

FLORIDA ARCHAEOLOGY (ANT 4930, Sect. 06EC)

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Office Hours: Th 9:00-12:00 or by appointment

Class Room: 219 Little Hall
Time: Tues. 11:45-1:40; Thurs. 12:50-1:40
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COURSE DESCRIPTION

The archaeology of Pre-Columbian Florida is world class and increasingly the focus of groundbreaking research. There have been many great discoveries in the state, from well-preserved Paleoindian sites and organic laden wet sites, to early and grandiose traditions of mound building, and evidence of extra-local connections and distinctive homegrown ritualities. There is still much to learn from Florida's past, but unfortunately the rate of research cannot keep pace with the speed of site destruction through urban development, looting, and the impacts of nature such as sea level rise.

This course reviews our current state of knowledge about Florida's aboriginal past and follows significant thematic trends in recent research. The course is organized both temporally and geographically: we begin with the first inhabitants of Florida, then trace the development of distinctive native cultural traditions in various areas of the state, and conclude with the early years of European exploration and colonization. Throughout the course we will investigate four interrelated themes of anthropological importance: (1) monumentality and place making; (2) people and the environment; (3) social interaction and exchange; and (4) the materiality of ritual.

STUDENT GOALS

1. Develop an appreciation for the diversity and importance of archaeological resources in Florida.
2. Gain familiarity with what is currently known about the pre-Columbian archaeology of Florida.
3. Understand the major trends that characterize native cultures in Florida in time and space.
4. Learn to evaluate scholarly work based on the merits of field, laboratory, and reporting methods.
5. Improve research, writing, and presentation skills.

REQUIRED TEXT

Milanich, Jerald T.

1994 *Archaeology of Precolumbian Florida*. University Press of Florida, Gainesville.

Additional Readings will be posted on elearning (1-2 articles per week).

COURSE FORMAT AND PROTOCOL

This course will be comprised of lectures and discussions. Students are responsible for all material covered in class, including material not appearing in the

readings. Students are encouraged to ask questions during the lectures, both to clarify what was discussed in class and to raise related issues. However, talking amongst yourselves is disruptive, and students who persist in bothering others will be asked to leave. **TURN OFF CELL PHONES.** No portable electronic devices should be turned on or accessed (visible) during class with the exception of laptop computers, and then only when used to take notes.

PERFORMANCE AND EVALUATION

The final grade is composed of class participation, two exams, and a research paper or presentation.

Attendance and Participation: Because much of the material is presented only in lectures and in-class demonstrations, missing class will prove detrimental to your understanding of the course material and ultimately to your final grade. If you do not attend class you will fail this course. Students are also expected to participate in class by asking and answering questions and participating in discussions.

Exams: Exams will consist of combinations of matching, multiple choice, and true-false questions along with fill-in-the-blanks and short-answer essays. Exams are based on material from readings, lectures, and in-class exercises. Missed exams can be made up **ONLY** with valid excuses if the student notifies the professor prior to the exam with appropriate documentation.

Research project: Each student must write *either* a 4-5 page research paper *or* give a 10-15 minute Powerpoint presentation that details a topic in Florida archaeology (e.g., a particular site, an archaeological culture, or consideration of a theme such as agriculture, social complexity, mound building, etc). Final papers must be 12-point Times New Roman font, 1-inch margins, with a cover page and references page in addition to the minimum four pages of text. Papers *and* presentations must have a minimum of *three* scholarly sources in addition to readings from class. Ask librarians or me for help in searching out good sources. In addition to books, some good scholarly journals available in the UF library include *The Florida Anthropologist*, *Southeastern Archaeology*, and *American Antiquity*.

For both papers *and* presentations, a one-page summary (100 word minimum) and list of at least three references (not including course materials) must be turned in by March 1, 2012. I encourage you to discuss your topic and available sources with me during office hours as you develop your research paper.

Grading: Grades will be assigned on the following basis:

Exam 1	25%
Exam 2	25%

Topic Summary and References	10%
Final Paper/Presentation	30%
Participation	10%

Grading Scale (percentage points):

A (94-100) A- (90-93) B+ (87-89) B (84-86) B- (80-83)

C+ (77-79) C (74-76) C- (70-73) D+ (65-69) D (60-64) F (59 & BELOW)

A Note on Grading: *Effort alone is not enough to justify a good grade. You will be judged solely on the quality of your work.*

ACCEPTANCE OF COURSE REQUIREMENTS

By remaining registered in this course, you agree to accept the course requirements and expectations as stated in this syllabus. These are in addition to other general University requirements and codes of conduct as stated in official documents. The following information is included to conform with University Policy: 1) Students seeking modification of due dates for assignments and exams for religious reasons (e.g., holiday observance) should feel free to contact the Professor and request this modification. 2) Students seeking any classroom accommodation to facilitate their education 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 the Professor when requesting accommodation. 3) The University reminds every student of the implied pledge of Academic Honesty: on any work submitted for credit the student has neither received nor given unauthorized aid. This refers to cheating and plagiarism. Students should consult the Student Guide at www.dso.ufl.edu/stg/ for information.

ASSISTANCE FOR STUDENTS WITH SPECIAL NEEDS

Students with special needs who require specific accommodations for examinations or other course activities should contact the Student Disability Resource Center (SDRC) (web address: <http://www.uwf.edu/SDRC>, telephone: 474-2387). SDRC will provide the student with a letter for the instructor that will specify recommended accommodations for individual students.

<u>Day</u>	<u>Activity and Readings</u>	<u>Assignment Due</u>
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January

T, 10	Introduction to Florida Archaeology Milanich (1994): Chapter 1	
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Th, 12	The Paleoindian	
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Milanich (1994): Chapter 2; Dunbar 2006; Thulman 2009

- T, 17 The Early Archaic
Milanich (1994): Chapter 3; Clausen et al. 1979; Doran 2002 (excerpt)
- Th, 19 The Middle Archaic
Randall 2008; Quinn et al. 2008
- T, 24 The Middle Archaic
Anderson and Sassaman 2004
- Th, 26 Late Archaic Cultures
Sassaman 2003; Sassaman and Anderson 1996 (excerpt)
- T, 31 Late Archaic Cultures
Russo 1994; Russo and Heide 2001; Sassaman and Anderson 2004

February

- Th, 2 Deptford Cultures
Milanich (1994): Chapter 4; Pluckhahn and Thompson 2009; Stephenson et al. 2002
- T, 7 Swift Creek and Santa Rosa-Swift Creek Cultures
Snow 1998; Wallis 2011 (excerpts)
- Th, 9 Weeden Island Cultures of Northern Florida
Milanich (1994): Chapter 5; Milanich et al. 1997 (excerpt)
- T, 14 Weeden Island Cultures of Peninsular Florida
Milanich (1994): Chapter 6; Milanich 2002
- Th, 16 St. Johns (I) Cultures
Milanich (1994): Chapter 7; Bullen et al. 1967
- T, 21 St. Johns (II) Cultures
Ashley 2002; Purdy 1991:102-138
- Th, 23 EXAM I**
- T, 28 South Florida Cultures
Milanich (1994): Chapter 8; Sears 1982 (excerpt)

March

Th, 1 South Florida Cultures **Research topic due**
Marquardt 1992 (excerpt); Widmer 2002
(paragraph summary)

3/6-3/8 Spring Break

T, 13 Alachua and Suwannee Valley Cultures
Milanich (1994): Chapter 9; Fradkin and Milanich 1977; Wallis n.d.

Th, 15 Mississippianization
Hally 2008 (excerpt); Pauketat 2007

T, 20 Fort Walton Culture
Milanich (1994): Chapter 10; Marrinan and White 2007

Th, 22 Safety Harbor Culture
Milanich (1994): Chapter 11; Luer and Almy 1981; Luer 2005

T, 27 Calusa, Ais, and Tequesta
Hann (2003, excerpt); Marquardt 2004; Milanich 2004

Th, 29 MOVIE: *Domain of the Calusa*

April

T, 3 Timucua and Appalachee
McEwan 2004; Milanich 2004

Th, 5 Thematic focus: Monumentality
Marquardt 2010; Russo 2004; Schwadron 2010

T, 10 Thematic focus: Exchange and Interaction
Brown 2004; Wallis 2011 (excerpt)

Th, 12 Thematic focus: Human and Environment Interactions (and student presentations)
Kidder 2010; Walker and Surge 2006

T, 17 Thematic focus: Rituality (and student presentations)
Lankford 2004; Saunders 2004

Th, 19 Wrap-up and Review (and student presentations)

T, 24 Exam II

Final Paper Due by 5:00 PM, Thursday (5/3/12)