

## Course Title: Plains Archaeology: Prehistory and History

Ant 326E (Unique # 31715)

TTH 3:30 -5:00 pm. - SAC 4.174

Spring 2019

**Instructor:** Dr. Mariah F. Wade Office: SAC 4.146

**Office Hours:** TTH 1-2 pm or by appointment

Telephone: 512-232-4876

Email: m.wade@austin.utexas.edu

### Course Description:

Life on the Plains has never been easy. The ecological characteristics of the Plains enabled varied human populations to adapt and change in response to environmental and historical circumstances. This course explores the evidence of human activities on the Great Plains, with a primary focus on the central and southern plains from prehistoric to historic times (ca. 13,000 BP to ca. CE 1850). We will review, critically, the principal environmental concepts used to define the plains, discuss the impact of specific resources such as the bison, and examine a number of archaeological sites as well as some relevant historical records.

**Requirements:** Upper division standing or consent of the instructor.

### Required Text Books:

1998 *Archaeology on the Great Plains*, edited by W. Raymond Wood

Other assigned readings will be on Canvas

### Policies and Administrative details

- **Pre-requisites** There are no pre-requisites for this course other than those shown above. However, students should have taken Ant. 304 or have some knowledge of Archaeology, otherwise they might have problems following the material.
- **Attendance** is required.
- **Canvas** Lecture materials will be placed on Canvas after the class. Some maps, information sheets, articles and review sheets will be also on Canvas.
- **Test policy** There will be no make-up tests, except when the absence is unavoidable in which case the student is expected to contact me, and I will require proof of the problem.
- **Tests** Exams will include a mixture of short answers, identifications and mini-essays. Fact sheets provided before the exam will include possible topics for the mini-essays.
- **Poster Project** Information on the Poster Project will be given later in class. But, as the name indicates, students will be expected to create a poster that will include text and images related to a topic, an archaeological time period or an archaeology site. You will choose between doing the project individually or as a pair. In either case you will give a 5- minute presentation on the finished product. You may want to check these two sites for templates, ideas and guidance.
- <https://www.canva.com/create/posters/>
- <http://www.saa.org/AbouttheSociety/AnnualMeeting/GuidelinesforPosterPresentations/tabid/192/Default.aspx>
- <https://www.google.com/search?q=archaeology+poster+presentations&client=firefox-a&hs=IVS&rls=org.mozilla:en-US:official&tbm=isch&tbo=u&source=univ&sa=X&ei=JeYbUv-mNbD22QWi2YHgCg&ved=0CDQQsAQ&biw=1410&bih=718>
- **Scholastic honesty** Scholastic dishonesty will not be tolerated and the rules of the University of Texas will apply. Please make sure that you well aware of the content of these rules, by visiting this site:  
<http://www.cwrl.utexas.edu/integrity/>
- **Plagiarism** You may also want to see these other sites, which include information about plagiarism and how to deal with web sources. Use of web material, particularly text, has to be referenced as completely as if you were dealing with a library book.
- <http://newark.rutgers.edu/%7Eehrllich/plagiarism598.html>
- <http://www.indiana.edu/%7Ewts/wts/plagiarism.html>
- **Computers** Students have access to the Student Microcomputer Facility (SMF). Please visit this site for more information: <http://www.utexas.edu/smf/>
- **Disabilities** The University of Texas at Austin provides students with qualified disabilities with academic adjustments to their needs. For more information please visit this site: <http://deanofstudents.utexas.edu/ssd/> or call 471-6259. If you have a disability please let me know by the second week of classes.
- **Cell phones** Please make sure that your **cell phones and other electronic devices** are turned off while in the classroom.
- **Recording** According to University Rules tape-recording of lectures is not permitted, unless the instructor has granted permission.
- **Contact** You can contact me by **email**, by coming to the **office hours**, or by **appointment**. I will not answer emails received after 9:00 pm.

## Evaluation and Grading:

Tests #1 and # 2: 25 points each (students can elect to drop, or not to take, one of these 2 tests).

Test # 3: 30 points

Poster Project: 30 points. Students who prefer to do a 5-page paper on a specific archaeological site instead, can elect to do so.

Map test: 5 pts

Attendance/Class Participation: 10 points

## Assignments:

- Reading assignments have to be completed before class.
- There will be no make – up texts (see above).
- Class attendance is required (see above)

## Syllabus

### Week 1 – January 22 - 24

Introduction

The history of archaeology in the Plains –overview

#### Readings:

January 24 – “Introduction” R. Wood

### Week 2 – January 29-31

Definition of the Plains – Environment and Culture Areas

Climate and Topography

#### Readings:

January 29- “The Great Plains Setting” M. Kay pp.16-28

January 31– “The Great Plains Setting” M. Kay pp. 28-39

### Week 3 – February 5 -7

The History of the Prehistory of the Plains

Problems of Taxonomy

#### Readings:

February 5 – “A history of the Great Plains Prehistory” R. A. Krause pp. 48-78

### Week 4 – February 12-14

The Direct Historical Approach

Paleo-Indians

#### Readings:

February 12 - “The First Americans” and “Who got there first” (on Canvas)

“Blackwater Draw” (on Canvas)

February 14 - “The Paleo-Indian Cultures of the Great Plains” J. L. Hoffman and R. W. Graham pp. 87-103

“The Buttermilk Creek Complex” (on Canvas)

❑ **Fact sheet for Test 1 delivered**

### Week 5 – February 19-21

Paleo-Indians – Hunters and gatherers

#### Readings:

19 - “Evolving views on the Pleistocene colonization of North America” (on Canvas)

“Explaining the origin of fluting in North American Pleistocene weaponry” (on Canvas)

✓ February 19– Video

❑ **Test 1: February 21**

### Week 6 – February 26-28

Late Paleo-Indians/Plains Archaic – Hunters and gatherers

#### Readings:

February 26– “The Paleo-Indian Cultures of the Great Plains” J. L. Hoffman and R. W. Graham pp. 103-123 –

“Clovis Hunting Strategies or how to make out with plenty of resources” (on Canvas)

- February 28 – “Observations on butchering” (on Canvas)
- ✓ February 28- Video ?
- ✓

**Week 7 – March 5-7**

The Archaic - Mobile Foragers

**Readings**

March 5 - “The Northwestern and Northern Plains Archaic” G. Frison pp.140-166

March 7 - “Lithic Networks reveal early regionalization in Late Pleistocene North America” (on Canvas)

“Better Homes and pastures” (on Canvas)

“Early Paleoindian Women” (on Canvas)

**Week 8 – March 12 -14**

The Archaic – Mobile Foragers

**Readings:**

March 12 - “Central and Southern Plains Archaic” M. Kay pp.173-195

March 14 - “The Horse Creek Site: Some Evidence for Gender Roles in a Transitional Early to Middle Plains Archaic Base Camp” (on Canvas)

“Season of Bison Mortality at Three Plains Archaic Kill Sites in Wyoming” (on Canvas)

“Head-Smashed-In: 5500 years of Bison Jumping in the Alberta Plains” (on Canvas)

<http://www.cbc.ca/archives/categories/lifestyle/travel/unesco-world-heritage-sites-in-canada/the-great-story-of-head-smashed-in-buffalo-jump.html>

❑ **Fact sheet for Test 2 delivered**

❑ **SPRING BREAK 18 -23**

**Week 9 – March 26 -28**

The Plains Woodland Complexes

Early Village Tradition

The Central Plains Tradition

**Readings:**

March 26 – “The Plains Woodland” A.M. Johnson and A.E. Johnson, pp.201-225

March 28- “The Central Plains Tradition” T.L. Steinacher and G.F. Carlson, pp.235-259

“Adoption of the bow and arrow” (on Canvas)

**Week 10 – April 2-4**

❑ **Test 2 – April 2**

April 4 - Early and Late Village Tradition.

**Readings:**

April 4 – “The Middle Missouri Tradition” R. P. Winham and F. A. Calabrese.pp.269-307

**Week 11 – April 9 -11**

The Middle Missouri Tradition

Late Village Tradition/ Late Prehistoric

The Coalescent Tradition

**Readings:**

April 9 - “Adoption of the Bow in Prehistoric North America” (on Canvas)

“The Coalescent Tradition” C.M. Johnson pp.308-333

**Week 12 – April 16-18**

The Southern Plains

Early and Late Villagers

**Readings:**

April 16 - “Southern Plains Villagers” R. R. Drass, pp.415-427

April 18 - “The Southern Plains Villagers” R. R. Drass, pp.427-447

❑ **Fact sheet for Test 3 delivered**

**Week 13 – April 23 - 25**

The Late High Plains Hunters

**□ Test 3 – April 23**

**Readings:**

April 25 -

“Bison Processing at the Rush Site, 41TG46, and Evidence for Pemmican Production in the Southern Plains,” M. Quigg.(on Canvas)

“The Late High Plains Hunters” J. R. Hanson pp. 456-469

“Landscape Engineering” (on Canvas)

**Week 14 – April 30 – May 2**

Conflict and Removal

**Readings:**

“Euro-American Archaeology” Douglas Scott pp.481-510.

**Week 15 – May 7-9**

Project Presentations

**□ May 9 is the last day of this class**

**What you should expect to get (and know!) when you finish this course**

**A sense of place and a place of living**

- What characteristics made the Plains region special and how these characteristics enabled specific human systems of culture and lifeways.**
- How and why different populations through time adapted and profited from the physiographic and environmental conditions of the Plains.**
- Distinguish, identify, and characterize the principal archaeological features of the main archaeological Periods (i.e. different projectile point sequences, dwelling styles, burial customs, survival strategies...).**
- Understand and be able to explain how and why human populations on the fringes of the Plains region, or in certain areas of the Plains, developed different living and subsistence strategies (i.e. you should be able to write a comprehensive essay that compares, contrasts and exemplifies Paleoindian lifeways to Archaic lifeways; Archaic lifeways to Village Tradition lifeways...).**
- Understand and explain how and why the European colonizing process affected Native populations and their subsistence base.**
- You should have pondered and be able to discuss how the definitions of the Plains through time, as well as its organization for modern human purposes affects the way we view and study archaeology and the human populations that have inhabited the Plains.**

This course provides students with the following readiness competencies and skills:

- Critical Thinking/Problem Solving
- Analytical thinking
- Oral/Written Communications
- Global/Multicultural Fluency
- Analytical thinking
- Collaboration
- Time Management