

North American Archaeology

01:070:332 (Index 27023)

Credits: 3

Rutgers University . Spring 2020

“None of the dead can rise up and answer our questions. But from all that they have left behind, their imperishable or slowly dissolving gear, we may perhaps hear voices, ‘which are now only able to whisper, when everything else has become silent,’ to quote Linnaeus.”
–Björn Kurten, In *How to Deep-Freeze a Mammoth* (1986)

Instructor

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Office Hours: Tuesday 2-3PM by appointment

Office: BIO 208-A

<p>Class: Tuesday 10:55 AM – 1:55 PM RAB-204</p>

Course Description

This course will survey the archaeology of North America from prehistoric, historic, to contemporary times. Some special topics we will examine include the first people of North America, subsistence, social status and gender, intercultural interaction, bioarchaeology, the diaspora, and immigration. Throughout the semester, we will discuss how the practice of archaeology in North America has changed since its early days and emphasize the role of recent technological advancements and new perspectives. Students will learn how North American archaeologists think and look at the past and the kinds of conclusions archaeologists draw from material evidence. How archaeology intersects with North American ethical and political issues will also be presented. The geographic and temporal breadth that this course covers is expansive; as such, students will have the opportunity to explore a special topic of their choosing independently.

Course Structure

The course is structured in a way that provides a point of entry into the archaeology of North America by way of several popular research topics in the field. Professional articles comprise the majority of course readings to introduce students to pertinent literature and to improve students' ability to read and interpret professional literature. Class meetings will be discussion-based. Each week, designated “leaders” will be responsible for leading a discussion on their assigned article. “Leaders” will write a 2-3 page reflection paper of their assigned reading and develop three discussion questions. Students who are not designated class “leaders” are expected to complete the assigned weekly readings prior to the start of class and

produce three college-level questions or comments on each reading. Archaeology documentaries and recorded talks given by professional archaeologists will be screened to enrich weekly topics.

Course Readings

Readings will be accessible on Sakai.

Department of Anthropology Learning Goals

1. Students gain knowledge that will allow them to identify, explain, and historically contextualize the primary objectives, fundamental concepts, modes of analysis, and central questions in their major field and demonstrate proficiency in their use of this knowledge.
2. Students are able to demonstrate proficiency in the use critical thinking skills.
3. Students are able to demonstrate proficiency using current methods in their major fields, including library research skills.
4. Students are able to express themselves knowledgably and proficiently in writing about central issues in their major field.
5. Students are able to express themselves knowledgably and proficiently in speaking about central issues in their major field.

Course Learning Objectives

1. To draw inferences regarding the diversity of the human experience in North America, from prehistoric to contemporary times, based on archaeological data. Department of Anthropology Learning Goal 2.
2. To understand the kinds of topics North American archaeologists research, the central questions germane to the study area, and the application of ethics in archaeology. Department of Anthropology Learning Goal 1.
3. Students should be able to discuss and practice (at an appropriate level) methods of archaeological field and lab work commonly employed in North American archaeology. Department of Anthropology Learning Goal 3.
4. To identify how archaeology can be relative to anthropological and non-anthropological career paths as well as to understand archaeology's relevancy in contemporary society. Department of Anthropology Learning Goal 2.

ASSIGNMENTS

Research Paper

Department of Anthropology Learning Goals 1-4.

This assignment is tailored so that you will have the opportunity to explore a topic pertaining to North American Archaeology in depth on your own. Plan to write an 8-10 page research paper on a topic of your choosing. **Approve your topic with me on 2/18. Value: 20%.**

Mini Writing Seminars

Department of Anthropology Learning Goals 2, 3 and 5.

Students will participate in 5 mini writing seminars throughout the semester. Writing seminars are built into the course for several reasons: 1. to encourage students to begin their research papers early in the semester, 2. students will have the opportunity to receive valuable peer feedback on their work multiple times during the semester, 3. allows the instructor an opportunity to address student concerns with the research paper assignment during class time, and 4. allows the instructor an opportunity to “check-up” on the progress of student research. The anticipated dates of each mini writing seminar are included in the course schedule below.

Value: 10%.

Oral Presentation

Department of Anthropology Learning Goal 5.

One of the skills that you should leave college with is excellent oral communication skills. Toward the end of the semester, you will deliver a 10 minute presentation on your research paper. The use of videos to *supplement* your presentation should be carefully chosen. If you choose to use a video, please make sure to tell us why you chose it and how it relates to your research. I want to hear YOUR perspective! Note that material presented by you and your peers may appear on the final examination. **Value: 10%.**

Class Preparedness/Participation/Attendance

Department of Anthropology Learning Goals 1,2, and 5.

This is an upper-level seminar course. You are expected to come to class prepared having already read the assigned readings. Each week, student “leaders” will be responsible for leading the class discussion by taking charge of one or more assigned readings and writing a 2-3 page reflection paper on that reading. Students who are not designated “leaders” on class days should come to class with three college-level questions or comments on each reading. Think about connections to other course content, links to contemporary social issues, ethical dilemmas, or even fodder for class debates. You will be asked to share these with the class and these will be collected for credit. See below for the class attendance policy. **Value: 20%.**

EXAMINATIONS

There will be two examinations. Exams will cover material presented in class and course readings. Exams are non-cumulative, although you should be comfortable with terms and concepts discussed in previous parts of the course as we will continue to build on this throughout the semester. Exam dates are listed in the course schedule below. Exams are weighted at **20% each. Total Value: 40%.**

INSTRUCTOR POLICIES

Attendance

Attendance is expected. If you miss a class, it is your responsibility to find out what information you missed. Your Attendance and Participation grade will suffer if you miss more than **one** class without a documented excuse. A documented excuse usually means a doctor's note. Exam material may draw from material covered during class. A doctor's note must be shown to the instructor on the day you return to class for the absence to be excused.

*****Three or more unexcused absences will result in the reduction of 1 full letter grade of your final course score.*****

If you are absent on the day an assignment is due, you must email the assignment to me PRIOR to the start of class to receive credit. This ensures that everyone has the same amount of time to complete the assignment.

Please arrive on time to class meetings. Arriving late to class will negatively impact Preparedness/Participation/Attendance grade.

Classroom Etiquette

Out of respect for the institution of academia, the instructor, and your classmates, turn off/silence your electronic devices during class. Resist the temptation to text, Snap Chat, Instagram, Facebook, game, and the like.

Please refrain from taking pictures of lecture slides with mobile devices, laptops, etc.

At times, we will be discussing topics and human behaviors that may seem very different or even controversial. You may be exposed to content that you might find bothersome or offensive. If this happens, do not be ethnocentric and consider these moments within their respective cultural context. Please remain courteous and respectful in the classroom at all times. The classroom is a professional environment.

Listening is a critical skill in anthropology. It is difficult to hear and focus on in-class discussions when others are causing distractions. Please do not speak or cause distractions when others "have the floor."

Exam Conduct

During exams you **may not** retrieve/use your cell phone, talk to fellow students, retrieve any materials from your backpack, briefcase or other bags, or read other students' exam papers. This is viewed as cheating on an exam and will not be tolerated. Cheating on exams (or any other course work) will not be tolerated and will result in a 0.

Late Submission Policy

Please submit assignments on time. *Late assignments will not be accepted for credit and will be marked zero (0) unless arrangements are made with me in advance.

*"Printer issues", "technical difficulties", "forgetting" to print or upload an assignment, and the like are not an excuse for failing to submit an assignment on time. Consider completing work early enough to ensure you do not encounter any problems.

Grading

Exam 1: 20%

Exam 2: 20%

Attendance/Participation/Preparedness: 20%

Research Paper: 20%

Presentation: 10%

Mini Writing Seminars: 10%

Letter grades will be assigned as followed:

A = ≥ 90

B+ = 85-89.99

B = 80 -84.99

C+ = 75-79.99

C = 70-74.99

D = 60-69.99

F = < 60

Make-up Policy

Students may make up missed exams only if they have a valid written medical or personal excuse (i.e., a note from a doctor or hospital on letterhead stationary). These excuses must be presented, in person, to the professor on the day you return to class. **If you do not turn in a documented excuse on the day you return to class, you will receive a zero (0) for the exam or presentation.**

Academic Honesty

Academic honesty is expected of all students enrolled at Rutgers University. Please review the university guidelines at: <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

Common examples of plagiarism include (but are not limited to) copying and/or paraphrasing another author's work and passing it as your own, transcribing speech from a movie without acknowledging credit or using quotations, or submitting a purchased or downloaded paper (or other materials). Words, concepts, ideas, thoughts, and the like that are not your own must be cited both in-text and listed in a bibliography. Please contact the instructor directly if you are unsure what plagiarism is or require additional clarification.

Disability Accommodations

Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Students will not be afforded any special accommodations for academic work completed prior to disclosure of the disability and, at the discretion of the University, prior to the completion of the documentation process with the appropriate disability service office. Contact the Office of Disability Services at 848.445.6800 to coordinate reasonable accommodations for students with documented disabilities.

Spring 2020 Schedule

(This is a living document and subject to change)

Date	Topic	Reading	Assignment Due
Week 1: 1/21	Course Introduction	Video: 2004 America's Stone Age Explorers. PBS.	
Week 2: 1/28	The Contours of Archaeology in North America	2005 Fagan, Brian M. Chapter 2 and Chapter 3. In, <i>Ancient North America: The Archaeology of a Continent</i> . 4 th edition. New York: Thames & Hudson. Video: 2016 Joe Bagley, Dig Boston: Archaeology in the Hub	
Week 3: 2/04	The First North Americans	1999 Adovasio, James M. et al. Two Decades of Debate on Meadowcroft Rockshelter. <i>North American Archaeologist</i> 19(4):317-341. 2000 Rose, Mark. Cactus Hill Update. <i>Archaeology</i> . https://archive.archaeology.org/online/news/cactus.html 2014 Rasmussen, Morten et al. The Genome of a Late Pleistocene Human from a Clovis Burial Site in Western Montana. <i>Nature</i> 506:225-229. 2014 Potter, Ben A. et al. New Insights into Eastern Beringian Mortuary Behavior: A Terminal Pleistocene Double Infant Burial at Upward Sun River. <i>PNAS</i> 11(48):17060-17065, 2004 Bradley, Bruce and Dennis Stanford. The North Atlantic Ice-Edge Corridor: A Possible Paleolithic Route to the New World. <i>World Archaeology</i> 36(4):459-478. Video: 2016 Digging Deep: Buried Landscapes of Pennsylvania, Pennsylvania Historical and Museum Commission	
Week 4: 2/11	Subsistence and Food Production	2009 Piperno, Dolores R. et al. Starch Grain and Phytolith Evidence for Early Ninth Millennium B.P. Maize from the Central Balsas River Valley, Mexico. <i>PNAS</i> 106(13):5019-5024. 2015 Grayson, Donald K. and David J. Meltzer. Revisiting Paleoindian Exploitation of Extinct North American Mammals. <i>Journal of Archaeological Science</i> 56:177-193. 2013 Springate, Megan E. and Amy Raes. The Power of Choice: Reflections of Economic Ability, Status, and Ethnicity in the Foodways of a Free African American Family in Northwestern New Jersey. <i>Northeast Historical Archaeology</i> 42:6-28. Video: 1922 Nanook of the North	

<p>Week 5: 2/18</p>	<p>Bioarchaeology</p>	<p>2005 Larsen, Clark Spencer. Bioarchaeology of the Spanish Missions. In <i>Unlocking the Past: Celebrating Historical Archaeology in North America.</i>, edited by Lu Ann De Cunzo and John H. Jameson Jr. 25-29. University Press of Florida, Gainesville.</p> <p>1997 La Roche, Cheryl J. and Michael L. Blakey. Seizing Intellectual Power: The Dialogue at the New York African Burial Ground. <i>Historical Archaeology</i> 31(3):84-106.</p> <p>Video: 1937 Temples and Peace, Department of the Interior</p> <p>Video: 2012 "I Remember, I Believe": The Avondale Burial Place</p>	<p>Research paper topics due in-class today</p>
<p>Week 6: 2/25</p>	<p>Experimental Archaeology</p>	<p>2001 Erickson, Michelle and Robert Hunter. Dots, Dashes, and Squiggles: Early English Slipware Technology. In <i>Ceramics in America</i>, edited by Robert Hunter, pp. 94-114. Chipstone Foundation, Milwaukee.</p> <p>http://www.chipstone.org/article.php/8/Ceramics-in-America-2001/Dots,-Dashes,-and-Squiggles:-Early-English-Slipware-Technology-</p> <p>2010 Messner, Timothy C. and Bill Schindler. Plant Processing Strategies and their Affect Upon Starch Grain Survival when Rendering <i>Peltandra virginica</i> (L.) Kunth, Araceae edible. <i>Journal of Archaeological Science</i> 37(2):328-336.</p> <p>Video: 2013 How Was it Made? An Agate Teapot by Michelle Erickson, Victoria and Albert Museum</p> <p>Video: 2015 Bill Schindler, on Experimental Archaeology and "Soul Authorship"</p> <p>Video: 2016 Pioneer. The Great Human Race, National Geographic.</p>	
<p>Week 7: 3/03</p>	<p>Social Status and Gender</p>	<p>2005 Trubitt, Mary Beth. Crafting Marine Shell Prestige Goods at Cahokia. <i>North American Archaeologist</i> 26(3):249-266.</p> <p>2007 Loren, Diana DiPaolo. Corporeal Concerns: Eighteenth Century Casta Paintings and Colonial Bodies in Spanish Texas. <i>Historical Archaeology</i> 41(1):23-36.</p> <p>Video: 2011 Gary Feinman. Chocolate Around the World. Field Museum.</p> <p>1997 Conkey, Margaret W. and Joan M. Gero. Programme to Practice: Gender and Feminism in Archaeology. <i>Annual Review of Anthropology</i> 26:411-437.</p> <p>1991 Brashler, Janet G. When Daddy was a Shanty Boy: The Role of Gender in the Organization of the Logging</p>	<p>Research paper abstract due in-class today</p>

		<p>Industry in Highland West Virginia. <i>Historical Archaeology</i> 25(4):54-68.</p> <p>Video: 2014 Southwestern Potters and Gender, Archaeology Café</p>	
Week 8: 3/10	Midterm Examination		
Week 9: 3/17	SPRING BREAK		
Week 10: 3/24	A Sampling of Other Methods	<p>2018 Miller, Mark E. Stock Raising and Winter Sheep Camps in south-Central Wyoming (1880-1957): An Ethnoarchaeological Example. <i>North American Archaeologist</i> 39(1):51-77.</p> <p>2006 Dixon, Kelly J. Survival of Biological Evidence on Artifacts: Applying Forensic Techniques at the Boston Saloon, Virginia City, Nevada. <i>Historical Archaeology</i> 40(3):20-30.</p> <p>1986 Kopytoff, Igor. The Cultural Biography of Things. In <i>The Social Life of Things: Commodities in Cultural Perspective</i>, edited by Arjun Appadurai, pp.64-91. Cambridge University Press, Cambridge.</p> <p>Video: African Americans on the Comstock: The Boston Saloon, Part I, Part II, Part III</p>	Research paper outline due in-class today
Week 11: 3/31	Historical Archaeology	<p>2010 Orser, Charles Jr. Twenty-First-Century Historical Archaeology. <i>Journal of Archaeological Research</i> 18(2):111-150.</p> <p>2005 Starbuck, David R. The Archaeology of Rural Industry. In <i>Unlocking the Past: Celebrating Historical Archaeology in North America.</i>, edited by Lu Ann De Cunzo and John H. Jameson Jr., 134-147. University Press of Florida, Gainesville.</p> <p>2002 Veit, Richard. <i>Digging New Jersey's Past</i>. Rutgers University Press, New Brunswick, pp.172-176.</p> <p>2002 Horning, Audrey J. Myth, Migration, and Material Culture: Archaeology and the Ulster Influence on Appalachia. <i>Historical Archaeology</i> 36(4):129-149.</p> <p>Video: 2017 Teresita Majewski, on The Growth and Promise of Historical Archaeology in Academia and CRM</p>	
Week 12: 4/07	Race	<p>1984 Upton, Dell. Black and White Landscapes in Eighteenth Century Virginia. <i>Places</i> 2(2):59-72.</p> <p>2001 Bankoff, Arthur, Christopher Ricciardi, and Alyssa Loorya. Remembering Africa Under the Eaves. <i>Archaeology</i> 54(3):36-40.</p>	Research paper rough draft due in-class today

		<p>2001 Young, Peter A. Slavery in the North. <i>Archaeology</i> 54(3):2.</p> <p>1996 Samford, Patricia. The Archaeology of African American Slavery and Material Culture. <i>The William and Mary Quarterly</i> 53(1):87-114.</p> <p>Video: 2012 Mark Hauser, on Digging up Plantations</p>	
Week 13: 4/14	Contemporary Archaeology	<p>2012 De León, Jason. "Better to be Hot than Caught": Excavating the Conflicting Roles of Migrant Material Culture. <i>American Anthropologist</i> 114(3):477-495.</p> <p>2016 Caraher, William, Bret Weber, and Richard Rothaud. Lessons from the Bakken oil Patch. <i>Journal of Contemporary Archaeology</i> 3(2):195-204.</p> <p>2016 Soto, Gabriella. Place Making in Non-places: Migrant Graffiti in Rural Highway Box Culverts <i>Journal of Contemporary Archaeology</i> 3(2):174-195.</p> <p>2015 Taffel, Sy. Archaeologies of Electronic Waste. <i>Journal of Contemporary Archaeology</i> 2(1):78-85.</p> <p>2015 Kiddey, Rachael, Andrew Dafnis, and Jane Hallam. Journeys in the City: Homeless Archaeologists, or Archaeologies of Homeless. <i>Journal of Contemporary Archaeology</i> 2(2):234-244.</p> <p>Video: 2013 Jason De León, on Decoding Stories of Border Crossing</p>	
Week 14: 4/21	Regulations and the CRM Industry of North American Archaeology	<p>2014 Clancy, Kathryn B.H., et al. Survey of Academic Field Experiences (SAFE): Trainees Report Harassment and Assault. <i>PLOS</i> 9(7):1-9.</p> <p>2014 Rocks-Macqueen, Doug. Jobs in American Archaeology: Pay for CRM Archaeologists. <i>Archaeologies</i> 10(3):281-296. https://dougsarchaeology.files.wordpress.com/2015/09/pay-for-crm-archaeologists.pdf</p> <p>Recorded Talk: 2016 Thomas King, on the Dakota Access Pipeline and Archaeology</p>	Research paper rough draft II due in-class today
Week 15: 4/28	Student Presentations		Research Paper final draft (for grading) due in-class today
Week 16: 5/12	Student Presentations Final Exam		