

## Anthropology 336: North American Prehistory

T/TH 11:00 – 12:15

Southern Illinois University Edwardsville

Spring 2010

Instructor: Dr. Gregory Vogel

Office Hours: Wednesday 11:00 – 2:00, and by appointment

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**Course Description:** This course is a survey of the prehistory of North America, beginning with the arrival of humans in the new world and ending with the arrival of Europeans around 1500 A.D. We will study individual sites as well as the broad trends of this continent's prehistory, focusing on several key issues of technology, environmental change and adaptations, and overall cultural evolution. We will also study some of the mechanisms of archaeology and related disciplines that allow us to understand the past. There are no prerequisites for this course.

**Course Readings:** There is one required textbook for this course, which is available at Textbook Rental. There will be other readings assigned during the course of the semester, available over Blackboard. The main text is:

*Ancient North America (Fourth Edition)*, 2005, Brian M. Fagan, Thames & Hudson Ltd.

**Course Requirements:** You are expected to attend class and participate in class discussions. You will take three in-class exams and a final exam, write four essays, complete several e-mail posts or other assignments concerning the readings, and write a paper on a fieldwork project, for a total of 100 points, assigned as follows:

Three in-class exams (10 points each):	30 points
Final exam	20 points
Four essays (5 points each):	20 points
Reading posts/other assignments:	15 points
Fieldwork project	15 points

Grading Scale: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; below 60 = F.

**Exams:** You will take three in-class exams during the semester, worth 10 points each, and a final exam during finals week worth 20 points. These will consist of multiple choice and short-answer questions. They will be based on readings, lectures, films, class discussions, and any other material we cover. The final will be comprehensive. Students who show up more than 20 minutes late on exam days may not take the examination. Missed exams may be taken with a doctor's note, but you must notify me of your illness *on the day of the missed exam* for this.

**Essays:** You will write five short essays (about 2-3 pages long) worth 5 points each. These will be based on class readings and discussion; a detailed assignment sheet will be provided for each. One point will be deducted for each day an essay is late.

**Reading Posts/Other Assignments:** Throughout the semester you will complete several short writing projects or other assignments, consisting of e-mail responses to specific readings or other tasks as assigned. Each will be worth either two or three points. These will be announced in class – be sure to show up to find out what they are! One point will be deducted for each day these assignments are late.

**Fieldwork Project:** You will visit a local archaeological site (Cahokia Mounds, Mastodon State Historic Site, or ISM Dickson Mounds Museum), take detailed notes concerning your visit, and write a paper (4-5 pages) connecting the site to class material. A detailed assignment sheet will be provided early in the semester. Your notes and the paper are worth a total of 15 points. One point will be deducted for each day it is late.

**Class Attendance and Participation:** Keep up with the readings and be ready and excited to talk about them. Attendance will be tracked via sign-up sheets; each unexcused absence will result in one point deducted from overall class grade. Absences may be excused with a doctor's notice.

**Extra Credit:** There will be several opportunities for small extra credit assignments throughout the semester. These will be announced in class. The first extra credit assignment is explained on the last page of this syllabus.

**Cheating and Plagiarism:** Any form of academic misconduct will result in an "F" for the course, and possible recommendation of further sanction, up to expulsion. If you have any questions as to what constitutes plagiarism or other forms of academic misconduct, please consult the Student Academic Code or ask me. Note that falsifying attendance records is academic misconduct.

**Students With Disabilities:** Students needing special academic accommodations and who have documented disabilities should make an appointment to discuss these accommodations. If you are taking an examination through DSS, please be sure to give me your completed DSS test release form at least one week before the exam.

#### **Other Course Policies:**

**Classroom Behavior:** If you must show up to class late, please seat yourself quietly and try not to disturb the lecture, discussion, or activity. Help keep the room clean by taking out trash and recycling. Class lectures are all "informal" and you are encouraged to stop me and ask questions at any time (**Please Do!**). Keep your questions and comments polite, and do not engage in private conversation with other students during lectures or discussions. Cell phones, Blackberries, MP3 players, laptops, and other electronic devices are NOT allowed to be used in the classroom at any time, unless they are being used for the sole purpose of taking notes or recording class lectures. This does not include searching for information on-line. During exams, the only objects allowed on desks are the exam itself and a pen or pencil.

**Teaching Philosophy:** I do not expect that everyone taking the class is in training to be a professional archaeologist. I therefore teach the class from a broad perspective and stress how the topics relate to other disciplines and to human life in general. I will explain material in class as best as I am able, and try to keep the topics interesting and relevant. It is my philosophy that education is best accomplished in an open, honest, and trusting environment. There will be no "trick questions" on the exams or assignments, and I will make every effort to ensure that you understand exactly what is expected of you. You must make every effort to keep up with the readings, come to class on time, finish assignments as they are due, and come to me with any questions or concerns you have.

## Schedule

Please note that this schedule is subject to change (this includes the readings, assignments, and exam dates), based on class interest, how quickly we get through material, current events and research that may be incorporated into class discussion, and other circumstances that may arise. Be sure to attend class to find out if it does!

Week	Topic and Readings * = readings to complete BEFORE class.	Due this week
Week 1 Jan. 12, 14	<b>Introduction and Course Overview</b> *Fagan ch. 1-3 *Excerpts from Rathje: <i>Rubbish!</i> (On Blackboard)	
Week 2 Jan. 19, 21	<b>The Pleistocene/Holocene Boundary and the Peopling of the Americas I</b> *Fagan ch. 4 *Bradley and Stanford: The North Atlantic Ice-Edge Corridor: A Possible Paleolithic Route to the New World (On Blackboard) *Straus et al.: <i>Ice-Age Atlantis? Exploring the Solutrean-Clovis 'connection'</i> (On Blackboard)	
Week 3 Jan. 26, 28	<b>The Pleistocene/Holocene Boundary and the Peopling of the Americas II</b> *Excerpts from Feder ( <i>Frauds, Myths and Mysteries</i> )	
Week 4 Feb. 2, 4	<b>Paleoindians and Megafauna Extinctions</b> *Fagan ch. 5	Thursday: Essay 1
Week 5 Feb. 9, 11	<b>The Pleistocene/Holocene Boundary and the Paleoindian/Archaic Transition: Farming and Diversification</b> *(Readings on Blackboard to be assigned)	Tuesday: Exam 1
Week 6 Feb. 16, 18	<b>The Great Plains: Bison Hunters and Village Farmers</b> *Fagan ch. 6-7	
Week 7 Feb. 23, 25	<b>The Far North: Early Arctic Cultures, Norton, Dorset, Thule</b> *Fagan ch. 8-9	Thursday: Essay 2
Week 8 March 2, 4	<b>The West Coast: Early Foragers and Later Societies</b> *Fagan ch. 10-11	Thursday: Exam 2
Week 9 -----	<b>- Spring Break -</b>	
Week 10 March 16, 18	<b>Great Basin and Southwest Archaic</b> *Fagan ch. 12-13	
Week 11 March 23, 25	<b>Southwestern Agriculture, Villages and Pueblos</b> *Fagan ch. 14-15 *(Readings from Turner on Blackboard to be assigned)	
Week 12 March 30, April 1	<b>Eastern Woodlands Archaic</b> *Fagan. ch. 16-17 *(Readings on Blackboard to be assigned)	Thursday: Essay 3
Week 13 April 6, 8	<b>Eastern Woodlands: Adena and Hopewell</b> *Fagan ch. 18-19 *(Readings on Blackboard to be assigned)	Thursday: Exam 3
Week 14 April 13, 15	<b>Algonquians and Iroquoians, Mississippian</b> *Fagan ch. 20-21	Tuesday: Fieldwork Project
Week 15 April 20, 22	<b>Mississippian II: Focus on Mounds</b> *(Readings on Blackboard to be assigned)	
Week 16 April 27, 29	<b>The Archaeology of European Contact and Past Views of the Past</b> *Fagan ch. 22 *(Wells and other readings on Blackboard as assigned)	Tuesday: Essay 4
Finals Week	<b>Final Exam: Wednesday, May 5, 10:00 – 11:40</b>	Wednesday: Final Exam

**Student Information:** Due in my e-mail inbox by Monday, January 18. The top section is required; extra credit is explained below. Complete the following and send to: [sievevogel@gmail.com](mailto:sievevogel@gmail.com)

Be sure to include your **NAME**, and "**ANTH 336**" in the subject heading.

- 1) What is your year in school? (Freshman, sophomore, etc.)
- 2) What is your major?
- 3) What is your minor (if you have one)?
- 4) What other anthropology courses have you taken?
- 5) What other non-anthropology courses relating to history of prehistory have you taken?
- 6) What is your intended direction after college (if you have one)?
- 7) Anything else about yourself you would like me to know?
- 8) Is there a specific topic in North American Prehistory you'd like to learn about?
- 9) Have you read the course syllabus?
- 10) Do you have any questions concerning the syllabus?
- 11) Do you understand what constitutes academic misconduct?
- 12) Do you have any questions regarding plagiarism or academic misconduct in general?

**Extra Credit:**

It helps me remember students if I know a little something about you. Include a digital image of yourself and the name of your hometown for one extra credit point. If you don't have one "official" hometown, just note where you feel most at home. You can turn in a physical picture of yourself if it is easier for you than sending a digital file.