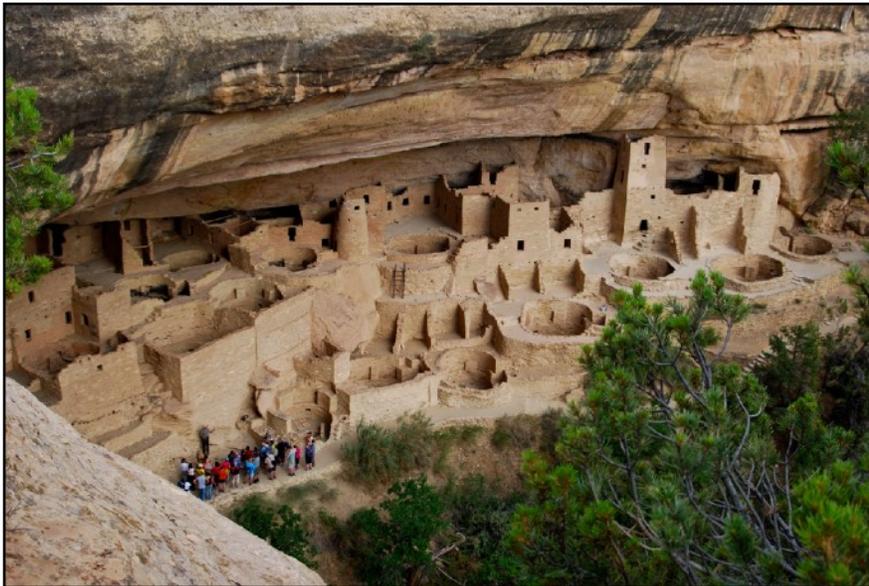


# ANT 374

## North American Archaeology

*The archaeology of Native American societies from the earliest migrants through early interactions with Europeans*



This course will cover the 15,000+ years of human history in North America. We will learn this primarily through examination of sources detailing primary research from important sites. From this, we will, as a group, create general theory on cultural trends at particular times and over time. Thus, we will be creating our own theories in addition to examining those of others. Over the course of the semester, we will be doing archaeology not just learning about how it is done or how others do it.

### IMPORTANT DETAILS

Professor: Dr. Eric Jones

Meeting time:

Room: Carswell 018

Office hours:

My email: [jonesee@wfu.edu](mailto:jonesee@wfu.edu)

### What's inside

Basic information	page 1
Course description	page 2
Learning goals	page 2
Grading	page 3
Keys to success	page 3
Required readings	page 3
Course requirements	page 4
Schedule	page 6
Reading list	page 7

*What type of projectile point is this? By week 3, you'll know all the details about the fascinating technology and aesthetics behind it and about the people who made and used it. You'll also get to examine casts of this and other tools.*



## COURSE DESCRIPTION

This course will cover the archaeology of Native American societies from the earliest human inhabitants through the first two centuries of interactions with Europeans during colonization.

We will study Pre-Columbian North America using a scientific approach (with some interpretive approaches sprinkled in) that is firmly grounded in the archaeological evidence. The course will begin with the earliest migrations into North America. After this, the class will take a more detailed look at the archaeology and cultural development in particular regions of the continent. Over the course of the semester, we will also explore current research and existing debates in North American archaeology. Through readings and discussions we will also address the ethics of archaeological investigation in the United States, the relationship between archaeologists and Native Americans, and the applicability of archaeological knowledge to address current problems.

For most classes, your “homework” will be group research into particular archaeological sites using research articles and books. In class, we will compile information from all of the groups’ sites and build descriptions and explanations (theory) for the particular time and/or region we are studying.

For the debate classes, we will all read the same articles and debate the merits of opposing arguments related to a critical topic in modern North American archaeology.



## LEARNING GOALS AND OBJECTIVES

### *Goal 1: detailed knowledge*

Describe the diversity over time and space of pre-Columbian societies in North America. By the end of the semester, you should be able to provide a detailed description of cultural trends at any place at any point in time in North America.

### *Goal 2: explanation*

Be able to describe and *explain* (using theory) large trends in cultural evolution of pre-Columbian societies in North America. This will include the invention of agriculture and the formation of complex societies.

### *Goal 3: method and theory*

Gain a greater understanding of archaeological methods and



theory. You will learn how we have built our knowledge by understanding the methods and theory behind it. We will read and evaluate research articles, giving you the opportunity to understand exactly how the archaeology provided the data and how different theoretical models offer explanations for the patterns observed. You will even get the chance to excavate at a Late Woodland site for an afternoon.

### *Goal 4: research skills*

Learn how to plan, execute, and present your own research project, culminating in a final research paper.

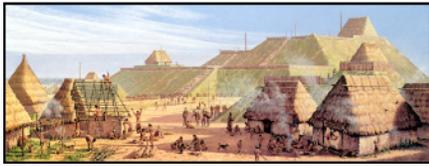
### *Goal 5: applicability*

Devise ways in which the knowledge from this class can be applied to modern issues, particularly those related to human-environment interactions, human geography, and Native American-U.S. relations.

### *Goal 6: critical thinking*

Improve your critical thinking skills by evaluating research articles and scholarly books and discussing and debating current issues within the field with classmates and faculty.

EVALUATION AND GRADING SCALE



**Top:** Reconstruction of Cabokia, IL  
**Bottom:** Lomaki Pueblo, AZ

You will be required to complete the following assignments and activities:

- 
- Exams (3x50 points)
- Site reports (150 points)
- Participation (140 points)
- ePortfolio posts (5x10 points)
- Final Paper (180 points)
  - Topic (10 points)
  - Annotated bibliography/outline (40 points)
  - Paper (100 points)
  - Presentation (20 points)

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Total: 650 points

Grading scale:

- A = > 604.5 points
- A- = 585 - 604
- B+ = 563 - 584.5
- B = 541.5 - 562.5
- B- = 520 - 541
- C+ = 498.5 - 519.5
- C = 476.5 - 498
- C- = 455 - 476
- D+ = 433.5 - 454.5
- D = 411.5 - 433
- D- = 390 - 411
- F = <390

The grading scale is a rough estimate. In almost all of my upper level courses, there is usually curve at the end. Very few, if any students will earn an outright A before this curve. I will challenge you, and you will get frustrated with me at times. However, I reward students for their hard work, improvement throughout the semester, and command of the material.

HOW TO BE SUCCESSFUL IN THIS COURSE

**Come to class.** People who don't show up, fail. It's simple. Just reading is not enough to gain a deeper

**Do the readings.** Class time is not a summary of your reading. It is a discussion using that information. If you don't read, you can't discuss and will be asked to leave.

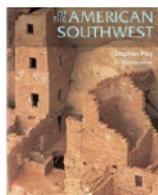
**Reflect.** Take the time to think about not only what you have learned but why it's important. We will take time in class to discuss the wider applicability of what we're learning



**Engage.** Participate in class. Ask questions during lectures. Comment during discussions. Work with your classmates on the group work. And, get interested in the material.

**Research.** Both for your site reports and your research paper. Take this opportunity to learn good research habits and learn something new from your own explorations.

**Don't get behind.** If you feel lost or miss a class for a legitimate reason, come and see me. My office hours are there for my students. Take advantage of them.



REQUIRED READINGS

There are two required texts and one optional text. The required are George Milner's *The Moundbuilders* and Stephen Plog's *Ancient Peoples of the American Southwest*. These are books (not textbooks) that will help you find primary sources for site research and help in interpreting your site research. We will primarily be reading research articles that provide detailed information about sites and cultural developments. The bibliographic information for these articles is at the end of this syllabus. You are responsible for finding them in online databases through ZSR. This will help you to develop good, efficient research skills. If you want general summaries of regions and time periods, Dean Snow's *The Archaeology of Native North America* is a good text and is completely optional.

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## REQUIRED ASSIGNMENTS AND ACTIVITIES

### EXAMS

There will be three non-cumulative examinations (dates are in the schedule). The exams will consist of essay questions and will test your ability to *think from* the information presented in lectures, discussions, and readings. Each test is an open-note take-home exam and is worth 50 points. I will hand them out on a Wednesday, and they will be due at the beginning of class the following Monday. I will deduct 5 points for each day it is late, starting the minute class starts. If you think you need an extension, ask me before the exam is handed out. I will not grant extensions asked on the day an exam is handed out or after. That said, be prepared; know your work load throughout the semester.

### SITE REPORTS

You will be given a group assignment for almost every class. You will present information on an important site that tells us about the time period or society/culture we're to discuss that day. You will have 5-8 minutes to present your information informally. These will require you to do outside research to learn more about the site. They are a good opportunity to hone your research skills before you begin working on your research paper. They are also a great opportunity to understand how we move from archaeological findings to general descriptions and explanations of past behavior. You will do 15 of these throughout the semester, and they are worth 10 points apiece for the 150 point total.

### PARTICIPATION

Whether building general explanations through the site research or debating a topic, every meeting will be discussion-based. You will be assigned readings that will be the basis for discussion. Each of you at some point will be required to present a brief 3-minute summary of one of the articles assigned for a debate class. This and your overall participation in the discussion and lecture classes will comprise 100 points of your participation grade. You will be graded on the quantity and quality of your comments. Grades will be assigned relative to other class participants. In other words, the person(s) with the highest number of productive comments will get an A and everyone else will be assigned grades relative to those individuals. If you miss class without a valid excuse, you will get -4 points for that day. If you do not read, you will get -2 points. If you are quiet, this is the time to work on being more engaged in small classroom setting. We are here to help you improve.

40 points of your participation grade will be based on your participation in two activities outside of class. We will take a fieldtrip and visit local archaeological sites that we will discuss this semester. **We will also collaborate with Campus Gardens and try to grow the Eastern Agricultural Complex and heritage varieties of maize as a form of experimental archaeology.** I am open to other ideas you may have as a class as well.

### EPORTFOLIOS

Throughout the semester, you are required to post 5 short writings to the Sakai blog page. These short essays, less than a page in length, should focus on how what you've learned in readings and class is applicable to modern society. These will have a broad theme of sustainability, broadly defined as cultural systems, practices, or interactions that survive for long periods to the benefit of all those involved. Within this broader theme, there will be specific topics for your posts. Three posts will be about human-environment interactions. One will be about modern Native American issues or concerns. And one will be about a topic of your choice. These can be done on your schedule, except two requirements: three must be posted before spring break and all of them must be posted by the end of Week 14.

### RESEARCH PAPER

You will be required to write a 15-page research paper, all parts of which are worth 180 points. The paper itself is worth 100 points. The topic is worth 10 points and consists of you scheduling a 20-minute meeting with me in which we will discuss your ideas and finalize a topic. The due date is in the syllabus. The bibliography/outline is worth 40 points with at least 15 scholarly, peer-reviewed sources (i.e. book, book chapter, or journal article). In order to write a good 15-page paper, you will need at least 15 sources and an outline. This bibliography/outline will be an outline of the structure of your paper with basic details, 15 sources, and where the sources will be used in your paper. Your papers will be due the last week of class. During finals week, you will present your work in an informal presentation/discussion. This will give us an opportunity to discuss the strengths and weaknesses of your paper. NOTE: Citations and style must be in accordance with the AAA guidelines, which can be found at: <http://www.aaanet.org/publications/guidelines.cfm>

## OTHER DETAILS

**Attendance**

If you plan on missing more than 2 classes, you should consider taking another course. The learning of concepts and theory, which are critical to knowledge building will happen in class. I will make all necessary adjustments to accommodate legitimate university-sanctioned reasons for missing classes or examinations. These include participation in university-sponsored athletic competitions. I do need to know about these in advance.

Extensions for exams will be provided in the event of illness or family emergency. I need to know about these circumstances very soon after you do. No accommodation will be made for people who do not inform me of a legitimate reason the same day of when an exam is handed out or when an assignment is due.

**Academic Integrity**

All students should act with personal integrity, respect other students' dignity, rights, and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating data or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of others. Students who are found to be dishonest will receive academic sanctions from

myself and from the Wake Forest Honor and Ethics Council.

**Engagement**

I encourage all students to be active participants in their own education. If anyone has suggestions for topics in which they are interested, a need for more examples, or general thoughts on how the class can be improved please tell me in an appropriate and constructive manner. I try to make this course the best it can be, and that requires student input. That said, if you have basic questions about the course, exam format, or due dates, look in your syllabus before emailing me. If you email me with a question that you can easily find yourself, I will not reply.

**Learning Assistance**

Accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Learning Assistance Center (email at [lacenter@wfu.edu](mailto:lacenter@wfu.edu) or call at 336-758-5929). They will provide me with verification of your needs, and will recommend appropriate accommodations.

**Safe Spaces**

Like any anthropology class, this course will require you to think critically about sensitive topics. In this class topics include racism, genocide, and oppression. This class is a **safe space** for everyone to express their opinions and ideas. Keep in mind that safe spaces also allow others to disagree with your ideas, albeit in a respectful manner. My role is to facilitate civil and enlightening discussions, not dictate opinions. I will ask everyone to think holistically and relativistically in these situations.

**Calendar****February 3**

Last day to meet with me about paper topics

**February 15**

First exam due

**March 14**

Second exam due

**March 28**

Annotated bibliography due

**April 4**

Third exam due

**April 25**

Fourth exam due

**Places to Visit**

With your newfound knowledge of and appreciation for North America's history

**MOUNDS**

From Georgia to Michigan to Oklahoma, there are 1000s

of Adena, Hopewell, and Mississippian mounds to explore.

**ANCESTRAL PUEBLO SITES**

An amazing landscape with amazing sites. Seeing the

architecture yourself really helps to understand SW cultures.

**EASTERN WOODLANDS VILLAGES**

Throughout the east, reconstructed Native

American villages give you a glimpse into life just before and during European colonization.

Week	Date	Topic	Readings/Sites	Assignments
1	13-Jan	Introduction	Syllabus	
2	18-Jan	NO CLASS: MLK DAY		
	20-Jan	The First Americans	Readings: Fagundes et al.; Mandryk et al. Sites: Ushki complex, Dyuktai complex, Topper, Friedkin, Paisley Caves, Meadowcroft	
3	25-Jan	Paleoindians and Late Paleoindians	Sites: Blackwater Draw, Bull Brook, Lehner, West Athens Hill, Lindenmeier, Mountaineer, Olsen-Chubbock Hint: TM 22-31, APAS 37-45	
	27-Jan	Debate: Did the first Americans cause megafaunal extinction?	Readings: Mosimann & Martin 1975; Meltzer 1988; Grayson & Meltzer 2003; Surovell et al. 2015	
4	1-Feb	The Archaic 1: the sites	Sites: Danger Cave, Hardaway, Koster, Read, Watson Brake; Hint TM 32-54, APAS 46-55	
	3-Feb	The Archaic 1: the sites (cont.)		Paper topic due
5	8-Feb	The Archaic 2: agriculture and mounds	Readings: Smith 1989; Hamilton 1999; Sassaman 2005	
	10-Feb	The Moundbuilders 1: Adena	Readings: TM 54-61; Clay 1998	
6	15-Feb	Discussion of theory: ecology vs. symbolism	Review: Hamilton 1999; Sassaman 2005	Exam 1 due
	17-Feb	The Moundbuilders 2: Hopewell	Sites: Liberty, Pinson, Mound City, Seip, Newark, 6 Hopewell settlements Hint: Smith 1992; TM 61-104	
7	22-Feb	Mississippian 1: origins and Middle Mississippian	Sites: Toltec, Cahokia, Moundville, Aztalan, Angel Mounds Hint: TM ch. 6	
	24-Feb	Mississippian 2: South Appalachian, Plaquemine, and Caddoan	Sites: Ocmulgee, Etowah, Town Creek, Grand Village, Spiro Hint: TM ch. 6	
8	29-Feb	Mississippian 3: what was Mississippian?	TBA	
	2-Mar	The (Other) Late Woodland	Sites: Norris Farms, Donnaha, Redtail, Wall, Mohican Sites, Werrowocomoco	3 ePortfolio posts
		<b>SPRING BREAK</b>		
9	14-Mar	The (Other) Late Woodland (cont.)	Sites: Chamberlain, Otstungo, Mantle, Smith-Pagerie,	
	16-Mar	Debate: Did Northern Iroquoians migrate?	Snow 1995a; Crawford and Smith 1996; Snow 1996; Hart and Brumbach 2009	
10	21-Mar	Southwest 1: Cultures and early village life	Sites: Cerro Juanaqueño, Shabik'eschee, SU, Snaketown, Pueblo Grande Readings: APAS ch. 1; Abbott et al. 2007 Hint: APAS ch. 4	Exam 2 due
	23-Mar	Southwest 2: cultural florescence	Sites: Pueblo Bonito, Chetro Ketl, 29SJ724, Fajada Butte, Salmon and Aztec Hint: Lekson et al. 2006; APAS ch. 5; McKenna and Truell 1986	
11	28-Mar	Southwest 3: cliff dwellings, cooperation, and conflict	Sites: 5MT10010, Keet Seel and Betatakin, Mesa Verde, Sand Canyon Pueblo, Pot Creek Pueblo Hint: APAS ch. 6	Annotated bib./outline due
	30-Mar	West Coast and Plateau	Readings: Hayden and Schulting 1997; Arnold 1992	
12	4-Apr	The Chumash and Marxism (fun time!)	Review: Arnold 1992	
	6-Apr	NO CLASS; The Plains	Snow chapter (on Sakai); Bamhforth 1999; Walde 2006	
13	11-Apr	Northwest Coast	Ames 1994; Hayden 1990	
	13-Apr	Arctic and Subarctic Societies	Stewart et al. 2000; Gordon 2004	
14	18-Apr	Contact and Colonialism	Sites: Townley-Read, Joara (Berry), Pecos Pueblo, Mission San Antonio de Padua, Fort Ross Hint: TM ch. 8	
	20-Apr	Debate: What was the size of Native populations at contact?	Dobyns 1966; Snow 1995b; Jones 2010; Jones 2014	
15	25-Apr	Debate: How should Native viewpoints be incorporated into archaeology?	Watkins 2003; McGhee 2008; American Antiquity Forum 2010	Exam 3 due
	27-Apr	Wrap up: why does this matter?		
Finals	Week	<b>Final Paper due on May 2 at noon; paper meetings on May 4</b>		

Appendix: Course Bibliography

Abbott, David R., Alexa M. Smith, and Emiliano Gallaga

2007 Ballcourts and Ceramics: The Case for Hohokam Marketplaces in the Arizona Desert. *American Antiquity* 72(3):461-484

American Antiquity Forum

Croes, Dale R.

2010 Courage and Thoughtful Scholarship = Indigenous Archaeology Partnerships, pp. 211-216.

Silliman, Stephen W.

2010 The Value and Diversity of Indigenous Archaeology: A Response to McGhee, pp. 217-220.

Wilcox, Michael

2010 Saving Indigenous Peoples from Ourselves: Separate but Equal Archaeology is Not Scientific Archaeology, pp. 221-227.

Colwell-Chanthaphonh, Chip, T. J. Ferguson, Dorothy Lippert, Randall H. McGuire, George P. Nicholas, Joe E. Watkins, and Larry J. Zimmerman

2010 The premise and Promise of Indigenous Archaeology, pp. 228-238.

McGhee, Robert

2010 Of Strawmen, Herrings, and Frustrated Expectations, pp. 239-243.

Ames, Kenneth M.

1992 Household Archaeology of a Northwest Coast PlankHouse. *Journal of Field Archaeology* 19(3):275-290.

1994 The Northwest Coast: Complex Hunter-Gatherers, Ecology, and Social Evolution. *Annual Review of Anthropology* 23:209-229.

Anderson, David

1999 Examining Chiefdoms in the Southeast: An Application of Multiscalar Analysis. In *Great Towns and Regional Polities: In the Prehistoric Southwest and Southeast*. Jill E. Neitzl ed. University of New Mexico Press. Pp. 215-239.

Arnold, Jeanne E.

1992 Complex Hunter-Gatherer-Fishers of Prehistoric California: Chiefs, Specialists, and Maritime Adaptations of the Channel Islands. *American Antiquity* 57(1):60-87.

Billman, Brian R., Patricia M. Lambert, and Banks L. Leonard

2000 Cannibalism, Warfare, and Drought in the Mesa Verde Region during the Twelfth Century. *American Antiquity* 65(1):145-178.

Charles, Douglas K., Jane E. Buikstra, and Lyle W. Konigsberg

1986 Behavioral Implications of Terminal Archaic and Early Woodland Mortuary Practices in the Lower Illinois Valley. In *Early Woodland Archaeology*. Kenneth B. Farnsworth and Thomas Emerson, eds. Pp. 458-474

Clay, R. Berle

1998 The Essential Features of Adena Ritual and Their Implications. *Southeastern Archaeology* 71(1):1-21.

Cordell, Linda S., Carla R. Van West, Jeffrey S. Dean, and Deborah A. Muenchrath

2007 Mesa Verde Settlement History and Relocation: Climate Change, Social Networks, and Ancestral Pueblo Migration. *Kiva* 72(4):379-405.

Crawford, Gary W. and David G. Smith

1996 Migration in Prehistory: Princess Point and the Northern Iroquoian Case. *American Antiquity* 61(4):782-790.

Dobyns, Henry F.

1966 An Appraisal of Techniques with a New Hemispheric Estimate. *Current Anthropology* 7(4):395-416.

Dongoske, Kurt A., Debra L. Martin, T. J. Ferguson

2000 Critique of the Claim of Cannibalism at Cowboy Wash. *American Antiquity* 65(1):179-190.

Fagundes, N. J., Kanitz, R., Eckert, R., Valls, A. C., Bogo, M. R., Salzano, F. M., ... & Bonatto, S. L.

2008 Mitochondrial population genomics supports a single pre-Clovis origin with a coastal route for the peopling of the Americas. *The American Journal of Human Genetics*, 82(3), 583-592.

Gordon, Bryan C.

2004 8000 years of caribou and human seasonal migration in the Canadian Barrenlands. *Rangifer* 16:155-162.

Graham, Russell W. and Ernest L. Lundelius, Jr.

1984 Coevolutionary Disequilibrium and Pleistocene Extinctions. In *Quaternary Extinctions: A Prehistoric Revolution*, edited by Paul S. Martin. Pp. 223-249.

Graham, Russell W., C. Vance Haynes, Donald Lee Johnson, and Marvin Kay

1981 Kimmswick: A Clovis-Mastodon Association in Eastern Missouri. *Science* 213:1115-1116.

Grayson, Donald K. and David J. Meltzer

2003 A requiem for North American overkill. *Journal of Archaeological Science* 30:585-593.

Hamilton, Fran E.

1999 Southeastern Archaic Mounds: Examples of Elaboration in a Temporally Fluctuating Environment? *Journal of Anthropological Archaeology* 18:344-355.

- Hayden, Brian  
 1990 Nimrods, Piscators, Pluckers, and Planters: The Emergence of Food Production. *Journal of Anthropological Archaeology* 9:31-69. Hayden, B. and R. Schulting
- 1997 The Plateau Interaction Sphere and Late Prehistoric Cultural Complexity. *American Antiquity* 62(1):51-85.
- Hunt, Robert C., David guillet, David R. Abbott, James Bayman, Paul Fish, Suzanne Fish, Kieth Kintigh, and James A. Neely  
 2005 Ethnographic Analogies for the Social Organization of Hohokam Canal Irrigation. *American Antiquity* 70(3):433-456.
- Ingstad, Anne Stine  
 1982 The Norse Settlement of L'Anse aux Meadows, Newfoundland. In *Vikings in the West*. Eleonore Guralnick ed. Archaeological Institute of America Chicago. Pp 31-37.
- Jones, Eric E.  
 2010 Population History of the Onondaga and Oneida Iroquois, A.D. 1500-1700. *American Antiquity* 75(2):387-407.
- Kozuch, Laura  
 2002 Olivella beads from Spiro and the Plains. *American Antiquity* 67(4):697-709.
- Lekson, Stephen H., Thomas C. Windes, and Peter J. McKenna  
 2006 Architecture, in *The Archaeology of Chaco Canyon: An Eleventh-Century Pueblo Regional Center*, edited by Stephen H. Lekson, pp. 67-116, School of American Research Advanced Seminar Series, Santa Fe.
- Longacre, William A.  
 1975 Population Dynamics at Grasshopper Pueblo. *Memoirs of the Society for American Archaeology* 30:71-74.
- Malhi, Ripan S., Beth A. Schultz, and David G. Smith  
 2001 Distribution of Mitochondrial DNA Lineages Among Native American Tribes of Northeastern North America. *Human Biology* 73(1):17-55.
- Mandryk, C.A.S., H. Josenhans, D.W. Fedje, and R.W. Mathews  
 2001 Late Quaternary paleoenvironments of Northwestern North America: Implications for inland versus coastal migration routes. *Quaternary Science Reviews* 20 (1-3):301-314.
- Marlar, Richard A., Banks L. Leonard, Brian R. Billman, Patricia M. Lambert, and Jennifer E. Marlar  
 2000 Biochemical evidence of cannibalism at a prehistoric Puebloan site in southwestern Colorado. *Nature* 407:74-78.
- McGhee, Robert  
 2008 Aboriginalism and the Problems of Indigenous Archaeology. *American Antiquity* 73(4):579-597.
- Meltzer, David J.  
 1988 Late Pleistocene Adaptations in Eastern North America. *Journal of World Prehistory* 2:1-52.
- Milner, George R.  
 1998 Gray Chronicler of Hoary Centuries. In *The Cahokia Chiefdom: The Archaeology of a Mississippian Society*. Smithsonian Institution, Washington. Pp. 155-176.
- Mosimann, James E. and Paul S. Martin  
 1975 Simulating Overkill by Paleoindians. *American Scientist* 63:304-313.
- Owsley, Douglas W. and Richard L. Jantz  
 2001 Archaeological Politics and Public Interest in Paleoamerican Studies: Lessons from Gordon Creek Woman and Kennewick. *American Antiquity* 66(4):565-575
- Reinhart, Karl J.  
 2006 A Coprological View of Ancestral Pueblo Cannibalism. *American Scientist* 254-261
- Sassaman, Kenneth E.  
 2005 Poverty Point as Structure, Event, Process. *Journal of Archaeological Method and Theory* 12(4):335-364.
- Smith, Bruce D.  
 1989 Origins of Agriculture in Eastern North America. *Science*. 246(4937):1566-1571.  
 1992 Hopewellian Farmers of Eastern North America. In *Rivers of Change: Essays on Early Agriculture in Eastern North America*. B. D. Smith, ed., pp. 201-248. Smithsonian, Washington, DC.
- Snow, Dean R.  
 1995a Migration in Prehistory: The Northern Iroquoian Case. *American Antiquity* 60(1):59-79.  
 1995b Microchronology and Demographic Evidence Relating to the Size of Pre-Columbian North American Indian Populations. *Science* 268:1601-1604.  
 1996 More on Migration in Prehistory: Accommodating New Evidence in the Northern Iroquoian Case. *American Antiquity* 61(4):791-796.
- Snow, Dean R. and Kim M. Lanphear  
 1988 European Contact and Indian Depopulation in the Northeast: The Timing of the First Epidemics. *Ethnohistory* 35(1):15-31.

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1989 Sixteenth-Century Depopulation: A View from the Mohawk Valley. *American Anthropologist* 91:142-149. Stanford, Dennis, and Bruce Bradley
- 2002 Ocean Trails and Prairie Paths? Thoughts about Clovis Origins. In *The First Americans: Pleistocene Colonization of the New World*. N. Jablonski, ed., pp. 255-271. California Academy of Sciences, San Francisco.
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2000 Archaeology and Oral History of Inuit Land Use on the Kazan River, Nunavut: a Feature-Based Approach. *Arctic* 53(3):260-278.
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2015 Test of Martin's overkill hypothesis using radiocarbon dates on extinct megafauna. *Proceedings of the National Academy of Sciences*
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1999 Gordon Creek Woman Meets Kennewick Man: New Interpretations and Protocols Regarding the Peopling of the Americas. *American Antiquity* 64(4):569-576.
- Thomas, David Hurst  
2000 *Skull Wars*. Basic, New York. Pp. 52-63.
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1984 Social Organization and the Demographic Survival of the Tolowa. *Ethnohistory* 31(3):187-196.  
1997 Aboriginal North American Population and Rates of Decline, ca. A.D. 1500-1900. *Current Anthropology* 38(2):310-315.
- Thornton, Russell, Tim Miller, and Jonathan Warren  
1991 American Indian Population Recovery Following Smallpox Epidemics. *American Anthropologist* 93(1):28-45.
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1976 Prehistoric New World population size: historical review and current appraisal of North American estimates. *American Journal of Physical Anthropology* 45:661-666.
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1999 *Time Before History: The Archaeology of North Carolina*. University of North Carolina, Chapel Hill. Pp. 80-119.
- Warrick, Gary R.  
2000 The Precontact Iroquoian Occupation of Southern Ontario, in *Journal of World Prehistory* 14(4):415-465.
- Watkins, Joe E.  
2003 Beyond the Margin: American Indians, First Nations, and Archaeology in North America. *American Antiquity* 68(2): 273-285.  
2005 Through Wary Eyes: Indigenous Perspectives on Archaeology. *Annual Review of Anthropology* 34:229-249.

## Guidelines for Class Discussions

Days when you do site research and we build theory, the class will run as follows:

1. Each group will present your findings; everyone in the group should be part of this presentation. You will be assigned a score from 0-5 as a group; if someone does not present, they will get a score 1 point lower than the others.
2. We will then have a discussion about descriptions of and explanations for the patterns observed
3. During this discussion, you will be graded on the number of productive comments you make during the discussion of the article (you get 1 point for each productive comment).

Days when we discuss or debate a topic, the class will run as follows:

1. I will ask a different student to quickly summarize each article (e.g. the goal, methods used, results, and interpretations). You will be given a score of 0-5 for this.
2. Once the articles are summarized, we will debate the topic at hand. Each debate will have at least two clear sides. Ideally, you should pick one of those sides you think is better supported and be able to explain why. As with the site research days, you will be graded on the number of productive comments you make during the discussion of the article (you get 1 point for each productive comment).

Your overall participation grade will thus be a totaling of your group grades, your participation points from each day in class, and your article summary. As previously mentioned, if you skip class (i.e. non-excused absence), you will be given -4 points for that day and a 0 for any group work that was presented. If you did not do the reading for class, I will ask you to leave and you will get -2 points for that day.

## Guidelines for Writing

For your take-home exams, follow these rules:

1. Each answer may not be longer than a single page. I will stop reading at the end of the page.
2. 12-point Cambria or Times New Roman font with 1-inch margins
3. Single-spaced
4. Do not put anything else on the page, including question number, a title, or a restatement of the question.
5. Print out your answers, two-sided, and write your name on the back of the last page. Do not put your name anywhere else on the document.
6. Hand them to me at the beginning of class on the day it is due. I will not accept emailed answers.

For your annotated bibliography, outline, and final paper, follow these rules:

1. 12-point Cambria or Times New Roman font with 1-inch margins
2. Double-spaced
3. Number the pages. I will deduct 5 points if this is not done.
4. All in-text citations and the bibliography should be in AAA format. I will deduct points if they are not. Download the PDF of guidelines here: [http://www.aaanet.org/publications/style\\_guide.pdf](http://www.aaanet.org/publications/style_guide.pdf)
5. You are graded on both style and content. You will get grades for each out of 50 points and a total grade out of 100.

## Topics and Guidelines for ePortfolio Posts

For your posts:

1. Use the Blog page on Sakai for your posts.
2. There is no minimum or maximum requirement, but you should not feel obligated to write more than the equivalent of a 1-2 page paper.
3. While these should be written carefully (i.e. no typos), they can be more free-form writing than the exams or the research paper
4. Creativity is encouraged

Use the following questions and topics to guide your ePortfolio posts:

1. I have paleoethnobotanist colleagues that would like to promote the cultivation of the Eastern Agricultural Complex (i.e. chenopods, maygrass, knotweed, etc.) in modern America. Using your experience in our collaboration with Campus Gardens, do you think this is a sustainable agricultural system that could be adopted today? If so, on what scales? For example, should we promote it on campus? More broadly?
2. Compare the modern distribution of people in North America to that in AD 1400. What differences and similarities do you see? What accounts for these patterns? Are any of our modern ecological concerns related to these distributions? If so, explain.
3. Using examples of your choice from egalitarian and hierarchical societies, discuss the sustainability of these sociopolitical systems in ancient North America? Are there broader patterns to be gleaned from these societies?
4. How sustainable is the current relationship between archaeologists and Native American nations and communities? What is working well? What areas of improvement are needed?
5. Write about any topic related to sustainable practices and North American archaeology. It can be environmental, economic, social, political, etc. Pick a topic and offer your well-supported thoughts.