

San José State University
College of Social Sciences
Anthropology 164, Prehistory of North America, Sec.1
Spring 2015

Instructor:	Dr. Charlotte Sunseri
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Office Hours:	Monday, Wednesday 2:00PM - 3:00PM, or by appt.
Class Days/Time:	Monday, Wednesday 10:30-11:45AM
Classroom:	WSQ 004

Course Description

This course will examine the archaeology and histories of North American cultures. The culture areas and relationships between them will be a focus, as will the development of complex societies and relationships to historic societies. Emphasis will be placed on the variability of cultural expression in each region and the historical continuity between the archaeological record, historic societies, and contemporary Native Americans. Topics include the peopling of the New World; the development of early foraging societies in the Far West and Far North; the origins of agriculture and village life; the emergence (and sometimes collapse) of politically complex societies in the Southwest and Eastern Woodlands; and consequences of European contact with native cultures. Due to the nature of knowledge about the native cultures of North America, this class will highlight archaeological evidence, yet will bring this in dialogue with linguistic, ethnographic, and documentary evidence when possible.

Course Goals and Student Learning Objectives

GE/SJSU Studies Learning Outcomes (LO), if applicable

Upon successful completion of this course, students will be able to:

LO1 Discuss human diversity and the ways humans have categorized diversity, as well as the significant findings of and issues in archaeology, cultural anthropology, and physical anthropology

LO2 Identify importance and value of the history of anthropological thought, anthropological knowledge in contemporary society, and have the ability to apply it to social issues.

Course Content Learning Outcomes

Upon successful completion of this course, students will be able to:

LO3 Identify indigenous cultures from North America, based on the culture areas of the Arctic and Sub-arctic, Northwest Coast and Intermontaine Plateau, California, Great Basin, Southwest, Great Plains, and Eastern Woodlands.

LO4 Demonstrate an understanding of the diversity of native cultures throughout North America citing archaeological, ethnographic, historical, linguistic, and genetic evidence.

LO5 Consider dynamics of shifts in environments and subsistence, social complexity, population movement, worldview, and issues of post-colonial contact.

LO6 Discuss sociopolitical issues of Native Americans in the early 21st century and modern struggles for heritage preservation and self-determination among indigenous societies in the U.S. and Canada.

Required Texts/Readings

Textbook

Ancient North America, by Brian M. Fagan. Fourth Edition, Thames & Hudson, 2005. ISBN 0-500-28532-2

North American Archaeology, edited by Timothy R. Pauketat, Diana DiPaolo Loren. Blackwell Studies in Global Archaeology, 2005. ISBN: 0-631-23184-6

Other Readings

Electronic readings (in PDF format) made available online.

Classroom Protocol

- Participation is a vital element in a social science environment and attendance is foundational to academic success. Students are expected to do readings and activities prior to class, attend class every meeting, and engage in discussion of the material.
- Please turn off all electronic devices during class and use computers only for note-taking or peer review of papers.

Assignments and Grading Policy

Students will be evaluated on the basis of:

- Two short essays, one to analyze articles discussed in class and one to report the results of a mini-project. (20% of overall grade)
- One **midterm exam** and one **final exam**: Conceptual understanding and application of knowledge is the principal objective of the course and will be targeted by assessment. Exams are problem and short answer oriented. Objective questions are included to assess core content. Study guides will be provided in advance of each exam. (Midterm=30% of overall grade, Final=30% of overall grade)

- **A term project:** With the aid of assigned teams, each student will analyze a popular novel, film, or television mini-series that depicts native peoples and historical events. The project will focus on critical analysis of cultural and event representation in the media. The case studies will be anthropologically analyzed in light of the readings and discussions in this course. While groups will be graded on overall creativity in presentation of their analysis to the class, each student will write an original essay on their analysis. A full description of the term project assignment will be provided in class (see schedule). (20% overall grade)

Grading Distribution

A+ >99%, A 94-99%, A- 90-93 %

B+ 88-89%, B 84-87%, B- 80-83%

C+ 78-79%, C 74-77%, C- 70-73%

D+ 68-69%, D 63-67%, F <63%

Departmental Goals

Learn about the goals of the anthropology department and how it can benefit your education.

Goals <http://www.sjsu.edu/anthropology/departmentinfo/goals/index.html>

Credit Hours

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

University Policies

Here are some of the basic university policies that students must follow.

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](#) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](#), at <http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Find the procedures and deadlines for adding and dropping classes.

[Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) <http://info.sjsu.edu/static/catalog/policies.html>.

[Add/drop deadlines](http://www.sjsu.edu/provost/services/academic_calendars/) http://www.sjsu.edu/provost/services/academic_calendars/

[Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) <http://www.sjsu.edu/aars/policies/latedrops/policy/>

Consent for Recording of Class and Public Sharing of Instructor Material

All students must obtain the instructor's permission if they wish to record lectures or distribute materials from the class.

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf) <http://www.sjsu.edu/senate/docs/S12-7.pdf>

Academic integrity

Learn about the importance of academic honesty and the consequences if it is violated.

[University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) <http://www.sjsu.edu/senate/docs/S07-2.pdf>

[Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) <http://www.sjsu.edu/studentconduct/>

Campus Policy in Compliance with the American Disabilities Act

Here are guidelines to request any course adaptations or accommodations you might need.

[Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf

[Accessible Education Center](http://www.sjsu.edu/aec) <http://www.sjsu.edu/aec>

Resources

The university provides resources that can help you succeed academically. Just look here.

[Academic Success Center](http://www.sjsu.edu/at/asc/) <http://www.sjsu.edu/at/asc/>

[Peer Connections website](http://peerconnections.sjsu.edu) <http://peerconnections.sjsu.edu>

[Writing Center website](http://www.sjsu.edu/writingcenter) <http://www.sjsu.edu/writingcenter>

[Counseling Services website](http://www.sjsu.edu/counseling) <http://www.sjsu.edu/counseling>

Anth 164, Section 1 / Prehistory of North America, Spring 2015, Course Schedule

Schedule is subject to change with fair notice – notice will be made available on course website. Note: P&L=Pauketat and Loren text

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 26, 28	<p>Introduction to course</p> <p>Defining “prehistory”; geographical regions Read: PDF: Wilkie 2005, Lightfoot 1995</p>
2	Feb 2, 4	<p>Discovering Ancient North America II: Search for Origins, Myths about Native Americans Read: P&L: Ch. 1, <i>skim</i> Fagan: Ch. 1, Ch. 2 (p33-38)</p> <p>Group discussion: Legacies of Colonialism in North American Archaeology Read: PDF: Lightfoot et al. 2013 <i>Essay I assigned</i></p>
3	Feb 9, 11	<p>Peopling of the Americas, Part I Read: P&L: Ch. 2; Fagan: Ch. 4 (p71-89)</p> <p>People of the Americas, Part II Read: PDF: Waters et al. 2011, News article</p>
4	Feb 16, 18	<p>The First Americans: Clovis & Paleo-Indians Read: Fagan: Chap 4 (89-96); Ch. 5 (97-107); PDF: Wheat 1967 <i>Essay I due</i></p> <p>The Far North: Arctic Cultures: Norton, Dorset, and Thule Read: Fagan: Ch. 9</p>
5	Feb 23, 25	<p>The Far North: Contemporary issues (Film excerpt: “<i>Homeland</i>”) <i>Essay II assigned</i></p> <p>Foragers of the Far West I: The Northwest Coast Read: Fagan: Ch. 10 (215-227); Ch. 11 (233-244); P&L: Ch. 3</p>
6	Mar 2, 4	<p>Historic and Contemporary NWC— Discussion: “<i>Box of Treasures</i>”</p> <p>Foragers of the Far West II: The Plateau Read: Fagan: Ch. 11 (244-248)</p>

7	Mar 9, 11	Discussion: “ <i>The Far West, Generous Spirit</i> ” Essay II due Foragers of the Far West III: Northern California Read: Fagan: Ch. 10 (227-232), Ch. 11 (248-263); PDF: Leventhal et al., Arnold 1992
8	Mar 16, 18	Foragers of the Great Basin & Fremont Culture Read: Fagan: Ch. 12 Great Basin: Wovoka and Ghost Dance; Film “ <i>We Shall Remain</i> ”
	Mar 23, 25	<i>Spring Break!</i>
9	Mar 30, Apr 1	The Southwest I: Origins of Agriculture, Basketmakers Read: Fagan: Ch. 14, PDF: Wills and Windes 1989 Term project assigned Film: “ <i>The Mystery of Chaco</i> ”
10	Apr 6, 8	The Southwest III: The Chaco Phenomenon, Late Prehistoric town Read: Fagan: Ch. 15 (335-347, 351-368); P&L: Ch. 10 The Southwest IV: Historical & Contemporary (Film excerpt: “ <i>Homeland</i> ”)
11	Apr 13, 15	Midterm Exam *No class meeting Apr 15 (SAA conference)
12	Apr 20, 22	The Great Plains I: Bison Hunters & Village Farmers of the High Plains Read: Fagan: Ch.7; P&L: Ch. 7 The Great Plains: Historic Era and AIM (Film: “ <i>We Shall Remain</i> ” episode 5)
13	Apr 27, 29	The Eastern Woodlands I: Before Cahokia, Terminal Archaic, Hopewell Read: P&L: Ch. 4 The Eastern Woodlands II: Mississippian Society and Cahokia Read: Fagan: Ch. 20 (470-486); P&L: Ch. 8
14	May 4, 6	The Eastern Woodlands: Trail of Tears, Tecumseh and Shawnees, Iroquois, Ties with African Americans (Film: “ <i>We Shall Remain</i> ”, episode 2)
15	May 11, 13	Course conclusions and review Presentations of term projects

Final exam: Tuesday, May 19 at 9:45AM-12:00PM