Term Information

Effective Term	Spring 2022
Previous Value	*Autumn 2015*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We would like to offer this course 100% online.

What is the rationale for the proposed change(s)?

This course is well suited for a fully distance learning format.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Anthropology
Fiscal Unit/Academic Org	Anthropology - D0711
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3554
Course Title	Archaeology of North America
Transcript Abbreviation	ArchNorthAmerica
Course Description	Detailed survey of native American prehistory: survey of the archaeology and cultural history of North America.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 2201.
Previous Value	*Prereq: 2201 (201).*
Exclusions	
Previous Value	Not open to students with credit for 553.02.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	45.0204
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	• Discuss the chronology and significant features of key archaeological sites in the region.
	• Discuss the timing and significance of the forager-to-farmer transition in the Southwest and Midwest.
	• Describe how human societies adapted to the diverse natural and cultural environments of North America.
	• Use journals and other published material to research and report on archaeological topics.
	• Identify and discuss the ethical issues confronted by archaeologists working in North America.
Content Topic List	• Mound builders
	• Archaeology
	• Culture
	• European contact
	• Colonization
	• New world
	• Human adaptation
	• Mortuary ritual
	• Plant domestication
	• Social inequality
	• Hunter-gatherers
	• Coastal adaptation
Sought Concurrence	No

Attachments

- 3554_online_syllabus.docx: Syllabus

  (Syllabus. Owner: Healy,Elizabeth Ann)

- Anthro 3554-asc-tech.docx: Tech Review Approval

  (Other Supporting Documentation. Owner: Healy,Elizabeth Ann)

- Archaeology-North-America-syllabus.pdf: In-person Syllabus

  (Syllabus. Owner: Healy,Elizabeth Ann)

Comments

- Please submit equivalent in-person syllabus for comparative purposes. *(by Vankeerbergen,Bernadette Chantal on 02/17/2021 05:31 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Healy,Elizabeth Ann	02/10/2021 01:40 PM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	02/16/2021 01:27 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/17/2021 05:31 PM	College Approval
Submitted	Healy,Elizabeth Ann	02/18/2021 11:38 AM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	02/18/2021 11:41 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/18/2021 11:51 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	02/18/2021 11:51 AM	ASCCAO Approval

Archaeology of North America Syllabus

Anthropology 3554 Spring 2022

Course Information

- **Course times and location:** No required schedule 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 (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

As part of the [Lived Environments] Theme of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- Engage with the complexity and uncertainty of human-environment interactions.

- Describe examples of human interaction with and impact on environmental change and transformation over time and across space.

- Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors.

> **Commented [KG1]:** A guess based on the new GE; will need to be revised

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This course fulfills these learning outcomes by directing students to

- Engage in discussion forums on topics including: human migration and Pleistocene climates; development of subsistence adaptations in different environmental settings; the impacts of agriculture and environmental degradation on local ecologies; the relationships between cultural complexity and food surplus; how ancient Native societies coped with climate change; and the effects of European colonization on human-environment dynamics

- Conduct research on how human-environment interactions in the past can be used as a lens through which to engage with challenges of today, including rapid climate change, biodiversity loss, social inequality, sustainability of food production, and violence

- Prepare for quizzes on foundational knowledge about Native peoples' adaptations to their social and natural environments

How This Online Course Works

Mode of delivery: This course is 100% online. 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 (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. I will post recordings of synchronous sessions for those who cannot attend.

- **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.

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:** built-in or external webcam, fully installed and tested
- **Microphone:** 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.

Required Software

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

CarmenCanvas Access

You will need to use BuckeyePass (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 (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 (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 (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration and recording, editing and uploading video (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
- **Phone:** 614-688-4357 (HELP)
- **Email:** servicedesk@osu.edu

Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	%
Quizzes	20
Discussion forum posts	20
Research strategies assignments (3)	15
Annotated bibliography (1)	20
Final presentation (1)	20
Peer critique (1)	5

See 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.

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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 (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

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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, 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 (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

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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 (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (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

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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,
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

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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 (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 (suicidepreventionlifeline.org) or by calling 1-800-273-8255(TALK). The Ohio State Wellness app (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). 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

- Email: slds@osu.edu

- In person: Baker Hall 098, 113 W. 12th Avenue

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 (go.osu.edu/canvas-accessibility)
- Streaming audio and video

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- [CarmenZoom accessibility](go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

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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.

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	California NG 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 Basin NG 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
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Anthropology 3554: Archaeology of North America

Instructor: Professor Kristen Gremillion
gremillion.1@osu.edu, or via Carmen
Office: Smith Lab 4078, phone 292-9769
Office hours: (or by appointment; send an email to request a meeting)
Meeting time and place: TR 2:20-3:40, PAES Building A105

Reading Assignments
- Primary Text: Neusius and Gross, *Seeking Our Past: An Introduction to North American Archaeology*. Oxford. Available via OSU Bookstore/Barnes & Noble or from other retailers.
- Additional readings and films: Availabe via Carmen

Online Course Materials
I will use the class website on Carmen to post important materials, links to videos, readings, and quizzes; news; and important dates. **It is your responsibility to check the Carmen site for this information.**

Course content

   This course is a survey of the archaeological record of North America, with emphasis on the Greater Southwest and Eastern Woodlands regions. This record is primarily one of the indigenous people of the region, but we will also consider the Europeans and Africans who joined them after 1492. As a researcher, my primary concern has been with the intersection of culture and the natural environment and this topic is central to the course. Course content presumes that all students have a basic understanding of archaeological method and theory.

Course Objectives: Students who successfully complete this course will be able to:

1. Summarize, in broad terms, the culture history of the Eastern Woodlands and the arid West

2. Summarize the culture history of an archaeological region in detail, from earliest archaeological evidence up to the present day, and discuss how archaeologists' interpretations have been influenced by theoretical trends, methodological innovations, and the sociocultural context of archaeological practice.

3. Discuss the influence of climate change and local variation in resource availability on human decisions and historical trends

4. Describe some of the long-lasting effects of human activity on the flora, fauna, and landforms of North America and explain how these effects changed over time

5. Describe the most important laws that govern archaeological resources in the United States and discuss their relationship to archaeological ethics and the concerns of descendant populations

6. Identify major shifts in method and theory that have influenced our understanding of the North American archaeological record

7. Describe some of the important contributions archaeology has made to documenting the consequences of European conquest for Native populations, Euro-American colonists, and enslaved Africans

Evaluation: Several kinds of assignments will be used to evaluate student progress toward these goals.
Midterm and final exams are designed to assess recall of important concepts, facts, and principles covered in lectures and readings. The final exam is non-comprehensive.
The research project is designed to meet Objective 2. It will involve in-depth research on one of the topics relevant to the course.
Written assignments are designed to address objectives 3-7. These assignments direct students to carry out research related to their final projects and presentations.

Component	%	
Midterm	15	
Final examination	15	
Research project	40	
Written assignments (3)	30	

Policies

Attendance policy: Attending class on a regular basis is required. I will be keeping an attendance record and reserve the right to modify final grades on the basis of participation in class (perfect attendance may shift your final grade up; excessive absence can shift it down). More importantly, if you don't attend class, you will miss lectures*. I do not post or otherwise share lecture notes, outlines, or presentations. If you must miss class, it is your responsibility to make up any missed work; I will not give you a private tutorial.* If you still have questions after reviewing a classmate's notes, feel free to ask me.

Classroom etiquette: Cell phones must be turned off and put away during class. Tablets and laptops may be used only for taking notes when class is in session. Please avoid walking in front of the instructor or interrupting the class if you arrive late or leave early. Be respectful of everyone in the room.

Assigned readings: Do the readings before the class meeting for which they are assigned. Reading assignments appear in the syllabus.

Final grades will be computed on the basis of percentage of total possible points according to the OSU standard scale (93 - 100 % = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70-72 = C-; 67-69 = D+; 60-66 = D; below 60 = E).

Schedule

Dates are approximate. Please check "Assignments" or the "Syllabus" on Canvas to find out exact due dates for assignments.

Note: NG=Neusius & Gross; NG CD=textbook supplemental CD

Week	Topic
1 (1/10-1/12)	Introduction; North American archaeology in historical perspective NG Chapter 1; NG CD: Section A
2 (1/17-1/19)	Ecological regions and culture areas NG Chapter 2
3 (1/24-1/26)	Colonization of North America; Paleoindian period NG Chapter 3; NG CD: Section D3 **Region selection due: 1/24**
4 (1/31-2/2)	Northwest Coast and Plateau NG Chapters 5 and 6 **Assignment 1 due (2/2)**
5 (2/7-2/9)	California and the Great Basin NG Chapters 7 and 8
6 (2/14-2/16)	2/14 Southwest NG Chapter 9 **2/16 Midterm exam**
7 (2/21-2/23)	Southwest NG Chapter 9
8 (2/28-3/2)	Southwest NG CD Section D5
9 (3/7-3/9)	Eastern Woodlands NG: Chapter 11; NG CD: Sections D2 and D6 **Assignment 2 due (3/7)**

Week	Topic
10 (3/14-3/16)	*Spring Break*
11 (3/21-3/23)	Eastern Woodlands NG CD Section D7
12 (3/28-3/30)	Eastern Woodlands NG: Chapter 12 ***Assignment 3 due: 3/30***
13 (4/4-4/6)	4/4 Post-contact archaeology NG: Chapter 13; NG CD Section D8 ***4/6 SAAConference, Vancouver: No Class Meeting***
14 (4/11-4/13)	Student presentations
15 (4/18-4/20)	Student presentations ***Final Project due: 4/24***
Wed. April 26, 2:00-3:45	**FINAL EXAMINATION**

covered on midterm

covered on final

FAQs

How do I find out whether class has been cancelled?
In case of unexpected instructor absences the information will be posted on the following departmental website. This site should be consulted during inclement weather to check for possible class cancellations or delays. Please do not call the department.
http://anthropology.osu.edu/news/coursenews.php

What is your policy on academic misconduct?
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

What GE requirements does 3554 satisfy?
3554 does not meet specific GE requirements. However, it can be used as an archaeology elective for majors and minors in Anthropology.

Can you accommodate any special needs I have due to a disability?

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614-292-307, slds@osu.edu; slds.osu.edu.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Anthropology 3554
Instructor: Kristen Gremillion
Summary: Archaeology of North America Syllabus

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			• Office 365 • Carmen
6.2 Course tools promote learner engagement and active learning.	X			• Zoom • Asynchronous lectures. • Carmen discussion boards.
6.3 Technologies required in the course are readily obtainable.	X			All tech is available for free via OSU site license.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3rd party tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3rd party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and

				activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.

Reviewer Information
- Date reviewed: 2/8/21
- Reviewed by: Ian Anderson

Notes: This looks good!

[a]The following statement about disability services (recommended 16 point font):
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. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

[b]Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. http://advising.osu.edu

[c]Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. https://contactbuckeyelink.osu.edu/