

ANT 395/WS 395

Deep Historical Perspectives on Eastern North America Spring 2022

Instructor: L. June Bloch
Class Time: M&W 3:10 – 4:25 PM
Class Location: Campbell G17

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Office Hours: W 1:00 – 3:00 PM
Office Location: Buttrick 321



Left: Winged anthropomorphic figure, Etowah site, GA (1000-1625 CE)
Right: Birger figurine depicting a woman hoeing the back of a snake, BBB Motor site, IL (1100-1200 CE)

Course Description

This class will study Indigenous peoples' histories in eastern North America, drawing on research in archaeology and Native American Studies. As such, this course doubles as a) an area survey of deep Native American histories and b) a thematic inquiry into the politics of the past, with particular attention to how contemporary Indigenous perspectives can enhance and problematize archaeological research. Course questions include: Whose perspectives are placed in the center of inquiry and whose are marginalized? How can Indigenous, feminist, queer, and two-spirit perspectives help deepen scholarly understandings of the past? How can Indigenous peoples' oral traditions, ways of knowing, and relationships with ancestral places inform archaeological inquiry? Students will gain a more robust understanding of the historical depth and diversity of Indigenous cultures and lifeways in eastern North America while developing critical frameworks for thinking through multiple, at times competing historical perspectives.

Course goals

By the end of the course, students will be able to:

- Describe the diversity and depth of Native American peoples and histories in eastern North America;
- Articulate the significance of ancestral places and remains to contemporary Native American peoples;
- Discuss key issues and questions in the archaeology of Eastern North America;
- Explain Indigenous critiques of archaeology and responses that attempt to ‘decolonize’ archaeology;
- Problematize the social construction of the past in the present;
- Interpret durable traces of the past in ways that imagine a “peopled” past;
- Identify how multiple lines of evidence and ways of knowing can contribute to more complex understandings of the past, particularly with attention to the use of oral traditions in archaeology;
- Discuss how creative and humanities-based approaches, from comics to theater studies, can enhance archaeological inquiry and communication;

Credit Hours

Success in this 4 credit course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, papers, discussion sections, preparation for exams, etc.)

Grading

Students will be graded on participation in class discussions and written assignments.

Participation	20 points
Short Paper #1	15 points
Midterm	25 points
Group Site Presentation	15 points
Final Paper	25 points

A: The student consistently makes creative contributions to discussion and moves the conversation forward in significant ways. The student draws connections course materials and extends key concepts by applying them to novel situations. Engages with both the instructor *and* with fellow students.

B: The student consistently contributes to class discussion and demonstrates a solid understanding of course materials. The student thinks through the readings, other students’ comments, and one’s own points well. Engages with both the instructor *and* with fellow students.

C: The student sometimes participates in class discussion and understands the basic facts of the readings, but perhaps not the big picture.

D: The student only infrequently participates in class discussion or makes statements that are unrelated or do not advance the project of the course. Only has a partial understanding of the materials.

F: The student does not consistently come to class, does not participate in or disrupts class discussion, or misses the point of course materials.

Written Assignments

All written assignments must be proofread, double-spaced, 12-point font, with 1-inch margins and numbered pages. I will hand out prompts for essay assignments at least two weeks before the deadline so that you can manage your time appropriately to meet the deadline. The midterm will be distributed one week before the deadline.

During the course, consider what topic you might choose for the final paper. Although it is acceptable for topics to change after this point, you should have a topic selected by the midterm deadline so that you can begin conducting the necessary research.

Short Paper on the Earliest Americans

There are two options for this assignment:

1. Choose an artifact or category of artifacts from the course readings. Describe the object, drawing on the text. How can this class of objects help us understand ancient peoples' lives, for example in terms of subsistence, social dynamics, or migrations?
2. Find a Native American origin tradition and relate it to the insights course readings. Does this oral tradition help ask different kinds of questions about what life may have been like for past peoples?

3-5 pages, double-spaced. The challenge of this paper is to go beyond the objects themselves and imagine past people.

Midterm

The midterm will be a take-home format consisting of long answer and short essay questions.

Final Paper

The final paper will require independent research and analysis. There are two options for this assignment:

1. Complete a paper analyzing/interpreting the archaeological record of a site of your own choosing. Your paper should draw on previous research on the site in order to make an argument about or interpretation of the site based on archaeological data. Like the short papers, the challenge here is to go beyond objects and "get at" people.
2. Alternatively, instead of beginning with a site, you may choose to start from a Native American oral tradition or set of oral traditions. Relate this oral tradition to the archaeological record. This should go beyond asking if the oral tradition is supported or contradicted by the archaeological record. Review Echo-Hawk's essay from the beginning of the semester.

Papers will be 10-15 pages, double spaced. They may also take the form of an academic poster (see <http://s3.amazonaws.com/rdcms-aaa/files/production/public/FileDownloads/pdfs/meetings/upload/How-to-Create-Anthropology-Posters.pdf> for guidelines).

Alternative Creative Option

In lieu of a traditional written paper, students may opt to undertake a creative project that addresses the core concerns of the final. For example, such a project could consist of a comic, zine, or painting. Students must first obtain permission from the professor before opting for the creative option.

Local Sites Group Presentation

Working in small groups, students will present on a specific archaeological site or historical phenomenon in the region. To prepare, you should conduct research into the scholarly literature on that site. If possible, it would also be ideal to visit the site (and discuss your visit with the class). How is the site interpreted and represented to the public? You should also research what Native American nations (there may be more than one) claim descendancy from the site or area. If you find information about oral traditions that relate to the site or region, or about descendant peoples' ongoing relationships with that site, make a note and speak about it in your presentation.

Presentations should be 30-40 minutes in length. I will assign the groups and provide a list of sites you may choose from.

Participation

We will work through course materials through lecture and class discussion, during which we will review, interpret, extend, draw connections between, and critique the readings. As such, students must come to class having completed the readings and be prepared to discuss them. Please print out articles and essays so that you may reference them in class. Departing from a “banking” model of education in which knowledge is “deposited” in students’ brains and “withdrawn” in tests—primary teaching students to regurgitate information—the goal of these discussions will be to practice the tools of critical thinking and analysis.

Absences

Students with more than three unexcused absences will be docked half a letter grade (5 points) for each additional unexcused absence.

Late Assignments

Late assignments will be docked one-quarter of a letter grade (2.5 points) for each day they are late.

Communications

To attend office hours, please schedule an appointment on COMPASS.

I will respond to reasonable email inquiries within a reasonable timeframe: Usually within 24 hours. If you don't hear back from me after that time, feel free to follow up. I expect your emails to be courteous and professional: It is good etiquette to include a salutation and signature and to make the subject line relevant to the content. Proofread all emails before sending. Although grammar and email etiquette standards are ultimately a means of reproducing social hierarchies, these skills will make your life easier.

Changes to the syllabus, accommodations for snow days, and other logistical issues for the course will be communicated via email.

Mask Policy

Everyone in the classroom must wear masks covering their mouth *and* their nose. The instructor may lecture without a mask to allow for lip reading only if they are wearing a face shield and remain six feet or more distance from everyone else. Anyone who does not comply with the mask policy will be required to leave.

Remote Classes

In the case that the class must move to a remote format for one or more class period, I will notify students by email and provide instructions for the class. Remote classes may be synchronous or asynchronous.

Agnes Scott Zoom Policy

To preserve the integrity of the classroom experience and to protect students' privacy, which we are legally required to do, only students registered in the course may attend a Zoom class meeting.

Honor System and Plagiarism

Students are expected to adhere to the principles of the Honor Pledge in all aspects of this class. One of the most important things you will learn as an Agnes Scott student is how to use the writings of others in combination with your own ideas and research to create thoughtful papers that make contributions to the world of knowledge with full credit to all the minds that have participated. If you directly (direct quotations) or indirectly (paraphrases, other borrowings) borrow ideas from others—whether those ideas appear in books, articles, or online, or develop during conversations—you must give proper and full credit to the original sources.

Plagiarism is the use of someone else's ideas or words without giving them credit. This can mean using someone's ideas without proper acknowledgement in papers you are writing for class, copying a sentence directly from a book or journal without citing the source, or turning in the same paper or assignment for different classes without the professors' knowledge. In the United States, there are specific requirements for documenting sources and ideas. You can learn about these standards by consulting your professors or by visiting the Writing Center. Plagiarism is a serious offense and the penalty ranges from warnings to probation or 5 suspension. I do not mind if students work together and discuss their ideas, but students are expected to prepare assignments and write papers independently unless otherwise instructed.

Academic Honesty Statement from the Committee on Academic Standards and Admission

“The Agnes Scott College honor code embodies an ideal of character, conduct, and citizenship, and is an important part of the College's mission and core identity. This applies especially to academic honesty and integrity. Passing off someone else's work as your own represents intellectual fraud and theft, and violates the core values of our academic community. To be honorable, you should understand not only what counts as academic dishonesty, but also how to avoid engaging in these practices. You should:

- review each course syllabus for the professor’s expectations regarding course work and class attendance.
- attribute all ideas taken from other sources; this shows respect for other scholars. Plagiarism can include portraying another’s work or ideas as your own, buying a paper online and turning it in as if it were your own work, or not citing or improperly citing references on a reference page or within the text of a paper.
- not falsify or create data and resources or alter a graded work without the prior consent of your professor. This includes making up a reference for a works cited page or making up statistics or facts for academic work.
- not allow another party to do your work/exam, or submit the same or similar work in more than one course without permission from the course instructors. Cheating also includes taking an exam for another person, looking on another person’s exam for answers, using exams from previous classes without permission, or bringing and using unauthorized notes or resources (i.e., electronic, written, or otherwise) during an exam.
- not facilitate cheating, which can happen when you help another student complete a take home exam, give answers to an exam, talk about an exam with a student who has not taken it, or collaborate with others on work that is supposed to be completed independently.
- be truthful about the submission of work, which includes the time of submission and the place of submission (e.g., email, online, in a mailbox, to an office, etc.)

“You should understand that penalties resulting from dishonest conduct range from failure of the assignment to expulsion from the college. You should speak with your professors if you need clarification about any of these policies.”

Modified Pledge

Students pledge that they have completed assignments honestly by attaching the following statement to each test, quiz, paper, overnight assignment, in-class essay, or other work:

*I pledge that I have neither given nor received any unauthorized aid on this assignment.
(Signed) _____*

Title IX

Agnes Scott is here to help if you have experienced any form of sexual harassment or violence, dating or domestic violence, or stalking. Please talk to any faculty or staff member with whom you feel comfortable. Faculty and staff members want to support you and have been trained to help. They also will inform the Title IX office so that you can learn about the options available to you. If you do not want college administrators to know what you have experienced, you may talk to the chaplain, as well as nurses or counselors in the Wellness Center in complete confidentiality. They will not tell anyone what you share with them unless you give your express permission.

Please note that I am a Required Reporter. This means that if you discuss a Title IX violation with me, I am required to report this information to the Title IX Coordinator. That person will reach out to you to offer resources and explain your options, but you are not required to accept their offer to talk.

Inclusion

This course adheres to the principles of diversity and inclusion integral to the Agnes Scott community. We respect people from all backgrounds and affirm people's decisions about gender expression and identity. Please inform me if your name is different from the one listed on the class roster and feel free to correct me if I ever use the wrong name or pronoun.

Over the course of the semester, we will talk about multiple forms of oppression and structural violence, including colonialism, race, class, gender, and sexuality. If you experience discomfort discussing these topics, I encourage you to "lean in" to that discomfort as part of the learning process. These conversations are not about whether you as an individual are a good or bad person, but about understanding broader social structures and processes that shape the world we live in. At minimum, I expect all students to work to understand the arguments of the readings and the course – even if they disagree with them.

Accessibility

I strive to make my classes accessible to all students. Please communicate with me early in the semester to let me know what your needs are and what kinds of accommodations I can provide. These conversations are confidential. If you have not already done so, contact Rashad Morgan in the Office of Academic Advising (X6174) to complete the registration process. If you have an accommodations letter, please provide me with a copy.

Course Evaluations

Course evaluations will be completed online. Near the end of the semester, you will receive an email message that will provide a link to complete the evaluation. These are very important to me because they provide critical feedback that I use for improving the course and my teaching.

I also ask that students complete a mid-semester feedback form. Information from your responses are exclusively for my own use (the end-of-semester evaluations are also used by the administration). The mid-semester feedback form is important because it lets me adapt and tailor my courses to your needs during the semester.

Required Texts

- Cobb, Charles. 2019. *The Archaeology of Southeastern Native American Landscapes in the Colonial Era*. Gainesville: University Press of Florida.
- Pauketat, Timothy R. and Kenneth E. Sassaman. 2020. *The Archaeology of Ancient North America*. Cambridge: Cambridge University Press.

Schedule of Readings

DATE	KEY DATES	READINGS
W-Jan 12 Introduction to Class		1. Read the syllabus!
M-Jan 17		MLK HOLIDAY – NO CLASSES
W- Jan 19 The Politics of the Past		<ol style="list-style-type: none"> 1. Schneider and Hayes 2020 “Epistemic Colonialism: Is it Possible to Decolonize Archaeology?” 2. Thomas 2000 “Origin Myths from Mainstream America” and “A Brief History of Scientific Racism” 3. <u>Optional</u>: Atalay 2006 “Indigenous Archaeology as Decolonizing Practice.” 4. <u>Optional</u>: Steere 2017 “Collaborative Archaeology as a Tool for Preserving Sacred Sites in the Cherokee Heartland”
M-Jan 24 Archaeology in Historical Context		<ol style="list-style-type: none"> 1. Atalay et al. 2017 “Journeys to Complete the Work.” 2. White Deer 1997 “Return of the Sacred: Spirituality and the Scientific Imperative.” 3. Lippert 2006 “Echoes from the Bones: Maintaining a Voice to Speak for the Ancestors” 4. Milanich 2000 "Prolific Pioneer or Mound Mauler?" 5. <u>Optional</u>: NAPGRA http://www.nps.gov/history/local-law/FHPL_NAGPRA.pdf 6. <u>Optional</u>: Beisaw and Olin 2020 “From Alcatraz to Standing Rock: Archaeology and Contemporary Native American Protests (1969–Today)”
W-Jan 26 Paleoamerican Period: First Peoples		<ol style="list-style-type: none"> 1. P&S, Ch. 4 2. Halligan et al. 2016 “Pre-Clovis Occupation 14,550 Years Ago at the Page-Ladson Site, Florida, and the Peopling of the Americas.”
M-Jan 31 Paleoamerican Period: Oral Traditions		<ol style="list-style-type: none"> 1. Echo-Hawk 2000 “Ancient History in the New World: Integrating Oral Traditions and the Archaeological Record in Deep Time.” 2. Watts 2013 “Indigenous Place-Thought and Agency amongst Humans and Non-Humans (First Woman and Sky Woman Go on a European World Tour!).”

		3. Oakley 2009. “The Center of the World: The Principle People and the Great Smokey Mountains.”
W-Feb 2 Archaic Period: Sea Change		1. P&S, Ch. 5 2. <u>Optional</u> : Sassaman et al, 2017 “Keeping Pace with the Rising Sea: The First 6 Years of the Lower Suwannee Archaeological Survey, Gulf Coast Florida.”
M-Feb 7 Archaic Period: First Mounds		1. P&S, Ch. 7, 235-256 2. P&S, Ch. 9, 332-352 3. <u>Optional</u> : Moore and Thompson 2012 “Animism and Green River Persistent Places: A Dwelling Perspective of the Shell Mound Archaic.”
W-Feb 9 Archaic Period: Poverty Point		1. Ortmann and Kidder 2013 “Building Mound A at Poverty Point, Louisiana: Monumental Public Architecture, Ritual Practice, and Implications for Hunter-Gatherer Complexity.” 2. Lien et al. 1974 “Poverty Point Owl Amulet Found in Florida.” 3. Howe 2014 “Embodied Tribalography: Mound Building, Ball Games, and Native Endurance in the Southeast.”
M-Feb 14 Woodland Period: Interregional Connectivity		1. P&S, Ch. 9, 309-332, 354-362 2. Wallis et al. 2016 “Sourcing Interaction Networks of the American Southeast: Neutron Activation Analysis of Swift Creek Complicated Stamped Pottery.”
W-Feb 16 Woodland Period: Rethinking the Narrative		1. Thompson et al. 2021 “The Early Materialization of Democratic Institutions among the Ancestral Muskogean of the American Southeast” 2. Watson and Kennedy 1991 “The Development of Horticulture in the Eastern Woodlands.” 3. <u>Optional</u> : Pluckhahn and Wallis. “Swift Creek at a Human Scale”
M-Feb 21 Mississippian Period: Emerging Inequalities	Due: Paper 1	1. P&S, Ch. 10
W-Feb 23 Mississippian Period: The Cahokian World		1. Ashley and Thunen 2020 “St. Johns River Fisher-Hunter-Gatherers: Florida’s Connection to Cahokia.”

		<ol style="list-style-type: none"> 2. Friberg 2017 “Cosmic Negotiations: Cahokian Religion and Ramey Incised Pottery in the Northern Hinterland” 3. <u>Optional</u>: Emerson and Hargrave 2000 “Strangers in Paradise: Recognizing Ethnic Mortuary Diversity on the Fringes of Cahokia.”
M-Feb 28 Mississippian Period: Memory and Identity		<ol style="list-style-type: none"> 1. Wilson 2010 “Community, Identity, and Social Memory at Moundville.” 2. King et al. 2021 “The Etowah Archaeo-Geophysical Survey: Creating place and identity through the built environment”
W-Mar 2 Mississippian Period: Gender and Power		<ol style="list-style-type: none"> 1. Sullivan 2001 “Those Men in the Mounds: Gender, Politics, and Mortuary Practices in Late Prehistoric Eastern Tennessee.” 2. Mt. Pleasant 2006 “The Science Behind the Three Sisters Mound System.” 3. Lankford 2011[1987] “The Origin of Maize (Creek),” 4. <u>Optional</u>: Lankford 2011[1987] “The Origin of Maize (Abnaki),” “The Manoic Woman (Carib).”
M-Mar 7		PEAK WEEK – NO CLASSES
W-Mar 9		PEAK WEEK – NO CLASSES
M-Mar 14		SPRING BREAK – NO CLASSES
W-Mar 16		SPRING BREAK – NO CLASSES
M-Mar 21 Mississippian Period: Ritual Economy		<ol style="list-style-type: none"> 1. Reilly 2004. “People of Earth, People of Sky: Visualizing the Sacred in Native American Art of the Mississippian Period.” 2. Thomas 2000 “Images of Women in Native American Iconography.”
W-Mar 23 Mississippian Period: Ritual Economy		<ol style="list-style-type: none"> 1. Justice 2010 “Towards a Theory of Anomaly.” 2. Alt and Pauketat 2007 “Sex and the Southern Cult.”
M-Mar 28 Colonial Period: Adaptation and Coalescence		<ol style="list-style-type: none"> 1. P&S, Ch. 3
W-Mar 30 Colonial Period: The Emergence of Global Capitalism		<ol style="list-style-type: none"> 1. Saunt 1999 “Creating a Country of Laws and Property.” 2. Loren 2012 “Fear, Desire, and Material Strategies in Colonial Louisiana.” 3. <u>Optional</u>: Mt. Pleasant 2015 “A New Paradigm for Pre-Columbian Agriculture in North America”

M-April 4 Colonial Period: Landscape, Worldview, Empire		1. Begin Cobb, Ch. 1-4
W-April 6 Colonial Period: Landscape, Worldview, Empire		1. Finish Cobb, Ch. 1-4
M-April 11 Colonial Period: New Identities and Political Ecology	Due: Midterm	1. Film: Harjo, <i>This May Be the Last Time</i>
W-April 13 Colonial Period: Syncretic Identities		1. Begin Cobb 5-7
M-April 18 Colonial Period: New Identities and Political Ecology		1. Finish Cobb, Ch. 5-7
W-April 20 Colonial Period: Collapse?		1. Mojica 2012 “In Plain Sight: Inscripted Earth and Invisible Realities.” 2. Townsend et al 2020 “Archaeology, Historical Ruptures, and Ani-Kitu Hwagi Memory and Knowledge” 3. Treat 2017 “Muscogee Nation Indian Territory: From Oral History to Found Poetry”
M-April 25 Colonial Period: Removal, Refusal, Maroonage		1. Weik 2019 “Mapping Chickasaw Removal.” 2. Scheidecker and Backhouse. 2022 “Distrust Thy Neighbor: Seminole Florida Camps from the Aftermath of the Seminole War to the Twentieth Century.” In <i>Archaeologies of Indigenous Presence</i> . 3. Optional: Saunt, “The Negro Fort”
W-April 27: Colonial Period: Removal, Refusal, Maroonage		1. Howard 2006 “The “Wild Indians” of Andros Island: Black Seminole Legacy in the Bahamas” 2. Film: <i>Finding Agnola</i> , https://www.youtube.com/watch?v=BOHh0Pxh2xI
M-May 2		1. Handsman and Richmond 1995 "Confronting Colonialism: The Mahican and Schaghticoke Peoples and Us”

