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
Telephone Number: 487-4217 Email: Baram@ncf.edu
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

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 3rd and presented to the class on March 5th
   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 28th, 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 8th 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:
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
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
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
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
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.
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
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/

March 3 (Tuesday) Cahokia and its Influences: How Far South Did the Mississippian Go in Florida?
Readings:
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
3. *We Come for Good* Chapter 14 Mueller

March 10 (Tuesday) Spanish Entrada and Spanish La Florida
Readings:
2. *The Calusa* chapters 10-13

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

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/](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*
March 31 (Tuesday) Post Colonial Peoples: Creeks and Seminoles of Florida
Readings:
1. *The Calusa* chapters 14-17

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/

April 7 (Tuesday) African Florida during the Second Spanish Period
Readings:
2. Virtual Landscapes of 19th 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:
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/

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

May 5 (Tuesday) Looking Back even though the Future is Uncertain: Remembering Florida Before the SeasRose
Readings:
1. Patricia Wickman 2012 Introduction from *The Tree that Bends*, pp.1-22