Oregon Archaeology (online)

ANTH 344, Winter 2022

Credits: 4

Instructor: Damion Sailors
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Class Time/Room: Online

Zoom Office Hours: Wednesday (10am - Noon)

GE: Yuan Fang
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Zoom Office Hours: Monday (2pm - 4pm)

Course Description:

This course is an introduction to the archaeological and historical study of Oregon and the surrounding area. 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 ecological zones within Oregon offers useful insight into how humans adapt culturally, technologically, and spiritually to their environments. Lectures 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 methods 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.

Student Learning Outcomes:

Upon completion of this course, students will:

- Understand aspects of the cultures, subsistence strategies, and technologies of past peoples in what is now the state of Oregon from an archaeological perspective.
- Learn to critically valuate the validity and limitations of archaeological data, hypotheses, and explanations.
• Appreciate the way in which the geology, ecology, topography, flora, and fauna helped shape cultures in this region.
• Describe the archaeological sites that have made the Pacific Northwest an important location in which to study broad archaeological issues.
• Apply the knowledge discovered about the human past to issues of relevance in the present such as social systems, settlements, identity, class, and power.
• Have a better comprehension of the geologic history and features of Oregon.

**Satisfying Requirements:** ANTH 344 satisfies Social Science (SSC), American Cultures (AC) and United States: Difference, Inequality, and Agency (US) requirements.

**Course Materials:**

This class will draw from readings from a variety of sources, including a book that students will need to purchase:


**Additional Readings:** Selected chapters from the *Handbook of North American Indians* (HNAI) will be available in .pdf format on Canvas. Files are available in the bottom Module on Canvas labeled “HNAI readings”

Additional articles will be included in your mandatory reading and made available for you in .pdf format through Canvas. Links to websites will also be provided.

**Course Structure, Weekly Workload, and Expectations:**

This is an online course and all class materials, including lectures, assignments, quizzes, exams, and readings can be found on Canvas (minus the course text).

**Lectures:** Each week students will have online lectures to review. It is expected that students follow along and take detailed notes on these weekly lectures, as much of the quiz and exam material will be derived from them.

**Readings and Videos:** Each week there will be a number of assigned readings, including book chapters from *Oregon Archaeology* and additional articles, as well as online articles and video clips. Some of these readings will be required, whereas others simply recommended. Required and recommended readings are clearly demarcated on the course schedule. It is expected that students complete all required readings each week.

**Quizzes:** There are weekly online quizzes for this course that you will take on Canvas. **All quizzes are due by Sunday at 11:59 PM PST of the assigned week.** Please carefully review the Course Schedule for Quiz dates. Each quiz is worth 10 points and consists of multiple choice, matching, and/or fill in the blank questions. Quiz questions will derive from the lecture, book chapters, articles, websites, and/or video clips assigned for that week. The terminology presented
in these materials is important, so pay close attention to words that are new to you when working through the course content. As this is an online course – all quizzes are timed! You will have 15 minutes to complete the quiz on Canvas once it has been opened. Make sure you have a reliable internet connection while you are taking the quiz. If your quiz crashes, contact your GE immediately. There will be no quizzes during Week 5 or Finals Week because students will take the Midterm and Final Exams.

Exams: There will be two exams (Midterm, Final) for this class. Both exams will be taken online on Canvas. The exams will consist of multiple choice and true/false questions, as well as an essay question. Your response to these essay questions should be between 700 and 1000 words. The Midterm Exam questions will derive from the lectures, book chapters, articles, websites, and/or video clips assigned from Weeks 1-5 and the Final Exam will cover material from weeks 6-10.

Assignments: There are four written assignments for this course that ask you to synthesize and think critically about course material. We are looking for thoughtful engagement with the subject matter, critical thinking, and clear and concise writing. Your written responses must be between 700 - 1000 words in length (approximately 2-3 double-spaced pages). As these assignments require you to draw from lectures and readings, you must also properly reference course material in your written assignments, including in-text citations and a bibliography. Please carefully review the Course Schedule for assignment topics and due dates. All assignments are due on Canvas by Sunday at 11:59 PM PST of the assigned week. Note: please cut and paste your written responses for these assignments directly within Canvas. Do not upload them as attachments, especially .pages files.

Discussions: Informal discussion groups will be facilitated by your GE each week and will explore relevant areas of Oregon archaeology and we encourage you to participate, especially if some concepts are a bit unclear to you. These discussion groups will NOT be graded but they will be monitored for participation to gauge the efficacy of the course work and general interest level of the students. These discussions will be guided by directed questions and/or ideas but feel free to expand the discussion into areas that are of interest to you or may help in your understanding of the course material. Please remember to keep your questions, answers, and general dialogue as concise as possible in these groups and above all else, be RESPECTFUL in your discussions. IMPORTANT: Also note, there is no “extra-credit” in this course so, albeit a bit subjective, a request to improve your overall grade may be affected by your participation in these weekly 'Discussion' groups.

Course Policies:

General Policies: Standard UO policies apply to this course regarding student conduct and ethical use of online materials. For the full policy statement see: https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code
**Open Learning Environment:** The intention and structure of university level courses are to provide open, thoughtful forums for a wide variety of topics. Students should note that: “The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws, regulations, and executive orders” as outlined in the handbook on the Office of Affirmative Action and Equal Opportunity: [http://aaeo.uoregon.edu](http://aaeo.uoregon.edu)

**Accessible Education:** Students needing special accommodations for this course, including but not limited to testing accommodations, should contact the instructor as soon as possible, preferably within the first week of the term, so that we can discuss your options. I am committed to ensuring your full participation and educational opportunity. Please notify the instructor if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall or through their website at [http://aec.uoregon.edu/](http://aec.uoregon.edu/)

**Contact and email:** Your primary contact for the logistics and content of this course is your GE. Please work with them via email. Please allow 24-48 hours for a response to your emails.

**Missed quizzes and exams:** There will be no makeup of missed exams or quizzes except in the case of a documented and approved excuse. Approved excuses include anticipated excuses, which must be cleared with the instructor before missing an exam or quiz, and emergencies, which include illness, injury, or emergency family issue. It is important that you contact the instructor or GE as soon as possible if any of these issues arise.

**Missed Assignments:** All assignments are due by Sunday at 11:59 PM PST of the assigned week. Except in the case of an approved excuse, late assignments will be accepted with a penalty of 10% off their graded value each day they are late.

**Cheating, plagiarism, and academic dishonesty:** Assignments, quizzes, and exams in this class are intended to assess your individual knowledge and understanding of the subject material. Therefore, cheating or plagiarism in any form will not be tolerated. The work you present must be your own. Individuals involved in an act of academic dishonesty will be forwarded to the Office of Student Conduct and, if circumstances warrant, fail the course. If you have any questions or concerns about what constitutes academic integrity, cheating, or plagiarism, please see the Student Conduct Code at: [https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code](https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code)

**Incompletes:** In this course, an incomplete grade will be used in accordance with the official university grading policy, which can be found at [http://registrar.uoregon.edu/incomplete_policy](http://registrar.uoregon.edu/incomplete_policy)
### Grading Policy:

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
<th>Total Points</th>
<th>Proportion of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>9 quizzes, 10 points each, lowest score dropped</td>
<td>80 points</td>
<td>25% of total grade</td>
</tr>
<tr>
<td>Assignments</td>
<td>4 assignments, 20 points each</td>
<td>80 points</td>
<td>25% of total grade</td>
</tr>
<tr>
<td>Exams</td>
<td>Midterm, Final, 80 points each</td>
<td>160 points</td>
<td>50% of total grade</td>
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**Grading Scale:** I do not anticipate a curve for this class. The grading scale is as follows:

- **A+** = 97-100%
- **B+** = 87-89.9%
- **C+** = 77-79.9%
- **D+** = 67-69.9%
- **A** = 93-96.9%
- **B** = 83-86.9%
- **C** = 73-76.9%
- **D** = 63-66.9%
- **A-** = 90-92.9%
- **B-** = 80-82.9%
- **C-** = 70-72.9%
- **D-** = 60-62.9%
- **F** = < 59.9%

If the class is taken P/NP, a C- or higher is required to pass the course.

**Expected levels of performance:**

- **A+** Quality of student's performance significantly exceeds all requirements and expectations required for an A grade. Very few students receive this grade in a given course.
- **A** Quality of performance is outstanding relative to that required to meet course requirements; demonstrates mastery of course content at the highest level.
- **B** Quality of performance is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.
- **C** Quality of performance meets the course requirements in every respect; demonstrates adequate understanding of course content.
- **D** Quality of performance is at the minimal level necessary to pass the course, but does not fully meet the course requirements; demonstrates a marginal understanding of course content.
- **F** Quality of performance in the course is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of course content.
Course Schedule

Note: All quizzes and assignments are due by Sunday at 11:59PM PST of the assigned week. Midterm and Final exams are due as stated below. The required readings for each week may change slightly, but students will be given advance notice in the event of a change.

Week 1: Jan 3-9

Topics: Introduction to course, brief introduction to archaeology, methods, and ethics, NAGPRA.

Required Readings:

- Quick Guide to NAGPRA

Required Videos: Bones of Contention video clip

Recommended Readings:

- NAGPRA webpage, Archaeological Methods (Society for American Archaeology Webpage)

Quiz #1 due by 11:59 PM, Sunday Jan. 9.

Week 2: Jan. 10-16

Topics: Peopling of the Americas

Required Readings:


**Recommended Readings:**

• Price, M., 2018. Ancient Americans arrived in a single wave, Alaskan infant’s genome suggests.
• Davis et al. 2019. Late Upper Paleolithic occupation at Cooper's Ferry, Idaho, USA, ~16,000 years ago. *Science* 365, 891-897.

**Websites to explore:** Kennewick Man, National Park Service; La Brea Tar Pits, Natural History Museum

**Written Assignment #1 Peopling of the Americas: Due Sunday Jan.16th at 11:59PM PST**

This week we focused on the first peopling of the Americas during the Pleistocene epoch and the major debates surrounding this topic. Your assignment is to write a short essay (700 - 1000 words) that summarizes the required readings for week 2 and includes the following:

• Compare and contrast the ‘Clovis first’/ice-free corridor hypothesis with the the coastal migration/‘kelp highway’ hypothesis. Specifically, what do each of these hypotheses claim in terms of the timing and migration routes of the first people in the Americas?
• For each hypothesis, include discussion of specific archaeological evidence/sites that are central to these debates. For example, what evidence supports and/or challenges each hypothesis?
• A critical synthesis of what you think is the most likely scenario given the evidence for or against each hypothesis.
• You must include both in-text citations and a bibliography for all articles you reference. Please format citations and references using APA style (i.e., not MLA). You may pull information from lecture material but it must be appropriately cited. You will be graded on writing quality, so be sure to check spelling, grammar, and sentence clarity.

**Quiz #2** due by Sunday Jan.19 at 11:59PM.
Week 3: Jan. 17-23

Topics: Extinction of megafauna; Geological provinces, environments, and archaeological culture areas of Oregon

Required Readings:

- Firestone et al. (2007). Evidence for an extraterrestrial impact 12,900 years ago that contributed to the megafaunal extinctions and the Younger Dryas cooling. *Proceedings of the National Academy of Sciences*, 104(41), 16016–16021.
- *Oregon Archaeology*, Ch. 1

Recommended Readings:


Websites to explore: Geological Provinces of Oregon, Constructing Oregon, Native Languages of Oregon

Quiz #3 due by 11:59 PM, Sunday Jan.23.

Week 4: Jan.24-Jan.30

Topics: Northern Great Basin and Klamath Basin – Environments and Cultural Chronology

Required Readings:

- *Oregon Archaeology*, Ch. 2 - *Pages 31-80*  

Recommended Readings:

- HNAI vol. 11 and 12 – Northern Paiute, Klamath & Modoc chapters.
Written Assignment #2: Extinction of the Megafauna: Due Sunday, Jan. 30, by 11:59 PM PST

Last week we discussed the extinction of the megafauna at the end the Pleistocene epoch. Your assignment is to write a short essay (700 - 1000 words) that summarizes the required readings and lecture material from Week 3 and includes the following:

- What were the megafauna? When did they likely go extinct? Give some examples megafauna that did and did not go extinct.
- What were the potential causes of this extinction event? In answering this question, briefly summarize the three main hypotheses – (1) overkill, (2) climate change, and (3) the Younger Dryas Impact hypothesis.
- For each hypothesis, include a critical discussion of specific evidence that supports and challenges each hypothesis.
- As discussed in lecture, each of these hypotheses has weaknesses. What new evidence or research might strengthen or falsify each of them?
- Provide a critical synthesis of what you think is the most likely cause, or mixture of causes, given current evidence.
- You must cite and discuss at least one of the recommended readings in addition to each of the required readings (note that this does not include the websites to explore or Chapter 1 from Oregon Archaeology).
- You must include both in-text citations and a bibliography for all articles you reference. Please format citations and references using APA style (i.e., not MLA). You may pull information from lecture material, but it must be appropriately cited. You will be graded on writing quality, so be sure to check spelling, grammar, and sentence clarity.

Quiz #4 due by 11:59 PM, Sunday, Jan. 30.

Week 5: Jan. 31-Feb. 6

Topics: Northern Great Basin and Klamath Basin – Continued

Required Readings: Oregon Archaeology Ch. 2 - Pages 80 - 148

Recommended Readings:


MIDTERM! Will be available Wed. Feb. 2, and must be submitted on Canvas by 11:59 PM on Sunday, Feb. 6. Will include information from lectures and required readings from Weeks 1-5. See study guide in the week 5 module for more details.
Week 6: Feb. 7-13

Topics: Columbia Plateau – environments and cultural chronology

Required Readings: *Oregon Archaeology* Ch. 3

Required Videos: Calilo Falls

Recommended Readings:

- HNAI vol 12. Wasco, Wishram, and Cascades; Western Columbia River Sahaptins; Cayuse, Umatilla, and Wallawalla; Nez Perce

Quiz #5 due by 11:59PM on Sunday Feb. 13.

Week 7: Feb. 14-20

Topics: Willamette Valley – Environments and cultural chronology

Required Readings:

- *Oregon Archaeology* Ch. 5

Recommended Readings:

- Conolly 2000. Anthropological and Archaeological Perspectives on Native Fire Management of the Willamette Valley
- Bowden 1997. A new look at Late Archaic Settlement Patterns in the Upper Willamette Valley
- HNAI – Kalapuyans (vol 7), Molala (vol 12)

Written Assignment #3 – *Oregon’s archaeological and ethnographic records*: Due Sunday, Feb, 20, by 11:59 PM PST

Your assignment for this week is to write a short essay (700 - 1000 words) comparing the ethnographic and archaeological records of Oregon that includes the following:
Select at least one of the HNAI readings for either the Northern Great Basin, Columbia Plateau, or Willamette Valley, and make some predictions about what aspects of these cultures you would expect to find evidence for in the archaeological record.

Describe at least 2 specific types of artifacts, features, ecofacts, site types, and/or other aspects of these cultures you would expect to preserve and not preserve in the archaeological record.

After generating these predictions, compare your expectations with what is known about the archaeological record of the culture area you choose (using material from the lectures and textbook chapters).

Critically discuss the correspondence between the ethnographic and archaeological records, some limitations of the archaeological record, and the use of ethnographic data for helping us understand and interpret the archaeological past.

You must include both in-text citations and a bibliography for all sources you reference, including lecture material. You will be graded on writing quality, so be sure to check spelling, grammar, and sentence clarity.

Quiz #6: Due by 11:59PM on Sunday, Feb. 20.

Week 8: Feb. 21-Feb. 27

Topics: Southwestern Mountains and Valleys – Environments and cultural chronology

Required Readings:

- Oregon Archaeology 6

Recommended Readings:

- HNAI – Athapaskans, Takelma (vol. 7), Tolowa, Shastan Peoples (Vol. 8)

Quiz #7 due by 11:59PM on Sunday, Feb. 27.

Week 9: Feb. 28-Mar. 6

Topics: Lower Columbia and Oregon Coast – Environments and cultural chronology

Required Readings:
Required Videos: Potlach 1 and 2

Recommended Readings:

- HNAI – Chinook and Lower Columbia, Tillamook, Alseans, Siuslawans and Coosans (vol. 7)

Written Assignment #4 – Human Environment Interactions in Oregon: Due Sunday, Mar. 6 at 11:59 PM PST

A major theme in this class has been the interaction between peoples in Oregon and their environments over the last several thousand years. Your assignment is to write a short essay (700 - 1000 words) discussing this topic that includes the following:

- Select at least two regions covered in this class (e.g., Northern Great Basin, Columbia Plateau, Willamette Valley, Southwestern Mountains & Valleys, Lower Columbia & Oregon Coast).
- Describe the environmental and climatic conditions for each region, as well as how they have changed over time.
- Discuss the ways that people in each region interacted with and adapted to their environments. For example, how were settlement and subsistence patterns influenced by environmental constraints?
- Discuss specific archaeological evidence from each region for technologies (e.g., artifacts/features/site types) or other cultural practices that people used to adapt to environmental conditions and constraints.
- Discuss and explain at least 1 example of how changing environmental conditions influenced changes in settlement/subsistence practices. Support your example with specific archaeological and environmental data.
• Discuss and explain at least 1 example of how peoples in Oregon impacted or shaped the environment they lived in. Support your example with specific archaeological and environmental data.
• Briefly compare and contrast the human-environment interactions in the two regions discussed.
• You must include both in-text citations and a bibliography for all sources you reference, including lecture material. You will be graded on writing quality, so be sure to check spelling, grammar, and sentence clarity.

**Quiz #8** due by 11:59 PM on Sunday, Mar. 6.

**Week 10: Mar. 7-13**

**Topics:** Class summary, European Impacts, and Cultural Resource Management (CRM)

**Required Readings:**

- *Oregon Archaeology*, Ch. 7

**Recommended Readings:**


**Quiz #9** due at 11:59 PM on Sunday, Mar. 13.

**Finals Week: Mar. 14-18**

Your final exam must be submitted by 11:59PM on **Wednesday, Mar. 18th**.