

## North American Archaeology

### Professor:

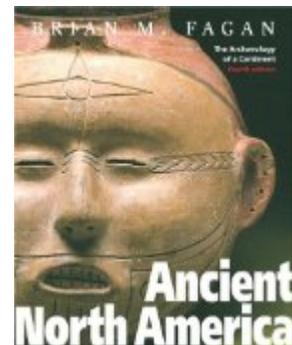
John Douglas; Office: Social Sciences 233 (in the Anthro Department on the “lower” or North 2<sup>nd</sup> floor). Office hours: Tuesday 2:00-4:00, Thursday 11:00-12:00, or by appoint. Tel: (612) 568-4827 (voice mail and text). E-mail: [john.douglas@umontana.edu](mailto:john.douglas@umontana.edu).

### Learning Objectives:

- ✓ Demonstrate an understanding of the principal ancient human cultures and adaptations that make up the North American archaeological record.
- ✓ Demonstrate an understanding of key topics of major interest and significance to archaeologists today (such as the antiquity of human occupation in North America, and the origins of agriculture).
- ✓ Demonstrate an understanding of key methods and theoretical perspectives that guide contemporary archaeology in North America.
- ✓ Demonstrate the ability to conduct research on a topic in North American archaeology using primary professional sources. Critically assess and evaluate primary sources.

### Themes and goals:

- ✓ Learning about people at other times and other places is critical to find out what it means to be human. The Naïve American past is inherently interesting—and an important opportunity to observe creative problem solving by other humans. We should pay attention to both what is shared and what is unique in this story. Although the methods of archaeology are scientific, important themes of this course are humanistic and historic. Because most students will bring a contemporary knowledge of North America, studying the past will be an inherently comparative process.
- ✓ The interaction between environment and people. We will examine how people react to climate change, how the population density and organization is affected by resources, how people affect their environment, and how different kinds of resources influence groups with different kinds of technologies and social organizations.
- ✓ The development of leadership and hierarchy. We will examine groups in size from small bands to towns of 15,000+ people, and think about leadership changes, how specialization in social roles occurs, and how hierarchies emerge.
- ✓ To provide successful participants a well-anchored framework for human life before historical records that spans the entire continent, north of central Mexico, that allows an understanding of the pace, direction, and nature of change in societies.



### Prerequisites and General Education fulfillment:

There are no prerequisites. This course counts for the Historical (“H”) and Indigenous & Global (“X”) requirements in general education.

### Required text and other materials:

Brian Fagan, 2005, *Ancient North America: The Archaeology of a Continent* (fourth edition—third edition, 2000, OK). Thames and Hudson, New York.

Your grades, class PowerPoints, information on the assignment, and other study materials can be downloaded from Moodle.

### Assessments and Grades

*Tests:* There are three tests. Each test is worth 100 points. A test follows after a third of the course and covers that third's lecture material and readings. Test taking requires that you bring a Scantron form (1/3 pink sheet size, available in the bookstore) and a soft pencil with an eraser. Questions may include true-false, multiple choice, and matching.

*Assignment:* Assume that you've been asked to present a talk to the public at a library for Archaeology Month (unusual, I know). You must choose one of these sites/localities to talk about:

*Paisley Caves, Oregon*

*Ansick Site, Montana*

*Head-smashed-in, Alberta*

*Pueblo Bonito, New Mexico*

*Paquimé or Casas Grandes, Chihuahua*

*Mound City Group, Ohio*

*Poverty Point, Louisiana*

*Etawah Mounds, Georgia*

In 1,000 words or less, explain “to the general adult public” why the site you chose is important, why it should be considered an essential part of the cultural heritage of North America, and why the site should be preserved for future generations. Although you should assume that your intended audience knows little of archaeology, the emphasis of your talk should **not** be on “who, what, when, or where,” but on making a case for the importance of the site for national patrimony. You may include images/maps (no more than 10, appropriately attributed) in your presentation.

Because you are communicating with the public, do not include quotations in your paper; you must say it in your own words. Use citations (using any citation style) for any specific facts and images that you use and a bibliography of all the cited sources. Make sure that you do not copy down phrases from your sources—plagiarism in any form will result in an automatic zero for the paper, and potentially an F for the class (see code of conduct below).

Files should be in Word format (.doc or .docx) or Adobe Reader (PDF) format (use PDF only if you do not use Word—this will insure that you can read my comments). Your paper should be double-spaced, include your name, and submitted on time with the submission system found on Moodle. The paper is worth 70 points. It will be graded on how well it answers the questions posed above, insightfulness, thoroughness, use of appropriate resources, organization, grammar, and spelling, in that order. The paper is due on the last day of class.

*Attendance:* Attendance will be taken daily, and a point will be subtracted for every day missed. Excused absences are given only for family emergencies and illness (30 points). Students are expected to be present in mind as well as body; use of smart phones or other distractors during the class period is unacceptable, and will result in loss of attendance points.

*Extra Credit Presentation:* Students interested in earning up to 10 extra credit points can do so by giving their paper topic as a concise classroom presentation on December 8. This five minute presentation can include PowerPoint for visual impact. If you wish to make this presentation, you must “register” your talk, and upload your PowerPoint, by midnight on December 7, on the appropriate Moodle forum.

*Improving your grade:* A comprehensive, essay, test will be given after Test 3 in the final exam period (see schedule). The test may be taken *in lieu of ONE* regular test or to substitute for a lower grade on a regular exam. This test cannot lower your grade.

*Grade Determination:* There are 400 points possible in the class; students with 90% or more of the points will receive an "A" (whole grades only). The point system is: A, 360+; B, 320-359; C, 280-319; D or "Credit," 240-279; F or "No Credit," 239 or lower.

### **Other Policies:**

*Disability Accommodations:* When requested by the student, learning disabilities recognized by [Disability Student Services](#) (DSS) will be ameliorated with any reasonable accommodation: copies of notes, special testing environment, extended testing time, and special forms of the tests.

*Incompletes:* An incomplete will be considered only when requested by the student. At the discretion of the instructor, incompletes are given to students who missed a portion of the class because of documented serious health or personal problems during the session. Students have one year to complete the course; requirements are negotiated on a case-by-case basis.

*Dropping:* Please note that September 19 (5:00 PM) is the last day to freely add or drop a class, and that October 31 (5:00 PM) is the last day for withdrawing (marked with a "W" on transcript) from a class without the Dean's signature.

*Plagiarism and misconduct:* All students must practice academic honesty. Students unfamiliar with the Plagiarism Warning in the catalog are urged to read it. Plagiarism and other Academic misconduct is subject to an academic penalty by the instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review [here](#).

