

**Anthropology 385R Special Topics in Anthropology: North American Archaeology
Fall Semester, 2002 (Tuesday, Thursday)**

Instructor: Dr. Thomas W. Neumann

Office Hours: 205B Language Hall (Oxford Campus)

T, Th ca. 0830-0930, ca. 1300-1330, by appointment
M, W, F ca. 0830-0930

If you think that you are having problems or are, in some way, confused, please come in and see me. Even if you are not having problems, you are more than welcome to stop by anyway. A course like this is just that: A path charted through an intellectual region of much greater range. It is pleasant at times just to sit back and discuss the landscape.

Course Objectives

North American archaeology courses are great fun. Such classes survey the prehistory of the major culture areas north of Mexico, the primary purpose being to introduce the student to the regional prehistory for various parts of the continent. Anyone who does archaeology in the United States is expected to have had such a course, which kind of makes it a rite of passage. Certainly after having gone through such a course, you should have a reasonably sound understanding of the prehistory of the continent, to a point where you would be able to discuss the issues with others in the field.

The class does three things. First, a North American archaeology course provides an general introduction to the prehistory of the continent north of Mexico. Second, it provides a summary of what the ecological systems in those different parts of the continent were like in the past and what they are like today. In this, it becomes something of a physical geography course. Third, it shows how cultures changed over time in response both to changing ecological conditions as well as to changing energy flows. In this, a North American archaeology class helps to underscore how human cultures serve as behavioral adaptations.

Our objective is mainly a general exposure to regional prehistory, which we will do by considering the artifact assemblages to be the technological responses of cultural systems to culturally perceived environments. Thus, the course will be akin to a diachronic cultural geography course, in which consideration will be given to the ecological system to which the cultural remains were part of an adaptive pattern by a human population.

Course Requirements: Tests

Three short-answer, problem-oriented tests must be taken to receive full credit for the class. Each test will focus on its particular segment of the course. These tests will be given on 26 September, on 31 October, and during the scheduled final-exam period on Monday 16 December at 0900-1200.

<For those taking the course as part of the Sophomore Writing Requirement, each test will count for 22 percent of your final grade, *ceteris paribus*.

<For those not taking the course as a writing requirement, each test will count for one-third of your final grade, *ceteris paribus*.

One field trip is also scheduled. This will be on Saturday 7 December, and the intent is to drive up to visit Etowah. It will have an extra-credit “intellectual scavenger hunt” exercise associated with it.

Course Requirements: Sophomore Writing

The Sophomore Writing Requirement will be satisfied by completion of three take-home essay exams requiring responses varying from five pages to 10 - 12 pages [1,250 - 3,000 words], excluding references, figures, and tables. Specifics will be distributed with the essay exams. The schedule for these exams and revisions, as well as how they will be weighted is:

First Essay Exam (4 percent total course grade)

05 Sept Th: First essay exam distributed
12 Sept Th: First essay exam returned
17 Sept T: First essay exam debriefing
19 Sept Th: First essay exam revision due

Second Essay Exam (10 percent total course grade)

10 Oct Th: Second essay exam distributed
17 Oct Th: Second essay exam returned
22 Oct T: Second essay exam debriefing
24 Oct Th: Second essay exam revision due

Third Essay Exam (20 percent total course grade)

21 Nov Th: Third essay exam distributed
05 Dec Th: Third essay exam returned

The grade on each exam will be weighted 50 percent toward content and logic, and 50 percent toward quality of writing. If revision of the original version is chosen, the grade of that exam could be raised a maximum of one letter grade. Note that there will be no revised version of the third exam (I think you will be able to do just fine by then; think of it as your solo). The take-home essay exams, altogether, will count for 34 percent of the final course grade.

Course Grading

Grading for the course will use the +/- system discussed on p.83, *Oxford College of Emory University 2002-2003 Catalog*. The table on the right gives the anticipated test scores and their equivalent grade. Final authority for interpretations and grading rests with the instructor. Please be aware that the class will be run as a 300-level (that is, upper division) course, although certainly allowances will be made for you not yet being an upper division student.

Attendance

Regular class attendance and participation will be considered in determining the final grade. Regular attendance -- meaning three or fewer unexcused absences -- will be used to boost borderline grades by a third of a letter grade (e.g., from a B+ to an A-). (**Please note:** Each class meeting will last around 75 minutes. This will result in 150 minutes of class time per week, which is the same as the standard 50-minute Monday-Wednesday-Friday course.)

<i>Anticipated Test Scores and Grade Equivalents</i>	<i>Level of Work Quality and Command of the Information</i>
A = 100 - 80	Outstanding and superior work for a student in a top-tier national university
A- = 79 - 75	
B+ = 74 - 73	Above-average work for a student in a top-tier national university
B = 72 - 67	
B- = 66 - 65	
C+ = 64 - 63	Average work, that is, work that would be expected of any student in a top-tier national university
C = 62 - 58	
C- = 57 - 55	
D+ = 54 - 53	Below-average work for which credit for knowing some of the material still should be given, even though it is not quite as solid as might have been hoped
D = 52 - 50	
F [=N] = < 50	Credit for knowing the material cannot be given based upon evidenced work

Base Text:

Fagan, Brian M. 2000. *Ancient North America: The Archaeology of a Continent*. Third edition. Thames and Hudson, London.

Required Readings on Reserve at the Library (* indicates also available on electronic reserve: <http://www.emory.edu/OXFORD/CLASS/Ereserves/Neumannreserve.htm>):

* Aikens, C. Melvin. 1983. The Far West. Pp. 148-201 in *Ancient North Americans*, edited by Jesse D. Jennings. Freeman, San Francisco.

Arnold, David L. 1982. Pueblo pottery: 2,000 years of artistry. *National Geographic* 162 (5):593-605.

- Bruchac, Joseph. 1991. A Mohawk village in 1491: Otstungo. *National Geographic* 180 (4):68-83.
- Canby, Thomas Y. 1979. The search for the First Americans. *National Geographic* 156 (3):330-363.
- Canby, Thomas Y. 1982. The Anasazi: Riddles in the ruins. *National Geographic* 162 (5):562-592.
- Carlson, Roy R. 1990. Cultural antecedents. Pp. 60-69 in *Handbook of North American Indians. Volume 7. Northwest Coast*, edited by Wayne Suttles. Smithsonian Institution, Washington, D.C.
- Elsasser, Albert D. 1978. Development of regional prehistoric cultures. Pp. 37-57 in *Handbook of North American Indians. Volume 8. California*, edited by Robert F. Heizer. Smithsonian Institution, Washington, D.C.
- Haury, Emil W. 1967. First masters of the American Desert: The Hohokam. *National Geographic* 131 (5):670-695.
- King, Chester. 1978. Protohistoric and Historic archeology. Pp.58-79 in *Handbook of North American Indians. Volume 8. California*, edited by Robert F. Heizer. Smithsonian Institution, Washington, D.C.
- Mann, Charles C. 2002. 1491. *Atlantic Monthly* 289 (3) [March]:41-53.
- Pascua, Maria Parker. 1991. A Makah village in 1491: Ozette. *National Geographic* 180 (4):38-53.
- * Neumann, Thomas W. 1989. Human-wildlife competition and prehistoric subsistence: The case of the eastern United States. *Journal of Middle Atlantic Archaeology* 5:29-57.
- * Neumann, Thomas W. 1998. Early Holocene climatic warming and the energetics of climatic change: The ecology of Early - Middle Archaic transitions in Georgia and South Carolina. *Journal of Middle Atlantic Archaeology* 14:65-93.
- * Neumann, Thomas W. In press. The role of prehistoric peoples in shaping ecosystems in the eastern United States: Implications for restoration ecology and wilderness management. In *Wilderness and Political Ecology: Aboriginal Land Management -- Myths and Reality*, edited by Charles E. Kay and Randy T. Simmons. University of Utah Press, Salt Lake City.
- Scheldermann, Peter. 1981. Ellesmere Island: Eskimo and Viking finds in the high Arctic. *National Geographic* 159 (5):574-601.

Stuart, George E. 1972. Who were the "Mound Builders"? *National Geographic* 142 (6):782-801.

Stuart, George E. 1991. A Southeast village in 1491: Etowah. *National Geographic* 180 (4):54-67.

Wallace, William J. 1978. Post-Pleistocene archeology, 9000 to 2000 B.C. Pp. 25-36 in *Handbook of North American Indians. Volume 8. California*, edited by Robert F. Heizer. Smithsonian Institution, Washington, D.C.

Ward, Fred. 1975. The changing world of Canada's Crees. *National Geographic* 147 (4):540-568.

* Wedel, Waldo R. 1983. The prehistoric Plains. Pp. 202-241 in *Ancient North Americans*, edited by Jesse D. Jennings. Freeman, San Francisco.

Organization

PART 1. OF ARCHAEOLOGY, THE PLEISTOCENE, AND THE FROZEN NORTHLAND

29 Aug North American Archaeology: Identity and History
Read: Fagan Chapter 1 and 2 (pp.15-50)

3, 5 Sept North American Archaeology: Identity and History
Read: Fagan Chapter 3 (pp.51-66)
Caution: Some of Fagan's discussion of cultural resources archaeology is inaccurate.

5 Sept *** FIRST ESSAY EXAM DISTRIBUTED *******

10, 12 Sept Paleoindian, Terminal Pleistocene
Read: Fagan Chapters 4 and 5 (pp.68-108)
Reserved Readings: Canby 1979 (First Americans as Visualized in 1979)

12 Sept *** FIRST ESSAY EXAM HANDED IN *******

17, 19 Sept Paleoindian / Alaska
Read: Fagan Chapters 8 and 9 (pp.157-202) *Note:* Fagan covers Alaska and the Subarctic together in a little different order than we will; read both chapters knowing that a lot of what is in Chapter 9 will be covered in class before the last part of Chapter 8.
Reserved Readings: Scheldermann 1981 (Dorset, Thule, Inuit, and Vikings); Ward 1975 (Cree)

19 Sept *** FIRST ESSAY EXAM REVISION DUE *****

24 Sept Alaska / Arctic, Subarctic

26 Sept *** FIRST TEST THURSDAY 26 SEPTEMBER *******

Class meetings = 8 (excluding test)

Reading = 135 pages main text, 91 pages reserved readings

PART 2. OF WET AND DRY: THE LAND WEST OF THE ROCKIES

1, 3 Oct Pacific Northwest/Far West
Read: Fagan Chapters 10 and 11 (pp.203-250)
Reserved Readings: Carlson 1990 (Northwest Coast); Pascua 1991 (Ozette)

8, 10 Oct Far West, Great Basin
Read: Fagan Chapter 12 (pp.251-278)
Reserved Readings: Aikens 1983 (Far West); Elsasser 1978 (California);
King 1978 (California); Wallace 1978 (California)

10 Oct ** SECOND ESSAY EXAM DISTRIBUTED ******

17 Oct Southwest
Read: Fagan Chapter 13 (pp. 279-298)
Reserved Readings: Haury 1967 (Hohokam)

17 Oct ** SECOND ESSAY EXAM HANDED IN ******

22, 24 Oct Southwest
Read: Fagan Chapters 14 and 15 (pp.299-350)
Reserved Readings: Arnold 1982 (Pottery); Canby 1982 (Anasazi)

24 Oct ** SECOND ESSAY EXAM REVISION DUE *****

29, Oct Southwest

31 Oct *** SECOND TEST THURSDAY 31 OCTOBER *******

Class meetings = 8 (excluding test)

Reading = 100 pages main text, 202 pages reserved reading

PART 3. THE PLAINS AND FORESTS EAST OF THE ROCKIES

5, 7 Nov The Plains

Read: Fagan Chapter 7 (pp.135-156)

Reserved Readings: Wedel 1983 (Plains)

12, 14 Nov Eastern United States: Environment, Paleoindian

Reserved Readings: Neumann 1998 (Early Holocene Climate in the Southeast)

19, 21 Nov Eastern United States: Archaic

Read: Fagan Chapters 16 and 17 (pp.351-402)

21 Nov** THIRD ESSAY EXAM DISTRIBUTED ******

26 Nov Eastern United States: Woodland and Related

Read: Fagan Chapters 18, 19, and 21 (pp.403-438, 469-486)

Reserved Readings: Stuart 1972 (General Mound Builders); Neumann 1989 (Competition); Bruchac 1991 (Protohistoric Mohawk Village)

3, 5 Dec Eastern United States: Mississippian

Read: Fagan Chapter 20 (pp.439-468)

Reserved Readings: Stuart 1991 (Etowah)

5 Dec ** THIRD ESSAY EXAM HANDED IN ******

7 Dec ** FIELD TRIP TO ETOWAH SATURDAY 7 DECEMBER ******

10 Dec After European Contact, General Slack

Read: Fagan Chapter 22 (pp.487-518); you may want to read again that short Chapter 1

Reserved Readings: Mann 2002 (Nature of Western Hemisphere at Time of European Contact); Neumann in press (Cultural Myths and Ecological Reality about Aboriginal North America)

16 Dec ***** **THIRD TEST MONDAY 16 DECEMBER 0900 - 1200** *****

Class meetings = 10

Reading = 188 pages main text, 232 pages reserved readings
