

North American Archaeology, Autumn 20

Professor and contact information

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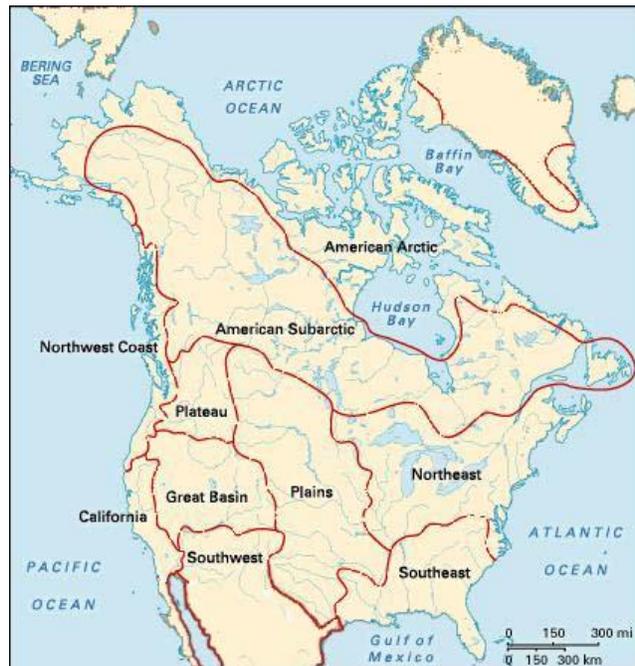
Course overview

The material presented in this online course covers the archaeological record left by the diverse Native North American populations. Over 15,000 years ago, people began living in North America and colonizing the Americas. The majority of the material, we will be drawing from will discuss what happened before European contact (roughly AD 1492). We will also "draw a boundary" and not discuss in any depth areas south of central Mexico. If interested in the Aztecs, the Maya, and the Toltecs, there is a class taught in the Department on the peoples of Mesoamerica or Middle America, ANT 354, which would build on the material learned in this class.

The course material is organized according to archaeologically-defined "culture areas"

(check out the map to the right). For each area, we will examine the prehistory and lifeways of the people through the lens of archaeology knowledge. Some of the questions we will be asking are: What foods did they eat? How did they procure food? What did their houses look like? What was their religious life like? Who made group decisions? And for each culture area, how did the basic patterns of subsistence pursuits, technology, settlement patterns, social organization, and political systems change through time. These area histories are connected to larger considerations of Native American change and adaptation, highlighted throughout the course.

Although this online course has no set time that you must be logged into the course, it is designed that you are engaged each week and there is an order to the discussion (see the Schedule). There are no prerequisites. You do need to read, write, and interpret materials at an upper-division level.



Topical Learning Objectives

- Develop 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).
- Gain 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.

Historical Studies Learning Objectives

- Critically analyze and evaluate primary sources – such as texts, pictorial evidence, oral histories, music, and artifacts- within their respective historical contexts.
- Synthesize ideas and information in order to understand the problems, causes, and consequences of historical developments and events.

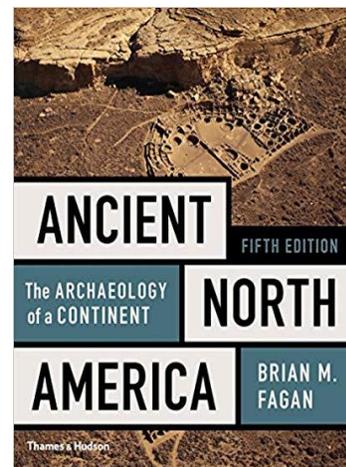
Cultural and International Diversity Learning Objectives

- Demonstrate an understanding of the diverse ways humans structure their social, political, and cultural lives.
- Interpret human activities, ideas, and institutions with reference to diverse cultural, historical, and geopolitical perspectives and physical environments.
- Recognize the complexities of inter-cultural and international communications and collaborative endeavors, and relate this to the complex challenges of the 21st century.

Required text

Ancient North America: The Archaeology of a Continent, 2019, Brian Fagan, Thames and Hudson, New York. It's important that you get the latest edition as the last one is 14 years old and there have been tremendous changes in the understanding of the prehistory of North America. You'll find copies—new, used, traditional, and electronic—it at the [Montana bookstore](#) or many other vendors.

If you see additional readings through your online reading of news sources, which is relevant to the course, please send me a link. I may be able to update my notes, if not this year's, then next year.



Assessments

There are four different types of assessments: forum response, quizzes, tests, and assignments. Most of the assessments are meant to provide you with feedback and guidance so you can plan

and manage your next steps in learning. The assessments provide me with feedback on how you're doing with the material. They allow me to see your strengths so we can build on those and identify any needs you might have, which I can help you address.

Forum

In the first week, under the "Discussion Forum," there is an assessment by way of an introduction. It is worth a total of 20 points.

Quizzes

There is usually a weekly true-false quiz, which covers the material from that week with one exception. In the first week, you have an additional quiz regarding plagiarism. Each quiz is worth 10 points. Quizzes can be taken twice and the highest grade is recorded. You do get a different set of questions for each attempt. Quizzes close at midnight each Sunday. The 14 quizzes are worth a total of 140 points.

Tests

There are three tests. Each test consists of 35 questions, which are each worth 3 points, for a maximum of 105 points. Each test covers the current material and readings. The tests build on your ever-expanding knowledge base, so some ideas may cross from one unit to the next. Tests are more in-depth and difficult than quizzes. Tests are available for the week as noted on the syllabus, and close at midnight on Sunday.

Assignments

There are two written assignments for this class. Reminders and instructions for these assignments are provided several weeks before the due date. Assignments are turned in during the week they are due. Each assignment is worth 100 points for a total of 200 points.

Incomplete for the class

At the discretion of the instructor, an incomplete is given to a student who misses 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.

Plagiarism and misconduct

Students found cheating, plagiarizing, "patchwriting" (writing by taking phrases or sections copied from a variety of sources, linked together with your words), or giving false excuses will be dealt with sternly. Plagiarism is the subject of our first quiz. If you are unfamiliar with college expectations, work through this example from [UM's Writing Center](#) and look at broader discussions on the Internet. Academic misconduct in this class will be subject to an academic penalty (up to receiving a failing grade in this class) and/or a disciplinary sanction by the University. All students need to be familiar with the [Student Conduct Code](#). If you have any questions, please feel free to contact me.

Disabilities services

Students with disabilities receive reasonable accommodations in this online course. To request course modifications; please contact me as soon as possible. I will work with you and Disability

Services in the accommodation process. For more information, visit [Disability Service](#) or call 406.243.2243 (Voice/TTY).

Grade determination

There are a total of 675 points possible in the class; students with 90% or more of the points will receive an "A," etc. (whole grades only).

University official dates and deadlines

For information about deadlines and drop dates, check out the [UM Calendar](#).