points if it fails to meet expectations or is not completed.

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 18–19, Exam 2 on October 23–24, and Exam 3 on December 4–5. 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."

Attendance and Make-Up Policy: Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies specified at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Special Accommodations: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Online Course Evaluation by Students: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

IMPORTANT STUDENT WELLNESS RESOURCES:

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center:

<https://counseling.ufl.edu/>, 392-1575; and the University Police Department:392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161. University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

IMPORTANT ACADEMIC RESOURCES:

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus:

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Course Outline

Readings coded as “P&S Chap x” are chapters of the textbook; most 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. 26	Introduction and Orientation	
Aug. 28	North American Natural History as Evolutionary Backdrop	P&S Preface & Chap 1
Sept. 2	NO CLASS - Labor Day	
<u>Module 2: A Social History of North American Archaeologists and Native Americans</u>		
Sept. 4	Changing Practice of North American Archaeology	P&S Chap 2; Deloria 1992 (M) P&S Chap 3 (O); Lightfoot et al. 1998 (O)
<u>Module 3: Ancient Immigrants</u>		
Sept. 9	Peopling a New World I	P&S Chap 4
Sept. 11	Peopling a New World II	Montoya 2013–14 (O); Smith 2009–10 (M); Coates 2021 (O); Metcalfe 2023 (O); Daly 2019 (O)
<u>Module 4: Sea Change, See Change</u>		
Sept. 16	Dealing with Climate Change/Early Holocene	P&S Chap 5; Craig and Palmer 2024 (O)
	Check out these videos on climate change and sea-level rise: <i>Climate Change: Lines of Evidence</i> (http://www.youtube.com/watch?v=gIUN5ziSfNc) <i>Sea-Level Rise on the Gulf Coast</i> (http://www.youtube.com/watch?v=6szDWFET5dw)	
Sept. 18	Early Holocene (continued)	Neely 2014 (M); Anderson et al. 2017 (O) Curtis 2022 (O)
Exam 1 (opens at 1:00 pm Wednesday, Sept. 18; closes at 11:59 pm Thursday, Sept. 19)		
<u>Module 5: Gender, Kinship and the Commune: The Great Basin, Eastern Canadian Subarctic, and Eastern Woodlands Archaic</u>		
Sept. 23	Hunter-Gatherer Archaeology in the Great Basin and Mountain West	P&S Chap 6 Jackson 1991 (M); Witze 2014 (O); Wingerson 2009–10 (O)

Sept. 25 Eastern Woodlands I P&S Chap 7

Sept. 30 Eastern Woodlands II and Subarctic Archaic Holly and McCaffrey 2012 (O)

Module 6: Animism, Shamanism, and Technology: Life in the Arctic

Oct. 2 The Supernature of Nature P&S Chap 8
Betts et al. 2015 (O)

Oct. 7 Late-Period Arctic Migrations and Encounters Friesen 2016 (O)

Module 7: Building Mounds, Communities, Histories

Oct. 9 Early Mounding and Related Ritual Practices P&S Chap 9; Sassaman 2010 (O)
Smith 2021–22 (O)

*****Assignment 1: Museum Review Due*****

Oct. 14 Regional Community Making Malakoff 2015 (O)

Module 8: The Momentous Late Woodland-Mississippian Millennium

Oct. 16 Cahokia's Big Bang P&S Chap 10; Witze 2016 (M)

Oct. 21 Mississippian Developments Elsewhere Cobb and King 2005 (O); Toner 2005 (M)

Oct. 23 On Edge of Mississippian World Keck 2021 (O); Malakoff 2019–2020 (O)

*****Exam 2 (opens at 1:00 pm Wednesday, Oct 23; closes at 11:59 pm Thursday, Oct. 24)*****

Module 9: Two Worlds on the Great Plains

Oct. 28 Plains Villages I P&S Chap 11

Oct. 30 Plains Villages II Ahler and Grieb 2007 (M); Bell 2005 (O)

Module 10. The Final Centuries of the Northeast

Nov. 4 Iroquoian Community and Confederation I P&S Chap 12; Williamson 2012 (O)

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

Nov. 6 Iroquoian II

Nov. 11 NO CLASS - Veterans Day

Module 11. Divergence in the Far West

Nov. 13 Northwest Coast and Plateau P&S Chap. 13

Nov. 18 Chumash Arnold and Bernard 2005 (O)

Module 12: Order and Chaos in the Southwest: The Hohokam and Puebloan Worlds

Nov. 20 Southwest I & Origins of Agriculture P&S Chap 14; Smith 2019–2020 (O)

Nov. 25 NO CLASS – Thanksgiving Break

Nov. 27 NO CLASS – Thanksgiving Break

Dec. 2 Southwest II P&S Chap 15
Lunday 2019–2020 (O)

Dec. 4 Southwest III

*****Exam 3 (opens at 1:00 pm Weds., Dec. 4; closes at 11:59 pm Thurs., Dec. 5)*****

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.
- Anderson, David G., Thaddeus G. Bissett, Stephen J. Yerka, Joshua J. Wells, Eric C. Kansa, Sarah W. Kansa, Kelsey Noack Myers, R. Carl DeMuth, and Devin A. White. 2017. Sea-level Rise and Archaeological Site Destruction: An Example from the Southeastern United States Using DINAA (Digital Index of North American Archaeology). *PlosOne* <https://doi.org/10.1371/journal.pone.0188142>
- 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.
- Coates, Karen. 2021. Ghost Tracks of White Sands. *Archaeology Magazine* <https://archaeology.org/issues/november-december-2021/features/new-mexico-ice-age-footprints/>
- Cobb, Charles R., and Adam King. 2005. Re-Inventing Mississippian Tradition at Etowah, Georgia. *Journal of Archaeological Method and Theory* 12:167–192.
- Craig, Caroline, and Brian Palmer. 2024. Sea Level Rise 101. Natural Resources Defense Council <https://www.nrdc.org/stories/sea-level-rise-101#what-is>
- Curtis, Wayne. 2022. Investigating Submerged Landscapes. *American Archaeology* 26(1):19–24.
- Daly, Jason. 2019. Idaho Site Shows Humans Were in North America 16,000 Years Ago. Smithsonian Magazine <https://www.smithsonianmag.com/smart-news/idaho-site-shows-humans-were-north-america-16000-years-ago-180973024/>
- Deloria, Vine, Jr. 1992. Indians, Archaeologists, and the Future. *American Antiquity* 57:595–598.
- Friesen, Max. 2016. Pan-Arctic Population Movements: The Early Paleo-Inuit and Thule Inuit Migrations. In *The Oxford Handbook of Prehistoric Arctic*, edited by Max Friesen and Owen Mason, pp. 673-692. 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.
- Keck, Gayle. 2021. New Insights into Mississippian Imagery. *American Archaeology* 25(3):27–33.
- 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.
- Lunday, Elizabeth. 2019–20. The Paquimé Enigma. *American Archaeology* 23(4):26–32.
- Malakoff, David. 2015. Celestial Timekeeping. *American Archaeology* 19(1):32–38.
- Malakoff, David. 2019–20. Investigating the Vacant Quarter. *American Archaeology* 23(4):33–39.
- Metcalf, Tom. 2023. Ancient Footprints Affirm People Lived in the Americas More Than 20,000 Years Ago.

Scientific America <https://www.scientificamerican.com/article/ancient-footprints-affirm-people-lived-in-the-americas-more-than-20-000-years-ago/>

- 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.
- Smith, Julian, 2019–20. A Glimpse of Early Agriculture. *American Archaeology* 23(4):12–16.
- Smith, Julian. 2021–22. Re-Thinking Hunter-Gatherers. *American Archaeology* 25(4):20-26.
- 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.