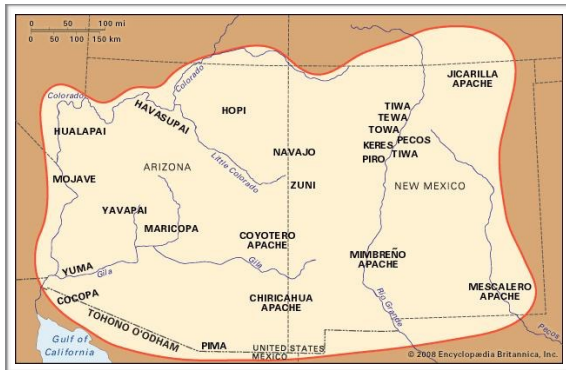
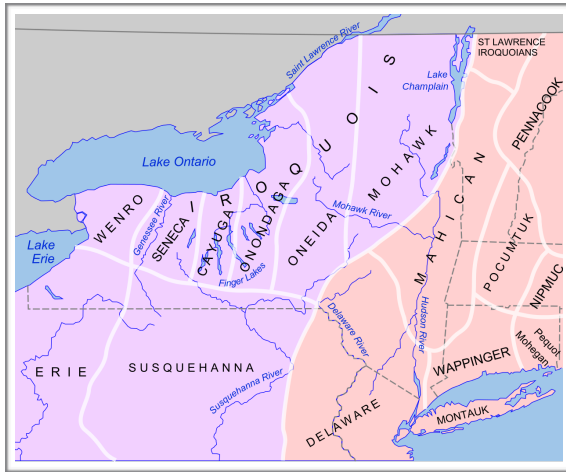


ANTH 235: Archeology of Native North America - Spring 2019

Dr. April M. Beisaw apbeisaw@vassar.edu

Course meetings: Mondays & Wednesdays - Blodgett Hall 101 - 10:30 to 11:45am

Office hours: Mondays - Blodgett Hall 318 - 3:00-4:30pm, and by Friday mornings by [appointment](#)



Course Description

Native Americans have been in North America for at least the last 10,000 years. From the archaeological record of their cultures, we can see how they farmed in the scorching desert, hunted in the frozen tundra, and traded resources between groups over thousands of miles. Native creativity and resiliency is evident in their past and their present, as indigenous archaeologists and community archaeology programs are changing how archaeology is done, who it is done by and for, and what questions are asked of the past. This course will survey the archaeology of two distinct geographical culture areas, the Southwest and the Northeast. The Southwest, centered on the four-corners of Arizona, Colorado, New Mexico, and Utah, is characterized by elaborately painted pottery and standing stone ruins. The Northeast, from Maryland to Maine, is characterized by an unpainted pottery and architectural remnants that are visible as stains in the soil. Because of its greater aesthetic appeal, the Southwest has received much more attention. This contrast will allow us to examine how knowledge of the past is constructed by archaeologists, museum professionals, descendant communities, and public interest.

Objectives

1. Explore the variety of Native American cultures
2. Develop in-depth knowledge of several Northeastern and Southwestern cultures
3. Compare indigenous and collaborative archaeological approaches to those that came before

Textbooks

Cordell, Linda and Maxine McBrinn

2012 *Archaeology of the Southwest*. 3rd edition. Left Coast Press, Walnut Creek, CA.

Colwell-Chanthaphonh, Chip

2010 *Living Histories: Native Americans and Southwestern Archaeology*. Alta Mira Press, New York.

Additional readings (PDFs on Moodle)

Colwell-Chanthaphonh, Chip and T.J. Ferguson

2006 Memory Pieces and Footprints: Multivocality and the Meanings of Ancient Times and Ancestral Places Among the Zuni and Hopi. *American Anthropologist* 108(1):148-162.

Gidwitz, Tom

2004 Secrets in the Cinders. *Archaeology* 57(2):46-52.

Gonzalez, Sara L., Darren Modzelewski, Lee M. Panich, and Tsim D. Schneider

2006 Archaeology for the Seventh Generation. *The American Indian Quarterly* 30(3):388-415.

Harris, Heather

2005 Indigenous Worldviews and Ways of Knowing as Theoretical and Methodological Foundations for Archaeological Research. In *Indigenous Archaeologies: Decolonizing Theory and Practice*, edited by H. Martin Wobst and Claire Smith. pp 33-41. Routledge

Hart, Siobhan

2012 Decolonizing Through Heritage Work in the Pocomtuck Homeland of Northeastern North America. In *Decolonizing Indigenous Histories: Exploring Prehistoric/Colonial Transitions in Archaeology*, edited by Maxine Oland, Siobhan Hart, and Liam Frink. pp.109-86. University of Arizona Press, Tucson.

Isabella, Jude

2013 On the Trail of the Mimbres. *Archaeology* 66(3):36-40.

Liebman, Matthew

2012 Devaluing the Recent Past in the Archaeology of the Pueblo Southwest. In *Decolonizing Indigenous Histories: Exploring Prehistoric/Colonial Transitions in Archaeology*, edited by Maxine Oland, Siobhan Hart, and Liam Frink. pp 19-44. University of Arizona Press, Tucson.

Two-Bears, Davina

2006 Navajo Archaeologist Is Not an Oxymoron: A Tribal Archaeologist's Experience. *The American Indian Quarterly* 30(3):381-387.

Whiteley, Peter M.

2002 Archaeology and Oral Tradition: The Scientific Importance of Dialogue. *American Antiquity* 67(3):405-415.

Wills, W.H. and Wetherbee Bryan Dorshow

2012 Agriculture and Community in Chaco Canyon: Revisiting Pueblo Alto. *Journal of Anthropological Archaeology* 31:138-155.

Wobst, H. Martin

2005 Power to the (Indigenous) Past and Present! Or: The Theory and Method Behind Archaeological Theory and Method. In *Indigenous Archaeologies: Decolonizing Theory and Practice*, edited by H. Martin Wobst and Claire Smith. pp 17-32. Routledge.

Territory Acknowledgement

The Vassar campus exists on lands that were once home to the [Delaware](#) Nation, the Delaware [Lenape](#) Tribe and the [Stockbridge-Munsee](#) Band of Mohican Indians. Although many sources reference the Wappingers as the indigenous peoples of our campus, they were a confederacy of Native peoples who organized at one time in response to Euro-American incursions into the area and no longer exist as an organized group.

Schedule

- Week 1 (Jan 23) - Introduction to Archaeology and
W: [Mapping Native America](#) and [Time Team America episode](#)
- Week 2 (Jan 28 & 30) - How Archaeological Knowledge is Generated & Culture Areas of Native North America
M: Cordell Chapter 1 (23 pgs)
W: Cordell Chapter 3 (34 pgs)
- Week 3 (Feb 4 & 6) & Earliest Cultures of the Southwest & Agriculture and Culture Change
M: Cordell Chapter 4 (30 pgs)
W: Cordell Chapter 5 (25 pgs) and Isabella (2013)
- Week 4 (Feb 11 & 13) Social and Environmental Change
M: Cordell Chapter 6 (29 pgs) and Gidwitz (2004)
W: Cordell Chapter 7 (37 pgs)
- Week 5 (Feb 18 & 20) New Cultures
M: Cordell Chapter 8 (22 pgs) and Willis and Dorshow (2012)
W: Cordell Chapter 9 (30 pgs)
- Week 6 (Feb 25 & 27) Review and Examination
M: Cordell Chapter 10 (23 pgs), & 11 (5 pgs)
W: Exam (20%)
- Week 7 (Mar 4 & 6) Mapping Native Cultures Past and Present
M: Find the official website of a tribe you are interested in and one library book about that tribe - bring both to the [Library electronic classroom \(160\)](#) to work on the story map assignment
W: Story Maps in [Library E-classroom 160](#) Due at the end of class (10%)
- Spring Break
- Week 8 (Mar 25 & 27) Decolonial & Indigenous Archaeologies
M: Read Wobst (2005) and Harris (2005)
W: Gonzalez et al (2006) and Two-Bears (2006)
- Week 9 (Apr 1 & 3) New Approaches to SW Archaeology
M: Colwell-Chanthaphonh Chapter 1 & 2 (43 pgs)
W: Read Colwell and Ferguson (2006) and Whiteley (2002), noting differences in style and means of arguing a similar point
- Week 10 (Apr 8 & 10) Alternate Interpretations and Archaeological Ethics
M: Colwell-Chanthaphonh Chapter 3 (37 pgs)
W: Colwell-Chanthaphonh Chapter 4 (25 pgs)
- Week 11 (Apr 15 & 17) Collaborative Archaeology
M: Colwell-Chanthaphonh Chapter 5 & 6 (29 pgs) NO CLASS meeting
W: Read Leibman (2012) and Hart (2012)
- Week 12 (Apr 22 & 24) Research Skills: Finding References and Creating Annotated Bibliographies
M: Bibliography Work in [Library E-classroom 160](#)
W: Bibliography Work in [Library E-classroom 160](#)
- Week 13 (Apr 29 & May 1) Archaeology of Northeast Presentations (5%)
F: Bibliographies due via Moodle by 5pm (20%)
- Week 14 (May 6)
M: Review & current events
- Final exam - date TBA (20%)

Course Grading

Final course grades will be assigned using a 1000 point scale. To receive an A in the course, 950 or more points must be earned. Below 950 points the following scale will apply.

A- = 900 to 949 points
B- = 800 to 833 points

B+ = 867 to 899 points
C+ = 767 to 799 points

B = 834 to 866 points
C = 734 to 766 points, etc.

Participation = 250 points (25%)

Class participation points can only be earned by being active in class discussion each and every week. This does not mean dominating the discussion so that others do not get a chance to speak and it does not mean simply saying that you agree or disagree with others. Active participation in class discussion means that you add to the discussion by linking together otherwise disparate ideas, ASK and answer questions, challenge or defend positions, and generally help move the entire class towards new levels of understanding. Your overall course participation will receive a single grade of: more than three absences regardless of participation (0 pts), regularly present but often passive (100 pts), regularly present and occasionally active (150 pts), regularly present and often actively engaged (200 pts), or regularly present, engaged, and insightful (250 pts). My definition of insightful is going beyond the basic textbook answers and linking together multiple readings or topics to demonstrate a deeper understanding of the issues at hand.

Story Map = 100 points (10%)

Each student will select one contemporary Native American nation or tribe to produce a 4 panel Story Map on. Each panel will include one or more images with 300-400 words of text and proper citations for all sources, including images. One image should be a map showing their current and past territories. One source should be the official website of that nation or tribe (emic perspective). A second source should be an archaeological or anthropological book or article specifically about them (etic perspective). Three additional sources are necessary and can be of any type. The story map must clearly define who these people are (including their name for themselves, which may not be their popular name), where they live, when they trace their heritage back to (often time immemorial), what are some defining characteristics of the culture, and what some of their contemporary issues or concerns are. Grading criteria will include originality of content - if the student selects a nation or tribe that we have covered in class, they must present new information about that group and not simply regurgitate material from lectures or assigned readings. This assignment is due by the end of class on May 6. Both class periods that week will be dedicated to constructing the story maps.

Annotated Bibliography on Archaeology of the Northeast = 200 points (20%)

Students will research the impact of indigenous archaeology on our knowledge of the northeast by producing an annotated bibliography of indigenous and non-indigenous archaeological approaches to understanding **one** people, place, or time. The bibliography must have 1) a descriptive title, 2) a summary abstract, 3) 5 archaeology references that pre-date 1995 and 5 archaeology references that both post-date 1995 and involve a collaborative, indigenous, or similarly decolonial perspective, 6) 100-200 words for each bibliographic entry, summarizing the usefulness of the content for this assignment, 7) identification of the contemporary Native tribes whose homeland lies in that state.

Presentation on on Archaeology of the Northeast = 50 points (5%)

From this bibliography a Power Point presentation will also be prepared but no formal paper will be written. The presentation must fill 10 minutes of class time. Once the final count of students enrolled in the course is known, the time available for each presentation may be adjusted.

Exams = 400 points (40%)

A midterm and final exam will assess comprehension of course readings, lectures, and activities. Each exam is worth 20% and will consist of a mixture of multiple choice, true/false, short answer, and essay questions. Many questions will require knowledge of course readings that go beyond what was covered in class. Be sure to take detailed notes on all assigned readings.

Extra Credit = no more than 100 points (10%)

Opportunities for extra credit will be announced as they arise. Each student can apply up to 100 extra credit points to their course total. Be sure to take these opportunities as they come up. There is no guarantee that there will be opportunities at the end of the semester.

Written Assignment Formatting

Word Counts

For assignments completed in this course, word counts include title and body text. Word counts do not include the reference list or figure captions or abstract. Abstracts have their own word count guidelines.

Titles

The title of a written work reflects the thesis of that work. The title must be specific to the argument your paper will make, revealing both the topic covered and method, theory, and or case study being used to explore that topic.

If your paper does not have a title then you probably aren't sure what your thesis is.

If your paper title is vague then you probably aren't sure what your thesis is.

If your title would work for a murder mystery novel then it is a bad title for an academic paper.

Abstracts

An abstract is a brief summary (150-200 words) of what a longer piece is attempting to argue. It should include a sentence for each of the following:

1. Problem to be addressed
2. Method used to assess the problem
3. Theory or perspective used to find the solution
4. Solution being proposed
5. Region(s) for which problem and solution are addressed
6. Applicability of this case to others and the wider problem

Figures

All tables, charts, and images included within written work must have a numbered caption that explains the figure and what it represents. This caption is an abbreviated form of the description that appears within the text. Every figure must be cited within the text and cited in the order in which they appear. An example is below.

On the first day of the course I brought the students to the house and asked them to write down what they thought of it. Most students had never noticed the distinctive octagon-shaped building (Figure 1) that they walked past to arrive at our classroom.



Figure 1. The Octagon house on the campus of Heidelberg University, Tiffin, Ohio. Photograph by April M. Beisaw.

Bibliography vs References or Works Cited

A reference list is **not** the same as a bibliography. A bibliography is a list of recommended readings. A reference list is a list of what you have **read** and **used** to make your argument. A reference list is the same as "works cited" because all references must be cited to show where and how they informed your research. **References are your evidence.**

Referencing and Citing Sources

In this course, we will use the Society for American Archaeology's format for references and citations. The full style guide is available through this [link](#). Every source you cite must be in your reference list and every source in your reference list must be cited in your text.

The basic reference formats are below. Additional authors are listed First Name Last Name after the first author's Last Name, First Name entry. Reference lists are sorted alphabetically by that first author's last name. Two sources with the same authorship are sorted chronologically with the oldest first. There are two spaces before and after the date.

Last Name, First Name

Date Article Title. *Journal Name* Volume(No):page-page.

Last Name, First Name

Date Title. Publisher, Publisher City.

The city in which a book was published is always included. If the city is not well known, then a two letter abbreviation for the state or country is added after a comma to clarify the location of publication. Such as:

White, Tim D. and Pieter A. Folkens

2005 *The Human Bone Manual*. Elsevier, Burlington, VT.

Some books include chapters written by different authors. When citing and referencing such works you must use the specific chapter title and author, not the book title and editor. Each chapter you use gets its own line in the reference list.

Last Name, First Name

Date Chapter Title. In *Book Title*, edited by First Name Last Name, pp. page-page. Publisher, Publisher City.

Citations point a reader to your reference list so that they can find the same exact information in the source you used. Ask yourself "could I have made this statement without having read a specific work?". If the answer is no, add a citation to that statement. Use author and date when the concept being pointed to occurs throughout the source. Specific page numbers are included in citations when the information being pointed to occurs only on a certain page of the source. The title of the source is never included in the citation. Examples of citations are below.

- Facial recognition is a forensic technique of last resort and is rarely used (Ubelaker 2008).
- "Social identities are deeply rooted in historical visions which are strongly defined along intersecting axes of race/ethnicity, class, and gender" (Reckner 2002:97).
- According to Beisaw (2016:12), citing sources is not fun, but it is necessary. This perspective helps to contextualize the suffering of her students.

Quoting and Paraphrasing Sources

When you use the exact words of someone else, you must put those words within quotes and cite the source. Direct quotes should be reserved for instances when the way the original author said something is the point of the quote.

- During ethnographic fieldwork with ghost hunters, Michelle Hanks recorded the thoughts of one ghost tourist: "you get to know a lot of history doing this. ...Certainly more than I learned at school" (Hanks 2015:130).

When using a direct quote that will take up more than 3 lines of your paper, you must set that quote off as a block quote using a space before and after the quote and a tab for each line. This makes it obvious when the bulk of your paper is relying heavily on the words of others. Block quotes are discouraged.

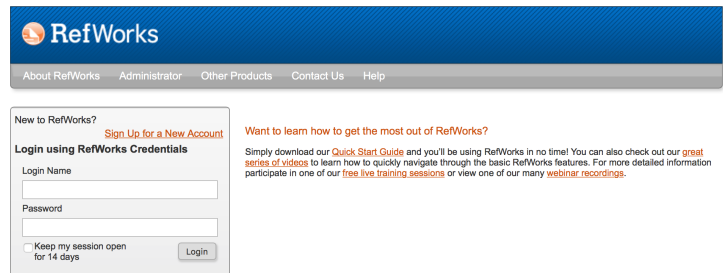
The majority of your citations should **not** be direct quotes. Instead you should paraphrase the words of others and restate them in a way that is applicable to the argument you are making. Those citations do not get direct quotes because it is the idea that matters, not the exact words used to convey that idea.

- Archaeology, once the stuff of exciting stories (Holtorf 2010), took on the unfathomable labels of "boring" and "tedious."
- One archaeologist advocated storytelling as a way to enhance archaeological practice by presenting possible explanations along with much-needed imagination (Lewis 2000:7). Another archaeologist suggested that the fear of seeming unscientific has kept archaeologists from developing better ways of speaking to and writing for the public (Majewski 2000:18).

Whether or not a paraphrased citation gets a page number depends on whether the idea being cited occurred throughout the source (was the subject of the paper) or appeared in only one place in the source (may have been a tangential idea just touched on).

Generating Reference Lists With Refworks

All Vassar students have a free Refworks account that is accessible through the library home page. Use of Refworks can expedite the creation of bibliographies and reference lists but it will result in only a draft list that must be corrected by you.



Go to library.vassar.edu -> Research -> Citation

Managers -> Refworks

Create an account if you don't already have one

Go back to library.vassar.edu -> Databases to do your searching

When you find sources to use for your paper choose Export -> Refworks

For peer-reviewed sources in sciences, social sciences, humanities try Scopus

For peer-reviewed anthropology & archaeology sources try Anthropology Plus, AnthroSource, and Annual Review of Anthropology

Go back to Refworks through library.vassar.edu

Select the sources you want to include in your paper's reference list

Put them all in one folder for handy access

Select Create Bibliography from lower right hand column menu

Decide if you want all in your folder or just selected references to be included

Click Manage Output Styles

Search for American Antiquity -> Click on it in results -> Click green arrow to move to your Favorites list

Close Manage Styles Window

Select American Antiquity in the Create A Bibliography window -> Create Bibliography

You now have a **draft** of your reference list that you need to check for accuracy

Check every capitalization and every punctuation for consistency

Delete any references that you don't end up citing in your paper Changes and Moodle

Policies

Academic Integrity

As a Vassar student, you have agreed to the academic integrity policy in "[Vassar College Regulations](#)." This includes:

1. Each student's work shall be the product of the student's own effort.
2. Each student shall give due and appropriate acknowledgement of the work of others when that work is incorporated into the writing of papers.
3. Unless otherwise directed, every student working in a laboratory is expected to make all necessary measurements, drawings, etc., independently, from his or her own observations of the material provided.
4. Collaboration in preparation of written work may take place only to the extent approved by the instructor.

Penalties for violating Vassar's academic integrity policy can be found in the same regulations document.

Accessibility Accommodations

If you have a condition that requires special accommodations (speech or hearing problems, attention disorder, etc.) it is your responsibility to have that disability documented by the Office for Accessibility and Educational Opportunity and provide me with a copy of your AEO accommodation letter before accommodations are needed.

Appointments

Students are welcome to drop in unannounced during office hours. This time is available on a first-come first-served basis. If you need to speak with me outside of those scheduled times, use the [Google Calendar link](#) on Moodle to schedule an appointment. Requests should be made at least 24 hours ahead of time. Make sure you have your Google Calendar set to Eastern Standard Time Zone.

Assignment Submission

Unless otherwise indicated, all work is to be submitted electronically through Moodle or the course Wordpress blog. Files cannot be submitted through email or handed in on paper or electronic media. Work not submitted according to the assignment's instructions or by the assignment deadline will be subject to the Late Work Policy.

Attendance

Class content and assigned readings are related but they are not the same. Therefore all students are expected to attend every class as well as complete every assignment. Some class meetings may take place in alternate locations and during alternate times. Attention to the course schedule is essential. Tardiness may result in a missed exercise. Accommodations for health-related issues require a health advisory from Health Services. Accommodations for personal issues require communication from the class Dean.

Changes and Moodle

This syllabus is general outline of the course content. The professor reserves the right to deviate from this outline. All changes will be posted on Moodle. Therefore the content on Moodle is what students are expected to follow for successful completion of this course.

Class Participation

This is an interactive course that requires full participation in order to meet the course objectives. Students who find it difficult to speak in class are expected to discuss course material with the instructor during office hours or by email. When course exercises take place outside of the classroom students are expected to maintain classroom behaviors: pay attention, stay with the group, and stay engaged. Unacceptable behaviors include listening to music, reading material not related to this course, and napping while being transported to a field site.

Collaboration

Unless otherwise indicated, each student's work should be easily distinguishable from that of any other student in multiple ways. Don't share files. Do share ideas. Don't produce one result and turn it in with different names. Do work independently alongside one another. Don't rely on anyone else to get you through. Do be sure you can and do complete your own work. See Academic Integrity policy above.

Late Work

Unless otherwise indicated, all late work will be penalized according to the following schedule: 10% for first 12 hours, 20% for second 12 hours, 50% for the third 12 hours. Beyond 36 hours past an assigned deadline, late work is only accepted when accompanied by a communication from Health Services or the Dean's office.

Letters of Recommendation

Requests for letters of reference or recommendation must be made two weeks before the submission deadline for that letter. Before I consider a request, you must provide the following: 1) who the letter should be addressed to, 2) the submission deadline, 3) why you are applying for the position/funding, and 4) what you hope to get out of the experience/funding.

I am happy to write letters for students who go beyond the basic requirements of attending class and completing assignments. Before requesting a letter from any professor, consider how well the professor knows you as an individual. The best letters of recommendation tell stories about how students work independently or as part of a team, how they deal with adversity, what their goals and aspirations are, and what related strengths or weaknesses they have. If I don't know these things about you I cannot write a good letter.

Office Hours

Students are welcome to drop in unannounced during office hours. This time is available on a first-come first-served basis.

Textbooks

I do my best to keep the cost of textbooks under \$100/course. Students are expected to obtain a copy of each required textbook but are encouraged to explore cheaper options such as purchasing used or electronic copies or renting books. Anyone who elects to use an electronic version of a text should be able to bring an e-reader to class so that they have access to the textbook material for class discussion and exercises.

Title IX Responsibilities

Please be aware all Vassar faculty members are "responsible employees," which means that if you tell me about a situation involving sexual harassment, sexual assault, relationship abuse, or stalking, I must share that information with the Title IX Coordinator. Although I have to make that notification, the Title IX office will only provide outreach by email. You will control how your case will be handled — you don't have to read or respond to the email, and it is completely up to you whether to pursue a formal complaint. Vassar's goal is to make sure you are aware of the range of options available to you and have access to resources you may need.