

Anthropology 432
Prehistory of Illinois

Department of Anthropology
Southern Illinois University Edwardsville
Fall 2013

Instructor: Dr. Julie Zimmermann Holt

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Office hours: TR 2-3, or by appointment

Class time: TuTh 12:30-1:45

Course Description: This course will introduce you to the history and archaeology of Native Americans in Illinois, from their first arrival here through “contact period” when the first Europeans arrived. The course will be conducted as a seminar, with students leading discussions and giving presentations on the time period that they select. We will examine artifacts curated by SIUE, and if possible we will take field trips to archaeological sites in Illinois and Missouri.

Course readings: There are three required texts for this course. Two of these are available at Textbook Rental. They are:

American Bottom Archaeology, 1993, edited by Charles J. Bareis and James W. Porter.
Chicago Before History, 1991, by Charles W. Markman

The third text is available for purchase from Prof. Holt. It is:

Discover Illinois Archaeology, 2001, by the Illinois Association for Advancement of Archaeology and the Illinois Archaeological Survey. Price: \$3.00.

Additional required readings are on Blackboard – go to <https://bb.siue.edu/>.

Course requirements: You are expected to attend class and participate in class discussions. You will do research and give a presentation on the time period you select, and you will also write a research paper. There will be quizzes most weeks, a midterm exam, and a final exam. The final grade will be broken down as follows:

Class attendance/participation: 5% (5 points)
Seminar presentation: 20% (20 points)
Research paper bibliography: 5% (5 points)
Research paper: 15% (15 points)
Revised research paper: 10% (10 points)
Quizzes: 24% (24 points)
Midterm exam: 10% (10 points)
Final exam: 11% (11 points)

Class attendance/participation: Keep up with the readings and be ready to talk about them. Have the readings for each day read *before* class, take notes, and jot down any questions you may have. Absences may be excused with a doctor's note. Each unexcused absence will result in the deduction of half a point from your attendance grade. *If you miss four class periods in a row, I reserve the right to notify the dean of students and withdraw you from the course. If you decide to withdraw from the course, make sure you do it no later than Week 13.*

Seminar presentation: Each student will choose a time period to research. The 20 points for the seminar presentation will be based on how you lead the discussion of your chosen time period. This grade will be primarily based on content (that is, what you know about the time period), but you will also be graded on the effectiveness of your presentation (your coherence, your graphics, etc.). You are expected to give a PowerPoint presentation to last approximately 10 minutes. In preparing for your presentation, you will be expected to have read the materials assigned for class, but you are also expected to do **additional** readings and research on your chosen time period. You should have at least **five published sources**. You can also look at websites, but note that they are not published sources and do not count toward your five published sources. You will definitely find websites useful in finding graphics to illustrate your PowerPoint. You must provide me with a typed paper, 1-2 pages long, summarizing your presentation with an attached *bibliography* showing me *all* sources you consulted in preparing for the presentation. Citations and bibliography should be done in *American Antiquity* style (see the SAA style guide at <http://www.saa.org/AbouttheSociety/Publications/StyleGuide/tabid/984/Default.aspx>, or simply pull the journal off the shelf in the library and follow the example set by any article).

If another student has signed up for the same time period, you must coordinate with each other to make sure that your presentations are not redundant. Ordinarily, you will probably want to focus on different parts of Illinois, although in some cases you might want to focus on the beginning or end of the period. Please consult with me to determine the best way to divide up your chosen time period.

A presentations will be well spoken with a good PowerPoint presentation, well researched, and have good content. **B** presentations will be well spoken with a good PowerPoint but minor content problems, or will have good content with minor speaking/PowerPoint problems. **C** presentations will have minor problems with both content and speaking/PowerPoint. **D** presentations will have more serious problems with content and/or speaking/PowerPoint. An **F** presentation will have very serious problems with content and/or speaking/PowerPoint. *If you miss your presentation without a really good excuse including documentation (such as a note from your mortician), you will receive an automatic 0 for this assignment.*

Research paper: You will write a research paper on a topic in Illinois prehistory. You may choose the topic, but *your topic must be approved by me*. It can be the same time period as your oral presentation, but it doesn't have to be. You will then write a paper of 10 pages, typed with normal fonts (size 12) and double-spaced with one-inch margins. Your research paper must have proper grammar, spelling, sentence structure, organization, etc. The research paper should have a *references cited* page with at least **ten published** (non-internet) references that you have cited in the text of your paper; citations and works cited should be done in *American Antiquity* style (see

parts 3.4 and 3.9 of the SAA style guide at <http://www.saa.org/AbouttheSociety/Publications/StyleGuide/tabid/984/Default.aspx>, or simply pull the journal off the shelf in the library and follow the example set by any article). To get started on your research, please see the bibliography of Illinois prehistory on Blackboard (<https://bb.siue.edu/>); see also the bibliography in *Discover Illinois Archaeology*, pp. 24-25. *If you need help, come see me as you outline your paper, or bring me a typed draft of your paper.*

A paper prospectus indicating your research topic is due on Thursday, September 12; you will find a form to complete on Blackboard. A bibliography with the references you plan to cite is due on Thursday, September 26 and is worth 5 points. Your research paper (with references cited page) is due on Thursday, October 31 and is worth 15 points; your original bibliography with my comments should also be handed in again with the paper. A revision of this paper is due Thursday, November 21, and is worth 10 points. Your first paper with my comments must be handed in again with your revised paper. *If any assignment is not handed in on time, 20% will be deducted for each day it is late.* For all assignments, please submit a hard copy to me in class. For the paper and revised paper, please also submit an electronic copy to Turnitin on Blackboard.

A papers will be well written, well researched, and have good content. **B** papers will be well written with minor content problems, or will have good content with minor writing problems. **C** papers will have minor problems with both content and writing. **D** papers will have more serious problems with content and/or writing. An **F** paper will have very serious problems with content and/or writing.

Quizzes: **Most** weeks (12/15), we will have a multiple-choice quiz based on readings assigned for the week. You should do the readings for the week **in advance** to prepare for the quiz! Each quiz will be worth 2 points. The quizzes will be unannounced (could be Tuesday, could be Thursday) and will be taken at the **beginning** of class, lasting ca. 5 minutes. *Latecomers will not be allowed to make up the quiz. Missed quizzes may be taken with a doctor's note, but you must notify me of your illness (by email) on the day of the missed quiz.*

Midterm and final exam: The exams will consist of essay questions. The midterm is worth 10 points, and the final is worth 11 points. **To do well on these exams, make sure you're taking good notes as you read and during class throughout the semester!** *If you are more than 20 minutes late for an exam, you will not be allowed to take it. Missed exams may be taken with a doctor's note, but you must notify me of your illness (by email) on the day of the missed exam.*

Final course grades: 100-90% = A, 89-80% = B, 79-70% = C, 69-60% = D, <60% = F.

Course policies: Students with disabilities will be happily accommodated, but students must show me their ID CARD from Disability Support Services. If you are taking the exam at DSS, please give me your completed DSS test release form during the class period prior to the exam.

Cheating and plagiarism will not be tolerated. The SIUE Student Academic Code states that the minimum penalty for academic misconduct beyond failure for an assignment and/or for a course is disciplinary probation. Anyone caught cheating or plagiarizing will automatically receive an **F**

in the course, and I will notify both the Dean's office and Provost's office. Falsifying attendance records is considered cheating.

Classroom behavior: Punctuality is preferred, but I would rather you came late to class than not at all. If you arrive late, please seat yourself quietly. Please put your trash and recycling into the appropriate receptacles. Except for water, or tea/coffee without sugar, **no eating or drinking is allowed in the lab, Peck 0403.** Laughing at my jokes is good, participating in class discussions is great, but please refrain from unnecessary private conversations.

Week 1 8/20-22	Introduction and selection of presentation topics. Read <i>ABA</i> : Foreword, Preface, Historical Perspective, and Ch. 1. Read <i>CBH</i> : Ch. 2. Read <i>DIA</i> : pp. 1-3, 26.
Week 2 8/27-29	The environments of Illinois; coming to the New World. Read <i>ABA</i> : Ch. 2. Read <i>CBH</i> : Ch. 1. Read <i>DIA</i> : pp. 18-23.
Week 3 9/3-5	Paleoindians. Read <i>DIA</i> : pp. 4-5. Read <i>CBH</i> : Ch. 3.
Week 4 9/10-12	Early and Middle Archaic. Read <i>ABA</i> : Ch. 10. Read <i>DIA</i> : pp. 6-7. Also read on Blackboard: Fortier, Andrew C., Thomas E. Emerson, and Dale L. McElrath 2006 Calibrating and Reassessing American Bottom Culture History. <i>Southeastern Arch</i> 25(2):170-211. Thursday: RESEARCH PAPER TOPICS DUE (hand-written is fine, but use the paper prospectus form found on Blackboard)
Week 5 9/17-19	Late Archaic. Read <i>ABA</i> : Ch. 3. Read <i>CBH</i> : Ch. 4.
Week 6 9/24-26	Early Woodland. Read <i>ABA</i> : Ch. 4. Read <i>CBH</i> : Ch. 5. Read <i>DIA</i> : pp. 8-9. Thursday: RESEARCH PAPER BIBLIOGRAPHY DUE (use SAA style!!!)
Week 7 10/1-3	Middle Woodland. Read two Middle Woodland articles on Blackboard: Struever, Stuart 1964 The Hopewell Interaction Sphere in Riverine-Western Great Lakes Culture History. In <i>Hopewellian Studies</i> , edited by J. R. Caldwell and R. L. Hall, pp. 86-106. Fortier, Andrew C. 2006 The Land Between Two Traditions: Middle Woodland

	Societies of the American Bottom. In <i>Recreating Hopewell</i> , edited by D. K. Charles and J. E. Buikstra, pp. 328-338.
Week 8 10/8-10	Middle Woodland. Read <i>ABA</i> : Ch. 9. Also read this Middle Woodland/Mississippian article on Blackboard: Hall, Robert L. 1980 An Interpretation of the Two-Climax Model of Illinois Prehistory. In <i>Early Native Americans: Prehistoric Demography, Economy, and Technology</i> , edited by D.L. Brownman, pp. 401-462. Thursday: MIDTERM.
Week 9 10/15-17	Late Woodland. Read <i>ABA</i> : Ch. 5. Also read this Late Woodland article on Blackboard: McElrath, Dale L., Thomas E. Emerson, and Andrew C. Fortier. 2000 Social Evolution or Social Response? In <i>Late Woodland Societies: Tradition and Transformation Across the Midcontinent</i> , edited by T. Emerson, D. McElrath, and A. Fortier, pp. 3-36.
Week 10 10/22-24	Late Woodland. Read <i>ABA</i> : Ch. 11
Week 11 10/29-31	Terminal Late Woodland/Emergent Mississippian. Read <i>ABA</i> : Ch. 6. Thursday: RESEARCH PAPERS DUE.
Week 12 11/5-7	Terminal Late Woodland/Emergent Mississippian. Read <i>ABA</i> : Ch. 12
Week 13 11/12-14	Mississippian & Contemporary Late Woodland cultures. Read <i>ABA</i> : Ch. 7. Read <i>CBH</i> : Ch. 6. Read <i>DIA</i> : pp. 10-11.
Week 14 11/19-21	Mississippian & Contemporary Late Woodland cultures. Read <i>ABA</i> : Ch. 13. Also read this Mississippian article on Blackboard: Holt, Julie Z. 2009 Rethinking the Ramey State: Was Cahokia the Center of a Theater State? <i>American Antiquity</i> 74(2):231-254. Thursday: REVISED RESEARCH PAPERS DUE.
11/26-28	THANKSGIVING BREAK! HAVE FUN!
Week 15 12/3-5	Late Prehistoric and Contact. Read <i>ABA</i> : Ch. 8. Read <i>CBH</i> : Ch. 7. Read <i>DIA</i> : pp. 12-17.
Wednesday, 12/11 12-1:40 pm	FINAL EXAM

ANTHROPOLOGY 432
STUDENT DATA SHEET

Student name: _____

Student email: _____

Year in school (freshman, sophomore, etc): _____

Major: _____

Minor: _____

Hobbies/other interests: _____

Have you ever had an anthropology class before? _____

Why are you taking this course? (Be honest; it's OK) _____

Anything else you want me to know? _____

Please sign and return this sheet by the 2nd week of classes to indicate that you have received and read this syllabus. If you do not return the sheet, I will assume you have dropped the course.

Signature: _____ Date: _____