

North American Archaeology

ANTHROPOLOGY 341 | Winter 2019

Tue 3:45 – 5:00 p.m.

Thu 2:15 p.m. – 3:30 p.m.

Annex AX23A

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Office Hours: Tue 1–3 | Wed 1–3 | Thu 11–1



This course aims to introduce you to the archaeology of North America. This is a very broad topic, covering thousands of years and spanning a vast landscape. To introduce you to this vast topic, we will focus on various themes, regions and time periods; each can be seen as a case study or introduction to a current issue in the archaeology of North America. We will approach this material through a combination of lectures, discussions, and activities.

Themes that will tie the course together include: what do archaeologists know about North America's indigenous past? How do we gain knowledge about this past and represent it faithfully? What social and political conditions existed in different places and at different times? Who owns the past and what do First Nations people think of archaeological representations of their history? As we work through the course themes we will discuss how archaeologists collect, analyze, and understand data, how archaeologists approach research questions, and how archaeologists interpret the past.

Anthropology is a social science and as such uses scientific methods and reasoning to address questions about how society works. In addition to teaching you the archaeological history of the continent, the discussions, readings, and assignments in this course are designed to facilitate learning how to think critically, how to support your opinions through research, and how to effectively communicate your ideas.

LEARNING OBJECTIVES—This course has several learning objectives that students should accomplish by its completion:

- Understand the long-term development of North American indigenous cultures through the material past.
- Gain a sense of how archaeologists think about the past, approach research questions, and collect and interpret data.
- Develop critical thinking skills through engagement with archaeological and native voices.
- Learn how to conduct academic research and how to find the best types of information to support an argument.
- Develop strong writing skills and the ability to read academic journal articles thoroughly.



STATEMENT ON EQUITABLE LEARNING—“Everyone learns more effectively in a respectful, safe and equitable learning environment, free from discrimination and harassment. I invite you to work with me to create a classroom space – both real and virtual – that fosters and promotes values of human dignity, equity, non-discrimination and respect for diversity”.

COURSE MATERIALS—The textbook for this course is:

- Pauketat, Timothy R. (2012). *The Oxford Handbook of North American Archaeology*. Oxford University Press, Oxford.

This text is available in the campus bookstore or online. If you are purchasing it online, please choose the paperback version as it is significantly less expensive than the hard cover.

Additional readings are available online, either through the StFX library system or posted on Moodle. See separate reading list for full weekly assigned readings.

COURSE REQUIREMENTS

All assignments must be submitted on Moodle by 11:00 p.m. on the date that they are due. Reading responses are due on Sundays at 8:00 p.m. in the weeks you choose to submit one.

Assignment	Due Date	Value
Attendance & Participation	Weekly	16%
Reading Responses	Continuous, Five Total (7% each) Due Sundays (8:00 p.m.)	35%
Critical Reading Reviews		
- Review #1	January 25 th (11:00 p.m.)	8%
- Review #2	February 15 th (11:00 p.m.)	8%
- Review #3	March 8 th (11:00 p.m.)	8%
Detailed Site Report		
- Site Topic Outline	February 1 st (11:00 p.m.)	5%
- Report	April 1 st (11:00 p.m.)	20%

Attendance & Participation—Regular attendance in this class is required. In fact, the easiest way to do well in any course is to come to every class on time and prepared to learn. Attendance will be taken every class, but your attendance and participation grade will also be based on your willingness to participate in group discussions and activities.

Please come to class having read all required readings for the week so that you are prepared to participate in class discussions. Optional readings are not required but I will sometimes incorporate them into lectures and discussions.

Reading Responses—You are required to submit a total of five reading responses throughout the course. A reading response is a short paper that summarizes the assigned



readings for that week. There is a catch, however: you can never submit three responses in a row. This will force you to spread out your responses throughout the semester.

Each reading response must cover at least **three** articles from that week (except in weeks with only two readings) and should include: (1) a short summary of **each** article (3-4 sentences per article) that addresses its main arguments; (2) a short discussion of the main themes that are similar between all the articles; and (3) 3-5 questions that you have about the week's readings or topics. In total your reading response should be no longer than two double-spaced pages. You will receive full grades for a response that is thorough and complete.

You must submit your reading response by Sunday at 8:00 p.m. to be eligible for that week's responses. Responses submitted after this time will not be counted.

Note that you can choose to optional readings in your response in place of required ones.

Critical Reading Reviews—Working with a partner or in a group of three you will read and critically review the assigned articles (one article per assignment). Note that a critical review does not necessarily mean that you have to dislike or disagree with the article. Rather a critical review simply means that you do not accept the authors' evidence at face value; instead you judge it against other sources of information.

You and your partner/group will submit a short (2-3 double-spaced pages) response that summarizes the article, discusses its strengths and weaknesses, and expresses your group's conclusions about the article. Your ideas must be supported by research and thus you should include a few additional sources (3-4) to support your arguments

Detailed Site Report—This research project is your chance to explore a North American archaeological site in detail and in a creative way. You are required to choose one well-studied archaeological site and to present the site in its temporal and cultural context. Your assignment must be supported by archaeological research that is specific to that site. You may choose any archaeological site as long as it is in North America north of Mexico.

Your actual assignment can take any of numerous forms. You can choose to submit a research paper, an academic poster, a photo essay, or even an interview with the site director, an original artwork, or a detailed map (a shorter paper may still be required).

You must submit a short paper by February 1st indicating your site, describing your plan for the project, and including a few relevant sources. This is required early in the semester because you may need to search the grey literature or email someone familiar with the site in order to find appropriate research. *You cannot change your site without submitting another topic paper.*

You will have the option to present your project for bonus marks in the last class of the term (an alternative option is available if you are not comfortable presenting).



COURSE POLICIES:

Moodle—this course will use Moodle to post assignments, submit your work, return grades, make announcements, etc. Please make sure that you access the Moodle course site early in the course and use it frequently. Log in at moodle.stfx.ca.

Late Assignments—Please speak to me *BEFORE* a deadline if you feel the need for an extension for assignments. I am flexible if you have good reasons for needing an extension. Last-minute extensions will not be granted except under conditions of medical, family, or other extraordinary circumstances. Late assignments will be penalized at 2% per day (including weekends).

Depictions of Human Remains—It is widely considered offensive to show images of First Nations, Native American, or Inuit remains (including skeletal). Therefore I will not show any in lecture slides. Please refrain from including images of remains in your submitted work.

Assignment Response Grading—Assignments and reading responses will be graded promptly and returned with comments through Moodle. Exam grades will be posted on Moodle. Please note that your grades are private and will not be seen by anyone else.

Accommodations—I encourage students that require special testing accommodations or other classroom modifications to contact Learning Services (http://sites.stfx.ca/accessible_learning/services) within the first two weeks of class. If you are comfortable discussing the matter, you may also speak to me during my office hours.

Computer Problems—All StFX students have access to Microsoft Cloud services and should take advantage of this to ensure a backup of academic files. If you choose not to use this service, you are responsible for making your own backups to prevent losing data and not being able to submit required coursework. Do not email me two hours before the assignment is due to say that your hard drive crashed—back up your work *constantly*.

Communication—All students have a StFX e-mail account, which must be checked regularly as notices and information pertaining to the course will be sent electronically. You can send electronic correspondence to my university e-mail address (jtdowney@stfx.ca). Please practice professionalism in your communications.

Computers & Social Media in the Classroom—Computers, tablets, & smartphones are all great and can help promote your learning in the classroom by allowing you to take notes, look things up, etc. Social media can be great for networking and communicating important ideas. I promote the use of websites and social media for teaching anthropology and you are allowed to use these materials in class.

That said, if you are just using your phone or computer to browse Reddit, watch Youtube, play Fornite, or whatever, why bother coming to class? You are not learning anything and you are potentially distracting others from learning. Please be mindful of your peers.

ACADEMIC INTEGRITY

The Academic Integrity Policy may be found at:

<http://www2.mystfx.ca/registrars-office/academic-integrity>.



Please read this page **carefully and completely**. Academic dishonesty is a very serious offense and can result in serious consequences for your academic career. These are all examples of **offenses against academic integrity**:

- Copying three paragraphs from Wikipedia and putting them in your paper, changing a few words, and not citing your material (**plagiarism**).
- Paying someone online to write your research paper for you (**cheating**).
- Asking for an extension by lying about a friend's or relative's death (**falsification**).
- Sabotaging a classmate's work because you do not like them (**tampering**).

Note that these are just a few examples of offenses. Please pay special attention to Section 3.8.2 b (v) which reads “**Possession** of unauthorized aids or assistance including copying during tests and examinations” This means that you do not need to be caught **USING** a device like a cell phone or smart watch (for example) during a test or exam to be in violation of the policy. **Simply having the unauthorized device on your person during the test or exam is a violation of the policy**. These devices must be left in your bag at the front of the exam room, or left at home.

Your instructor reserves the right to examine submitted course assignments against available resources (e.g. by Googling suspect phrases) to check for academic offenses.



WEEKLY SCHEDULE

Except where indicated, topics and readings cover the entire week. Please complete all required readings prior to Tuesday's class if you are not submitting a reading response for the week. This will ensure that you are able to participate in class discussions. Optional readings are provided for your own interest, but I will sometimes incorporate these into classes.

Readings legend: • = Chapter in Pauketat text | ○ = Available online or through library website | - = Posted on Moodle

Week	Dates	Topic	Weekly Readings	Items Due
1	Jan. 8 & 10	Introduction to the Themes in the Archaeological History of North America	<ul style="list-style-type: none"> • Chapter 1: Pauketat, <i>Questioning the Past in North America</i> (pp.3-17). http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780195380118.001.0001/oxfordhb-9780195380118-e-1 - Mann, C. (2011) Appendix A: Loaded Words. In <i>1491: New Revelations of the Americas Before Columbus</i> (2nd ed.), Pp. 393-398). New York, NY: Vintage Books. - Mann, C . (2011). Chapter 1: A View From Above. In <i>1491: New Revelations of the Americas Before Columbus</i> (2nd ed.), Pp. 3-34). New York, NY: Vintage Books. • Chapter 2: <i>Sassaman & Randall, Hunter-Gatherer Theory in North American Archaeology</i> (pp. 18-27). <p>Optional Readings:</p> <ul style="list-style-type: none"> ○ Denevan, W.M. (1992). The pristine myth: the landscape of the Americas in 1492. <i>Annals of the Association of American Geographers</i>, 82(3), 369-385. http://newwestinghouse.org/ourpages/auto/2012/8/22/54072101/Pristine%20Myth%20Article.pdf ○ Lightfoot, K. G., Cuthrell, R. Q., Striplen, C. J., & Hylkema, M. G. (2013). Rethinking the study of landscape management practices among hunter-gatherers in North America. <i>American Antiquity</i>, 78(2), 285-301. https://doi.org/10.7183/0002-7316.78.2.285 	
2	Jan. 15 & 17	North America's earliest residents	<ul style="list-style-type: none"> ○ Wade, L. (2017). Most archaeologists think the first Americans arrived by boat. Now, they're beginning to prove it. <i>Science</i> 	



Week	Dates	Topic	Weekly Readings	Items Due
		Discussion: Why do we ignore Native Americans?	<p><i>Magazine</i>. https://www.sciencemag.org/news/2017/08/most-archaeologists-think-first-americans-arrived-boat-now-they-re-beginning-prove-it</p> <ul style="list-style-type: none"> ○ Mulligan, C.J. & Szathmáry, E.J.E. (2017). The peopling of the Americas and the origin of the Beringian occupation model. <i>American Journal of Physical Anthropology</i> 162(3), 403–408. https://doi.org/10.1002/ajpa.23152 ○ Potter, B. A., Baichtal, J. F., Beaudoin, A. B., Fehren-Schmitz, L., Haynes, C. V., Holliday, V. T., ... & Malhi, R. S. (2018). Current evidence allows multiple models for the peopling of the Americas. <i>Science Advances</i>, 4(8). http://advances.sciencemag.org/content/4/8/eaat5473 ● Chapter 3: Watkins, J. <i>Bone Lickers, Grave Diggers, and Other Unsavoury Characters: Archaeologists, Archaeological Cultures, and the Disconnect from Native Peoples</i> (pp. 28-38). <p>Optional Reading:</p> <ul style="list-style-type: none"> ○ Halligan, J.J. et al. (2016). Pre-Clovis occupation 14,550 years ago at the Page-Ladson site, Florida, and the peopling of the Americas. <i>Science Advances</i>, 2(5). http://advances.sciencemag.org/content/2/5/e1600375 	
3	Jan. 22 & 24	<p>Moving from Clovis to the Archaic Discussion: Kennewick Man, NAGPRA, and tense relations</p>	<ul style="list-style-type: none"> ○ O'Brien, M. (2019). Setting the Stage: The Late Pleistocene Colonization of North America. <i>Quaternary</i>, 2(1), 1. https://www.mdpi.com/2571-550X/2/1/1 - Bernard, T., & Julien, D. M. (2016). Paleo Is Not Our Word: Protecting and Growing a Mi'kmaw Place Leah Morine Rosenmeier. In <i>Archaeologies of Placemaking</i> (pp. 35-58). Routledge. ○ Lothrop, J. C., Lowery, D. L., Spiess, A. E., & Ellis, C. J. (2016). Early human settlement of northeastern North America. <i>PaleoAmerica</i>, 2(3), 192-251. https://doi.org/10.1080/20555563.2016.1212178 	<p>Critical Reading Review #1</p> <p>Due Jan. 25 (11:00 p.m.)</p>



Week	Dates	Topic	Weekly Readings	Items Due
			<ul style="list-style-type: none"> • Chapter 37: McElrath & Emerson, <i>Reinvisioning Eastern Woodlands Archaic Origins</i> (pp. 448-459) <p>Optional Readings:</p> <ul style="list-style-type: none"> • Chapter 8: Waguespack, <i>Early Paleoindians, from Colonization to Folsom</i> (pp. 86-95) • Chapter 9: Anderson, <i>Pleistocene Settlement in the East</i> (pp. 96-111) 	
4	Jan. 29 & 31	<p>Growing Food in the Eastern Plains & Woodlands Discussion: Archaeological dating in the North American context</p>	<ul style="list-style-type: none"> • Chapter 7: Pearsall, <i>People, Plants, and Culinary Traditions</i> (pp. 73-85). • Chapter 25: <i>Villagers and Farmers of the Middle and Upper Ohio River Valley, 11th to 17th Centuries AD: The Fort Ancient and Monongahela Traditions</i> (pp. 297-309). • Chapter 30: Mitchell, <i>The Origins and Development of Farming Villages in the Northern Great Plains</i> (pp. 359-372). • Chapter 31: Drass, <i>Planting the Plains: The Development and Extent of Plains Village Agriculturalists in the Southern and Central Plains</i> (pp. 373-385). 	<p>Site Report Topic</p> <p>Due Feb. 1 (11:00 p.m.)</p>
5	Feb. 5 & 7	<p>Life in a harsh environment: archaeologies of the far north Discussion: Can people be an analogy?</p>	<ul style="list-style-type: none"> • Chapter 10: Park, <i>Adapting to a Frozen Coastal Environment</i> (pp. 113-123) • Chapter 11: Holly Jr. & McCaffrey, <i>Rethinking Eastern Subarctic History</i> (pp. 124-134) • Chapter 12: Maschner, <i>Archaeology of the North Pacific</i> (pp. 135-145) ○ Friesen, T. M. (2002). Analogues at Iqaluktuuq: The social context of archaeological inference in Nunavut, Arctic Canada. <i>World Archaeology</i>, 34(2). 330-345. https://doi.org/10.1080/0043824022000007134 <p>Optional Reading:</p>	



Week	Dates	Topic	Weekly Readings	Items Due
			<ul style="list-style-type: none"> ○ Binford, L. (1980). Willow Smoke and Dogs' Tails: Hunter-Gatherer Settlement Systems and Archaeological Site Formation. <i>American Antiquity</i>, 45(1), 4-20. https://doi.org/10.2307/279653 	
6	Feb. 12 & 14	<p>The Great Interior: Life on the Great Plains & in the Great Basin Discussion: Native histories</p>	<ul style="list-style-type: none"> • Chapter 29: Scheiber & Finley, <i>Situating (Proto) History on the Northwestern Plains and Rocky Mountains</i> (pp. 347-358). • Chapter 32: Habicht-Mauché, <i>Women on the Edge: Looking at Protohistoric Plains-Pueblo Interaction from a Feminist Perspective</i> (pp. 386-397). • Chapter 28: Oetelaar, <i>The Archaeological Imprint of Oral Traditions on the Landscape of Northern Plains Hunter-Gatherers</i> (pp. 336-346). • Roger C. Echo-Hawk, R.C. (2000) Ancient History in the New World: Integrating Oral Traditions and the Archaeological Record in Deep Time. <i>American Antiquity</i> 65(2), 267-290. https://doi.org/10.2307/2694059 <p>Optional Readings:</p> <ul style="list-style-type: none"> • Peter M. Whiteley, P.M. (2002). Archaeology and Oral Tradition: The Scientific Importance of Dialogue. <i>American Antiquity</i> 67(3), 405-415. https://doi.org/10.2307/1593819 	<p>Critical Reading Review #2</p> <p>Due Feb. 15 (11:00) p.m.)</p>
7	February 18 – 22 Reading Break—No Classes			
8	Feb. 26 & 28	<p>West Coast Traditions Discussion: TBA</p>	<ul style="list-style-type: none"> • Chapter 13: Erlandson & Braje, <i>Foundations for the Far West: Paleoindian Cultures on the Western Fringe of North America</i> (pp. 149-159). • Chapter 14: Maschner, <i>Archaeology of the Northwest Coast</i> (pp. 160-172). • Chapter 18: Lightfoot & Luby, <i>Mound Building by California Hunter-Gatherers</i> (pp. 212-223). • Chapter 19: Perry, <i>Diversity, Exchange, and Complexity in the California Bight</i> (pp. 224-234). 	



Week	Dates	Topic	Weekly Readings	Items Due
9	Mar. 5 & 7	<p>Building Mounds and Trading Copper: From Poverty Point to Hopewell</p> <p>Discussion: Who built the great mounds?</p>	<ul style="list-style-type: none"> • Chapter 36: Milner, <i>Mound-Building Societies of the Southern Midwest and Southeast</i> (pp. 437-447). • Chapter 38: Kidder, <i>Poverty Point</i> (pp. 460-470). • Chapter 39: Charles, <i>Origins of the Hopewell Phenomenon</i> (pp. 471-482). ○ Trigger, B. (1980). Archaeology and the Image of the American Indian. <i>American Antiquity</i>, 45(4), 662-676. https://www.jstor.org/stable/280140 <p>Optional Readings:</p> <ul style="list-style-type: none"> ○ Wright, A. P., & Loveland, E. (2015). Ritualised craft production at the Hopewell periphery: new evidence from the Appalachian Summit. <i>Antiquity</i>, 89(343), 137-153. https://doi.org/10.15184/aqy.2014.34 ○ Magnani, M., & Schroder, W. (2015). New approaches to modeling the volume of earthen archaeological features: a case-study from the Hopewell culture mounds. <i>Journal of Archaeological Science</i>, 64, 12-21. https://doi.org/10.1016/j.jas.2015.09.001 ○ Miller, G. L. (2015). Ritual economy and craft production in small-scale societies: Evidence from microwear analysis of Hopewell bladelets. <i>Journal of Anthropological Archaeology</i>, 39, 124-138. https://doi.org/10.1016/j.jaa.2015.03.005 	
10	Mar. 12 & 14	<p>Social Complexity in the Southwest and the Midwest</p> <p>Discussion: What makes a city? What makes a state?</p>	<ul style="list-style-type: none"> • Chapter 33: Emerson, <i>Cahokia Interaction and Ethnogenesis in the Northern Midcontinent</i> (pp. 398-409). • Chapter 41: Alt, <i>Making Mississippian at Cahokia</i> (pp. 497-508). • Lawler, A. (2011). America's Lost City. <i>Science Magazine</i>, 334(6063), 1618-1623. http://science.sciencemag.org/content/334/6063/1618 	<p>Critical Report #3</p> <p>Due March 15 (11:00 p.m.)</p>



Week	Dates	Topic	Weekly Readings	Items Due
			<ul style="list-style-type: none"> • Chapter 45: Mills, <i>The Archaeology of the Greater Southwest: Migration, Inequality, and Religious Transformations</i> (pp. 547-560). • Chapter 49: Lekson, <i>Chaco's Hinterlands</i> (pp. 597-607). <p>Optional Readings:</p> <ul style="list-style-type: none"> • Chapter 44: Blitz, <i>Moundville in the Mississippian World</i> (pp. 534-543). • Chapter 47: Fish & Fish, <i>Hohokam Society and Water Management</i> (pp. 571-584) ○ Benson et al. (2003). Ancient Maize from Chacoan Great Houses: Where Was it Grown? <i>Proceedings of the National Academy of Sciences</i> 100(22): 13111-13115. https://doi.org/10.1073/pnas.2135068100 	
11	Mar. 19 & 21	From the Great Lakes to the East Coast Discussion: TBA	<ul style="list-style-type: none"> • Chapter 22: Chilton, <i>New England Algonquians: Navigating "Backwaters" and Typological Boundaries</i> (pp. 262-272). • Chapter 23: Williamson, <i>What Will Be Has Always Been: The Past and Present of Northern Iroquoians</i> (pp. 273-284). • Chapter 24: Howey, <i>Regional Ritual Organization in the Northern Great Lakes, AD 1200-1600</i> (pp. 285-296). • Chapter 26: Gallivan, <i>Native History in the Chesapeake: The Powhatan Chiefdom and Beyond</i> (pp. 310-324). 	
12	Mar. 26 & 28	What Happened After the European Invasion? Discussion on the lecture topics.	<ul style="list-style-type: none"> ○ Silliman, S. W. (2005). Culture contact or colonialism? Challenges in the archaeology of native North America. <i>American Antiquity</i>, 70(1), 55-74. https://www.jstor.org/stable/40035268 ○ Howey, M. C. (2011). Colonial encounters, European kettles, and the magic of mimesis in the late sixteenth and early seventeenth century indigenous northeast and Great Lakes. <i>International Journal of Historical Archaeology</i>, 15(3), 329-357. https://link.springer.com/article/10.1007/s10761-011-0145-y 	



Week	Dates	Topic	Weekly Readings	Items Due
			<p>Optional Readings:</p> <ul style="list-style-type: none"> - Mann, C. (2011) Why Billington Survived. In <i>1491: New Revelations of the Americas Before Columbus</i> (2nd ed.), Pp. 35-70). New York, NY: Vintage Books. o Silliman, S. (2010). Indigenous traces in colonial spaces: Archaeologies of ambiguity, origin, and practice. <i>Journal of Social Archaeology</i>, 10(1), 28–58. https://doi.org/10.1177/1469605309353127 o Panich, L. M. (2013). Archaeologies of persistence: reconsidering the legacies of colonialism in Native North America. <i>American Antiquity</i>, 78(1), 105-122. https://www.jstor.org/stable/23486387 	
13	Apr. 2 & 4	<p>Contemporary Issues in the Archaeology of North America Discussion on the lecture topics.</p>	<ul style="list-style-type: none"> o Colwell-Chanthaphonh, C., Ferguson, T., Lippert, D., Mcguire, R., Nicholas, G., Watkins, J., & Zimmerman, L. (2010). The Premise and Promise of Indigenous Archaeology. <i>American Antiquity</i>, 75(2), 228-238. https://www.jstor.org/stable/25766193 o Atalay, S. (2006). Indigenous archaeology as decolonizing practice. <i>American Indian Quarterly</i>, 280-310. https://www.jstor.org/stable/4139016 <p>Optional Reading:</p> <ul style="list-style-type: none"> o Echo-Hawk, R., & Zimmerman, L. J. (2006). Beyond racism: some opinions about racialism and American archaeology. <i>American Indian Quarterly</i>, 461-485. https://www.jstor.org/stable/4139024 o Wilcox, M. (2010). Saving Indigenous peoples from ourselves: Separate but equal archaeology is not scientific archaeology. <i>American Antiquity</i>, 75(2), 221-227. https://www.jstor.org/stable/25766192 	<p>Site Report Due Apr. 1 (11:00 p.m.)</p>

