

**ANTH 344: OREGON ARCHAEOLOGY**  
**Department of Anthropology**  
**Winter 2018**

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**Course Description and Objectives**

This course is an introduction to the archaeological and historical study of Oregon and the surrounding area. Finally, we will examine the roles the Lewis and Clark expedition and later, the Oregon Trail, played in the westward expansion of the United States of America. By looking at material remains, various ethnographies, and historical documents, this class will hope to better understand the various political, economic, and cultural lifestyles of the people who inhabited Oregon and the surrounding areas.

This course focuses on the culture history of what is now the state of Oregon, as understood through the archaeological record. We will focus primarily on pre-contact Native Peoples of this region, though the early historic era will also be discussed. By virtue of its location in the western hemisphere and proximity to the Bering Strait, the Pacific Northwest is an important area useful in learning about the first people to enter North America. Furthermore, the diversity of eco-scapes within Oregon offers useful insight into how humans adapt culturally, technologically, and spiritually to their environments. Lecture powerpoints will be organized by region and chronology, integrating archaeological evidence with environmental and ethnographic records. Throughout this course attention will be given to the means and methodology by which archaeologists develop their interpretations of the past. Additional topics that will also be introduced and briefly discussed include: 1) interpreting gender in the archaeological record, 2) faunal analysis and interpretation, 3) lithic analysis and interpretation, and 4) dating methods in archaeology.

## **Course Materials**

I have selected readings from a variety of sources, including a book you will need to purchase:

### **Course Textbook:**

***Oregon Archaeology*** (2011), by C. Melvin Aikens, Thomas Connolly, and Dennis Jenkins. Oregon State University Press, Corvallis.

**Selected chapters from the *Handbook of North American Indians*** (HNAI) will be available for you to download in pdf format from Canvas. In addition, you may find these texts in the Knight Library:

Volume 7: Northwest Coast (E77 .H25 vol.7)

Volume 8: California (E77 .H25 vol. 8)

Volume 11: Great Basin (E77 .H25 vol. 11)

Volume 12: Plateau (E77 .H25 vol. 12)

**Additional articles** will be included in your mandatory reading and made available for you in pdf format through Canvas.

**Websites:** several websites are assigned and made available via link in your Course Modules.

## **Course Outcomes**

Upon completion of this course, students will:

1. Understand aspects of the cultures, subsistence strategies, and technologies of past peoples (in what is now the state of Oregon) from an archaeological perspective.
2. Appreciate the way in which the geology, ecology, topography, flora, and fauna helped shape cultural behaviors in this region.
3. Describe the archaeological sites that have made the Pacific Northwest an important location in which to study broad archaeological issues.
4. Apply the knowledge discovered about the human past to issues of relevance in the present such as the evolution of gender roles, class, and power.
5. Have a better comprehension of the geologic history and features of Oregon.

## **Course Structure**

**Quizzes:** Each quiz is worth 10 points and consists of multiple choice, matching, or fill in the blank questions. As this is an online course, the quizzes are timed. You will have 15 minutes once the quiz has been opened. Please review the Course Schedule for Quiz dates. If your quiz crashes, contact your GE (John O'Connor) ASAP and he can reset it. You only get ONE reset, so make sure that you are taking the quiz in a secure online environment. Note: **CAREFULLY check your fill in the blank spelling - I will not give credit to typos, so please be sure to check your spelling on these specific questions.**

**Assignments:** Each assignment is worth 20 points. The purpose of these assignments is to get you thinking about the materials presented for the week. I am looking for engagement with the subject materials, critical thinking skills, and good writing skills. Please review the Course Schedule for due dates. **Any students caught plagiarizing will receive a 0 for the assignment and depending on the severity either fail the class or at most be able to receive a C in the class.**

**Note: Do not send assignments as attachments. Cut and paste them directly into the Canvas assignment link.**

**Exams:** There are two exams for this class and both contain an essay component. Both of these tests ask you to answer one of two-three questions. Each answer should be 2-3 pages (double-spaced) and show that you have absorbed the course material.

**ALL QUIZZES AND THE WRITTEN ASSIGNMENTS ARE DUE BY FRIDAY OF THE ASSIGNED WEEK at 5 PM.** Late assignments will be docked 20% of their graded value for the first late day and an additional 10% per day thereafter.

## **Grading Policy**

**Quizzes and Exams CANNOT be taken late or made-up without prior authorization for a documented reason. Assignments will be accepted late, BUT graded down 20% of their value for the first late day, and an additional 10% per day that it is late following the first day.**

<b>Points</b>	<b>Activity</b>
90	Nine Quizzes (10 points each)
80	Four Assignments (20 points each)
100	Midterm
100	Final Exam
<b>370</b>	<b>Total Possible Points</b>

**Final Grade Scale**

<b>Grade</b>	<b>Points</b>
A+	362-370
A	344-361
A-	333-343
B+	325-332
B	307-324
B-	296-306
C+	288-295
C	270-287
C-	259-269
D+	251-258
D	233-250
D-	222-232
F	0 - 221

## **Course Schedule**

**(Subject to Change)**

**ALL QUIZZES AND ASSIGNMENTS ARE DUE BY 5 PM PST, FRIDAY OF THE ASSIGNED WEEK**

**Late assignments will be accepted, but will be docked 20% of their graded value after the first day and an additional 10% per day after that.**

### **WEEK 1: January 8-12**

**The history of archaeology, methodology, & classifications**

**Archaeological theory and ethics, NAGPRA**

**Readings:** NAGPRA revisited, Radiocarbon dates, tin can archaeology

**Websites to explore:** NAGPRA home; Archaeological Methods (Society for American Archaeology)

**Quiz #1**

### **WEEK 2: January 15-19**

**Peopling of the New World and the extinction of the megafauna**

**Watch:** "Bones of Contention" video clip

**Websites to explore:**

- 1) Kennewick Man, National Park Service
- 2) La Brea Tar Pits, Natural History Museum

**Readings:** Fiedel 2000, Waters and Stafford 2007, Erlandson et al. 2007

**Written Assignment #1** - Write a summary/synthesis of the articles assigned for Week 2. Please compare/contrast the theories and perspectives of each and include a brief critique (your opinion). All answers must be written in proper essay format using correct grammar, spelling, etc. Essays should be a minimum of 700 words (2-3 pages, double-spaced). All articles referenced must be included in a separate References Cited page at the end.

**Quiz #2**

### **WEEK 3: January 22-26**

**Geologic provinces, environments, and archaeological culture areas in Oregon**

**Readings:** OA Chapters 1 and 2

**Websites to explore:** Geologic Provinces of Oregon

**Optional Readings:** HNAI vol 11 and 12 – Northern Paiute, Klamath and Modoc chapters

**Quiz #3**

### **WEEK 4: January 29 to February 2**

**Northern Great Basin and Klamath Basin - Environments and Cultural Chronology**

**Readings:** Gilbert et al. 2008, Jenkins et al. 2012,

**Website to explore:** Paisley Caves

**Written Assignment #2** – Pick one, or two, of the HNAI readings from Week 3. Describe what archaeologists might find as remnants of the culture group you chose, what of their material culture is likely to survive in the archaeological record. Describe specific types of artifacts and ecofacts you think would preserve, as well as features (or partial features), and site types. All answers must be written in proper essay format using correct grammar, spelling, etc. Essays should be a minimum of 700 words (2-3 pages, double-spaced). All articles and chapters referenced must be included in a separate References Cited page at the end.

**Quiz #4**

### **WEEK 5: February 5-9**

**Columbia Plateau – environments and cultural chronology**

**Readings:** OA Chapter 3

**Optional Readings:** HNAI (vol 12) Wasco, Wishram, and Cascades; Western Columbia River Sahaptins; Cayuse, Umatilla, and Wallawalla; Nez Perce

**Watch:** Calilo Falls

**MIDTERM** – will include readings and powerpoints from Weeks 1-5. Both parts of the Midterm must be submitted via Canvas by **5 pm, Friday, February 9.**

The Midterm is divided into **two parts** - you can take them both at the same time, or on separate days. You must complete **BOTH** parts of the exam for full credit.

**Part A** is a timed multiple choice/matching/fill in the blank exam.

**Part B** is a timed short answer and essay question exam.

### **WEEK 6: February 12-16**

**Willamette Valley – environments and cultural chronology**

**Readings:** OA Chapter 5; Connolly 2000

**Optional Readings:** HNAI – Kalapuyans (vol 7), Molala (vol 12)

**Quiz #5**

### **WEEK 7: February 19-23**

**Southwestern Mountains and Valleys – environments and cultural chronology**

**Readings:** OA Chapter 6; Camas oven paper

**Optional readings:** HNAI – Athapaskans, Takelma (vol 7), Tolowa, Shastan Peoples (vol 8)

**Assignment #3** - Pick one, or two, of the HNAI readings from Weeks 6 or 7. Describe what archaeologists might find as remnants of the culture group you chose, what of their material culture is likely to survive in the archaeological record. Describe specific types of artifacts and ecofacts you think would preserve, as well as features (or partial features), and site types. All answers must be written in proper essay format using correct grammar, spelling, etc. Essays should be a minimum of 700 words (2-3 pages, double-spaced). All articles and chapters referenced must be included in a separate References Cited page at the end.

**Quiz #6**

### **WEEK 8: February 26 to March 2**

**Lower Columbia and Oregon Coast – environments and cultural chronology**

**Readings:** OA Chapter 4; Losey and Yang 2000; Ames 1996

**Watch:** Potlatch, and Potlatch 2

**Optional Readings:** HNAI - Chinook and Lower Columbia (vol 7)

**Quiz #7**

## **WEEK 9: March 5-9**

### **Lower Columbia and Oregon Coast cont.**

**Readings:** Byram 2009; Tveskov and Erlandson 2003; Connolly and Tasa 2008

**Website to explore:** Oregon Coast

**Optional Readings:** HNAI Tillamook, Alseans, Siuslawans and Coosans (vol 7)

**Assignment #4** – Pick one, or two, of the HNAI readings from Weeks 8 or 9. Describe what archaeologists might find as remnants of the culture group you chose, what of their material culture is likely to survive in the archaeological record. Describe specific types of artifacts and ecofacts you think would preserve, as well as features (or partial features), and site types. All answers must be written in proper essay format using correct grammar, spelling, etc. Essays should be a minimum of 700 words (2-3 pages, double-spaced). All articles and chapters referenced must be included in a separate References Cited page at the end.

### **Quiz #8**

## **WEEK 10: March 12-16**

### **Historic Archaeology and Cultural Resource Management (CRM)**

**Readings:** OA chapter 7; coastal property paper; Minto 1900

**Websites to explore:** Oregon History Project; UO General Land Office maps

### **Quiz #9**

## **FINALS WEEK:**

Your final exam is divided into two parts - **Part A and Part B**. You must complete **BOTH** parts of the exam.

**Part A** is a timed multiple choice/matching/fill in the blank exam - it **MUST BE COMPLETED** and submitted via Canvas by **midnight on Wednesday, March 21**.

**Part B** consists of timed short answer and essay questions - it **MUST BE COMPLETED** and submitted via Canvas by **midnight on Tuesday, March 20**.

## **General Policies**

Standard UO policies apply to this course regarding student conduct and ethical use of online materials. For the full policy statement see:

<http://studentlife.uoregon.edu/StudentConductandCommunityStandards/ConductCode/tabid/69/Default.aspx>

General Information

### **ADA Statement**

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible, no later than the first week of the term. Students may also wish to contact UO Disability Services Office at 541-346-1155. **NOTE:** As per FERPA regulations Faculty are no longer automatically informed as to the ADA status of students. If you have special requirements, you must bring your information to me as soon as possible.

### **Equal Opportunity Compliance Statement**

It is the policy of the University of Oregon Board of Directors that there will be no discrimination or harassment on the basis of age, disability, gender, marital status, national origin, race, religion, sexual orientation, or veteran status in any educational programs, activities or employment. Persons having questions about equal opportunity and non-discrimination should contact the Office of Affirmative Action at 541-346-3123

### **Library Services**

The UO Library System web site provides general access to catalogs, resources, listing of services, etc. In addition, off-campus students now have access to library databases through a proxy server. Go to:

<http://libweb.uoregon.edu/>

### **Additional Web Resources**

University of Oregon Home page

Phone: (541) 346-1000

<http://www.uoregon.edu/>

Office of Academic Advising

Phone: (541) 346-3211

<http://advising.uoregon.edu/>

Registrar's Office

Phone:(541) 346-3243

<http://registrar.uoregon.edu/>

Bookstore

Phone: (541) 346-4331

<http://www.uobookstore.com/> (Links to an external site.)Links to an external site.

Oregon Universities

<http://www.ous.edu/dist-learn/orsites.htm> (Links to an external site.)Links to an external site.

Oregon Community Colleges

<http://www.oregon.gov/CCWD/ccdirectory.shtml> (Links to an external site.)Links to an external site.

Distance Education Directories

<http://www.petersons.com/college-search/distance-education.aspx> (Links to an external site.)Links to an external site.

<http://www.CollegeDegree.com/> (Links to an external site.)Links to an external site.