ANTHROPOLOGY 443
NORTH AMERICAN ARCHAEOLOGY
Dr. Madonna L. Moss, Fall 2020 - remote

“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: 10:15 - 11:45 AM, Mon. & Wed. on Zoom
Professor Moss: Condon 327, Office hours: Friday, 11:00 AM-noon on Zoom 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 16,000 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.

REQUIREMENTS
At least one of the following is a prerequisite for this course: ANTH 150 World Archaeology, ANTH 145 Principles of Archaeology, or ANTH 248, Archaeology of Wild Foods. I assume students have knowledge of the fundamental principles and terminology of archaeology. We cover a great deal of material; it is important to keep up. You are required to do the assigned film viewing, reading, and written assignments before we discuss them in our Zoom meetings. Please periodically check the online 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 and Canadian province on a map
- increase scientific literacy by reading journal articles of various genres
- learn to recognize sensationalism and popular tropes in films and videos 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, First Nations, and Alaska Natives and how it affects the contemporary practice of archaeology
- Identify legitimate stakeholders in any archaeological controversy and be able to identify and define their nonexclusive alternative perspectives
- Objectively evaluate the reliability of information on North American archaeology you encounter in print, on the web, or on TV, by knowing how to access reliable, authoritative information.
**GRADING** - Grades will be based on these percentages:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Film Review Worksheets</td>
<td>35%</td>
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<tr>
<td>Discussion Posts</td>
<td>17.5%</td>
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<tr>
<td>Essays</td>
<td>7.5%</td>
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<tr>
<td>Quizzes</td>
<td>20%</td>
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<tr>
<td>Final Project/Essay</td>
<td>20%</td>
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**General Guidelines for Discussion Posts and Essays**

Discussion posts (100 words) and essays (150 words) must be the product of original work and thinking, and they should be concise, content-rich, and clearly written. 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. These are short assignments; there’s no space for introductory or excess verbiage. 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.

**OVERALL COURSE STRUCTURE:**

Our course meets in Zoom meetings on Mondays and Wednesdays, 10:15-11:45 am. During Week 1, we meet only on Wednesday. The overall structure of the course will be for me to give a short live mini-lecture during our Zoom meeting, with most of our time together focused on discussion. To prepare for discussion, students will have completed four main types of written assignments BEFORE our discussions on Zoom. These are:

1. Film Review Worksheets
2. Discussion Posts (100 words, unless specified otherwise)
3. Essays (150 words, unless specified otherwise)
4. Quizzes

Each of these three assignment types will be uploaded or entered online on Canvas. In general, the first part of the week, Monday through noon on Wednesday, will be discussion of the week’s topic. The second part of the week, from noon on Wednesday until 6 pm on Sunday will be the time period when you view films and an occasional context mini-lecture by me (pre-recorded), and when you read journal articles, and write-up film review worksheets, discussion posts, and complete online quizzes. I will try to make your assignments shorter and less labor intensive that are due on Tuesday afternoons in preparation for Wednesdays. In other words, I am requiring that the bulk of your work be submitted no later than Sunday evenings at 6 pm.

Note on Wednesday discussions – On some Wednesdays I may split the 40-person class into two groups and meet with half of you between 10:15 and 10:50 am and the other half between 11:00 and 11:35 am. I will let you know in advance through Canvas announcement which group you are in and which time to check-in on Zoom.

Please note that for many of the links presented in this document, you have to copy the url into your browser. The links within the word docs or pdfs often do not work because of UO security features. Also, I prefer Mozilla Firefox as a browser, because Google Chrome seems to inject many distracting ads.
**Class Zoom Meeting Schedule** – abbreviated version

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<th>Introduction</th>
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<td>Week 2</td>
<td>10/5</td>
<td>How the History of American Archaeology intersects with History of Settler-Colonialism and repercussions today</td>
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<td>Week 3</td>
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<td>Peopling of North America and PaleoIndians</td>
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<td>Week 4</td>
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<td>Week 5</td>
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<td>Arctic</td>
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<td>Week 6</td>
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<td>Week 7</td>
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<td>Week 8</td>
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<td>Eastern Woodlands</td>
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<td>Week 9</td>
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<td>11/25</td>
<td>continued... <em>with time reserved for questions on final projects.</em></td>
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<tr>
<td>Week 10</td>
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<td>Class Presentations</td>
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<td>12/2</td>
<td>Class Presentations – Course Wrap-up</td>
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**DETAILED CLASS SCHEDULE**

Week 1
Wednesday - Course introduction and navigation; Ethical Principles of the Society of American Archaeology.

Homework: Read more about Ethical Principles of the SAA [https://www.saa.org/career-practice/ethics-in-professional-archaeology](https://www.saa.org/career-practice/ethics-in-professional-archaeology)

Download and print:
1) syllabus
2) “History of NA Relations and Am Arch” (Use this handout to follow the chronology discussed in your reading:

VIEW:  *Bones of Contention* (1995; 49 min.)
[https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C1646958](https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C1646958)

Due Sunday at 6pm:
Upload an essay in which you respond to this prompt, “The implications of McGuire’s article are... “

In the Canvas *Discussion*, post a few sentences in which you describe the most compelling part of the film.
Week 2
Monday: Discussion of McGuire 1992 and Bones of Contention.

Homework: Read:
Wade, Lizzie 2020 Fed-up archaeologists aim to fix field schools’ party culture: Drinking and harassment spur experiments, including local projects and student stipends, for core training course. Science 369:757-758.

Wednesday: Discussion of McGuire and Wade. How can we decolonize North American Archaeology? How can we change the culture of archaeology to make it more inclusive, less racist, and less sexist?

Homework: Read:
NOTE: this 9-page article starts with a summary and then gives an in-depth review that is very dense with site names and place names. Before you start reading, study each of the figures, especially the maps so you can orient yourself geographically, before reading the text.

VIEW: Migrating to North America (Part 1, 2011, 18 min.)
https://youtu.be/zGccmGFq-AE

13,000 Years of Coastal Living (2018, ~11 min.)
https://www.hakai.org/13000-years-of-coastal-living/
Fascination with Footprints (2015, ~4 min.)
https://www.hakai.org/fascination-footprints/

Significance of Findings at Cooper’s Ferry, Idaho (2012, ~5 min.)
https://www.youtube.com/watch?v=WpojoCy7YQw
Cooper’s Ferry: Context of the Excavation (2012, 3 min.)
https://www.youtube.com/watch?v=xG_Hr3xkHYE

Due Sunday at 6pm:
Upload three film review worksheets:
1) Migrating to North America (part 1 produced by CBC)
2) 13,000 Years of Coastal Living and Fascination with Footprints (both produced by Hakai Institute),
3) Significance of Findings at Cooper’s Ferry and Cooper’s Ferry: Context of the Excavation.

Take the Quiz, which draws primarily from Waters’ article.

On Canvas Discussion, enter a post in which you respond to this prompt: “The question that I’d most like to ask Professor Waters about his article is.....”

Week 3
Monday: Discussion of three sets of videos and Waters’ review article.

Wednesday: Follow-up discussion.

Homework:
View Moss context mini-lecture (powerpoint) – Plains & Great Basin

VIEW: North Dakota: From the Field to the Museum (2016, 28 min.)
This week’s videos (and some in later weeks) are on The Archaeology Channel (aka TAC) https://www.archaeologychannel.org/

Go to "The Archaeology Channel" website. Find the “video” tab and on the drop-down menu, “video guide” and click on the map. You will find the video titles by enlarging the map, hovering over the specific state or province and finding the title. You can also find videos by title, but using the map will help you learn locations.

**Wyoming: Trapper’s Point** (2016, 28 min)

Read:
Hockett, Bryan, Cliff Creger, Beth Smith, Craig Young, James Carter, Eric Dillingham, Rachel Crews, and Evan Pellegrini 2013 Large-scale trapping features from the Great Basin, USA: The significance of leadership and communal gatherings in ancient foraging societies. *Quaternary International* 297:64-78.

**Due Sunday at 6pm:**
Upload two film review worksheets:
1) North Dakota: *From the Field to the Museum*
2) Wyoming: *Trapper’s Point*

For Canvas Discussion post,
In the Great Basin, pronghorn and artiodactyls were hunted with traps. On the Plains, bison were hunted using “jumps” or drives. Both types of traps required communal hunting and communal processing of the meat that resulted. Address one of the following prompts,
1) According to Hockett et al., how did communal hunting in the Great Basin compare/contrast with communal bison hunting on the Plains?
2) What interesting facts from the Hockett et al. article elaborate on the *Wyoming: Trapper’s Point* video?

**Week 4**

Wednesday – follow-up discussion, possibly in two sections (half the class: 10:15-10:50 am, and the other half: 11:00-11:35 am)

**Homework:**
View Moss context mini-lecture (powerpoint) – Arctic

View video pair:
*Across the Arctic in an Archaeological Instant* (2011, 7 min.)
https://www.youtube.com/watch?v=GdPkFgyU6Jk

*4000 Year Old Bones* (2011, 7 min.)
https://www.youtube.com/watch?v=aMqGq-bFLJg

Read:

**Due Sunday at 6pm:**
Upload one film review worksheet that covers both “vogs” *Across the Arctic in an Archaeological Instant* and *4000 Year Old Bones.*
In your Canvas Discussion post this week, address one of the following prompts:
1) How did seeing the videos enhance your understanding of the article written by Andy Tremayne?
2) What key details in Tremayne’s article were the most interesting to you?

Take the Quiz that draws on material from Weeks 3 and 4.

Week 5
Monday – Discuss Tremayne and vogs.

Homework: View: Massive Archeological Discovery in Alaska (2015, 8 min.)
https://www.youtube.com/watch?v=hh_KEQ-ayBI
Please view this news story, although it is not a "film," and doesn't require a film review worksheet.

Read:

DUE Tuesday at 4 pm:
In your essay, describe which aspect of the Nunalleq project you consider most innovative and why?

Wednesday – Discuss Nunalleq and Hillerdal et al. (2019)

Homework:
View: Moss context mini-lecture (powerpoint) – Southwest

View: In the Shadow of the Volcano: Prehistoric Life in Northern Arizona (2000, 28 min.) This week’s videos are on The Archaeology Channel (aka TAC) https://www.archaeologychannel.org/

Read:

View: Archaeology along the Colorado River – Grand Canyon (2009, 17 min.)

Due Sunday at 6pm:
Upload two film review worksheets:
1) In the Shadow of the Volcano: Prehistoric Life in Northern Arizona
2) Archaeology along the Colorado River – Grand Canyon

In your discussion post this week, address one of the following prompts:
1) How did seeing the video In the Shadow of the Volcano enhance your understanding of the article written by Elson et al.?
2) Identify two of the key findings of the Elson et al. research.

Week 6
Monday – Discuss two videos and Elson et al.

Wednesday - follow-up discussion, possibly in two sections (half the class: 10:15-10:50 am, and the other half: 11:00-11:35 am)
Homework:
View: *Visit with Respect* (2007, 10 min.) This week’s videos are on The Archaeology Channel (aka TAC) [https://www.archaeologychannel.org/](https://www.archaeologychannel.org/).

View: *Under These Fields: 1000 Years Ago* (1998, 15 min.)

Read:

Due Sunday at 6pm:
Upload two film review worksheets:
1) *Visit with Respect*
2) *Under These Fields: 1000 Years Ago*

In your Canvas discussion post this week, describe how reading Abbott et al. brings to life the archaeological features shown in *Under These Fields*.

Take the Quiz which draws on material in Weeks 5 and 6.

**Week 7**
Monday – Discussion of two films and Abbott et al. Discuss the connection between modern tribes and the archaeological cultures in the America Southwest. How is tribal identity recognized by archaeologists? How is tribal affiliation recognized by Tribes?

Wednesday – follow-up discussion, possibly in two sections (half the class: 10:15-10:50 am, and the other half: 11:00-11:35 am)

Homework:
View: Moss context mini-lecture (powerpoint) - Eastern Woodlands.

View: *Kentucky: The Archaeology of Everyone* (2016, 13 min.) This video is on The Archaeology Channel (aka TAC) [https://www.archaeologychannel.org/](https://www.archaeologychannel.org/).


In your essay this week, summarize the sequence of Holocene occupation at the rockshelters near Cliff Palace Pond presented by Delcourt et al.

View: *Domain of the Calusa* (1995, 29 min.) Florida Museum of Natural History is currently uploading the DVD.

Choose one of the three following articles to read and in your discussion post, describe how the reading elaborates on interesting phenomena illustrated in the film, *Domain of the Calusa*.


Due Sunday at 6pm:
Upload two film review worksheets:
   1) Kentucky: The Archaeology of Everyone
   2) Domain of the Calusa

For your discussion post,
   1) Choose one of the three Calusa articles, and describe how the reading elaborates on interesting phenomena illustrated in the film.

Week 8
Monday – Discuss Eastern Woodlands and Delcourt et al. and video

Wednesday – Discuss Calusa and three articles on their archaeology

Homework:
View: Moss context mini-lecture (powerpoint) – Northeast: Iroquois and Algonquians.

View: Walking in Two Worlds: Native Americans, Archaeology, and Dialogue along the Cowanesque (2007, 28 min.) Two of this week’s videos are on The Archaeology Channel (aka TAC) https://www.archaeologychannel.org/

Digging Deep: Buried Landscapes of Pennsylvania (2016, 21 min.)

Native American History of Massachusetts (2016, 26 min.) https://youtu.be/OF8CTdx_nPY
Note that this video has some misleading info: Hopewell and Mississippian artifacts are shown when it’s unclear they are not from MA; narrator describes Adena and shows Cahokia, etc.

Due Sunday at 6pm:
Upload three film review worksheets:
   1) Walking in Two Worlds: Native Americans, Archaeology, and Dialogue along the Cowanesque
   2) Digging Deep: Buried Landscapes of Pennsylvania
   3) Native American History of Massachusetts

Take the Quiz that draws from material in Weeks 7 and 8.

Week 9
Monday – Discuss three videos about the Northeast - Iroquois (Haudenosaunee) and Algonquians

Wednesday – follow-up discussion, and Q&A about final project/presentations
Homework:

Class Presentations of Final Projects
Choose a film or video <50 min. that delves into a topic (or region) we haven’t covered in detail. Do not choose a film dealing with the earliest settlement/peopling of North America. Do choose a film that deals with pre-contact history focusing on the Holocene. Regions for which we would like to have films dealing with some portion of Holocene settlement (roughly 10,000-500 cal BP) include: Subarctic, Great Lakes, Canada, and the Southeast (TX, LA, MI, AL). Remember we are focusing on the pre-contact history of Native Americans and First Nations, not historic archaeology. Fill out a film review worksheet for the film of your choice (due Sun. at 6 pm) and write an essay on why it would be a good addition to ANTH 443 (due Finals Week). What characteristics make it worthwhile for upper division university students? You will share a summary of your essay with class during our Zoom meetings during week 10.

Due Sunday at 6pm:
Upload your film review worksheet of the film of your choice that you would like to see added to ANTH 443.

Week 10
Monday – Presentations

Wednesday – Presentations and Course Wrap-up

Finals Week

Due Tuesday, Dec. 8, at 10:15 am
You have another choice:

1) To earn an A on this assignment, you must write an excellent 1000 word essay justifying your choice of a film to add to ANTH 443. This essay must substantially incorporate at least one journal article that you have found relevant to the film.

2) Otherwise, write a 700 word essay justifying your choice of a film to add to ANTH 443.