

Spring 2020

# Archaeology of Florida

New College of Florida

Professor Uzi Baram

Class meets on Tuesday/Thursday 10:30-11:50

Classroom: College Hall 214

Professor's Office: College Hall 205 Office Hours: Monday 10-11 am & by appointment

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Syllabus available at <http://sites.ncf.edu/baram/courses>

Course is on Canvas

## Catalogue Description

What do you know about the Indigenous peoples of Florida and their history? Interested in the developments that created the current state of Florida? Florida has an impressive past but one that is not well-known. This course combines archaeology, Indigenous perspectives, archival materials, and landscapes for a survey from the earliest evidence of humans on the peninsula through the expansion of settlements and the rise of complex societies and then the European invasion up to the present-day. The focus honors the heritage of the Seminole and Miccosukee peoples as well as revealing the hidden histories of Florida. The general processes of change as well as the specific histories for places such as Little Salt Spring, the Miami Circle, Lake Jackson, Weedon Island, Angola on the Manatee River, and Sarasota will be investigated via archaeological evidence, oral histories, and archival resources. Prerequisite: previous coursework in Anthropology or permission of the instructor.

Fulfills: Social Sciences, Diverse Perspectives, Gender Studies Eligible; archaeology elective for the Anthropology AOC

## Course Description

This course is a survey of the archaeology of Florida from the earliest inhabitants to the doorstep of the present-day. The course will use the insights from archaeological excavations and artifact discoveries to focus on the anthropological meaning of places and things to offer a long-term perspective on the peoples and cultures of the peninsula. The course will range from stones-and-bones to the civic and religious architecture of Florida in order to explore how people lived across Florida (La Florida, which includes the present state) and more than 10,000 years. As anthropology, the course is holistic, cross-cultural, and time transgressive.

## Course Prospectus

Florida has some of the most intriguing and significant archaeological sites, but rarely receives attention for its 'firsts' and rich material heritage. The paramount task is to recognize the breadth and depth of history in the region.

The class follows the chronology for the peoples of Florida from the earliest evidence up to the last century. The timeline could be focused on solely the information on the archaeological finds and reconstructions of past peoples but Florida archaeology is much more interesting than a series of facts. So the goal of the semester is to provide the material history for Florida but also experiment with the public expression for the historical material record. The assignments are creative, and will require more effort than an exam or written paper – be warned they should be fun but will necessitate a sustained commitment to the material.

The goals for this seminar:

- Survey the archaeological research in and of Florida
- Encounter the views of tribal members and the Tribal Historic Preservation Office of the Seminole Tribe of Florida
- Cover the cultural history and research questions for Florida from earliest human habitation to the doorstep of the present day
- Explore the range for representations of the Florida past
- Articulate why Florida archaeology matters in order to offer suggestions for innovative representations of the archaeological past
- Contribute to the productive discussion of preservation of coastal heritage in this age of rising sea levels

### **Format**

The professor likes to use class time to open up scholarly issues. The books and articles were chosen because they represent the interesting edge of the scholarly consensus on the Florida past. You are expected to complete the readings before class, coming to the classroom with questions and concerns. The semester outline of topics follows the chronology for Florida, with several opportunities for in-class activities.

### **Textbooks**

The standard reference for Florida Archaeology is Jerald Milanich *Archaeology of PreColumbian Florida*. It is an impressive volume, with superb descriptions and clear presentation of time periods, places, and cultures. But it was published in 1994 and out-of-date for a course taught in 2020. Since there is no recent book like that one, the books for this course are not standard archaeological texts but productive for this course's goals.

- Barbara Purdy 2008 *Florida's Peoples during the Last Ice Age*. University Press of Florida. Listed as *Last Ice Age* in the Schedule of Topics
- Darcie MacMahon and William Marquardt 2004 *The Calusa and their Legacy: South Florida People and their Environment*. University Press of Florida. Listed as *The Calusa* in the Schedule of Topics
- Paul N. Backhouse,, Brent R. Weisman, Mary B. Rosebrough, editors, 2018. *We Come for Good: Archaeology and Tribal Historic Preservation at the Seminole Tribe of Florida*. University Press of Florida. Listed as *We Come for Good* in the Schedule of Topics

Please note, we are reading from *We Come for Good* during nearly every class session. The chapters do not correlate to the chronological approach used for the Outline of Topics but are meant to underscore, throughout the semester, the successes and challenges of Indigenous archaeology through the words of member of the Seminole Tribe of Florida Historic Preservation Office. The result is challenging but an important component of the archaeology of Florida. The readings represent the nature of contemporary scholarship. In addition to the three books, there are book chapters and articles on electronic reserve (on Canvas) but also online resources. Please check Canvas often

### **The Professor's Approach to Evaluations and Deadlines**

There are no grades for this course; the satisfactory/unsatisfactory designation allows a great deal of flexibility for assignments. Your work for the course will receive comments and students can assume the work is satisfactory unless a revision is requested. All work must be completed for a

satisfactory course designation. The course is predicated on the notion that students in the class want to engage, study, and learn the course materials and meet the class goals.

The deadlines for assignments exist to ensure completion of course goals. Since you are expected to present your work to the class (see below), you must meet the deadlines set for the assignments.

#### **Course Evaluation Based on:**

1. Attendance and Participation - you are expected to attend each and every class, to complete the readings for that day, and be prepared to discuss the readings and your own research. Quality not quantity is the key for discussion. If you need to miss class, contact the professor via email, voice mail, or a message in his mailbox. All reasonable requests for absences will be honored; more than one unexcused absence is a basis for not satisfying the course.

2. Course Assignments – all three assignments must be completed for a satisfactory evaluation; more details are available for the assignments on Canvas;

A. There are 18 chapters in *We Come for Good*: class members will choose chapters and represent the key points for concise class presentations. The presentation will be a meme – a meaningful image (within the context of the course) with a key quote or concept from the chapter, uploaded to Canvas before the session for which the chapter is assigned and shown to the class.

B. Early Societies of Florida - Comic Version or Children's Booklet

Using a web-based comic generator or your own artistic abilities, make a comic or a children's booklet for a specific place from the PaleoIndian through the post-Archaic. The example must be one that we discussed in class. The assignment will be evaluated in terms of the depth of information on the site, the proper cultural context, and the creativity of the presentation. The assignment can be done in teams. The comic will be uploaded to Canvas by March 3<sup>rd</sup> and presented to the class on March 5<sup>th</sup>

i. The comic should be six panels (longer is fine) that accurately reflects the archaeology and makes an anthropological point about the site.

ii. The children's booklet should be six pages (longer is fine) that simplifies but stays with the insights from archaeology and teaches children a lesson about Florida's past.

C. Mississippian to Modern Florida - Heritage Proposal for a Florida Site in this Age of Rising Sea Levels

Please choose one of the sites discussed in the second half of the course (Mississippian to the present) and create a creative proposal for preservation, conservation, and presentation of its history based on the concern for rising sea levels and climate change. The budget can be up to \$50,000. The assignment can be done in teams. The proposal must be information rich yet concise. The proposal is due as a class presentation on April 28<sup>th</sup>, when the class will act as a peer review panel. The final product is a six- to ten-page written paper, with images, advocating for the proposal – due May 8<sup>th</sup> to Canvas

Optional Assignment - Contribute to the ebooklet on the archaeology of Sarasota/Manatee. While there is tremendous local interest in this region's archaeology, there is no accessible resource on the sites and history. The professor has started to create what will hopefully be an engaging online booklet. Not a requirement of the course but any positive contribution to the project will be noted in the final narrative evaluation

### **Accessing Professor Baram**

I will strive to arrive early to the classroom for each class meeting: that is a wonderful time to raise any questions about the course. My office hours are organized as open door: there is no need to sign up for a time slot, just come by my office. If there is a crowd of students, I will address your specific questions; if you are the only student to arrive, you have my attention to discuss nearly anything related to the course, anthropology, or research on the Florida past. Beyond office hours, if the door to my College Hall office is open and I'm free, you can drop in and we can chat. In addition, I will reply to emails but please be polite in your requests and acknowledge my response to your questions/concerns.

### **All New College Policies will be followed**

- A student claiming a need for special accommodations because of a disability must work with the Counseling and Wellness Center, which will establish the need for specific accommodations and communicate them to the instructor.
- Any suspected instance of plagiarism will be handled in accordance with the College's policy on academic dishonesty.
- No student shall be compelled to attend class or sit for an examination at a day or time when he or she would normally be engaged in a religious observance or on a day or time prohibited by his or her religious belief. Students are expected to notify their instructors if they intend to be absent for a class or announced examination, in accordance with this policy, prior to the scheduled meeting.

## **Schedule of Topics**

1/23 Miniclass - Fantastic Florida: Indigenous Acknowledgement

January 28 (Tuesday) Florida as Home – Preserving the Past in the Present for the Future

Readings:

1. Seminole Tribe of Florida: 'Who We Are' <http://www.semtribe.com/Culture/Legends.aspx>
2. Egmont Key: A Seminole Story <http://www.stofthpo.com/Egmont-Key-A-Seminole-Story.html>
3. Delilah Friedler 2018 Indigenous Land Acknowledgement, Explained. *Teen Vogue* <https://www.teenvogue.com/story/indigenous-land-acknowledgement-explained>

January 30 (Thursday) Archaeology in Florida: a History and Overview

Readings:

1. CB Moore 1900 Certain Antiquities of the Florida West Coast. *Journal of the Academy of Natural Sciences of Philadelphia* 11:351-394
2. Jerald Milanich 2007 Gordon R. Willey and the Archaeology of the Florida Gulf Coast. *Gordon R. Willey and American Archaeology*, pp. 15-25
3. Lee Bloch 2019 Past as Prophecy: Indigenous Diplomacies beyond Liberal Settler Regimes of Recognition as Told in Shell. *Religions*
4. *Last Ice Age* Introduction and Chapter 1

February 4 (Tuesday) Most Ancient Florida and the Peopling of Florida

Readings:

1. *We Come for Good* Chapter 1 Willie Johns and Stephen Bridenstine
2. *Last Ice Age* Chapter 2 and 3
3. Barbara Purdy et al 2011 Earliest Art in the Americas: Incised Image of a Proboscidean on a Mineralized Extinct Animal Bone from Vero Beach, Florida. *Journal of Archaeological Science* 38(11): 2908–2913

February 6 (Thursday) The Environment and its Resources: Flint Knapping and Atlatl Throwing Readings:

1. *The Calusa* chapters 1-8
2. *We Come for Good* Chapter 2 Bowers and Bridenstine
3. View Experimental Archaeology; The Atlatl ISP 2018  
<https://www.facebook.com/NewCollegePublicArchaeologyLab/videos/1747804011934784/> (6 minutes long)

February 11 (Tuesday) The PaleoIndian Period: Evidence for the Earliest Inhabitants Under the Seas

Readings:

1. *We Come for Good* Chapter 3 Backhouse
2. *We Come for Good* Chapter 4 Tommie and Bridenstine
3. *Last Ice Age* Chapter 4 and 5
4. Carl J. Clausen, A.D. Cohen, Cesare Emiliani, J.A.Holman, and J.J.Stipp 1979 Little Salt Spring, Florida: A Unique Underwater Site. *Science* 203(4381):609-614
5. The Aucilla River Prehistory Project: When the First Floridians met the Last Mastodons Exhibit <https://www.floridamuseum.ufl.edu/vertpaleo/arpp.htm>
6. Sea Level Rise on the Inner Continental Shelf of the West Coast of Florida  
<https://oceanexplorer.noaa.gov/explorations/12newworld/background/sealevel/sealevel.html>

February 13 (Thursday) Archaic Period Burials

Readings:

1. *We Come for Good* Chapter 5 Mullins
2. Rachel Wentz and John Gifford 2007 Florida's Deep Past: The Bioarchaeology of Little Salt Spring (8SO18) and its Place Among Mortuary Ponds of the Archaic. *Southeastern Archaeology* 26(2):330-337
3. Manasota Key Offshore Site  
<https://dos.myflorida.com/historical/archaeology/projects/manasota-key-offshore/>

February 18 (Tuesday) Net Making

Readings:

1. *The Calusa* chapter 9
2. *We Come for Good* Chapter 6 Griffins, Sepanaski, and Chalfant
3. *We Come for Good* Chapter 7 Koenes
4. Net Making from Spanish Moss <https://www.youtube.com/watch?v=3zZ3mLYwPiM> (2:20 minutes)

February 20 (Thursday) Archaic Monuments

Readings:

1. *We Come for Good* Chapter 8 Fenno, Brunso, and Freeman
2. *We Come for Good* Chapter 9 Snapp
3. Archaic Shell Rings of the Southeast U.S.  
<http://www.npshistory.com/publications/nhl/theme-studies/archaic-shell-rings.pdf>
4. Victor Thompson and Thomas Pluckhahn 2012 Monumentalization and Ritual Landscapes at Fort Center in the Lake Okeechobee Basin of South Florida. *Journal of Anthropological Archaeology* 31:49-65

February 25 (Tuesday) Manasota: Spatial Choices on the Gulf Coast

Readings:

1. *We Come for Good* Chapter 10 Mahoney
2. *We Come for Good* Chapter 11 Cancel and Backhouse
3. George M. Luer and Marion M. Almy 1982 A Definition of the Manasota Culture. *The Florida Anthropologist* 35 (1): 34–58
4. Michael Russo and Irvy Quitmyer 2008 Developing Models of Settlement for the Florida Gulf Coast. In *Case Studies in Environmental Archaeology*, pp. 235-254
5. Yat Kitischee: The Archaeology of a Prehistoric Coastal Hamlet  
<http://www.pinellascounty.org/yatki/yat.htm>

February 27 (Thursday) After the Archaic: Foodways, Ceramics Styles and Regional Identities

Readings:

1. Look through the Weedon Island Belongings at  
<http://www.weedonislandpreserve.org/virtualtour/main.html>
2. Donna Ruhl 2017 Archaeobotany at the Lake Monroe Outlet Midden (8VO53)  
<https://www.floridamuseum.ufl.edu/envarch/research/florida/lake-monroe/plant-remains/>
3. Francis Putz 2019 Yaupon Redeemed. *Finding Home in the Sandy Soils of the South*, pp. 118-123

March 3 (Tuesday) Cahokia and its Influences: How Far South Did the Mississippian Go in Florida?

Readings:

1. Claude Payne and John Scarry 1998 Town Structures at the Edge of the Mississippian World. In *Mississippian Towns and Sacred Spaces*, pp. 22-48
2. Jeffrey Mitchem 2012 Safety Harbor. In *Late Prehistoric Florida*, pp. 172-185
3. John Worth 2012 An Overview of the Suwannee Valley Culture. In *Late Prehistoric Florida*, pp. 149-171

March 5 (Thursday) Presentations of First Project

Readings:

1. *We Come for Good* Chapter 12 Dilley and Gopher
2. *We Come for Good* Chapter 13 DeBeaibein and Macuen
2. *We Come for Good* Chapter 14 Mueller

March 10 (Tuesday) Spanish Entrada and Spanish La Florida

Readings:

1. Jeffrey Mitchem 1989 The Ruth Smith, Weeki Wachee, and Tatham Mounds: Archaeological Evidence of Early Spanish Contact. *Florida Anthropologist* 42(2):317-339
2. *The Calusa* chapters 10-13

March 12 (Thursday) The Peoples of the Southwest: Key Marco and the Remarkable Calusa

Readings:

1. Colin Renfrew and Paul Bahn 2008 The Calusa of Florida: A Complex Hunter-Gather Society. In *Archaeology*, pp. 515-520
2. Brian Fagan 2017 The Calusa: Shallows and Sea Grass. In *Fishing: How the Sea Fed Civilization*, pp. 114-124
3. William H. Marquardt 2014 Tracking the Calusa: a Retrospective. *Southeastern Archaeology* 33(1):1-24
4. Victor Thompson, William H. Marquardt, Karen J. Walker, Amanda D. Roberts, Thompson, Lee A. Newsom 2018 Collective Action, State Building, and the Rise of the Calusa, southwest Florida USA. *Journal of Anthropological Archaeology* 51:28-44

March 17 (Tuesday) Spring Break

March 19 (Thursday) Spring Break

March 24 (Tuesday) The Peoples of the Southeast: Evidence from the Miami Circle

Readings:

1. 'Miami Circle' at Florida Division of Historic Resources <http://info.flheritage.com/miami-circle/>
2. John H. Hann. 2003 Chapter 5 The Southern Rim: Jega through Tequesta and the Keys. From *Indians of Central and South Florida, 1513-1763*

March 26 (Thursday) The Peoples of Tampa Bay and northern Florida

Readings:

1. John H. Hann. 2003 Chapter 4 Tocobaga and the Safety Harbor Culture Area. From *Indians of Central and South Florida, 1513-1763*
2. Jerald Milanich 1999 Who Were the Timucua? *The Timucua*, pp. 38-66

March 31 (Tuesday) Post Colonial Peoples: Creeks and Seminoles of Florida

Readings:

1. *The Calusa* chapters 14-17
2. Christopher Stojanowski 2009 Bridging Histories: The Bioarchaeology of Identity in Postcontact Florida. From *Bioarchaeology and Identity in the Americas*, pp.59-81

April 2 (Thursday) St. Augustine and Fort Mose

Readings:

1. Florida Museum of Natural History – St Augustine  
<https://www.floridamuseum.ufl.edu/histarch/research/st-augustine/>
2. Elizabeth Reitz 1994 Zooarchaeological Analysis of a Free African Community: Gracia Real de Santa Teresa de Mosé. *Historical Archaeology* 28(1):23-40

April 7 (Tuesday) African Florida during the Second Spanish Period

Readings:

1. Terrance Weik 2005 Freedom Fighters on the Florida Frontier. In *Unlocking the Past: Celebrating Historical Archaeology in North America*, pp. 36-44
2. Virtual Landscapes of 19<sup>th</sup> century Maroon Gulf Coast Florida  
<http://tragedyandsurvival.timesifters.org/>

April 9 (Thursday) Class Does not Meet

Assignment: work on Heritage Proposal Project

April 14 (Tuesday) Anglo-American Pioneers, the Seminole Wars, and Native Florida

Readings:

1. Brent Weisman 2007 Nativism, Resistance, and Ethnogenesis of the Florida Seminole Indian Identity. *Historical Archaeology* 41(4):198-212
2. Michelle Sivilich 2012 A Proposed Model to Investigate the Role of Education in the Success of Military Strategy in Florida During the Second Seminole War. *Historical Archaeology* 46(1):62-73
3. Seminole Tribe of Florida 'History: Where We Came From' <http://www.semtribe.com/History/>

April 16 (Thursday) The Development of Race in Florida: Plantations, Civil War and Reconstruction, and the Boom Times

Readings:

1. Florida's Civil War Heritage Trail <https://dos.myflorida.com/historical/preservation/heritage-trails/civil-war-heritage-trail/>
2. Edward González-Tennant 2012 Intersectional Violence, New Media, and the 1923 Rosewood Pogrom. *Fire!* 1(2):64-110

April 21 (Tuesday) Bacc Days – class does not meet

April 23 (Thursday) Presentations Mississippian to Modern Florida- Heritage Proposal for a Florida Site

April 28 (Tuesday) Presentations Mississippian to Modern Florida- Heritage Proposal for a Florida Site

April 30 (Thursday) Florida as Home: the Indigenous and Archaeological Views

Readings:

1. *We Come for Good* Chapter 15 Charles and Backhouse
2. *We Come for Good* Chapter 16 Parsons
3. *We Come for Good* Chapter 17 Cypress and Bridenstine
4. *We Come for Good* Chapter 18 Weisman
5. Betty Mae Jumper 2010 Two Hunters. *The People who Stayed*, pp. 274-277
6. Betty Mae Jumper 2010 The Corn Lady. *The People who Stayed*, pp. 277-290

May 5 (Tuesday) Looking Back even though the Future is Uncertain: Remembering Florida Before the Seas Rose

Readings:

1. Patricia Wickman 2012 Introduction from *The Tree that Bends*, pp.1-22
2. Brent Weisman 2003 Why Florida Archaeology Matters. *Southeast Archaeology* 22(2):210-226
3. Robert van de Noort 2011 Conceptualizing Climate Change Archaeology. *Antiquity* 85:1039-1048