

ARKY 303: ARCHAEOLOGY OF NORTH AMERICA

Instructor: Dr. Peter Dawson

Office: ES820

Email: pcdawson@ucalgry.ca

Office hours: TBA

Course Description:

This course provides a general survey of the archaeology of North America, north of Mexico. Temporal coverage will extend from the earliest known evidence for human settlement in the New World up to the period of European contact. Geographical areas discussed will include the Arctic, Subarctic, Plains, Plateau, Great Basin, West Coast, Northwest Coast, and Eastern Woodlands. Although principally descriptive in nature, the course will also encompass current debates, interpretations and issues in North American Archaeology. Students will also gain a basic working knowledge of the methods and goals of archaeological research.

Required Text:

Fagan, Brian M.

1991 Ancient North America: The Archaeology of a Continent. Thames and Hudson, London.

Recommended Text:

Pauketat, Timothy and Diana DiPaolo Loren

2005 North American Archaeology. Blackwell Studies in Archaeology, Blackwell Publishing.

Course Mechanics

Quiz 1:	20%	(February 11, 2010)
Quiz 2:	20%	(March 18, 2010)
Individual Wiki	20%	(April 15, 2010)
Group Wiki:	10%	(April 15, 2010)
Final Exam:	30%	(Registered Final Exam)

Quizzes (20% Each). The midterms will be multiple-choice exams written in class.

Assignment: Wiki Entry (20% for individual wiki; 10% for group wiki) A **wiki** is a collaborative website which can be directly edited by anyone with access to it. The most famous wiki site is Wikipedia. During the first week of classes, you will be given a list of topics. Use Blackboard to rank these topics in terms of your interest. Blackboard will then place you into groups based on your choices. Your assignment is to write a **wiki no more than 1500 words** in length (6 double spaced pages) on the topic of your choice. Make sure that all work is cited from appropriate sources (this means no course

textbooks, or internet websites) which you will list at the bottom of the page. Once your wiki is complete, I will randomly choose someone in your group to post their wiki to a site entitled *The Archaeology of North America*, that is accessible through a link on Blackboard. Group members are then responsible for adding to and editing the group wiki. *Members of the group are responsible for ensuring that everyone contributes to the wiki. In order to track contributions, group members will be required to add comments to the wiki, describing what changes they have made. You will be required to submit a hard copy of your original wiki entry for marking (20%). In addition, groups will receive a mark for their combined wiki (10%).

Two of these topics will appear as essay questions on the final exam. Therefore, by doing a good job on your wiki's, each group will be creating an effective study tool.

Final Exam (30%)

The registered final exam will be a cumulative multiple choice exam that covers all course materials, including readings and lectures.

Late Penalties for Course Assignments.

Late penalties will be 2% per day for the FINAL GRADE IN THE COURSE for any assignments that are handed in late. Delayed submission of assignments because of illness or family emergency will require official documentation.

TOPICS

1. The peopling of the North American continent.
2. Pleistocene megafauna extinctions in North America.
3. The origins of social complexity on the Northwest Coast.
4. The Mississippian Climax in eastern North America.
5. The origins of agriculture in North America.
6. Indigenous archaeology and Repatriation in North America.
7. Social complexity in the American Southwest.

SCHEDULE OF LECTURES

1. INTRODUCTION:

1. Overview, Course Requirements.

I. BACKGROUND

2. Preface, Discovery (pp. 17-32).
 3. Culture History and North American Archaeology (pp. 33-52).
 4. Explaining Prehistoric Cultural Change (pp. 53-68).
- Suggested Reading: *Alternative Histories and North American Archaeology* in Pauketat and DiPaolo Loren.

II. THE PALEO-INDIANS

5. First Settlement (pp. 71-96).
 6. Later Paleo-Indian Cultures (pp. 97-114).
- Suggested Reading: *The Peopling of North America* in Pauketat and DiPaolo Loren.

III. THE GREAT PLAINS

7. Bison Hunters on the Plains (pp. 117-141)
 8. Village farmers of the Plains (pp. 142-164)
- Suggested Reading: *The Evolution of the Plains Village Tradition in Archaeology* in Pauketat and DiPaolo Loren.

IV. THE FAR NORTH

9. Early Arctic Cultures (pp. 167-190)
10. Norton, Dorset, and Thule (pp. 191-212)

V. THE WEST

11. Early Hunter-Gatherers on the West Coast (pp. 215-230)
 12. Later Prehistoric Societies of the Pacific Coast (pp. 233-263)
 13. The Great Basin and Western Interior (pp. 264-294).
 14. The Archaic of the Southwest and Lower Pecos (pp. 295-314)
 15. The Origins of Agriculture and Village Life (pp. 315-334)
 16. The Rise of Pueblo Society (pp. 335-367)
- Suggested Reading: *Tempo and Scale in the Evolution of Social Complexity in Western North America: Four Case* in Pauketat and DiPaolo Loren.

VI. THE EASTERN WOODLANDS

17. Early and Middle Archaic Cultures (pp. 371-398)

18. Late Archaic Cultures (pp. 399-420)
 19. Early Woodland and the Adena Complex (pp. 421-434)
 20. Middle Woodland and the Hopewellian (pp. 435-456)
 21. Mississippian Climax (pp. 457-488)
- Suggested Reading: *The Enigmatic Hopewell of the Archaic Southeast* in Pauketat and DiPaolo Loren.

VII. AFTER COLUMBUS

22. The Archaeology of European Contact (pp. 511-540)
 23. The Early Historic Period in the Western Great Lakes Area
- Suggested Reading: *Chaco and Paquimé: Complexity, History, and Landscape* in Pauketat and DiPaolo Loren.

Grade Scale:

95% = A+
90% = A
87% = A-
84% = B+
80% = B
77% = B-
72% = C+
65% = C
60% = C-
55% = D+
50% = D
Below = F

ADDITIONAL CONTENT OF THE COURSE OUTLINE

Writing Across the Curriculum

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, instructors can and may use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Centre in the Effective Writing Office can be utilized by all undergraduate and graduate students who feel they require further assistance.

Academic Accommodation Policy

The purpose of academic accommodation is to provide students with documented disabilities equal opportunity to master the essentials of a post-secondary education. Students with disabilities at the University of Calgary have met all admission requirements but may have done so with the use of accommodations. Similarly, they are expected to meet all academic and non-academic requirements. Adaptive technology and other academic accommodations do not relieve students of their responsibility to develop the essential skills and abilities expected of all students.

Please refer to the following web link for detailed information: <http://www.ucalgary.ca/drc/node/71>

Disability Resource Centre Accommodations

It is the responsibility of the student to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at (403)220-8237.

Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. Students are also required to discuss their needs with the instructor no later than fourteen (14) days after the start of the course.

Freedom of Information and Protection of Privacy Act

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act.

Please refer to the following link for detailed information:

<http://www.ucalgary.ca/secretariat/system/files/foip%20overview.pdf>

Academic Misconduct

Academic dishonesty is an unacceptable activity at the University of Calgary and students are **strongly advised** to read the Student Misconduct section of the University Calendar. Quite often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are:

- 1) Presenting another student's work as your own
- 2) Presenting an author's work or ideas as you own without proper referencing
- 3) Using work completed for another course

This activity will not be tolerated and students conducting themselves in this manner will be dealt with according to the procedures outlined in the University Calendar.

For detailed information on what constitutes academic misconduct, please refer to the following link:

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Emergency Evacuation Assembly Points

In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk Information

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

Contact Information for Student and Faculty Representation

Student Union Vice President – Academic

Phone: (403) 220-3911

Email: suvpaca@ucalgary.ca

Student Union Faculty Representative

Phone: (403) 220-3913

Email: socilscirep@su.ucalgary.ca

Student Ombudsman's Office

<http://www.su.ucalgary.ca/services/student-services/students-rights.html>