

Anthropology 205, MWF 1:10 - 2:00 PM

**Instructor:** Robert L. Kelly; **Office:** Anthropology 101

**Office Hours:** MWF 11-12 AM (or send e-mail to me). My office policy: if my door is open—come in! If closed, please make an appointment through the secretary or leave me a note.

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**Text:** Brian Fagan, *Ancient North America*. 2nd Edition. Readings on reserve in the Anthropology Department.

**Course Objective:** The student will receive an appreciation for the diversity of Native Americans' 12,000 year long history in North America. The student will learn about the different theories proposed to account for the different historical sequences--why some Native Americans shifted from a hunting and gathering to an agricultural economy, or why some developed societies characterized by social strata with differences in wealth, prestige and/or power. This class is concerned with documenting and understanding long-term processes, processes of change that operate at time scales that cannot be observed in a person's lifetime but that are nonetheless at work (in the past, and today). We achieve this objective by focusing on large scale and long term temporal changes in several geographic areas of North America, understanding them largely but not entirely in terms of environmental change and population growth. In so doing, we are looking at the prehistory of North America both as a historical document of Native America, but also as a way to understand human society in general. In so doing, the student will acquire an appreciation for how archaeological cultural history differs from history acquired from written sources, and what variables are important in conditioning human cultural change; of particular importance here will be the nature of subsistence, conditioned by the environment, and population density. I have included a list of 'additional' but not required readings that deal with each region of North America.

Towards the end of the course, we consider the differences between western, 'scientific' viewpoints and Native American views of their own past, but some of the reading throughout the course are devoted to this topic. I see these two ways of understanding the past as complementary. Archaeology has been going through a sea change as more and more archaeologists come to grips with these different ways of knowing the past and with the recognition that the past is imbued with different meanings by different groups of people. Coming to grips with this will be a difficult but necessary aspect of archaeology in the 21<sup>st</sup> century.

In the past I have followed the text as a straightforward region-by-region discussion of prehistory—the Plains, the Southwest, the Eastern U.S. This year, I am changing, focusing more on several problem areas, then looking at the archaeology from several areas. As a result, the course does not follow the text in a neat chapter-by-chapter fashion, and as you will see below, you will be reading bits and pieces of different chapters in different sections of the course. There are six sections to the course: **(1) Initial Colonization, (2) Archaic Adaptations, (3) Agricultural Origins, and (4) Origin of Inequality.**

**Work Expectations:** There are **three in-class exams**, each worth 25% graded on a curve; **a short paper** (see below) is worth an addition 15%, and an **in-class presentation** is worth the final 10%.

**Exams.** Each exam covers the preceding third of the course; they will consist of short-answer questions and 1-2 essays. In calculating final grades, I subjectively take into account continual improvement in exams and class participation for borderline cases. I realize that the text and readings will throw a plethora of terms at you. Therefore, before each exam I will give you a set of terms from which a set of short answer questions will be devised for the exams. For example, one terms might be 'Monte Verde' and a short answer question on the exam might be 'How does Monte Verde suggest a new colonization model for the New World?' So, you have to know only be able to define a terms, but think about its importance in the course (ask yourself: why did we bother talking about this term?). These short answer questions should require only 2-4 sentences for a complete answer. Along with these terms will be 2-3 longer essay questions; one or two of those questions will appear on the exam. I do this because I see no reason to not tell students up front what I think is important in the course. The tradeoff, of course, is that I can expect excellent answers.

**Paper and Presentation:** Briefly, I want you to examine a particular current 'issue' in American Archaeology. A list of potential topics (or one of your devising) is included with this syllabus. These issues can be purely 'scientific', e.g., what role did warfare play in the southwest? Or they can be more existential, e.g., does examining the colonization of the New World put Native American religions "on trial" (as one author has said)? You should check the topic with me because for the most part each of you will have to tackle something different; if two of you want to do the same topic, then we will have to be clear about what each of you will do since each student will do a separate paper and presentation. The paper will be no more than 10 pages long and it does not have to resolve the issue—it simply has to lay out what the issue is and what positions are currently being espoused. That is, it is a state of the art paper, although you are welcome to include your own ideas and conclusions. In addition, each of you will give a brief 15 minute presentation (10 minute presentation and 5 minutes for questions) to the class on your topic. You will find it most useful if you write out your presentation—sort of as a short paper that would be presented at a conference (a 10 minute paper read out loud is normally about 5 typed double-spaced pages long). You are welcome, in fact, encouraged, to use visual aids in this presentation (slides, overheads, or even Powerpoint—we can arrange for the equipment). **An outline and bibliography is due April 14.** The written reports **will be due on Wednesday, May 3.** Note: there is no regular final exam and the last exam in the course is a couple of weeks





from the end.

**Attendance:** You are paying the tuition. It is up to you. But class participation can sway me in the case of borderline grades.

**Late papers:** Late papers cannot be accepted. Students will have to take an incomplete if they cannot, for good reason, make the due date for the term paper.

**Missed Exams:** If you let me know ahead of time that you have a conflict on an exam date, I can be very accommodating. After the fact, I am less understanding. If you have more than one exam on a day of an exam in this class, let me know—I am willing to shift your exam in this class.

**Disclaimer:** I will do my best to stick to this syllabus; if changes have to be made due to circumstances beyond my control, I will announce those changes in class.

**Plagiarism/Cheating:** Don't do it, please; I have no choice but to prosecute to the full extent—a failing grade in the course.

## **Introduction: How to think about the past, temporal frames of reference, relevant frames of inquiry**

Jan 19 (Wed)

### **Readings:**

Fagan: Chapters 1-3 (this may be some review for some of you; for others, it is a quick background to the methods of American archaeology)

## **Colonization: When and how were the Americas occupied?**

Jan 21 (Fri) – Jan 31 (Mon) The Colonization Process

### **Readings:**

Fagan: Chapters 4 and 6

Grayson, D.

1987 The First Americans. *Natural History* 96(5): 8-13.

Meltzer, D.

1993 Pleistocene Peopling of the Americas. *Evolutionary Anthropology* 1(5): 157-169.

Standford, D., and B. Bradley

2000 The Solutrean Solution. Did some ancient Americans come from Europe? *Discovering Archaeology* (See <http://www.discoveringarchaeology.com/0799toc/7special12-solutrean.shtml>)

Feb 2 (Wed) Does examining the North American colonization process place Indian religion 'on trial'?

### **Readings:**

Lippert, D.

1997 In front of the mirror: Native Americans and Academic Archaeology. In *Native Americans and Archaeologists*, ed by N. Swidler, K. Dongoske, R. Anyon, and A. Downer, pp. 120-127, Altamira Press, Walnut Creek, CA.

Clark, G.A.

1998 NAGPRA, the conflict between Science and Religion, and the Political Consequences. *SAA Bulletin* 16(5): 22, 24-25.

Watkins, J.

1998 Native Americans, Western Science and NAGPRA. *SAA Bulletin* 16(5): 23, 25.

Kelly, R.L.

1998 Native Americans and Archaeology: A Vital Partnership. *SAA Bulletin* 16(4): 24-26.

## **'Archaic' Adaptations: Constraints, Possibilities and Implications of Nomadic Life**

Feb 4 (Fri) A Perspective on Mobility

Feb 7 (Mon)–Feb 9 (Wed): The High Arctic: Arctic Small Tool, Dorest, and Thule Traditions

Readings:

Fagan, Chapter 9 (pp 169-177; 181-187), 10

Feb 11 (Fri) \*\*\*\*\*EXAM 1\*\*\*\*\*

Feb 14 (Mon)–Feb 16 (Wed) The Great Basin: The Case of the Numic Migration

Fagan, chapter 13 (to page 279)

Kelly, R.L.

1997 The Late Holocene Prehistory of the Great Basin. *Journal of World Prehistory* 11: 1-49.

## Agricultural Origins

Feb 18 (Fri) A perspective on foraging diet and agriculture

Feb 21 (Mon)-- Feb 25 (Fri) The Southwestern U.S.

Fagan, Chapter 14 (to page 300); Chapter 15

Wills, W.H.

1995 Archaic Foraging and the Beginning of Food Production in the American Southwest. In *Last Hunters First Farmers: New Perspectives on the Prehistoric Transition to Agriculture*, edited by T.D. Price and A.B. GeBauer, pp. 215-242. School of American Research Press, Santa Fe.

Feb 28 (Mon)-- Mar 3 (Fri) The Eastern U.S.

Fagan, chapter 17 (pp. 349-378, 386-396) chapter 19 (pp. 397-402)

Smith, B.D.

1995 Seed Plant Domestication in Eastern North America. In *Last Hunters First Farmers: New Perspectives on the Prehistoric Transition to Agriculture*, edited by T.D. Price and A.B. GeBauer, pp. 193-213, School of American Research Press, Santa Fe.

Watson, P.J. and M.C. Kennedy

1991 The Development of Horticulture in the Eastern Woodlands of North America: Women’s Role. In *Engendering Archaeology*, edited by J.M. Gero and M.W. Conkey, pp. 255-275. Basil Blackwell, Oxford.

Mar 6 (Mon) Summation: what do we think we know about agricultural economies and their origin(s)?

Mar 8 (Wed)\*\*\*\*\*EXAM 2\*\*\*\*\*

## Origins of Inequality

Mar 10 (Fri) A model for thinking about the evolution of inequality

Mar 13 **SPRING BREAK**

Mar 15 **SPRING BREAK**

Mar 17 **SPRING BREAK**

Mar 20 (Mon)–Mar 24 (Fri) The Eastern U.S. (Adena, Hopewell and Mississippian)

Fagan, Chapter 19 (pp. 403-410), Chapter 20 and 21.

Mar 27 (Mon)–Apr 3 (Mon) The Southwestern U.S.

Fagan, Chapter 16

Naranjo, T.

1995 Thoughts on migration by Santa Clara Pueblo. *Journal of Anthropological Archaeology* 14: 247-250.

Lekson, S.

1997 Rewriting Southwestern Prehistory. *Archaeology* Jan/Feb issue.

Apr 5 (Wed) Guest Lecture: Rick Wethermon, NAGPRA at University of Wyoming

Readings:

NAGPRA legislation

Larson, C.

1992 Telltale Bones. *Archaeology* 45(2): 43-46.

1995 SAA Principles of Archaeological Ethics Statement.

Zimmerman, L.

1995 Regaining our Nerve: Ethics, Values and the Transformation of Archaeology. In *Ethics in American Archaeology: Challenges for the 1990s*, edited by M. Lynott and A. Wylie, pp. 64-67. Society for American Archaeology Special Report.

Apr 7 (Fri)

**Film: Myths and the Moundbuilders**

Apr 10 (Mon)

**Film: Chaco Canyon**

Apr 12 (Wed)

To be announced (I may be away from campus)

Apr 14 (Fri)–The Northwest Coast

Fagan, chapter 11 (pp. 215-226), chapter 12 (231-329) **Note: Outline and bibliography for short paper due in class**

Ames, K.

1994 The Northwest Coast: Complex Hunter-gatherers, Ecology and Social Evolution. *Annual Review of Anthropology* 23: 209-229.

Apr 17 (Mon) Summation: What do we think we know about the evolution of inequality?

Apr 19 (Wed)\*\*\*\*\*EXAM 3\*\*\*\*\*

## Student Presentations

Apr 21 (Fri)

**'EASTER' BREAK: NO CLASSES**

Apr 24 (Mon)

Student Presentations

Apr 26 (Wed)

Student Presentations

Apr 28 (Fri)

Student Presentations

*Note: There will be a lecture today, April 28, time and place to be announced, by Richard Lee, one of the world's foremost authorities on hunting and gathering societies. He will be speaking about his years of research with the Ju/'hoansi, also known as the !Kung Bushmen, in Botswana, southern Africa. Attendance is not required.*

May 1 (Mon)

Student Presentations

May 3 (Wed)

Student Presentations **Note: Short paper due in class.**

May 5 (Fri) Concluding Lecture: What good is the past?

**Written Assignment**

As I described above, this is a short, 10 page paper that is to be a review of current thinking about an issue that is important to the conduct of North American Archeology today. All I want you to do is give a clear exposition of the diversity of thinking on the subject today. You are welcome, but not required, to inject your own ideas or arguments.

**Length:** 5-10 pages, double-spaced. You can write more, if need be, but learning to write succinctly is an important skill.

**Format:** I expect everyone to use American Antiquity style guide (as opposed to MLA or some other arcane and archaic format). I will provide you with this style guide.

**Writing Checklist:** Be sure to include with your paper the writing checklist below. I do not grade your paper from it, but you will find it useful to include it (and that also means using it!)

**Outline:** An outline of your paper, and a preliminary bibliography is due by **April 14**, the final paper is due **May 3**, in class. If you would like to get the outline to me sooner, I will be most happy to look at it.

Below are some potential topics. You are not required to use one of these, but they will give you some ideas of what I am talking about. Some of these may not seem to make much sense, but I can clarify them for you, and they will become more apparent in the course.

Kennewick Man

Spirit Cave

The issue of 'unaffiliated' remains under NAGPRA

Southwestern warfare and cannibalism

Pre-columbian Europeans in North America

All people live in a 'gendered' world. How should archaeologists, who often find it difficult if not impossible to attribute certain artifacts with men or women, deal with this fact? How have North American archaeologists dealt with this issue?

What is Wyoming's Medicine Wheel? Is there any hope for understanding such enigmatic things?

Connections between the Southwest and Mesoamerica (e.g., Chaco Canyon, Casas Grandes).

How far back in time can the Kachina Religion be traced? What hope do we have for reconstructing prehistoric religion?

The Chumash "invention of tradition" issue.

Look at what we know about the initial appearance of the classic Plains Indians. How do we separate history from evolution in archaeological sequences?

How are the movements of 'ethnic' groups across the landscape to be traced?

How do we know when oral traditions are 'true'? What is meant by 'true'? Can oral traditions accurately convey factual information about the material world over hundreds of generations?

What is the status of women in American archaeology today?

## Writing Checklist

Please hand in this completed sheet along with your paper. Your grade is not based on whether you have checked off all the recommended activities, but it does help tell me and you where you may be making mistakes--and how you could correct them. It's purpose is to encourage you to go through your paper and edit it.

Initial each step as you complete it.

1. \_\_\_\_\_ I have rewritten this paper from top to bottom at least once (most students do not do this; but I guarantee it will improve your paper enormously).
2. \_\_\_\_\_ I have read my paper out loud, and it sounds pretty good to me.
3. \_\_\_\_\_ I have gone back through my paper, reading it carefully for spelling errors, making any last minute corrections on this copy or changing them and reprinting the paper.
4. \_\_\_\_\_ I have checked all my nouns and verbs for agreement; the same tense is used throughout the paper (unless another tense is required).
5. \_\_\_\_\_ I have rewritten sentences to eliminate all dangling prepositions (sentences that end in prepositions such as: of, on, with, to.).
6. \_\_\_\_\_ I have checked my paper for punctuation errors; there are none.
7. \_\_\_\_\_ I have checked my paper for sentence fragments, and I see none, or I have corrected them with semi-colons or by making complete sentences out of them.
8. \_\_\_\_\_ All my nouns and pronouns are chosen to include both men and women (unless I mean only men, or only women).
9. \_\_\_\_\_ I have not used the following words: "I feel," "I think," "I believe," and only rarely used the word "because".
10. \_\_\_\_\_ The paper has an introduction and a conclusion.
11. \_\_\_\_\_ I have read through the paper, reading only the first 1-2 sentences of each paragraph and they provide a clear outline of what I want to say.
12. \_\_\_\_\_ I have run my spell-checker.
13. \_\_\_\_\_ I have avoided using the passive voice ("the acid was added to the water", using the active voice ("I added acid to water") even if this means using the first person.
14. \_\_\_\_\_ I have used the words "their" and "there" properly
15. \_\_\_\_\_ I have used the words "affect" and "effect" properly.
16. \_\_\_\_\_ I have avoided the use of contractions.
17. \_\_\_\_\_ Dates are written correctly, as, for example, 1960s, NOT 1960's (no apostrophe).
18. \_\_\_\_\_ I have not using phrases such as "the gaining of" when I mean something like "the acquisition of" (that is I have avoided the gerund form of a verb when a noun is called for.
19. \_\_\_\_\_ I have not used any contractions (don't, shouldn't, won't, etc.).
20. \_\_\_\_\_ I have not said something like "I will attempt to show that..."; instead, I write "I will show that..." (This is a special problem in the introductory paragraphs).