

Midwestern Archaeology

ANTH 334/534

Professor Mark Hill

Classroom: Burkhardt 309

Time: MWF 9:00-9:50

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Office Hours: MWF 10:30-1:00 or by appointment

Course Description

For twelve thousand years (and maybe longer) people have made their homes here in the North American midcontinent. They have lived a variety of different lifestyles, from big game hunters during the last ice age to foragers, farmers, and even complex societies with nobles, priests, temples, and pyramids.

This course traces the development of these societies from the initial migrations into the region during the end of the last ice age up to the period of European contact. Along the way you will learn about the foraging societies of the Archaic period, the domestication of plants and the origins of farming, the growing importance of ritual and trade, the complex Mississippian societies of around 1000 years ago, and the Late Woodland farmer/hunters that lived here at the time of European contact.

You will learn about how archaeologists divide the past into periods of Paleo-Indian, Archaic, Woodland, and Mississippian – each with a distinctive way of life and social structure. We will also explore anthropologically relevant issues such as social and political organization, subsistence and settlement, economies, ritual, and technologies. You will also learn about the environments that characterize the Midwest, how those environments and the climate have changed over the past 12,000 years, and how human societies have adapted to those changes.

Course Objectives

At the end of the semester, you will have established a basic understanding of Midwestern prehistory from the earliest occupants of around 12,000 years ago up to the contact period. In addition, you will have developed and strengthened your skills in:

- a. literature review and evaluation,
- b. background research,
- c. context development,
- d. public presentation.

These are all critical skills for archaeologists and anthropologists at all levels of the profession (and many other professions as well), and in this class you will gain a degree of proficiency in each of these areas.

Readings and Texts

A good text on Midwestern prehistory is not yet available. There are numerous statewide syntheses, brochures, and booklets of varying quality but no comprehensive text. Until a text is available, I have scanned some relevant parts of Brian Fagan's *Ancient North America: The Archaeology of a Continent* from Thames and Hudson publishers (Fagan 1991)

and placed those on the class Blackboard site. This will be required reading and will serve as a basic foundation.

Each of you will be responsible for supplementing this basic text with more specific information covering your region (more on that below). You will need to find both primary and secondary sources, such as site reports (primary) and regional syntheses (secondary). In doing so, you should be aware that some sources are better than others! You are encouraged to rely on major and regional peer-reviewed journals, books, and other peer-reviewed sources. Some primary sources include journals such as *American Antiquity*, *North American Archaeologist*, *Midcontinental Journal of Archaeology*, *Wisconsin Archaeologist*, and others. These are often available online through library subscriptions to Jstor, Elsevier, and other research tools. Individual site reports are also valuable sources of information and should be used wherever possible.

Online sources, other than electronic versions of peer-reviewed journals, are strongly discouraged. Do not use Wikipedia or other sources as primary sources in your research.

Blackboard

In addition to portions of Fagan's text, announcements, syllabi, assignments, and discussion threads will be available on the class Blackboard website. Students are encouraged to use Blackboard to create discussion threads and to communicate information. In particular, undergraduates are encouraged to use Blackboard discussion threads to communicate and coordinate with graduate students who are working to integrate your information across the Midwest as a whole.

Course Requirements

The course will be presented in lectures, readings, presentations, and in-class discussion. The class will largely feature student presentations and discussion. Each of you will choose a region or topic as your specialty for the semester and will be responsible for teaching and leading discussions in that area.

Undergraduate Student Requirements

Students will be grouped into three teams and each team will be responsible for one of three regions of the Midwest, including the Ohio Valley, Mississippi Valley, and Great Lakes. Each of these teams will present weekly 15 minute lectures on the archaeology and prehistory of their region, beginning in Week Two.

Each of these regions can be subdivided into subregions (eg. Upper Mississippi Valley, Middle Mississippi Valley, American Bottom and Illinois Valley for the Mississippi Valley Region; Southern and Western Lake Superior Basin, western Lake Michigan Basin, Central Great Lakes for the Great Lakes Region; and Lower and Upper Ohio Valley for the Ohio Valley region.). Each undergraduate student should specialize in a subregion; prepare a 3 to 4 page detailed outline for each presentation, and contribute to the team's weekly presentations. Outlines will be turned in, reviewed, graded, and returned with revisions. These revised outlines will be combined into a final team report and turned in at the end of the semester.

Graduate Student Requirements

Graduate students will cross regional boundaries and provide a Midwest-wide synthesis in one of several thematic areas, including settlement and mobility, social organization, subsistence, exchange and interaction, ritual and monumental architecture, and technology. **You are encouraged to communicate with each of the undergraduate teams so that you build upon their research. You are participating in a large context development project and are expected to help integrate undergraduate efforts and add a deeper understanding to important trends and events in Midwestern prehistory. This integrative role is important and is part of the grading criteria for your outlines, presentations, and final report!**

Each week, graduate students will also compile a 3-4 page detailed outline of their theme and present their findings in a 15 minute presentation. Outlines will be turned in, reviewed, graded, and returned with revisions. These revised outlines will be compiled into a final thematic report and turned in at the end of the semester.

Student Presentations

Beginning in Week Two, each class will consist of student presentations and discussion. Undergraduates may select one team member to present (but if they do, presenters must rotate from week to week – the same person must not present all semester long) or present as a team. Graduate students will present their results each week. Presentations are worth up to 20 points for each team member. Presentations will be 15 minutes long, followed by a five minute discussion/question period. Though not mandatory, PowerPoint presentations are recommended.

Outlines

Each student will prepare a 3 to 4 page outline of their presentation each week. I stress that this is a detailed *outline*, not a paper or essay. It should contain an overview of important trends and developments in their regional/thematic specialty for the period under consideration. It should also contain references and information on important sites that have contributed to our understanding of that period or theme, and a separate references cited page should be attached. This outline should be of sufficient detail that it can be used to structure your presentation. Be aware that at different times in the past, some regions and subregions may have substantially more or less information.

At the completion of your weekly presentation, your outline must be turned in to the instructor. These outlines will be graded and revisions will be suggested. Outlines will then be returned and you must maintain a file of these outlines throughout the semester. At the end of the semester, you will be required to compile these into a report of your research during the semester. Each outline is worth up to 5 points.

Final Report

All students will produce a final report covering the archaeology of their region or theme. This will consist of a five page narrative (12 point font, 1 inch margins, double spaced) that establishes the overall context and trends. Attached to this narrative statement, you will include all the revised detailed outlines that you produced throughout the semester. This final report will be worth 125 points.

Late Assignments

Since the course must cover a wide range of issues and topics in a short period, students are STRONGLY encouraged to turn in assignments on time. If you know that an assignment

will be late due to circumstances beyond your control, notify the instructor as early as possible. Without such notification and approval, late assignments may not be accepted. Presentations must be made at the scheduled time. If a student is scheduled to present and they are unable to be in class that day, they must notify me immediately and it will be their responsibility to arrange for another presentation to take their place.

Grading

There are no exams in this class. All grading will be based on your presentations, outlines, final report, and participation. A maximum of 400 points will be possible in the class (11 Outlines @ 5 pts each, 11 Presentations @ 20 pts each, and a final report worth 125 points). Grading will not be done on the curve, but will be based upon a percentage of the total available points. Grades will be assigned as follows:

A	≥372 (93%)	B+	348-359½ (87%)	C+	308-319½ (77%)	D+	268-279½ (67%)
A-	360-371½ (90%)	B	332-347½ (83%)	C	292-307½ (73%)	D	240-267½ (60%)
		B-	320-331½ (80%)	C-	280-291½ (70%)	Fail	<240 (<60%)

Academic Honesty

Students are expected to uphold the Ball State University standard for conduct relating to academic integrity. Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity shall be that their submitted work, examinations, reports, and projects MUST BE THEIR OWN WORK. Make sure to cite all sources. Plagiarism of any sort, whether of the "word for word" variety, paraphrasing, or "mosaic" plagiarism, is unacceptable and unethical. Any student found plagiarizing will FAIL the course. IGNORANCE IS NO EXCUSE.

Guidelines for how and when to cite will be made available to students. Citations in this course will follow the Society for American Archaeology style, and more can be learned about that citation format at the SAA website (www.saa.org).

All occurrences of academic misconduct will be dealt with in accordance with the Student Academic Ethics Policy guidelines and procedures outlined at <http://www.bsu.edu/sa/article/0,1375,207457-14207-3419,00.html>

Disabilities

Reasonable accommodations are available for students with a documented disability. If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

TENTATIVE COURSE SCHEDULE

Note that this schedule is likely to be revised during the semester as we explore some areas in more or less depth. Changes to this schedule will be announced in class and on the class website.

BLOCK 1: First Settlement: Clovis and Beyond (?)

Readings: Fagan, Chapter 4

Week 1: January 11, 13, and 14: Course Introduction and First Occupants

Week 2: January 20 and 22: Clovis and Early PaleoIndian

BLOCK 2: Early Residents: Late Paleo and Early Archaic

Readings: Fagan, Chapter 16

Week 3: January 25, 27, and 28: Late PaleoIndian

Week 4: February 1, 3, and 5: Early Archaic

BLOCK 3: Early Developments: Middle Archaic to Early Woodland

Readings: Fagan, Chapters 17 and 18

Week 5: February 8, 10, and 12: Middle Archaic

Week 6: February 15, 17, and 19: Late Archaic

Week 7: February 22, 24, and 26: Early Woodland

BLOCK 4: Formative: Middle Woodland

Readings: Fagan, Chapter 19

Week 8: March 1, 3, and 5: Middle Woodland

Week 9: SPRING BREAK – NO CLASS

Week 10: March 15, 17, and 19: Middle Woodland, cont.

BLOCK 5: Classic, Reformation, and Post Classic: Late Woodland and Mississippian

Readings: Fagan, Chapter 20

Week 11: March 22 (No Class on the 24th and 26th): Late Woodland Reorganization

Week 12: March 29, 31, and April 2: Late Woodland, cont.

Week 13: April 5, 7, and 9: Mississippian

Week 14: April 12 and 14 (No class on April 16, Go to the SAA's!): Mississippian, cont.

Week 15: April 19, 21, and 23: Mississippian and Late Prehistoric

BLOCK 6: Globalization: Protohistoric and Contact

Week 16: April 26, 28, and 30: Late Prehistoric to Contact Period

FINALS WEEK: NO EXAM but class will meet on Wednesday, May 5, 7:30-9:30 am.

How to Give Credit When Credit is Due

The following gives several examples of citations. Different disciplines use different styles of citations. One usually uses the citation style of their particular discipline. However, to make things simple, I would like you to use the following citation style for your assignments. This handout does not contain every citation scenario. However, it should offer you examples of most of the citations you will need to use. If it does not cover something, please ask me. If it is a quote or if you are paraphrasing, you should include the following information: (Author's last name year of publication: page number(s)).

For Example: (Smith 1992:54)

For multiple authored papers (3 or more authors) you do not need to list every name. Please put (Smith et al. 1992:54).

IN-TEXT CITATIONS:

You are required to cite the sources of any and all information you obtain for any of your writing assignments. What that means is **if you use someone else's idea and do not give them credit, it is plagiarism**. The best piece of advice I can give you is if you are not sure whether you should cite something, you probably need to cite it.

For example, you write the following sentence

The development of human creatures from their earliest origins has become one of the most controversial of modern sciences.

This is actually a direct quote from a book. If you write this, you must put it in quotes and have an in-text citation following the sentence.

“The development of human creatures from their earliest origins has become one of the most controversial of modern sciences” (Adler and Pouwels 2006:4).

Now, let say you did not want to use a direct quote, but you still wanted to use that idea in your paper. Maybe you write.....

In modern science, the evolution of humans from early to later forms has become a very controversial issue.

While this sentence might seem like a silly example, I am trying to stress the necessity of citations. If it is not your idea, it needs to be cited. Since it is not a direct quote, there is no need for quotation marks, but you still need an in-text citation.

In modern science, the evolution of humans from early to later forms has become a very controversial issue (Adler and Pouwels 2006:4).

Special note on in-text web citations: If the website you are using has an author, put the author's name and date of the article in parentheses as shown above for books and articles. If there is not an author listed, put the URL in parentheses.

REFERENCES CITED PAGE:

At the end of your written work, you will need to include a reference cited page. On that page, you will list *every* source that you got information from. Therefore, for every in-text citation that is in the body of your essay or paper, there will be a full citation on the references cited page. The following are examples of different types of sources that you will be getting information from. Follow these examples when writing your reference cited page. Your references cited page should be in **alphabetical order** by the primary author's name. All of the information listed under each category is necessary. So, make sure that you get all of the information from your references before you turn a journal or book back into the library.

A Book

Hewlett, B. S.

- 1991 *Intimate Fathers: The Nature and Context of Aka Pygmy Paternal Infant Care*. Ann Arbor: The University of Michigan Press.

A Chapter in an Edited Volume (Edited Book)

Hawkes, Kristen, J. F. O'Connell, N. G. Blurton Jones, H. Alvarez, and E. L. Charnov

- 2000 The Grandmother Hypothesis and Human Evolution. In *Adaptation and Human Behavior: An Anthropological Perspective*, edited by N. Chagnon, W. Irons, and L. Cronk, pp. 237-258. New York: Aldine de Gruyter.

An Article in an Academic Journal (for electronic as well)

Adler, Michael A.

- 1996 Land Tenure, Archaeology, and the Ancestral Pueblo Social Landscape. *Journal of Anthropological Archaeology* 15(4): 337-371.

A Dissertation or a Thesis

Harro, Douglas R.

- 1997 Patterns of Lithic Raw Material Procurement on the Pajarito Plateau, New Mexico. Unpublished Master's thesis, Department of Anthropology, Washington State University.

A Web Site (for E-Journals)

Williams, G. S.

- 2001 *Why do I Have to Take a Course on World Civilization?* Retrieved August 24, 2005 from <http://www.worldcivilizations.com>

Audiovisual Material

BBC-TV Production

- 1995 *Under the Sun: A Caterpillar Moon*. British Broadcasting Corporation Television Service. 1 videocassette (49 minutes), VHS format.