

Blackboard web site set up in the first week of classes that will have this syllabus, reading assignments, lecture schedule, and other information throughout the semester.

We will read the entire textbook over the semester and several extra readings that are posted on Blackboard. Your grade will be based on three non-cumulative exams, a research paper due by the last day of class, and class participation and preparation.

Grading:

Tests: There are three non-cumulative tests. The dates for Tests 1 & 2 are in the syllabus and Test 3 will be given during the scheduled final exam. These will have identifications, short answer questions, and maybe some other things. The tests will be based on the textbook, readings, class lecture and discussion.

Each test is worth 22.5 points.

Paper: An 9-12 page (double-spaced, 12-pt font, 1" margins, not including title page, illustrations, or references) paper will be due on the last day of class. The paper can be on a topic of your choosing, but the better papers will concern a topic that involves a controversy or interpretive issue. There must be at least four outside, professional sources, such as journals, books, book chapters, etc. The better papers will keep quotes to a minimum and use proper grammar and spelling. Papers will be graded on content, depth of analysis, presentation, clarity, and comprehension.

You can write about a particular site (ex., Casas Grandes, Moundville), group of sites (ex., Southwestern cliff dwellings), cultural historical issue (ex., what happened to the Anazasi), complex (ex., Dorset, Fort Ancient), artifact interpretation (ex., why were Clovis points fluted), etc. I am happy to help you find a topic you will be interested in. Don't wait until late in the semester to start. I want you to decide what you are planning to do by the end of September and see your outside references and a brief outline by mid-October. **The paper is worth 22.5 points.**

Class Participation: Several discussion topics are scheduled during the semester that requires your preparation and participation. Most, but not all, have readings related to the topics. Come to class prepared to engage in the discussion about the topic. You will be graded on your participation and preparation. That means you have to speak in class. **Class participation is worth 10 points.**

Here are the ground rules:

1. All opinions are legitimate.
2. No-one will be ridiculed or laughed at. (Violators will be marked down.)
3. Be prepared to defend your position.
4. If you are not participating, I may call on you.

Class Attendance: I will take roll each class. Regular attendance is required, as part of your grade will come from informed participation in class discussions, and some test questions will be based on lectures and class discussions. **Be on time, please.**

Students must notify me in advance if they will miss class the day an assignment is due. Students should notify me at the beginning of the semester of their intention to be absent from class on their day(s) of religious observance if this will involved a missed assignment.

The grading system will assign letter grades as follows: A = 92-100; A- = 90-92; B+ = 88-89; B = 83-87; B- = 80-82; C+ = 78-79; C = 73-77; C- = 70-72; D+ = 68-69; D = 63-67; D- = 60-62; F = 0-59.

Deadlines and Late Work:

Part of a letter grade will be deducted for each day an assignment is late (ex., A → A-).

Lecture and Discussion Schedule: We will try to follow this schedule.

Week	Date	Subject	Readings	Discussion
1	Aug 31	Introduction		
2	Sep 2	Epistemology & Ethics		What are archaeological ethics?
3	Sep 7	Nature & History of NA Archaeology	Chap. 1, Sec. A on CD	
4	Sep 9	Environment & Systematics	Chap. 2	
5	Sep 14	Peopling of the New World	Chap. 3, extra readings 1 & 2	The Solutrean Hypothesis
6	Sep 16	Paleoindians	D.2. on CD	
7	Sep 21	Paleoindian – Early Archaic Transition	Extra readings 3 & 4	Should Kennewick Man be repatriated?
8	Sep 23	Arctic and Subarctic	Chap. 4, extra reading 5	Is subsistence digging for artifacts OK?
9	Sep 28	Northwest Coast	Chap. 5	What is the evidence of warfare?
10	Sep 31	Test #1		
11	Oct 5	Plateau	Chap. 6	
12	Oct 7	California	Chap. 7	How do we infer influence & connection?
13	Oct 12	Great Basin	Chap. 8	
14	Oct 14	Southwest	Chap. 9	
15	Oct 19	Southwest	F.4. on CD, extra reading 7	What is the evidence for cannibalism?
16	Oct 21	Plains	Chap. 10	Why didn't SW complexity spread?
17	Oct 26	<i>Catch up & Review</i>		
18	Oct 28	Test #2		
19	Nov 2	Southeast - Archaic	Chap. 11	
20	Nov 4	Midwest & Great Lakes	Chap. 12	
21	Nov 9	Woodland		
22	Nov 11	<i>Increasing Complexity</i>	Extra readings 8 & 9	What causes complexity?
23	Nov 16	Mississippian		
24	Nov 18	Northeast & Mid-Atlantic	Chap. 13	
25	Nov 30	<i>Catch Up</i>		

26	Dec 2	Summary & Review		
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Textbook:

Neusius, Sarah, and G. Timothy Gross
 2007 *Seeking Our Past: an introduction to North American Archaeology*. Oxford Univ. Press, NY. This includes the CD.

Readings on Blackboard:

1. Stanford, D, and B. Bradley
 2002 Ocean Trails and Prairie Paths? Thoughts about Clovis Origins. In *The First Americans*, edited by Nina Jablonsky, pp. 255-271. *Memoirs of the California Academy of Sciences*, No. 27.
2. Straus, Lawrence G.
 2000 Solutrean settlement of North America? A review of reality. *American Antiquity* 65(2):219-226.
3. Meighan, Clement W.
 1992 Some Scholars' Views on Reburial. *American Antiquity* 57(4):704-710.
4. Harding, Sarah
 2005 *Bonnichsen v. United States: Time, Place, and the Search for Identity*. *International Journal of Cultural Property* 12:249-263.
5. Hollowell, Julie
 2006 Moral arguments on subsistence digging. In *The Ethics of Archaeology: Philosophical Perspectives on Archaeological Practice*, edited by Chris Scarre and Geoffrey Scarre, pp. 69-96. Cambridge University Press, Cambridge.
6. Sapir, Edwin
 1936 Internal Linguistic Evidence Suggestive of the Northern Origin of the Navaho. *American Anthropologist* 38:224-235.
7. Anderson, David
 1996 Fluctuations between Simple and Complex Chiefdoms: Cycling in the Late Prehistoric Southeast. In *Political Structure and Change in the Prehistoric Southeastern United States*, edited by John Scarry, pp. 231-252. University of Florida Press, Gainesville.
8. Blitz, John H.
 1999 Mississippian Chiefdoms and the Fission-Fusion Process. *American Antiquity* 64:577-592.

Academic Integrity and Ethics:

All students will work individually on all assignments. Students are expected to adhere to the GW Code of Academic Integrity. It states: "Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without

appropriate authorization, and the fabrication of information.” For the remainder of the code, see: <http://www.gwu.edu/~ntegrity/code.html>.

Students with extra challenges:

Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services (DSS) office at 202-994-8250 in the Marvin Center, Suite 242, to establish eligibility and coordinate reasonable accommodations. If a student anticipates such accommodations, please advise me immediately. Keep in mind that reasonable accommodations are not provided retroactively. Also, the University Counseling Center (UCC) offers 24/7 assistance and referral to address students’ personal, social, career, and study skills problems. Call them at 202-994-5300.

Security:

In the case of an emergency, if at all possible, the class should shelter in place. If this building is affected, follow the evacuation procedures for the building. After evacuation seek shelter at 2110 G St., where we shall reconvene.