ANTHROPOLOGY 443
NORTH AMERICAN ARCHAEOLOGY
Dr. Madonna L. Moss, Winter 2016

“There are no places in North America that are not, somehow, part of a larger indigenous homeland.”
(Colleen Boyd, 2009, Ethnohistory 56(4):705)

Class: 2:00 - 3:50 PM, Mon. & Wed., 104 Condon
Professor Moss: Condon 327, Office hours: Friday, 12:30-2 PM or by appointment;
Email: mmoss@uoregon.edu

COURSE DESCRIPTION
This is a survey of North American archaeology from the earliest Native Americans to the time of multiple episodes of European contact, across the continent north of Mexico. Most American history textbooks focus on events postdating AD 1492 and barely mention the ancient human history of North America which extends back nearly 15,000 years. This is a story residing in our own "backyard," that is, in archaeological sites here in Oregon and elsewhere in the United States and Canada. In this class, I give you the opportunity to obtain a strong background in the history of Native American and First Nation occupation of this land. You will learn some geography in addition to the culture histories of various regions of Native America. We consider the contemporary practice of North American archaeology with attention to the history of the relationship between the discipline of archaeology and Native Americans. The core knowledge in this course is the temporal, geographic, and cultural framework for understanding the archaeological record of pre-contact North America.

REQUIRED READING – please bring your book to class.

ANTH 443 – additional readings will be available on-line and on Canvas; websites may be added to the course schedule.

REQUIREMENTS
Either ANTH 150 World Archaeology or ANTH 145 Principles of Archaeology are prerequisites for this course. I assume all students have knowledge of the fundamental principles and terminology of archaeology. We cover a great deal of material; it is important to keep up. To insure success, do the assigned reading before you come to class. If you miss more than three classes, it is unlikely that you will pass the course. I will help you navigate the textbook. I write exams with the expectation that students attend every class. You are responsible for material in the text, lectures, discussions, films, and powerpoints. Please periodically check the on-line version of this syllabus for additions and updates.

LEARNING OUTCOMES
• gain specific knowledge of the geographies, peoples, and cultures of Native North America
• be able to identify the location of each U.S. state (in the continental U.S.) and Canadian province on a map
• increase scientific literacy by reading journal articles that expand upon or update topics in the textbook
• learn to recognize sensationalism in the popular press and acquire the skill to critically evaluate claims based on evidence
• develop knowledge of the history of the relationship between the discipline of archaeology and Native Americans and First Nations and how it affects the contemporary practice of archaeology

GRADING - Grades will be based on a percentage of 300 points:

<table>
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<tr>
<th>Component</th>
<th>Points</th>
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<tr>
<td>4 Chapter Tests @ 30 points each</td>
<td>120</td>
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<tr>
<td>Participation</td>
<td>80</td>
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<tr>
<td>Museum Report</td>
<td>20</td>
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<tr>
<td>Paper #2</td>
<td>40</td>
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<tr>
<td>Paper #3</td>
<td>40</td>
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Tests - Four chapter tests are scheduled. These are composed of multiple choice and map questions. The first chapter test will cover material presented starting Week 1. There will be no midterm or final exams; I hope to eliminate the stress of midterms and finals and insure sustained engagement with the material as we proceed. There will be no make-up chapter tests. If you score below a certain threshold, you will be required to analyze why in writing: What can you learn from your exam results? What questions did you miss and why?

Expectations for Class Participation – I will do my best to begin and end class on time, and I expect you to arrive on time. Participation is graded on a scale from 0 (lowest) through 4 (highest), using the criteria below. The criteria focus on what you demonstrate and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from. I expect the average level of participation to satisfy the criteria for a "3".

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
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<tr>
<td>0</td>
<td>Absent.</td>
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| 2     | Present, not disruptive.¹
|       | Tries to respond when called on but does not offer much. |
|       | Demonstrates infrequent involvement in discussion. |
| 3     | Demonstrates good preparation: knows the reading well, has thought through implications. |
|       | Asks good, relevant, timely questions. |
|       | Offers interpretations and analysis to class. |
|       | Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way. |
|       | Demonstrates consistent ongoing involvement. |
| 4     | Demonstrates excellent preparation: knows reading exceptionally well, relates it to other material (e.g., readings, lectures, discussions, experiences, etc.). |
|       | Asks insightful questions and offers good observations in a timely way. |
|       | Contributes in a significant way to ongoing discussion; keeps analysis focused, responds thoughtfully to other students' comments, contributes to the growing understanding of the class. |
|       | Demonstrates ongoing very active involvement. |

¹ Disruptive behavior includes arriving late, leaving early, sleeping in class, playing games on a computer or hand-held device, letting a cell phone go off, texting on a cell phone, having side conversations during class, interrupting others, monopolizing discussion, making an irrelevant comment, etc.
Museum Field Trip Report – 1000 Word Essay, due Jan. 20
Visit the Museum of Natural and Cultural History, located at 1680 East 15th Ave. Visitor hours are 11 am to 5 pm, Tuesday through Sunday. Visit the exhibit, Oregon: Where Past is Present. During your visit, select an object or artifact (or group of them) on display. Please choose an item recovered archaeologically, not a museum replica or ethnographic object. First, describe the artifact you have chosen and where in Oregon it was found. Then address at least four of the eight questions listed below in an essay about the artifact(s). End your essay with a brief (one paragraph) reflection on what you learned during this exercise.

1. What is the museum’s purpose in displaying the artifact(s)?
2. How does the artifact(s) you have chosen relate to other artifacts of the society which produced it, and why are some on display and not others?
3. How was the artifact(s) found and what other information would be available if it had been found in other circumstances?
4. How old is the artifact, and what methods were used (or might be used) in what circumstances to provide a date for this particular artifact?
5. How can the artifact be used to say something about social relationships of the time and the society that produced it?
6. What natural resources were required to make the artifact and how did its use affect the environment?
7. Was the artifact related to subsistence and diet? To what extent is information about the material culture associated with subsistence and diet represented in this museum?
8. Name a person who has studied this sort of artifact and indicate the importance of such studies in their work.

You are free to use additional source materials (books, catalogs) in addition to exhibit labels. If you do, please include references with your essay. Be sure not to plagiarize the information on exhibit labels; practice paraphrasing.

Papers 2 and 3

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<tr>
<th>Paper Due Dates</th>
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<tbody>
<tr>
<td>February 8</td>
<td>Ch. 1-5</td>
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<tr>
<td>March 2</td>
<td>Ch. 6-12</td>
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General Guidelines
Papers must be the product of original work and thinking, and they should be well-organized, clearly written, and appropriately referenced. See [http://researchguides.uoregon.edu/citing-plagiarism/plagiarism](http://researchguides.uoregon.edu/citing-plagiarism/plagiarism) for how to properly introduce a quote with a signal phrase, and how to correctly paraphrase. Inattention to the fundamentals of writing always detracts from your ability to communicate. Format and style will always affect my evaluation of your written work.

1. **Content** - Papers should follow an orderly, logical progression and include an introduction, a main body, and conclusion (at a minimum). "Being well organized" means that each paragraph should build upon the previous one(s) and that within paragraphs, sentences follow an orderly progression of ideas. Plan to produce a few drafts of each paper. Your initial draft
can take the form of brain-storming and note-taking, but beyond this stage, you must take care to thoughtfully construct your arguments, systematically support them with evidence, and present them in a logical order in clear prose.

2. **Format and Style** - At the top of the first page, include an interesting, informative, and/or creative title (not just "Paper 2"), along with your name, my name (Professor Moss), and the date. Papers should always be double-spaced, typewritten, and with one-inch margins and can be submitted on Canvas. Number all pages. Follow the anthropological conventions for citations. You must cite the source for a specific idea, paraphrases, and verbatim quotes, using page numbers (for example, [Neusius and Gross 2007:52]). Please adhere to this citation style. Since you are writing short papers for this class, you should avoid frequent and/or lengthy quotes. Learn to paraphrase, but be careful to preserve the author's intended meaning. Always include a "References Cited" section. This is not a list of books and articles you've read, but those you have cited in your paper. Everything you cite should be on this list, and nothing should be on this list that you do not cite. Use correct punctuation, spelling, and capitalization. For those of you who may have trouble with writing fundamentals, get a copy of E.B. White's short book, *The Elements of Style*, which addresses common errors of grammar and syntax.

3. Always proofread a hard copy of your work before submitting it on Canvas.

**Papers 2 & 3 - Specific Content – you have two options for each paper:**

"Following up on Neusius and Gross" Option 1

Write a 5-page, double-spaced, typewritten essay that presents a critical analysis of how Neusius and Gross have used the archaeological literature to construct their textbook. While you are reading, watch for topics or ideas that seem particularly engaging to you. When you come across an in-text citation to one of these, find the complete reference in the bibliography to the textbook. Then look the reference and obtain the cited article. You may also find many journal articles available online, but book chapters will probably require a trip to the library. If our library does not own the book, it can usually be requested through Summit or Interlibrary Loan. Plan accordingly. After reading the journal article or book chapter, address the following questions in your essay:

- How have Neusius and Gross made use of the cited author's work? Is it just a passing reference to support a general point, or do the authors rely quite heavily on the content of the article?
- Do you think that Neusius and Gross have accurately communicated the cited article's content to their textbook-reading audience? Did Neusius and Gross leave out any key points?
- Would you recommend the article as supplementary reading to others? Does it provide useful background or insights in its own right? How did it go beyond the information presented in the textbook?

This assignment should help you develop your research and writing skills, by stimulating you to ask questions and follow-up on what you read. It will also allow you to delve more deeply into the specialized, technical literature of archaeology. I also hope it will give you a closer look at how textbooks are written. Textbooks such as *Seeking our Past* always represent a compromise between comprehensiveness, comprehensibility, and space. Best of all, each of you will each learn new things, and I will learn from you!

"Following up on Neusius and Gross" Option #2

Choose an article published sometime **after 2007 that has NOT been cited** by Neusius and Gross regarding a topic covered in the textbook. You may choose from one of the following journals: *American Antiquity, North American Archaeologist, Canadian Journal of Archaeology, Journal of Archaeological Science, Journal of Island and Coastal Archaeology*. After reading the article, address the following questions in your essay:
• How does the topic of your chosen article relate to a topic discussed by Neusius and Gross? Does it support, elaborate on, or conflict with or contradict their discussion?
• How did it go beyond the information presented in the textbook? Is the information from your chosen article of sufficient interest and import for Neusius and Gross to include in their next edition of this textbook?
• Would you recommend the article as supplementary reading to others? Does it provide useful background or insights in its own right?

CLASS SCHEDULE

1/4  Introduction

1/6  History & Practice of North American Archaeology, Part I
READ: Ch. 1 (For now, skip Pueblo Grande case at end of the chapter).

1/11 History & Practice of North American Archaeology, Part II
READ: Section A on student CD: A Brief History of North American Archaeology

1/13  Culture and Environment
READ: Ch. 2 (For now, skip Koster case at the end of the chapter.)

1/18  Martin Luther King Day – no class

1/20  Archaeology in our own Backyard - Willamette Valley
      Museum Field Trip Report Due

1/25  Peopling of North America
READ: Ch. 3

1/27  Later Paleoindians
READ: Section D.2 on student CD – Blackwater Draw case study

2/1  The Far North
READ: Ch. 4  Chapter Test #1

2/3  Northwest Coast
READ: Ch. 5

2/8  Plateau
READ: Ch. 6  Paper #2 Due

2/10  California
READ: Ch. 7

2/15  Great Basin
READ: Ch. 8  Chapter Test #2
2/17  Southwest I
READ: Ch. 9

2/22  Southwest II
READ: Section D.4 on student CD – Dolores Project case study and Pueblo Grande case study from Chapter 1 (pp. 32-42.)

2/24  Great Plains
READ: Ch. 10

2/29  Eastern Woodlands I
READ: Ch. 11 and Koster case study from Chapter 2 (pp. 86-93).

3/2  Eastern Woodlands II
READ: Ch. 12

3/7  Northeast
READ: Ch. 13

3/9  The Future of North American Archaeology
READ: Ch. 14

Chapter Test 3#

Chapter Test #4

**Personal Devices:** All portable electronic devices must be turned off and stowed away. I prefer that laptop, notebook, and tablet computers be stowed because their presence can be incompatible with good face-to-face interaction. In the interests of saving paper, students can use computers ON THOSE SPECIFIC DAYS when they need to consult electronic readings, but require that computer cases be lowered when we are not consulting specific passages. Newspapers, other reading materials, etc., that are not relevant to class should be out of sight by the time class begins.

**Academic Honesty:** Study groups and other forms of intellectual interaction outside of class are encouraged, but each student is expected to produce independent written work. All written work should be in your own words and a product of your original work. Plagiarism can result in a failing course grade. Be very careful to avoid plagiarism and learn how to quote and paraphrase effectively.

**Disability:** If you have a documented disability and anticipate needing accommodation in this course, please contact me as soon as possible. Please also request that the Counselor for Students with Disabilities send a letter verifying your disability.

If you have any question about the structure or content of the class at any time during the term, please talk to me. If you cannot see me during my office hours, feel free to consult with me by email or make an appointment. Please keep emails short and to the point--- I would much prefer discussing a topic with you in person than writing a long email.