

HONORS 380
“Process and Politics in the Archaeology of Native America”
University of Massachusetts, Boston
Spring 2010

SCHEDULE

Tuesday, 2:00-4:30 pm Campus Center, 2nd Floor, Room 2115

INSTRUCTOR

Professor:	Stephen Silliman
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PURPOSE

This course introduces students to the process and politics of research through the consideration of a multidisciplinary, politically implicated field of inquiry: the archaeology of Native North America. The course assumes no prior background in archaeology or Native American history and culture. Instead, the goal is to examine fundamental questions about how we construct or acquire knowledge through the particular venue of Native American archaeology. We will consider a variety of questions. What is history, how is it made, and who gets to tell it? What role does archaeology play – that is, why dig at all? How do researchers like archaeologists come up with research questions, and what larger forces make certain questions more appropriate, controversial, or answerable? What explicit and implicit assumptions are brought into the research process? Similarly, the course will consider the role of intellectual debates in research and how they might be resolved with method, theory, or data. For North American archaeology, these have frequently revolved around topics like Pleistocene animal extinctions, origins and migrations, cannibalism controversies, and ideas about culture change and continuity in colonial periods. The general public tends to have some exposure to these, and the course will give you more of an “insider” view of them. In addition, the course will outline the extra-disciplinary factors that influence, inspire, and “interfere with” research. How and when do our research practices and results matter to people, and how are we accountable to those publics? In the case of North American archaeology, we will explore this through the question of who “owns” the past and its various material products, focusing on issues like the trafficking in ancient objects, the repatriation of human remains under federal law, the storage and/or return of recovered artifacts, and collaborative archaeology with descendant communities.

Although the course is framed through the archaeology of Native North America, the objective is to take students through the complexities of *doing* research of any sort. I expect students to complete the course with (1) increased knowledge about Native American history and culture, (2) an understanding of archaeology as a discipline, process, and type of inquiry, (3) an appreciation for the way that research does, can, and should happen, (4) a familiarity with the interplay between theory, method, data, and practice, and (5) a healthy respect for the ways that research is affected by sociopolitical, disciplinary, and ethical factors.

REQUIRED READINGS

The two required texts are available at the campus bookstore or online at various retailers.

Adovasio, James and Jake Page

2003 *The First Americans: In Pursuit of Archaeology's Greatest Mystery*. Random House Publishing, New York. TFA in syllabus

Thomas, David Hurst

2000 *Skull Wars: Kennewick Man, Archaeology, and the Battle for Native American Identity*. Basic Books, New York. SW in syllabus

Additional syllabus readings can be found on the course website with login “-----” and password “-----”: http://www.faculty.umb.edu/stephen_silliman/coursematerials/honors380/articles/. All readings, whether digital or textbook, are mandatory, and all readings should be completed for the day they are assigned. You can view, print, or download these readings anywhere that you have Internet access (e.g., campus, home, work). I recommend not printing all of these if you are comfortable reading them on a computer or having taken notes, just because of the toner and paper required. Pay close attention to the sources so that you can use their full citation in papers.

COURSE REQUIREMENTS

40% Response Papers

You will write two short (5 double-spaced pages, excluding references) response papers. Each is worth 20% of your grade and must be sent as a Word file via email attachment. The papers will require critical synthesis of the course topics and their relationship to broader issues in research, and you will be expected to cite course readings.

Paper #1: Assigned March 9, **Due March 23** (worth 20%)

Paper #2: Assigned April 27, **Due May 11** (worth 20%)

35% Annotated Bibliography

Each student will prepare an annotated bibliography about a debated issue in Native American archaeology, and I encourage you to choose one that aligns with your own academic major. Archaeology permits many subjects! The goal of the bibliography is to compile a list of sources that take a variety of positions, be able to recognize how and why, and then offer an assessment. The bibliography must contain (1) an introductory section that outlines the issue, (2) a critical summary of a minimum of 15 sources (other than those in the course), (3) an analysis that discusses how or if you feel this issue has been or can be resolved, and (4) a conclusion that highlights the implications of this issue (e.g., politics, social science, history, ethics, cultural rights, public policy, etc.). The topic is due **April 13**; the final product is due **May 18**, sent as a Word file via email attachment.

15% Debate

Students, in groups of three or four on four different occasions (see syllabus), will prepare a one-hour debate on issues raised in assigned readings. Two or more positions will be defined with brief introductory statements, followed by debate among team members. Full class involvement with questions and rebuttals will happen near the end of the hour. Grades will be based on a combination of group work and debate structure *and* individual performance.

10% Participation

I expect you to attend all class meetings, read all assigned materials, and participate actively in class discussion. I will award these points at my discretion.

POLICIES

Classroom Respect

I intend for this course to well serve students from diverse backgrounds, to treat the diversity of students in this class as a resource and benefit, and to address students' learning needs both inside and outside of class. Similarly, I intend to be respectful of gender, sexual orientation, disability, age, socioeconomic status, ethnicity, culture, and perspective. Keep in mind that the instructor and students may diverge in opinions or beliefs and that a healthy exchange of ideas may involve debate, as well as requirements of evidence and critical thinking. I ask only that students respect the opinions and beliefs of their fellow classmates and the instructor, as I will always try to do the same. Students must respect their fellow students and instructor by turning off all cell phones before class begins. You are not permitted to take calls in the classroom, nor are you allowed to text message. You may use handheld and laptop computers, but for note-taking only. If you intentionally violate these policies, you will be asked to leave the classroom and will receive an unexcused absence.

Attendance, Tardiness, and Participation

Attendance is required and rewarded. We only meet once a week, so missing even one class is noticeable. Besides, it is hard to gain participation points when you are not present. Also, a significant portion of the course lecture material will be found only in Powerpoint presentations and not directly in the readings, and I do not make these slideshow files available outside of class. If you miss class, you are responsible for getting lecture notes, handouts, or assignments, so please check with the instructor or another student to find out what you missed. Be sure to communicate with the instructor about any circumstances that might affect your attendance.

Beyond offering practical logic, I cannot police your adult lives in a course that you paid for, and I cannot account for all the contingencies that might affect your personal lives. Also, you are Honors students, so I expect that you have plans to be here. Therefore, I offer a five-part contract with you.

- (1) You cannot miss your debate, or you will lose all available points unless you have a very legitimate excuse. Also, please attend the other debates to show your support to fellow students.
- (2) You cannot receive the full amount of the participation grade, no matter how vocal or insightful you are in class, if you miss more than one class. However, you can make up for an absence by participating more actively in the rest of the course periods that you do attend.
- (3) Everyone is responsible for insuring a full class. Therefore, for any day with four or more students absent, all of those absent automatically lose 1 point from their class participation grade. Only with a legitimate excuse can a student be excused from this group point reduction, but no excuses waive the “five absent students” threshold. In other words, if you miss class, hope that too many others don’t do the same thing.
- (4) Being on time is expected. Habitual lateness will be noted and may affect the overall participation grade.
- (5) I ask that students not leave during lecture or class discussion, unless they have a pressing need, to avoid class disruption. We will have one or more breaks during the long class period anyway, so wait for those.

Late Assignments and Make-Up Work

All assignments must be completed by their announced due date and time. Late assignments will be accepted after the due date, but I highly discourage them since you will lose 1 point per day that they are late. These are not class days, but actual ones. This means that after one day, you will be eligible for only 19 instead of 20 for a response paper, for instance; after two days, only 18 points; etc. All

work not received by the final day of class will be given a zero. If you have any trouble or questions, please do not hesitate to talk to the instructor – sooner rather than later.

Plagiarism and Cheating

Cheating is dishonest and disrespectful, and I remind you here because cheating is also against university policy and punishable by harsh penalties. As detailed in the UMass Boston Catalog (<http://www.umb.edu/academics/undergraduate/office/students/CodeofStudentConduct.html>), academic dishonesty covers many topics. Cheating and plagiarism are two of the most common, and I tolerate neither. For any assignment in which I catch them, you will receive a zero. A form of cheating is plagiarism, which is the act of claiming someone else's work or idea as your own. It violates UMass Boston policies on academic honesty and carries severe penalties. Therefore, I do not tolerate plagiarism of any kind, and I will report infractions to the Dean of Students and to the Honors Program. Avoid plagiarism by citing all sources (e.g., books, periodicals, web sites, and manuscripts) since you cannot use someone else's ideas or words as your own. If you are unclear about what constitutes plagiarism or how to avoid it, please consult with the instructor or see the resources here: <http://www.umb.edu/academics/undergraduate/office/wpr/links.html>.

Student Referral or Special Needs

If you have trouble with course material or graded assignments, you should discuss these issues with me. If you seem to have serious trouble or persistent attendance problems, I will mention your case to the Honors Program for their consideration and assistance. In addition, if you have a disability or special need pertinent to the class structure, assignments, or exams, you must inform me as soon as possible. For issues impacting exams, you must work out a solution with me at least two weeks in advance, and you must have documentation from the Ross Center for Disability Services, located in the Campus Center, Second Floor, 2100 Street, Room 110 (phone: 287-7430; website: <http://www.rosscenter.umb.edu/>). Every effort will be made to accommodate your situation.

COURSE SCHEDULE

DATE	LECTURE	READINGS
History and Practice		
1/26	Introduction	Neusius and Gross, "Archaeological Laboratory Methods" Neusius and Gross, "Archaeological Fieldwork"
2/2	North American Archaeology: An Overview	Cobb and McGuire, "North America" Pauketat and Loren, "Alternative Histories"
2/9	Archaeology's Trajectory and History, part 1	<i>TFA</i> : Chapters 1-2 <i>SW</i> : Chapters 1-5, 12-14
2/16	Archaeology's Trajectory and History, part 2	Flannery, "Culture History v. Culture Process" Johnson, "Archaeology and Cultural Evolution" Shanks, "Post-Processual Archaeology and After"
2/23	Repatriation, Politics, Science, and Ethics Debate 1	<i>SW</i> : Prologue, Chapters 6-10, 18, 20-21 <i>TFA</i> : Chapter 10 Lippert, "Rise of Indigenous Archaeology" <i>Film</i> : "Who Owns the Past?"

3/2	Communities and Collaborations	SW: Chapters 22-24, Epilogue McGhee, "Aboriginalism and the Problems" Silliman, "The Value and Diversity of Indigenous" <i>Film: "Kuwóot yas.éin – His Spirit Is Looking Out from the Cave"</i>
3/9	Evidence and Epistemology Debate 2 Response Paper 1 Assigned	Mason, "Archaeology and Native North American" Echo-Hawk, "Ancient History in the New World" Whiteley, "Archaeology and Oral Tradition"
3/16	SPRING BREAK	
3/23	Publics, Mysteries, and Heritage Response Paper 1 Due	Feder, "After Indians, Before Columbus?" Watkins, "Communicating Archaeology" Hantman, "Jamestown's 400 th Anniversary"
Debates		
3/30	Peopling of the Americas	TFA: Chapters 4, 6-9, 11, Afterword SW: Chapters 15-17 Straus et al., "Ice Age Atlantis"
4/6	Pleistocene Extinctions and Human Overkill Debate 3	TFA: Chapters 3, 5 Grayson and Meltzer, "Requiem for Overkill" Fiedel and Haynes, "Premature Burial" Grayson and Meltzer, "North American Overkill"
4/13	Weather, Food, and Politics in California Annotated Bibliography Topic Due	Arnold et al., "Contexts of Cultural Change" Raab and Larson, "Medieval Climatic Anomaly" Arnold, "Bigger Boats, Crowded Creekbanks" Raab et al., "Making Nature Answer"
4/20	Cannibalism in the Southwest Debate 4	Diamond, "The Ancient Ones" Billman et al., "Cannibalism, Warfare" Dongoske et al., "Critique of the Claim" Lambert et al., "Response to Critique"
4/27	Issues in Native New England Response Paper 2 Assigned	Chilton, "Farming and Social Complexity in the Northeast" McBride, "Transformation by Degree" Silliman, "Change and Continuity, Practice and Memory" <i>Film: "10 Days that Unexpectedly Changed America – Day 1, Massacre at Mystic"</i>
5/4	Studies of Contact and Colonialism	Rubertone, "Historical Archaeology of Native Americans" Silliman, "Culture Contact or Colonialism?" Wilcox, "Marketing Conquest and the Vanishing Indian"
5/11	Conclusion Response Paper 2 Due	
5/18	<i>Classes over</i> Annotated Bibliography Due	