

Anthropology 202**Archaeology Survey: North America**

Section 001: Monday, Wednesday, and Friday 1:00–1:50pm

Spring 2009

Instructor: Dr. Elizabeth Ragan

Room: TETC 252

This is a 4-credit-hour enhanced course, which will provide a more in-depth exploration of the subject.**Course Objective:**

This course will introduce you to the archaeology of North America, from the first arrival of humans during the last Ice Age through the 20th century. “Arrowheads,” potsherds, and old bottles provide us with a rich record of how people have adapted to our continent’s many and varied environments, and the climate changes that have effected them—both the Native Americans of prehistory and the immigrants from Europe and elsewhere who have reshaped the land in more recent centuries. You will also learn how archaeologists reconstruct past human behavior from the material remains left behind, and the importance of preserving these often-endangered traces of our past.

Date	Lecture Topic	Readings
1/26	The past: myth or cold case?	N&G Ch. 1
1/28	Bits of rubbish (MEET AT NABB CENTER, Power Professional Building)	
1/30	Sherds and soil stains: puzzling out the past	
2/2	Digging into the literature (MEET AT BLACKWELL LIBRARY)	
2/4	Been there, done that: archaeology’s past	
2/6	Pristine wilderness?: setting the stage	N&G Ch. 2
2/9	People not pots: a little cultural anthropology	
2/11–13	Coming to America: the first settlers	N&G Ch. 3
2/16–20	Coping with the cold: the Arctic and Subarctic	N&G Ch. 4
2/20	Artifact report due	
2/23–25	A wealth of fish: the Pacific Northwest	N&G Ch. 5
2/27	First exam	
3/4–6	Up the river: the Plateau	N&G Ch. 6
3/9–13	Always diverse: California	N&G Ch. 7
	SPRING BREAK	
3/23–25	Desert Archaic: the Great Basin	N&G Ch. 8
3/27–4/1	Pots and pueblos: the Southwest	N&G Ch. 9
4/1	Structural remains report due	
4/3–6	Home on the range: the Great Plains	N&G Ch. 10
4/8	Second exam	
4/10	The Mother of Waters: Mississippi and Ohio valleys	N&G Ch. 12, M Chs. 1–3
4/13–15	The Moundbuilders: Adena and Hopewell	M Chs. 4–5
4/17	The Moundbuilders: Mississippian	M Chs. 6–7
4/20–22	Southern comforts: the Southeast	N&G Ch. 11
4/24–27	Algonquians and Iroquois: the Northeast	N&G Ch. 13
4/29	Contact: East and West collide	M. Ch. 8
5/1	A New World: the early colonial period	D Chs. 1–5
	Site report due	
5/4–6	Slavery and Revolution: the late colonial period	D Chs. 6–9
5/8	Another kind of revolution: industrial archaeology	
5/11	The Future of the Past	N&G Ch. 14

Final Exam: Monday, May 18th, 10:45am–1:15pm*This syllabus is subject to change.*

Instructor's Office Hours: Room HH 380; Monday–Thursday 11am–noon; Monday 2–3pm; or by appointment; phone 410-548-4502; e-mail earagan@salisbury.edu.

Texts

Neusius, Sarah; and G. Timothy Gross (N&G)

2007 *Seeking Our Past: An Introduction to North American Prehistory*. New York: Oxford University Press.

Milner, George R. (M)

2004 *The Moundbuilders: Ancient Peoples of Eastern North America*. New York: Thames and Hudson.

Deetz, James (D)

1996 *In Small Things Forgotten*, rev. ed. New York: Anchor Books.

Attendance

It is **VERY** important that you attend class. Lectures will not be a regurgitation of the text, and missing the additional material will make it difficult for you to do well on exams. Those of you who have unusual circumstances affecting your attendance—serious illness, personal crises, kinship chaos, etc.—should contact me as soon as possible, so consideration can be given if appropriate. Unless there are strongly extenuating circumstances, **if you miss 9 classes, you will receive an automatic F for the course.**

Electronics in the classroom

Please feel free to bring laptops or recording devices to lectures, but turn off your cellphone or set it to vibrate—and if you *must* text during class, don't let me see it. Electronic devices of any kind, unless specifically authorized by me beforehand, are **not** welcome during exams. **If I see you touch or look at an unauthorized electronic device—including a cellphone—during an exam, your exam will be confiscated and given a grade of zero.**

Grading

Grading will follow SU policies for the 2008–2009 academic year. The final grade for the course will be based as follows:

Artifact report	10% of total grade
First exam	15% of total grade
Structural remains report	10% of total grade
Second exam	20% of total grade
Site report	20% of total grade
Final exam	25% of total grade

IF YOU DO NOT TURN IN AN ASSIGNMENT, YOU WILL RECEIVE AN F FOR THE COURSE.

Grade scale: A = 100–90; B = 89–80; C = 79–70; D = 69–60; F = 59–0

Late Assignments and Make-up policy

Life is full of deadlines; it is important to learn how to meet them. If circumstances will prevent you from turning in an assignment on time, you should discuss your situation with me **before** the due date—if called for, students may be given **one** extension during the course. Assignments will lose a **letter grade (10%) for each day** they are late. **Assignments more than five days late will not be accepted and YOU WILL RECEIVE AN F FOR THE COURSE.**

If you are unable to take an exam on the scheduled day, you may make it up. Makeups will be given at **9:00am on the following Saturdays:** March 7th, April 4th, and May 2nd; or **during the regularly scheduled final exam session** (which means you will have to take two exams in two and a half hours). These are the only options; there will be **NO EXCEPTIONS**. You should expect makeup exams to be more difficult than regularly scheduled exams, since you have had extra time to study the material.

Academic Integrity

The best learning environment is one based on mutual respect and trust. However, the desire to achieve a good grade without doing the necessary work or tight schedules tempt some students to cheat on exams or to represent the work of others as their own. **Plagiarism and cheating** are acts of academic dishonesty, and will be prosecuted as such. Instances of academic dishonesty include, but are not limited to, the following:

- Plagiarism: presenting as one's own work, whether literally or in paraphrase, the work of another author.
- Cheating on exams, tests, and quizzes; the wrongful giving or accepting of unauthorized exam material; and the use of illegitimate sources of information.
- Turning in the same paper for multiple courses.
- Unsanctioned collaboration with other individuals in the completion of course assignments.

There are **no** mitigating circumstances to justify academic dishonesty. If you are unclear about what exactly might be considered dishonest, please ask me before turning in your work: **ignorance is not an acceptable excuse**. All violations of the university's Policy on Student Academic Integrity will be reported to the Dean of Students. Those committing minor, "careless" ("running a red light") plagiarism will be given a chance to rewrite their papers and penalized 25% on the grade, **once**; substantial, flagrant, or repeated violations will earn a grade of zero for the assignment and possibly an F for the course. Students who have two or more reported academic integrity violations are automatically reviewed for possible suspension or expulsion from the university.

Writing Across the Curriculum

In conformity with Salisbury University policy aimed at developing writing skills in all courses, students will be required to write short essays on exams, two research reports, and a longer research paper. These assignments will be graded on the quality of writing (proper use of grammar, syntax, spelling, etc.) as well as on a grasp of the material presented in lectures and readings. These should provide a decent evaluation of each student's writing ability.

Written assignments

Handwritten papers will not be accepted. Page margins must be 1–1.25 inches; the text double-spaced, in 12pt Times New Roman or a similarly-sized font, and printed in black. Your papers **must be submitted to SafeAssign**, which can be found on the MyClasses site: there is a DRAFT option where you can check your paper for plagiarism without penalty, but you must submit it to the FINAL option for my review. To see tips on how to write your paper and the penalties given for common problems, please take a look at "Writing Anthropology Papers" on the MyClasses page.

Short research reports

Archaeology is about *things*, and you have to be able to recognize what you're looking at! To become better acquainted with North American material culture, you will write **two short (4-page) reports**, one on an **artifact** type (e.g., Clovis points, Mimbres pottery, colonial gunflints) of your choice and the other on a particular type of **structure** (e.g., Plateau pithouses, Iroquois longhouses, slave quarters), again of your choice. You should use **at least three scholarly sources** for each (one of which may be a case study from your N&G text or its CD): we will spend a lecture in the library, learning how to use its research resources.

The **artifact report** should discuss the object's spatial and chronological distribution; its cultural affiliation(s); the technology that produced it, including material(s) and production technique(s); its function and style; preservation issues; and its archaeological significance.

The **structural remains report** should discuss the structure's spatial and chronological distribution; its cultural affiliation(s); the technology that produced it, including material(s) and construction technique(s); its function and style; its archaeological manifestation; what it tells us about the organization of people and space; and its archaeological significance.

Site report

Archaeology is also about places, so you will also write a **short (6-page) site report**, describing one particular site in detail. You should use **at least three scholarly sources** (you may **not** use case studies from the text), and you may use web sources and grey literature if I approve them beforehand. This report should discuss the site's geographic location, environmental setting, period(s) of occupation, and cultural affiliation(s); the research design used to investigate it (the reason it was studied, goals, methodology, and theoretical approach); briefly review its artifact assemblages (with an emphasis on diagnostic material), structural remains, and site patterning, if any; and its archaeological significance.