Archaeology of North America Syllabus

Anthropology 3554 Spring 2022

# Course Information

* **Course times and location:** No required scheduled meetings; all instruction occurs in Carmen each week
* **Credit hours:** 3
* **Mode of delivery:** Distance Learning

## Instructor

* **Name:** Kristen Gremillion
* **Email:** gremillion.1@osu.edu
* **Office location:** 4078 Smith Laboratory
* **Office hours:** Online, TBD
* **Preferred means of communication:**
	+ My preferred method of communication for questions is **email.**
	+ My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

## Course Prerequisites

Anthropology 2201 (201)

## Course Description

## This course is a survey of the archaeological record of Native North America that traces the cultural adaptations of Native peoples to changing natural and social environments over the last 12,000 years. A central theme is the connection between past and present—between descendant populations and their prehistoric ancestors, and between ancient lifeways and contemporary social and environmental challenges. Course content presumes that all students have a basic understanding of archaeological methods and some familiarity with theoretical perspectives in archaeology.

## Learning Outcomes

By the end of this course, successful students should be able to:

* Discuss the ethical responsibilities of archaeologists with respect to descendant populations and the general public
* Reflect on the history of scholarship on the Native American past and how it has impacted contemporary Native communities
* Describe the timing and routes of the initial human colonization of North America
* Characterize in general terms the cultural and ecological adaptations of prehistoric hunter-gatherers to the diverse environments of North America
* Desribe the chronology and impacts of agricultural subsistence in the Eastern Woodlands and the Greater Southwest
* Identify trends to greater cultural complexity in North American prehistory
* Discuss the consequences of European conquest for Native populations
* Critically analyze scholarly and popular accounts of ancient Native American lifeways
* Draw insights into contemporary social and environmental challenges from the archaeological record of Native North America

## General Education Expected Learning Outcomes

This course does is not currently part of the General Educational Curriculum.

# How This Online Course Works

**Mode of delivery:** This course is 100% online and asynchronous. There are no required sessions when you must be logged in to Carmen at a scheduled time.

**Pace of online activities:** This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

**Credit hours and work expectations:** This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](https://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

**Attendance and participation requirements:** Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone’s participation:

* **Participating in online activities for attendance**: **at least once per week**
You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.
* **Zoom meetings and office hours**: **optional**
All live, scheduled events for the course, including my office hours, are optional. Students will view prerecorded instructor lectures each week.
* **Participating in discussion forums**: **two or more times per week**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics. Your first post will be a response to a prompt I will provide to help you think about some of the material covered during the week in instructor lectures, readings, and videos. In addition, you will need to respond to at least one classmate’s post. Due dates and guidelines about posting will be provided.

# Course Materials, Fees and Technologies

## Required Materials and/or Technologies

* Neusius, S. and G. Gross. 2013. *Seeking Our Past: An Introduction to North American Archaeology*. Second Edition. Oxford University Press. Note: there is a first edition of this text, but it will differ significantly from the one I am using for this class. There will be a copy on reserve at the 18th Avenue Library.
* Other required readings will be available via links in Carmen.

## Required Equipment

* **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
* **Webcam (needed for office hours and meetings with the instructor only):** built-in or external webcam, fully installed and tested
* **Microphone (needed for office hours and meetings with the instructor only)::** built-in laptop or tablet mic or external microphone
* **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at [go.osu.edu/student-tech-access](http://go.osu.edu/student-tech-access).

## Required Software

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

## CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu/) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

* Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
* Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
* [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

## Technology Skills Needed for This Course

* Basic computer and web-browsing skills
* [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
* [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
* [Recording a slide presentation with audio narration and recording, editing and uploading video](http://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

## Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

* **Self Service and Chat**: [go.osu.edu/it](http://go.osu.edu/it)
* **Phone:** 614-688-4357 (HELP)
* **Email:** servicedesk@osu.edu

# Grading and Faculty Response

## How Your Grade is Calculated

| Assignment Category | % |
| --- | --- |
| Quizzes (12) | 20 |
| Discussion forum posts (13 posts, 13 responses) | 20 |
| Research strategies assignments (3) | 15 |
| Annotated bibliography (1) | 20 |
| Final presentation (1) | 20 |
| Peer critique (1) |  5 |

See [Course Schedule](#_Course_schedule) for due dates.

## Descriptions of Major Course Assignments

### Quizzes

**Description:** Most weeks there will be a quiz to assess your recall and understanding of fundamental knowledge. They will cover material from instructor lectures and assigned readings and videos, and may include multiple choice, completion, and/or essay-type questions. It’s a good idea to take notes and I will help you by identifying important topics, terms, and concepts. These quizzes are open-book but they will be timed. You will be allowed two attempts to complete the quiz and the higher grade will be retained.

 **Academic integrity and collaboration:** You are allowed to consult texts and other course materials during the quiz, but you are more likely to do well if you study before your first attempt. You should take the quiz alone, without help from others.

### Discussions

**Description:** Most weeks there will be a discussion forum. You’ll be asked to respond to a prompt based on the week’s topic and in most cases will also be expected to respond to one of your classmates’ posts. Your participation will be assessed as excellent, satisfactory, or unsatisfactory. A rubric will be provided.

 **Academic integrity and collaboration:** Discussion posts should be your own original work.

### Research Strategies Assignments

**Description:** Three assignments during the semester will help you develop the research skills you will need to create an annotated bibliography and accompanying final project.

 **Academic integrity and collaboration:** Written assignments should be your own original work. You should follow *American Antiquity* style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

### Annotated Bibliography

**Description:** You will create an annotated bibliography that includes a minimum of ten sources. At least three of these sources must be from the scholarly literature. The topic of your bibliography will be an aspect of the archaeological record of a specific North American region. You should choose a topic that is well documented archaeologically and provides a basis for reflection on how ancient lifeways can yield insight into contemporary challenges. Examples include climate change, sustainable agriculture, intergroup violence, biodiversity loss, or ethnic identity. The research strategies assignments will help you to identify and refine a topic, seek reliable sources of information, and write a critical annotation.

 **Academic integrity and collaboration:** Your annotated bibliography should be your own original work. You should follow *American Antiquity* style to cite the ideas and words of your research sources (details will be provided). You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

### Final Presentation

**Description:** To accompany your annotated bibliography, you will create a presentation on your chosen topic that your classmates can view online. A slide presentation accompanied by narration is a good way to include visuals and/or audio to illustrate your subject matter.

 **Academic integrity and collaboration:** The final presentation submitted should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work. Information on proper citation style will be provided.

### Peer Review

**Description:** Each student will write a brief review of one classmate’s final presentation. A rubric will be provided.

 **Academic integrity and collaboration:** Your peer review should be your own original work.

## Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. If you anticipate being late due to circumstances beyond your control (such as illness or caring for someone who is ill), I will consider extensions for individual assignments. If you are experiencing an issue so severe that you will not be able to catch up with the rest of the class within a week or so, we will need to discuss other options, such as taking a grade of “I” (Incomplete) or withdrawing from the course. There will be no opportunities for extra credit assignments. Please keep in mind that I am eager to help you stay on track and happy to discuss any difficulties you are having. I also welcome any questions you have about course content. Please contact me sooner rather than later if you are struggling and I will work with you to find a solution.

## Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call 614-688-4357 (HELP)at any time if you have a technical problem.

* **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.
* **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
* **Discussion board:** I will check and reply to messages in the Q & A discussion board once mid-week and once at the end of the week.
* **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

## Grading Scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

# Other Course Policies

## Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

* **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
* **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
* **Citing your sources**: When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link and the date on which you accessed the site. For published works, make sure to provide author, publication date, journal or book, and page numbers (at minimum). Remember, for discussions the main function of providing a reference is to make sure that anyone can locate the source and check the accuracy of your statements.
* **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
* **Synchronous sessions**: There will be no synchronous sessions.

## Academic Integrity Policy

See [Descriptions of Major Course Assignments](#_Descriptions_of_Major), above, for specific guidelines about collaboration and academic integrity in the context of this online class.

### Ohio State’s Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s [Code of Student Conduct](https://studentconduct.osu.edu/) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s *Code of Student Conduct* and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

* [Committee on Academic Misconduct](https://go.osu.edu/coam) (go.osu.edu/coam)
* [Ten Suggestions for Preserving Academic Integrity](https://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
* [Eight Cardinal Rules of Academic Integrity](https://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

## Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here:

[http://advising.osu.edu](http://advising.osu.edu/)

## Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All students and employees at Ohio State have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](http://equity.osu.edu/),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

* All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
* The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

## Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Land Acknowledgement

I acknowledge that the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I honor the resiliency of these tribal nations and recognize the historical contexts that have affected and continue to affect the Indigenous peoples of this land.

More information on OSU’s land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

## Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University’s Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at 614- 292-5766**. 24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://suicidepreventionlifeline.org/) (suicidepreventionlifeline.org) or by calling 1-800-273-8255(TALK). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

# Accessibility Accommodations for Students with Disabilities

## Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services (SLDS)](https://slds.osu.edu/). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university’s request process, managed by Student Life Disability Services.

### Disability Services Contact Information

* Phone: 614-292-3307
* Website: [slds.osu.edu](https://slds.osu.edu/)
* Email: slds@osu.edu
* In person: [Baker Hall 098, 113 W. 12th Avenue](http://www.osu.edu/map/building.php?building=095)

## Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

* [CarmenCanvas accessibility](https://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
* Streaming audio and video
* [CarmenZoom accessibility](https://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

# Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates. NG = Neusius and Gross. All other readings will be available via a link in CarmenCanvas.

Note: All instructor lectures will be prerecorded and available online.

| Week | Dates | Topics, Readings, Assignments, Due Dates |
| --- | --- | --- |
| **1** | 1/10-1/16 | Introduction; North American archaeology in historical perspective**Reading**: NG Chapter 1**Video:** Instructor lecture **Due:** Week 1 Quiz |
| **2** | 1/17-1/23 | Archaeological ethics and the repatriation movement in North America**Reading:**1. James Riding In. 2005. Decolonizing NAGPRA. In *For Indigenous Eyes Only: A Decolonization Handbook*, edited by W. Wilson and M. Yellow Bird, pp. 53-66. School for Advanced Research, Santa Fe.2. *Oxford Companion to Archaeology*, Reburial and Repatriation 3. *Encyclopedia of Global Archaeology*. Repatriation of Cultural Property in the United States: A Case Study in NAGPRA**Video:** Instructor lecture**Discussion:** Debating the repatriation of human remains**Due:** Week 2 Quiz |
| **3** | 1/24-1/30 | Ecological regions and culture areas**Reading**: NG Chapter 2**Video:** Instructor Lecture**Due:** Research Strategies Assignment 1 (Topics and Questions)**Due:** Week 3 Quiz**Discussion:** Cultural histories and ecological adaptations |
| **4** | 1/31-2/6 | Peopling of North America**Reading:** NG Chapter 3; 4. Ewen Calloway. 2019. Ancient stone tools hint at settlers’ epic trek to North America. *Nature.* <https://doi.org/10.1038/d41586-019-02589-2> **Videos:** Instructor lecture; *First Peoples: Americas* (54:48)**Discussion:** Colonization routes and controversies**Due:** Week 4 Quiz |
| **5** | 2/7-2/13 | Northwest Coast and Plateau**Reading:** NG Chapters 5 and 6 **Video:** Instructor lecture**Discussion:** Social complexity and surplus production**Due:** Week 5 Quiz |
| **6** | 2/14-2/20 | CaliforniaNG Chapter 7**Videos:** Instructor lecture; *Beautiful Tree*; *Tending the Wild: Cultural Burning***Discussion:** Acorn economies and fire regimes**Due:** Week 6 Quiz |
| **7** | 2/21-2/27 | Great BasinNG Chapter 8**Discussion:** Meanings of rock art**Due:** Research Strategies Assignment 2 (Finding Reliable Sources)**Due:** Week 7 Quiz  |
| **8** | 2/28-3/6 | Greater Southwest I**Reading:** NG Chapter 9 (Ancestral Puebloans); Kohler, T. et al. 2008. Mesa Verde Migrations. *American Scientist* 96:146-153.**Discussion:**  Droughts and migrations**Due:** Week 8 Quiz |
| **9** | 3/7-3/13 | Greater Southwest II**Read:** NG Chapter 9 (Mogollon and Hohokam); Fish, Suzanne and Paul Fish. 2008. The Hohokam Millennium. In *The Hohokam Millennium*, edited by S. Fish and P. Fish, pp. 1-11. University of New Mexico Press, Albuquerque.**Discussion:** Hohokam and the Mesoamerican connection**Due:** Week 9 Quiz |
| **10** | 3/14-3/20 | **Spring Break** |
| **11** | 3/21-3/27 | Great Plains**Read:** NG Chapter 10**Discussion:** From village farmers to mounted hunters: how the horse changed Plains societies**Due:** Week 11 Quiz |
| **12** | 3/28-4/3 | Eastern Woodlands I**Read:** NG Chapter 11**Discussion:** Shell mounds of the Southeast: ritual sites or just trash?**Due:** Research Strategies Assignment 3: Writing a critical annotation**Due:** Week 12 Quiz |
| **13** | 4/4-4/10 | Eastern Woodlands II**Read:** NG Chapter 12**Discussion:** Complex societies of the Northeast and Southeast**Due:** Week 13 Quiz |
| **14** | 4/11-4/17 | Colonization and conquest**Read**: NG Chapter 13**Discussion:** The archaeology of culture change and colonialism |
| **15** | 4/18-4/24 | The future of North American archaeology**Read:** NG Chapter 14**Discussion:** Incorporating Native voices into archaeological research**Due 4/24:** Draft versions of annotated bibliography and final project |
| **---** |  | **Due TBD**: Peer review and final versions of annotated bibliography and final project |