

ANTH 412
Ancient North America
MWF 11:00 – 11:50 am
Stevens Building 186
3 Credit Hours
Fall 2019



Professor: Dr. Dana Bardolph
Office: Stevens 271
Office hours: Mon/Wed 12-1:30 pm,
or by appointment (in person or online)
Email: dbardolph@niu.edu

*Cahokia Mounds State Historic Site, Collinsville, IL.
Photo courtesy of National Geographic.*

I. Course Description

This course introduces students to the broad sweep of indigenous lifeways that characterized what is now the continental United States and Canada, from the initial arrival of the first Americans to the development of complex societies to encounters with European colonizers in the 15th and 16th centuries to thriving 21st century communities today. These histories will be approached from a comparative archaeological perspective, highlighting particular case studies that address subsistence, settlement, ecology, social and political organization, material culture, and religion, among other topics. Students will gain not only an appreciation of the richness of the North American archaeological record, but also for how archaeologists infer deep histories using both ancient material culture and the historic and living traditions of Native descendant communities. We also will probe the ethical dimensions of practicing archaeology in North America and critically reflect upon how to conduct archaeology within a decolonizing framework.

This course will consist of short lectures, seminar-style discussions, critical film viewings, guest lectures, an on-campus museum collections visit, and an optional museum field trip.

II. Learning Outcomes

Throughout the completion of this course, students will be expected to:

- Gain a comprehensive, yet nuanced, knowledge of the cultural diversity of Native North American cultures, past and present
- Characterize the ethical and political issues associated with conducting archaeological research and the reverberating effects on Native American communities today
- Critically evaluate anthropological scholarship and Native perspectives concerning the production of information and understanding of ancient North American cultures

III. General Course Goals

Throughout the completion of this course, students also are expected to gain confidence in independent research, writing, and public speaking skills by developing effective arguments through written assignments, participating in readings discussions with peers, and workshopping research and writing ideas with classmates.

Our class operates under feminist pedagogy; i.e., the idea that our classroom is a community to which we all have something to contribute. Students are expected to foster an inclusive and caring classroom that respects a diversity of opinions and experiences, reflective of our commitment to the Northern Pact (<https://www.niu.edu/conduct/student-code-of-conduct/index.shtml>). Our discussions of lecture content, readings, and other course material should be grounded in archaeological data and anthropological theory; however, I encourage you to think through issues of indigenous social histories, ethics, and other relevant topics, by using your own experiences as learning materials, and, if you are comfortable, sharing those stories.

IV. Required Materials

Out of interest in keeping this course low-cost, all readings will be scanned and uploaded as PDFs to the course Blackboard website (<http://webcourses.niu.edu>). Students are expected to come to seminar having all read the readings listed under that day (outlined on the schedule below).

Additional **recommended** writing references: while these texts are not required for the course, they contain relevant information for students looking for additional guidance about how to improve their academic writing skills, including for writing in anthropology and broader social science disciplines:

- Graff, Gerald, and Cathy Birkenstein. *They Say / I Say: The Moves That Matter in Academic Writing* (2014). W.W. Norton & Company.
- Williams, Joseph, and Gregory Colomb. *Style: Lessons in Clarity and Grace* (Twelfth edition, 2016). Pearson.
- Brown, Shan-Estelle. *Writing in Anthropology: A Brief Guide* (2017). Oxford University Press, Oxford.
- Becker, Howard. *Writing for Social Scientists: How to Start and Finish your Thesis, Book, or Article* (Second edition, 2007). University of Chicago Press.

V. Assessment

There are seven main components to the overall grade in this course, detailed below: (1) a learning contract; (2) attendance and classroom participation; (3) discussion leading; (4) in-class writing exercises; (5) a museum critique assignment; (6) a final research project with nested benchmarks (topic abstract, annotated bibliography, and final paper); and (7) an in-class presentation of the final research project.

Due dates for assignments are listed on the course schedule below. There will be no midterm or final examinations.

Grading Components:

1. Learning contract: 5 pts
2. Classroom attendance/participation: 20 pts
3. Discussion leading: 5 pts
4. In-class writing exercises: 10 pts
5. Museum critique assignment: 15 pts
6. Research project with nested benchmarks: 40 pts
 - o Topic abstract (5 pts)
 - o Annotated Bibliography (10 pts)
 - o Final research paper (25 pts)
7. In-class research presentation: 5 pts

TOTAL: 100 pts

Grading Scale:

Numeric grades will be converted into a letter grade at the end of the semester using the +/- system. The conversion will follow these categories:

≥ 94:	A	87-89:	B+	77-79:	C+	60-69:	D	<59:	F
90-93:	A-	84-86:	B	70-76:	C				
		80-83:	B-						

Learning Contract: By the end of the first week of classes, each student is to upload a learning contract onto Blackboard. Each contract should include the following: learning goals for the class; self-responsibilities in meeting these goals; expectations of me in helping to fulfill these goals; and acknowledgment of having read and understood the syllabus.

This contract will be used in helping students evaluate individual progress towards goals and can be reviewed at the end of the semester alongside your final course grade. This contract serves as a baseline for communication and accountability and will not be graded on a point scale; students will receive full credit if it is turned in with satisfactory effort.

Classroom Attendance/Participation: Attendance and participation are key to success in this course. Unexcused absences, and/or poor performance during in-class discussions, group work sessions, or other in-class exercises will adversely affect the attendance and participation component of your grade. If you have a valid excuse for not being in class, please notify me in advance if at all possible (please consult absence policy below). If you are **sick**, please do not come to class! If you miss class, then it is your responsibility catch up the material; I recommend (1) asking a peer in the class for their notes, (2) downloading and reviewing slides posted to Blackboard, and (3) reading the assigned readings. After you have you have completed these tasks, feel free to see me in office hours for further clarification if needed.

Please note that an in-class absence is not a valid excuse for submitting an assignment late on dates they are due. Please plan accordingly or make other arrangements for submission with permission from the instructor.

Your classroom participation grade will be evaluated based on your frequency of attendance **as well as** your quality of contribution to discussion and in-class activities. Students are expected to have done all of the assigned readings before class and arrive for class with topics and questions prepared for discussion (e.g., you can select particularly interesting or problematic passages within the readings for discussion, formulate your own take on the theories and interpretations presented within the readings, bring up contrasts between authors read within the course, or ask questions about parts of the material you do not understand!). I will offer some short lectures to offer context and theoretical background, but these lectures will not summarize readings.

Total attendance of all class periods (minus the optional museum field trip) will be factored into a score out of 10. Participation will be factored into a score of 10 as follows: 0 points for little to no participation throughout the semester, 5 points for contributing periodically, and 10 points for contributing often or always (use this opportunity to practice public speaking in a small group!).

Discussion Leading: Throughout the course of the semester, each student will be responsible for leading the readings discussions for **one week**. This responsibility means being able to (briefly) summarize the readings assigned for each day and coming up with thought-provoking questions to jump start discussion. In addition, each student will be tasked with finding **one additional** outside reading of their choice (i.e., a reading not listed on the course syllabus) published **since 2015** that is relevant to the week's theme/topic. Archaeology is an evolving discipline and new studies may challenge or update existing course content! Students should be prepared to summarize what they learned from this additional reading on the **Friday** of their discussion leader week (unless notified otherwise), and we will discuss how it supports/contradicts what we have learned that week.

Students will have the opportunity to rank their topics of interest for serving as discussion leader; the schedule will be determined by the end of the first week of the semester and posted to Blackboard. Serving as a discussion leader counts for 5 points of the overall course grade, with full, partial, or no credit awarded for satisfactorily meeting the requirements listed above.

In-class Writing Exercises: While active participation in discussion is required, there will also be opportunities to demonstrate your grasp of course material through **written** in-class activities. These exercises may range from short reading and/or film critiques to op-ed style pieces, to be handed in during the class period. Please note that if you choose to take notes in class on your laptop, please also have access to a pen and paper for in-class writing exercises. Students will receive full or partial credit for each in-class written assignment submitted, to be determined on the basis of effort put into the exercise. No credit will be given if the student does not attend the day an in-class writing activity is assigned. Dates of in-class writing exercises will not be posted in advance and cannot be made up unless a student has missed class for a valid/documented reason (see absence policy).

Museum Critique Assignment: This course provides an opportunity for students to engage with museum exhibits and collections through an optional field trip to Dickson Mounds Museum in Lewiston, IL (all students are invited but not required to attend an all-day excursion with transportation from NIU provided), and a guided tour of the collections at the Pick Museum of Anthropology at NIU (scheduled during the normal class period). Dates for both museum visits are listed on the course schedule below and further details about each visit will be provided in class. You will complete a critical assessment (**2-3 pages**) of your choice of **either** of the two museums by completing a writeup that responds to a series of questions presented in handouts that will be disseminated prior to each visit.

Final Research Project: The final research paper will task you with finding a topic related to the archaeology of Native North America about which you would like to learn more. Your paper also should include a discussion of implications of that archaeological topic for descendant stakeholder communities. A detailed prompt will be posted to Blackboard, but your final paper of **8-10 pages** should follow the standard conventions of an academic research paper, drawing on at least **seven scholarly sources** (e.g., academic articles, book chapters) beyond those assigned on the course syllabus. You will submit an abstract of your paper topic to Blackboard for review along with an annotated bibliography in advance of the paper deadline. Papers will primarily be graded based on content but also on clarity and grammar. The due date for the final paper is listed on the course schedule below; please notify me in advance if you anticipate any issues turning in the final paper by the deadline for a valid/documented reason (see absence policy below).

Guidelines for submission of research paper:

- Double-space your paper
- Use Times New Roman 12-pt font
- Set standard 1-inch margins
- Include page numbers at the bottom of each page
- At the top of the first page, include your name, course number, and date
- Include an essay title! (Not “research paper”)
- Do not include a separate title page or a separate page for the bibliography
- Proofread and spellcheck

In-class research presentation: During the last class meetings of the semester, students will give a **5-7 minute** presentation of their final research paper project. Students will present the central points of their project in a clear, direct, and interesting manner catered to a diverse audience. The presentation should consist of a well-organized and succinct summary of your research project using PowerPoint. This assignment presents an opportunity to further hone your public speaking skills and to gain practice disseminating research to your peers.

VI. Assignment Submission Policies:

All assignments should be submitted to Blackboard by the day they are due (date and time noted on Blackboard and on the schedule below). Students may be requested to bring copies of assignments for in-class workshopping; if hard copies are requested, then I will notify students in advance.

Late assignments will lose 10% of the possible points per 24 hours late (e.g., 1 point for an assignment worth 10 points, 2.5 points for an assignment worth 25 points, etc.) and will not be accepted after one week, resulting in a zero for that particular assignment. As noted above, if you do not attend class on the date of an in-class writing exercise, you cannot make up that exercise without a documented excuse (see absence policy below).

Please note that while collaborative work in the form of in-class peer review/critique of students’ essays by one another is authorized in this course, all assignment submissions must originate with you in form and content, and all the work you submit in this course must have been written **for this course and not another**. Please consult the full policy on academic integrity below.

VII. Absence Policy

If a student will be absent from classes for a week or more because of an accident, illness, or other emergency, faculty members will be notified of the absence only if students or their parents request it through the Division of Student Affairs. Health Services will not release information about students unless they provide a written request.

In the case of an absence due to required attendance at a university-sponsored event such as a department trip, performing arts activity, ROTC function, or athletic competition, reasonable attempts shall be made by faculty members to allow the student to make up missed work. Students are responsible for completing the work assigned and/or due on the days they are absent for university-sponsored events. Both the sponsoring unit and the student should inform faculty members as soon as possible in the semester in order for arrangements to be made for completing missed assignments or other required coursework. The student is required to provide each instructor with an official notification in advance of the absence (e.g., a letter from the chair of the sponsoring department, the head of the sponsoring unit, or the coach).

VIII. Blackboard, Email, and Office Hours Policies

Blackboard: Students can access course materials online on Blackboard (<http://webcourses.niu.edu>), including the course syllabus, PDFs of course readings, assignments, and other materials posted throughout the semester. Please check your email and the site frequently for course announcements, updates, and deadlines.

If you have problems accessing Blackboard, please contact the Division of Information Technology by email: ServiceDesk@niu.edu or phone: 815-753-8100, or visit the Technology Support Desk in Founders Library: M-F 11 am - 3 pm.

Email: Feel free to contact me via email with general questions about the course. Please include the following details with your email so that I do not inadvertently overlook it:

- Put “**ANTH 412**” in the subject line
- Include a salutation as well as a signature that includes your full name

Please allow about 24 hours for me to answer your email, and keep in mind that I may not have access to my email at night or on weekends (e.g., if you send an email after 5 pm on Friday, you should expect a response no earlier than Monday morning at 9 am, so please plan accordingly). If you have detailed questions, especially in regard to written assignments, please make an appointment to see me in office hours, as I will not be able to provide lengthy responses over email. Please note that I may not answer questions over email pertaining to assignments less than 24 hours before the due date.

Office hours: Please stop by any time during my scheduled office hours (no appointment necessary) to discuss anything related to the course, anthropology, NIU, any concerns, etc. If you are unable to make my scheduled office hours, I am happy to set individual meetings by appointment; please email me to set up a meeting and specify your availability in blocks of days/times. Please give me **at least 24 hours advance notice** of your request for a meeting outside of my scheduled office hours.

In addition to traditional in-person meetings, I also can make myself available for virtual office hours via Zoom (<https://zoom.us/>) to accommodate commuting students or those with other short term and/or specialized circumstances that prohibit availability for meetings on campus. If you would like to schedule a virtual office hours meeting, please indicate so in your email request.

Please note that I am not available for office hours (in person or virtual) before 9 am or after 5 pm Monday through Friday, or on weekends.

If you are having personal issues that may affect your academic performance, please talk to me in advance so that I can work with you to maximize your potential for success in the course. Please email me, come to my office hours, or schedule an appointment to meet. I always strive to be accessible, approachable, and understanding. I am happy to help in any way that I can!

IX. Additional Course Policies

Classroom Courtesy: Students are expected to arrive on time and stay in class during the entire class period. Habitual lateness or leaving early from class will be factored into your Attendance/ Participation grade; if you have a valid reason for needing to arrive late or leave early, please speak with me during the first week of class.

Laptops and tablets can be used during class only if they are used to take notes. Please be considerate of the learning environment of yourself and your peers and use technology responsibly. Unless there is an emergency where you must get a call or text, please silence your cell phones and put them away (and let me know at the start of class if you anticipate such a circumstance).

Preferred Names and Pronouns: Class rosters and university data systems are provided to faculty with the student's legal name and legal gender marker. As an NIU student, you are able to change how your preferred/proper name shows up on class rosters (please see the following guidelines: https://www.niu.edu/regrec/preferred_proper_name/index.shtml). This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in way that is safe for you.



*Cliff Palace, Mesa Verde National Park, southwest CO.
Image Courtesy of the National Park Service*

ACADEMIC MISCONDUCT

It is expected that students attending NIU understand and subscribe to the ideal of academic integrity and are willing to bear individual responsibility for their work. Good academic work must be based on honesty. The attempt of any student to present work that they have not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or an assignment written, in whole or in part, by someone else. Students are responsible for plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students responsible for or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university.

Please familiarize yourself with the full policy on Academic Misconduct at NIU:

<https://www.niu.edu/conduct/academic-misconduct/index.shtml>

STUDENTS WITH DISABILITIES

If you have a disability-related need for reasonable academic adjustments in this course, please contact the Disability Resource Center as soon as possible. The DRC coordinates accommodations for students with disabilities. It is located on the 4th floor of the Health Services Building and can be reached at 815-753-1303 or drc@niu.edu. In addition, please contact me privately as soon as possible so we can discuss your accommodations. Please note that you will not be required to disclose your disability, only your accommodations. The sooner you let me know your needs, the sooner I can assist you in achieving your learning goals in this course.

SAFE SPACE

As a faculty member at NIU and in accordance with the Northern Pact, I adhere to and respect NIU policies and regulations pertaining to the observance of religious holidays; sexual harassment; and racial or ethnic discrimination. My goal is to serve as an ally for students of all identities, and I am available to discuss confidential matters with students individually and offer referrals.

ADDITIONAL RESOURCES

The University Writing Center: The Writing Center offers students a range of free services to benefit writers of all levels to refine and develop strategies for effective writing, from initial brainstorming to offering constructive feedback on final essays. Please refer to the Writing Center Website for more information: <https://www.niu.edu/writing-center/index.shtml>

Counseling & Consultation Services (CCS): CCS offers counseling, crisis intervention, advocacy services (for sexual assault, dating or domestic violence, and/or stalking support), specialized services (for substance abuse, eating and body image concerns, and anger), along with other resources to de-stress and ways to cope with academic anxiety. Please refer to the CCS website for more information: <https://www.niu.edu/counseling/>

X. Course Schedule

The course schedule below lists weekly topics, assigned readings, academic holidays, assignment due dates, and other information. Students should complete readings before the class period listed on the course schedule and have access to paper or electronic copies of readings in class. Students can expect to follow this schedule but please note that some items are subject to change. Any changes to the course schedule will be announced in seminar, emailed, and/or posted to Blackboard.

WEEK 1 ENVISIONING ANCIENT NORTH AMERICA

Monday August 26: Course welcome and overview

Readings: none (syllabus and course expectations will be reviewed in class)

Wednesday August 28: A brief history of archaeology in North America

Readings: Sutton 2011; Watkins and Nicholas 2014

Friday August 30: Problematic representations and stereotypes

Readings: Treuer 2012; Two Bears 2010

****Assignment Due:** Upload Learning Contract to Blackboard by 11:59 pm

**** Sunday Sept 1:** Last day for undergraduates to add or drop a full-semester course via self-service in MyNIU

WEEK 2 CONTESTED HERITAGE: ETHICS, EXCAVATION, AND LEGISLATION

Monday September 2: NO CLASS MEETING—LABOR DAY

Readings: none

Wednesday September 4: Excavating sites, shrines, and graves

Readings: Nichols et al. 1999; Riggs 2017

Friday September 6: NAGPRA and repatriation

Readings: Fine Dare 2005; Watkins 2014

Browse: <https://culturalpropertynews.org/a-primer-nagpra-arpa-and-the-antiquities-act/>

**** Friday Sept 6:** Last day for undergraduates to drop a full-semester course with approval of major college office



*Excavation of 6,000-year-old habitation site by First Nations archaeology students, Kamloops, British Columbia.
Photo courtesy of George Nicholas, Simon Fraser University.*

WEEK 3 PEOPLING NORTH AMERICA

Monday September 9: The first Americans

Readings: The SAA Archaeological Record, “The Peopling of the Americas at the End of the Pleistocene”

Note: this May 2019 special issue summarizes some of the most recent research on one of the most enduring debates in archaeology!

Wednesday September 11: The Kennewick controversy

Readings: Thomas 2000; Meltzer 2015

Friday September 13: Debating the implications

Readings: Colwell-Chanthaphonh et al. 2008; SAA Ethics Bowl case study

****In-class activity: Mock Ethics Bowl debate**

** Friday Sept 13: Last day for undergraduates to change a full-semester course from credit to audit or from audit to credit

WEEK 4 AFTER THE ICE AGE

Monday September 16: The Pleistocene to Holocene transition

Readings: Walthall 1998; Walker 2010

Wednesday September 18: The Archaic period: simple, complex, or both?

Readings: Kidder 2010

Friday September 20: Environmental extremes: life in the Arctic

Readings: Binford 1991; Park 2012



*Iñupiaq bow drill, ca. 1880–1920. Kotzebue Sound, Alaska.
Image courtesy of the Smithsonian National Museum of the American Indian.*

WEEK 5 AMERICA'S FIRST FOOD PRODUCERS

Monday September 23: Documenting domestication

Readings: Zeder 2006; Smith 2006

Wednesday September 25: Cultivation and horticulture

Readings: Watson and Kennedy 1991; Deur 2002

Friday September 27: Agriculture and intensive food production

Readings: VanDerwarker et al. 2017; Chilton 2005

WEEK 6 BUILDING MONUMENTS, BUILDING COMMUNITY

Monday September 30: Moundbuilders of the Eastern Woodlands

Readings: Dancey 2005; Pauketat 2005

Wednesday October 2: Dickson Mounds Museum field trip (optional)

Readings: Browse <https://www.chicagotribune.com/news/ct-xpm-1992-04-04-9201310139-story.html>

****All day excursion (9 am – 6 pm) with transportation and lunch provided**

Friday October 4: Constructing complexity

Readings: Pauketat 2000; Wilson 2010

WEEK 7 ANIMISM, SHAMINISM, AND THE COSMOS

Monday October 7: Studying religion archaeologically

Readings: VanPool 2009, Alt and Pauketat 2017

Wednesday October 9: Entering other worlds: hallucinogenic plant use

Readings: Crown et al. 2012; Tushingham et al. 2018

Friday October 11: Physical and ethical landscapes of religion

Readings: Oetelaar 2012; SAA Ethics Bowl case study

WEEK 8 ETHICAL ISSUES IN MUSEUMS

Monday October 14: Who displays? Who decides?

Readings: Ames 1992; Colwell-Chanthaphonh 2009

Browse: <https://www.smithsonianmag.com/blogs/national-museum-american-indian/2018/10/08/indigenous-peoples-day-2018/>

***Happy Indigenous Peoples' Day!*

Wednesday October 16: Object lessons

****Visit to the Pick Museum of Anthropology collections (Meet at Cole Hall 114)**

Readings: None

Friday October 18 Writing in Anthropology

Readings: Brown 2017

Note: This chapter presents an overview of how to write a critical research paper in the discipline of Anthropology. For further information (introducing the genre, writing in a scholarly yet accessible style, etc.), check out the entire volume!

**** Friday October 18: Last day for undergraduates to withdraw from a full-semester course or from the university**



*Collections at the Indian Arts Research Center, School for Advanced Research (SAR), Santa Fe.
Image Courtesy of SAR.*

WEEK 9 ORDER AND CHAOS

Monday October 21: Pax Cahokia and Pax Chaco?

Readings: Pauketat 2019

****Assignment due:** Upload Museum Critique to Blackboard by Tuesday 10/21 at 11:59 pm

Wednesday October 23: A delicate subject: violence and cannibalism in the Southwest

Readings: Billman et al. 2000; Dongoske et al. 2000

Friday October 25: Library Research Overview (meet at Founders Library Room 293)

****Research Instructional Session with Anthropology subject specialist Robert Ridinger**

Readings: None

WEEK 10 COMPLEX COASTLINES AND CONFEDERACIES

Monday October 28: Challenging notions of 'simple' societies

Readings: Arnold and Bernard 2005; Grier 2017

Wednesday October 30: Rethinking anthropogenic landscape management

Readings: Lightfoot et al. 2013; Braje and Rick 2013

****Assignment due:** Upload Paper Topic Abstract to Blackboard by 11:59 pm

Friday November 1: Coalescence and confederacy in the Northeast

Readings: Birch and Hart 2018

*** November 1 is the start of National Native American Heritage Month!*

<https://nativeamericanheritagemonth.gov/>

WEEK 11 DISPLACEMENT, MIGRATION, AND ETHNOGENESIS

Monday November 4: Beyond the Vitrine: Conversation with a Curator

****Guest lecture Paige Bardolph, Global Museum Director (San Francisco State University)**

Readings: Lonetree 2012

Wednesday November 6: Migrants and captives

Readings: Cameron 2013

***Paper Topic Abstract feedback returned to students via Blackboard*

Friday November 8: Operationalizing identity archaeologically

Readings: Bardolph 2014; Voss 2005

WEEK 12 COMPLICATING COLONIALISM

Monday November 11: Beyond germs

Readings: Diamond 1997; Wilcox 2010

Wednesday November 13: American Indians as abolitionists?

****Guest lecture Prof. Natalie Joy, Department of History (NIU)**

Readings: Deetz 1977

Friday November 15: Multicolonialism: segregation and plurality

Readings: Matthews and McGovern 2018; Lightfoot et al. 1998

***Assignment due:* Upload Annotated Bibliography by Sunday 11/17 to Blackboard by 11:59 pm

WEEK 13 DECOLONIZING ARCHAEOLOGY

Monday November 18: Further thoughts on collaborative/Indigenous archaeology

Readings: Atalay 2010

Wednesday November 20: Putting it into practice

Readings: Silliman and Dring 2008; Loring and Ashini 2000

**Annotated Bibliography feedback returned to students via Blackboard

Friday November 22: NO CLASS MEETING—INSTRUCTOR AT CONFERENCE

Readings: None

***Assignment:* watch KCET film *Tending Nature: Decolonizing Cuisine with Mak-‘amham:*

<https://www.kcet.org/shows/tending-nature/episodes/decolonizing-cuisine-with-mak-amham>



Vincent Medina (Chochenyo Ohlone) and Louis Trevino (Rumsen Ohlone) prepare traditional California Indian cuisine at Café Ohlone, Berkeley. Image courtesy of makamham.com

WEEK 14 SEA CHANGE, SEE CHANGE?

Monday November 25: Climate change and heritage concerns

Readings: Erlandson 2012

Wednesday November 27: NO CLASS MEETING—THANKSGIVING BREAK

Readings: None

Friday November 29: NO CLASS MEETING—THANKSGIVING BREAK

Readings: None

WEEK 15 DIGGING DEEPER

Monday December 2: In class presentations (Group 1)

Readings: None

Wednesday December 4: In class presentations (Group 2)

Readings: None

Friday December 6: Course reflection: Native North America through the looking glass

Readings: None

FINALS WEEK: (NO CLASS MEETING)

Assignment due: Final research paper due to Blackboard Thursday 12/11 by 11:59 pm

Have a great semester!



*Acoma polychrome jar, ca. 1900–1920. Acoma Pueblo, New Mexico.
Image courtesy of the Smithsonian National Museum of the American Indian.*

Syllabus Bibliography

- Alt, Susan M., and Timothy R. Pauketat
2017 The Elements of Cahokian Shrine Complexes and Basis of Mississippian Religion. In *Religion and Politics in the Ancient Americas*, edited by Sarah B. Barber and Arthur A. Joyce, pp. 51-74. Routledge, New York.
- Ames, Michael M.
1992 Cannibal Tours, Glass Boxes, and the Politics of Representation. In *Cannibal Tours and Glass Boxes: The Anthropology of Museums*, pp. 139-150. University of British Columbia Press, Vancouver.
- Arnold, Jeanne E., and Julienne Bernard
2005 Negotiating the Coasts: Status and the Evolution of Boat Technology in California. *World Archaeology* 37:109-133.
- Atalay, Sonya
2010 Indigenous Archaeology as Decolonizing Practice. In *Indigenous Archaeologies: A Reader on Decolonization*, edited by Margaret M. Bruchac, Siobhan M. Hart, and H. Martin Wobst, pp. 79-86. Left Coast Press, Walnut Creek.
- Bardolph, Dana N.
2014 Evaluating Cahokian Contact and Mississippian Identity Politics in the Late Prehistoric Central Illinois River Valley. *American Antiquity* 79(1):69-89.
- Billman, Brian R., Patricia M. Lambert, and Banks L. Leonard.
2000 Cannibalism, Warfare, and Drought in the Mesa Verde Region during the Twelfth Century AD. *American Antiquity* 65(1):145-178.
- Binford, Lewis R.
1991 A Corporate Caribou Hunt: Documenting the Archaeology of Past Lifeways. *Expedition* 33(1):33-43.
- Birch, Jennifer, and John P. Hart
2018 Social Networks and Northern Iroquoian Confederacy Dynamics. *American Antiquity* 83(1):13-33.
- Braje, Todd J., and Torben C. Rick.
2013 From Forest Fires to Fisheries Management: Anthropology, Conservation Biology, and Historical Ecology. *Evolutionary Anthropology: Issues, News, and Reviews* 22(6):303-311
- Brown, Shan-Estelle
2017 *Writing in Anthropology: A Brief Guide*. Oxford University Press, Oxford.
- Cameron, Catherine M.

2013 How People Moved Among Ancient Societies: Broadening the View. *American Anthropologist* 115(2): 218-231.

Chilton, Elizabeth

2005 Farming and Social Complexity in the Northeast, in *North American Archaeology*, edited by Timothy R. Pauketat and Diana DiPaolo Loren, pp. 138-160. Blackwell, Malden, MA.

Colwell-Chanthaphonh, Chip

2009 The Archaeologist as a World Citizen: On the Morals of Heritage Preservation and Destruction. In *Cosmopolitan Archaeologies*, edited by Lynn Meskell, pp. 140-165. Duke University Press, Durham.

Colwell-Chanthaphonh, Chip, Julie Hollowell-Zimmer, and Dru McGill.

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