

ILLINOIS STATE UNIVERSITY
Department of Sociology and Anthropology
Anthropology Program
ANT 384 North American Archaeology

Catalog Description:

North American Archaeology 3

ANT 101 or 274 or cons inst req.

Prehistoric cultures of North America, from late Pleistocene to the occupation of the continent by Europeans. Origin and development of cultural patterns traced and current problems are examined.

Course Overview:

Prehistoric cultures of North America are discussed from the peopling of the New World during the late Pleistocene to the occupation of the continent by Europeans. The origin and development of specific cultures is traced in several areas including the Eastern Woodlands, Southwest, West Coast, Great Basin, and Plains.

This course will combine lectures with weekly labs. The objective of the labs is to expose students to original archaeological reports and articles, which will be discussed as group exercises.

Student Objectives:

The course has four objectives:

1. To provide students with general knowledge of the prehistory of North America.
2. To provide hands-on experience for each student in the recognition of basic attributes used in the analysis of different materials classes.
3. To teach students how each material class may be used to address specific research questions of current archaeological interest.
4. To provide students with the background to critically evaluate how archaeological analyses are conducted and what some of the major problems are in executing these analyses.

Evaluation Criteria:

There will be two exams, a midterm and a non comprehensive final. In addition, each undergraduate student will read one monographs (from the list below) and prepare a 4 to 6 page critique. Graduate students have the option of writing two critiques and also prepare a 15 minute presentation for the second critique, or prepare an hour long lecture. The lecture would be from the topics in class. I will provide the outline and materials to be covered but the student is responsible for doing research and preparing the presentation.

Grades will be determined based upon total points from the weekly labs, two exams, critiques, and presentations.

Points will be awarded using the following system:

	Undergraduates	Graduate Students
Lab exercises (20 pts each)	240	240
Mid-term	75	75
Final	75	75
Critique I	50	50
Critique II or lecture Presentation		50 25
Total	440	515

Text: *Ancient North America* (4th edition), by Brian Fagan.

Course Outline

Week 1 and 2

Course Introduction
What is North American Archaeology?
History
Video: Peopling of the New World

Reading

Chapters 1-3

Week 3

First Americans

Chapter 4

LAB 1: Clovis case study

Haury, Sayles, and Walsey

Week 4

PaleoIndians
LAB 2: Overkill Hypothesis

Chapter 5
Martin

Week 5

Great Plains

Chapter 6

LAB 3: Olsen-Chubbuck

Wheat

CRITIQUE 1--DUE

Week 6

West
Pacific Coast
Great Basin
LAB 4: Case study

Chapters 10-12

Bettinger

Week 7 and 8

Southwest Archaic
Lab 5 (Reading Only)
EXAM 1

Chapter 13

Roth

Week 9

SPRING BREAK

Week 10

Southwest
Origins of Agriculture
LAB 6: Why Agriculture

Chapter 14

No reading

Week 11

Southwest
Hohokam, Anasazi and Mogollon
Video: Anasazi and Chaco Canyon
LAB 7: Reading Only

Chapter 15

Blinman

Week 12

Eastern Woodland
Archaic
LAB 8: Case Study
CRITIQUE 2--DUE

Chapter 16-17

Anderson and Hanson

Week 13

Eastern Woodlands
Early Woodland
Video: Myth of the Moundbuilder
LAB 9: Case Study

Chapter 18

Oetelaar

Week 14

Eastern Woodlands
Middle Woodland

Chapter 19

Week 15

Mississippian

Chapter 20

Week 16
Columbian Consequences

LAB 10: Reading Only

Week 17
Exam 2

Chapter 22

Trigger

Lab Readings

Lab 1: Haury, Sayles and Wasley (1959), Lehner mammoth site, Southeastern Arizona, American Antiquity 25:2-30.

Lab 2: Martin (1973), The discovery of America, Science 197:969-974

Lab 3: Wheat (1967), A Paleo-Indian bison kill, Scientific American 216(1):44-52

Lab 4: Bettinger (1977), Aboriginal human ecology in Owens Valley, American Antiquity 42:3-17

Lab 5: Roth (1992), Sedentary agriculturalists or mobile hunter-gathers? Kiva 57:291-314

Lab 6: No Reading

Lab 7: Blinman (1993), Anasazi pottery, Expedition 35:14-22

Lab 8: Anderson and Hanson (1988), Early Archaic settlement in the southeastern U.S., American Antiquity 53:262-286

Lab 9: Oetelaar (1993), Identifying site structure... American Antiquity 58:662-687

Lab 10: Trigger (1980), Archaeology and the image of the American Indian, American Antiquity 45:662-676

Lab Reading Guides (Due on the Day of the Lab)

LAB 1

Lehner Mammoth Kill Site, Haury et al.

1. How was the site found?
2. What environmental changes in S.E. Arizona have led to the exposure of the mammoth bone?
3. Why couldn't the excavators expose all of the bone beds at one time?
4. What type of projectile points were found associated with the mammoth bone?
5. Why do they think that not all animals were killed at one time?
6. What other stone tools were found?
7. What is the range of C14 dates from the hearths?
8. How do the authors suggest the animals were killed and butchered?

LAB 2

DISCOVERY OF AMERICA (MARTIN)

OVERKILL HYPOTHESIS

1. What date does Martin give for the appearance of "Stone Age Hunters" in the New World?

2. How many types of animals disappeared at the end of the ice-age in Europe _____ and in the New World_____?

3. What growth rate (population) does Martin use in his model?

4. When does Martin predict that humans reached the Northern edge of S. America?

LAB 3

Olsen-Chubbuck (Joe Ben Wheat)

1. What is the date of Olsen-Chubbuck
2. What types of projectile points are associated with Bison antiquus and with Bison occidentalis kill sites?
3. How many bison were found at the site?
4. Why does Wheat think that the arroyo was a Bison trap?
5. How did Wheat infer the direction of the wind?
6. How did he estimate the time of year?

LAB 4

BETTINGER

1. What is Jennings view of Great Basin prehistory as described on page 3 of the article?
2. How does Jenning's model compare to the one by Heizer?
3. Where does Bettinger propose to test these 2 competing theories?
4. If Jenning's model is correct, what does Bettinger expect to find in the Owen's Valley?
5. How does the archaeological evidence from the Owens Valley differ from Jenning's Desert Culture model?

LAB 5

Roth

1. The Tucson Basin is in what physiographic province?
2. What are the four environmental zones in the Tucson Basin?
3. What are the three site types used in the analysis?
4. Define "richness" and "evenness" in terms of artifact diversity?
5. What two environmental zones contain Archaic sites?

LAB 7

ANASAZI POTTERY--BLINMAN

1. How is Anasazi pottery distinguished from other southwestern types?
2. When does pottery first appear in the Anasazi area?
3. What is the affect of temper on pottery?
4. Why did the cooking pots have (1) coarse, angular rock temper, and low firing temperatures?
5. Why were so few pottery kilns found in the Anasazi area?

LAB 8

EARLY ARCHAIC

Anderson and Hanson

1. Where does this study take place?
2. What are the two major opposing models used to evaluate the Early Archaic in the Southeast?
3. What are two expectations from general theory about Early Archaic settlement pattern?
4. Describe the band-level settlement model for the Savannah River Basin (i.e., what type of camps were occupied for the summer and winter)
5. Why do they think the Rucker's Bottom site was occupied during the warm season?
6. What is some of the evidence that supports the notion that the George S. Lewis site was occupied during the winter?
7. What does the curated to expedient tool index tell you about site occupation?

LAB 9

MISSISSIPPIAN SITE STRUCTURE

OETELAAR

1. People's decisions on how to organize the use of space within their residences is influenced by what three things?
2. What are the four activity regions of the household?
3. What is the name of the site used in the study and where is it located?
4. At the site, what archaeological evidence did they use to identify the "Family Back Region?"
5. How did they identify the footpath?

LAB 10

TRIGGER

1. Briefly describe the attitude about Native Americans held by Anglo-Americans prior to 1914.
2. Why did archaeologists prior to 1914 believe that American Indians were static (had never really changed)?
3. In the following period, "Chronological Archaeology," overtly racist reconstructions of the past were no longer done, but why did archaeologists rarely use Indian ethnography?
4. List two of the four limitations provided by Trigger of the "classificatory-historical archaeology.
5. List one way that the New Archaeology has brought archaeological research closer to the Native peoples being reconstructed.
6. Trigger believes that the New Archaeology is also maligned by a lack of concern for the native groups. What is his remedy?

Critiques

Each undergraduate student must read one monographs (and graduate students must read two). Undergraduates can select a monograph from either of the lists below but graduate students must select a book from each list. For each monograph prepare a 4 to 6 page, typed, critique. After briefly reviewing the contents of the book, a successful critique should address the following questions.

1. What is the author's purpose in writing the book?
2. What contributions does the monograph make to factual knowledge of a particular area?
3. What is the author's methodology?
4. Are there any innovations in methodology?
5. How adequate is the author's methodology to the problem?
6. Can you suggest any changes in emphasis, techniques, or presentation?

List I contains slightly older monographs and List II includes more contemporary archaeological books. These lists are by no means exhaustive and you may make a substitution, but only with the consent of the instructor well in advance of the deadline. Many of the books you will find at Milner Library, but some must be obtained by inter-library loan. You are encouraged to select a book early because inter-library loan can sometimes take from a week to ten days.

DUE DATES:

Critique I--Thursday (Week 5)

Critique II--Thursday (Week 12)

List I

Cole, Fay-Cooper and Throne Deul

1937 Rediscovering Illinois: archaeological exploration in and around Fulton County.

Cosgrove, H.S. and C.B. Cosgrove

1932 The Swartz Ruin: a typical Mimbres site in southwestern New Mexico. Peabody Museum of American Archaeology and Ethnology, Harvard University Papers, Vol 15.

Cotter, John

1958 Archaeological excavations at Jamestown, Virginia. U.S. National Park Service Archaeological Research Series, No. 4., Washington D.C.

Ford, James A. and Clarence H. Webb

1956 Poverty Point: A late Archaic site in Louisiana. Anthropological Papers 46, Part I, American Museum of Natural History.

Griffin, James Bennett

1966 The Fort Ancient Aspect. Anthropological Papers No. 28, Museum of Anthropology. University of Michigan, Ann Arbo.

Haury, Emil

1975 The stratigraphy and archaeology of Ventana Cave, Arizona. University of Arizona Press, Tucson (first printed, 1950).

Jennings, Jesse D.

1957 Danger Cave. Society for American Archaeology, Memoir No. 14.

Larsen, Helge and Frelick Rainey

1948 Ipiutak and the Arctic Whale Hunting Culture. Anthropological Papers, No. 42, American Museum of Natural History, New York.

Martin, Paul S. et al.

1952 Mogollon culture continuity and change. Fieldiana: Anthropology, Vol. 40.

McGregor, John C.

1958 The Pool and Irving Villages: A study of Hopewellian occupation in the Illinois River Valley.

McPherron, Alan L.

1967 The Juntunen Site and the Late Woodland Prehistory of the Upper Great Lakes Area. Anthropological Papers No. 30. Museum of Anthropology, University of Michigan, Ann Arbor.

Phillips, Philip, James A. Ford and James B. Griffin

1951 Archaeological Survey in the Lower Mississippi Alluvial Valley, 1940-1947. Harvard University Papers, Vol 25. Peabody Museum of American Archaeology and Ethnology.

Webb, William S.

1946 Indian Knoll. Reports in Anthropology Vol. 4 Part 1. University of Kentucky.

Webb, Willam S., and C.E. Snow

1945 The Adena People. University of Tennessee Press, Knoxville.

Wendorf, Fred

1953 Archaeological Studies in the Petrified Forest National Monument. Bulletin No. 27, Museum of Northern Arizona, Flagstaff.

Winters, Howard W.

The Riverton Culture. Reports of Investigations No. 13, Illinois Archaeological Survey, Springfield.

See the reading suggestions at the end of each chapter of your textbook for additional sources

List II

Anyon, Roger and S.A. Leblanc

1984 The Galaz Ruin: A prehistoric Mimbres village in southwestern New Mexico. University of New Mexico Press.

Creamer, Winifred

1993 The Architecture of Arroyo Hondo Pueblo, New Mexico. School of American Research, Santa Fe.

Dincauze, Dena

1976 The Neville site: 8000 years at Anoskeaq, Manchester, New Hampshire. Peabody Museum of Archaeology and Ethnology. Harvard University, Cambridge.

Dumond, Don E. and Rick Minor

1983 Archaeology in the John Day Reservoir: The Wildcat Canyon site 35-GM-9. University of Oregon Anthropological Papers, No. 30. Eugene.

Ferguson, Leland

1992 Uncommon Ground: Archaeology and Early African America. Smithsonian Institution Press, Washington, DC

Frison, George C. and Dennis J. Stanford

1982 The Agate Basin Site: A record of PaleoIndian occupation of the northwestern High Plains. Academic Press, NY.

Greber, N'omi B. and K.C. Ruhl

1989 The Hopewell Site. Westview Press, Boulder.

Haury, Emil W.

1976 The Hohokam: Desert farmers and craftsmen. University of Arizona Press, Tucson.

Hayden, Brian

1997 The Pithouses of Keatley Creek: Complex Hunter-gatherers of the Northwest Plateau. Harcourt Brace College Publishers, New York. .

Hill, James N.

1970 Broken K Pueblo: Prehistoric social organization in the American Southwest. Anthropological Papers of the University of Arizona, No. 18.

Lekson, Stephen H.

1999 The Chaco Meridian: Centers of Political Power in the Ancient Southwest. AltaMira Press, London.

Martin, Susan R.

- 1999 Wonderful Power: The Story of Ancient Copper Working in the Lake Superior Basin. Wayne State University Press, Detroit.
- McNett, Charles W.
1985 Shawnee Minisink. Academic Press, New York.
- Mills, Barbara, Sarah Herr, and Scott Van Keuren
1999 Living on the Edge of the Rim. Arizona State Museum Archaeological Series 192. Arizona State Museum, Tucson.
- Pauketat, Timothy
2009 Cahokia: Ancient America's Great City on the Mississippi. Penguin, New York.
- 1994 The ascent of chiefs : Cahokia and Mississippian politics in Native North America. University of Alabama Press, Tuscaloosa.
- Sassaman, Kenneth E.
1993 Early pottery in the Southeast. University of Alabama Press, Tuscaloosa.
- Scott, Elizabeth
1994 Those of Little Note: Gender, Race, and Class in Historical Archaeology. University of Arizona Press, Tucson.
- Skibo, James M., Eugene B. McCluney, and William H. Walker
2002 The Joyce Well Site: On the Frontier of the Casas Grandes World. University of Utah Press, Salt Lake City.
- Snow, Dean
1980 The Archaeology of New England. Academic Press, New York.
- Steponaitis, Vincas P.
1983 Ceramics, chronology, and community patterns: An archaeological study at Moundville. Academic Press, New York.
- Thomas, David Hurst
1983 The archaeology of Monitor Valley, I. Epistemology. Anthropological Papers, Vol 58, part 1. American Museum of Natural History, New York.
- Turner, C. G., and J. A.
1999 Man Corn: Cannibalism and Violence in the Prehistoric American Southwest. University of Utah Press, Salt Lake City.
- Whalen, Michael E.
1994 Turquoise Ridge and the Late Prehistoric Residential Mobility in The Desert Mogollon Region. University of Utah Press Anthro. Papers No. 118. Salt Lake City.

Whalen, M.E., and P. E. Minnis

2001 Casas Grandes and its Hinterland: Prehistoric Regional Organization in Northwest Mexico. University of Arizona Press, Tucson.

Wills, S. H.

Early Prehistoric Agriculture in the American Southwest . School of American Research Press, Santa Fe

Varien, Mark D.

1999 Sedentism and Mobility in a Social Landscape: Mesa Verde and Beyond. University of Arizona Press, Tucson.

Yerkes, Richard W.

1987 Prehistoric Life on the Mississippi Floodplain. University of Chicago Press, Chicago.

See the reading suggestions at the end of each chapter for additional suggestions.