Instructor: Staci Willis, Ph.D.
Department of Anthropology, Geography, and Sociology
Office: LAN 329
Phone: 469-2472
Email: willissd@sfasu.edu
Office Hours: Monday and Wednesday 9:30 – 10:30 AM and 2:30 – 4:00 PM, or by appointment

Course Description: This is a survey course that explores the archaeology of ancient North America from the peopling of the New World until the arrival of Europeans.

Course Structure: The format of this course will consist of a combination of lecture, film, and in-class activities. Any and all material covered in class, including films and discussions, may show up on exams. All students are expected to attend class and participate in the classroom learning experience. Be aware that, as the semester progresses, material will build upon and draw from terminology and content presented in earlier lectures and in the readings.

Course Objectives:
• To become familiar with the practice of North American archaeology, including methodological and theoretical approaches
• To understand the major cultural groups and time periods of the North American past as well as their associated material culture
• To engage in a critical analysis of current debates within, and to evaluate the future of, North American Archaeology

Required Texts and Other Materials: There is one required textbook for this course:


Additional course readings will be made available through D2L.

Grades: Your final grade in this course will be calculated using a 100-point scale (A=90-100; B=80-89; C=70-79; D=60-69; F=59 and below) according to the following formula:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Lab Write Ups (5)</td>
<td>20%</td>
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<tr>
<td>Research Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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**Lab Write Ups:** Labs will consist of in-class activities and discussions that permit students to apply the concepts of archaeological inference, academic discourse, and professional responsibility. Students will be assigned to a lab group for the semester. You are expected to come to class on the days indicated in the Weekly Schedule (see below) prepared to participate in these activities by reading the posted materials on the D2L page under Course Readings. Each lab will have an accompanying worksheet that must be individually submitted for a grade as a Lab Write Up. If you do not come to class and participate in the activity, you cannot submit a write up of the lab. Lab Write Ups are due a week after the completion of the in-class activity/discussion (deadlines will be updated on D2L as necessary) and should be submitted to the appropriate Dropbox folder on D2L as either a Word document or PDF.

**Research Paper:** All students will write a research paper over a topic of their choosing relevant to North American archaeology. An abstract (approximately 250 words) with a preliminary bibliography (of at least 5 sources) will be due by the end of the day Friday, March 31st and will comprise one-third of the grade for this assignment. The final draft of the research paper should be 8-10 pages long (double-spaced, 12 point font, 1-inch margins) and is due by the end of the day Friday, April 28th. For every day (24 hours) that the assignment is late, 10 points will be deducted from the overall score. Additional details on this assignment will be provided during the semester. Both the abstract and the final draft of the paper should be submitted to the appropriate Dropbox folders on D2L as either a Word document or PDF.

**Presentation:** Each student will give a 5-10 minute presentation at the end of the semester over the topic of their research paper. Additional details on the required format and grading criteria will be provided during the semester.

**Mid-Term and Final Exams:** Exams will include information covered in class lectures, labs, and assigned readings. While each exam will focus on the material presented since the previous exam, cumulative knowledge of general concepts is expected to be retained and applied to new material. The format of each exam will be covered in class prior to the exam date.

**Extra Credit:** *NO EXTRA CREDIT* assignments will be offered; please complete each assignment on time and be prepared for each exam.

**Make-up labs and exams** will be offered only for legitimate, documented excuses as listed in the Attendance section of the University’s Student Rules (see below). If you know you will be absent, please try to notify me in advance so that we can keep to our schedule. If this is not possible, it is your responsibility to visit with me and your classmates to see what you missed. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary. **You must contact me within two days of the missed lab and within one week of the missed exam date to schedule a make-up assignment or exam.**

**Classroom Decorum:** All students are expected to act professionally at all times and to treat each other and me (the instructor) with respect. Disrespectful behavior will not be tolerated in the classroom and will adversely affect your grade.
Attendance Policy:  
http://www.sfasu.edu/policies/class_attendance_excused_abs.asp
Class meetings are forums for students to pose questions and problems to me as well as to your classmates. Your absence is not only detrimental to your own learning, but denies all of us the advantage of your individual insights and understanding. Active participation during class is integral to the success of this course and your attendance is expected at all class meetings.

Acceptable Student Behavior:
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/ inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Students with Disabilities http://www2.sfasu.edu/disabilityservices/.
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

Academic Integrity (A-9.1): http://www.sfasu.edu/policies/academic_integrity.asp
Cheating and plagiarism on exams and projects will not be tolerated. Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Add/Drop Policy:  http://www.sfasu.edu/policies/add_drop.asp
Withheld Grades (A-54): http://www.sfasu.edu/policies/semester_grds.asp
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

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**Tentative Weekly Schedule**

**WEEK 1**  
Jan 18  
Course Introduction and Syllabus Review

*Part 1: Introduction to Archaeology in North America*

**WEEK 2**  
Jan 23  
Archaeology: Overview of the Discipline  
*SOP Chapter 1*  
Jan 25  
Key Terms and Concepts in North American Archaeology  
*SOP Chapter 2*

**WEEK 3**  
Jan 30/Feb 1  
Peopling of the Americas  
*SOP Chapter 3*

**WEEK 4**  
Feb 6  
Paleo-Indians

*Part 2: A Regional Overview of the Peoples of Ancient North America*

**WEEK 5**  
Feb 13/15  
The Northwest Coast  
*SOP Chapter 5*

**WEEK 6**  
Feb 20  
Lab: Artifact Analysis  
See D2L for Readings  
Feb 22  
The Plateau  
*SOP Chapter 6*

**WEEK 7**  
Feb 27  
The California Coast  
*SOP Chapter 7*  
Mar 1  
The Great Basin  
*SOP Chapter 8*

**WEEK 8**  
Mar 6  
Lab: Model Making and Archaeological Inference  
See D2L for Readings  
Mar 8  
MID-TERM EXAM
Mar 13 – 17 SPRING BREAK

WEEK 9  Mar 20/22  The Southwest
         SOP Chapter 9

WEEK 10 Mar 27  Lab: Ritual and Cosmology at Chaco Canyon
             See D2L for Readings
         Mar 29  The Great Plains
             SOP Chapter 10

Abstract Due for Research Paper (Mar 31)

WEEK 11 Apr 3/5  The Eastern Woodlands Heartlands
                 SOP Chapter 11

WEEK 12 Apr 10  Lab: Politics and Power at Cahokia
                 See D2L for Readings
         Apr 12  The Eastern Woodlands Coastal
                 SOP Chapter 12


WEEK 13 Apr 17  Easter Break (No Class)
         Apr 19  European Contact
                 SOP Chapter 13

WEEK 14 Apr 24  Future of North American Archaeology
                 SOP Chapter 14
         Apr 26  Lab: Science vs. Culture? The Kennewick Man Saga
                 See D2L for Readings

Final Draft of Research Paper Due (Apr 28)

WEEK 15 May 1  Individual Presentations
         May 3  Individual Presentations and Final Exam Review

FINAL EXAM
Wednesday, May 10
1:00 – 3:00 PM
Program Learning Outcomes

The sociology program states the following items as Program Learning Objectives (PLOs) for sociology majors.

PLO1 The students will be able to identify, compare, and contrast sociological classical and contemporary theories.
PLO2 The student will be able to identify the principles of good social scientific research design. Such principles include validity, reliability, precision in measurement, and sampling methodology.
PLO3 The student will possess sociological knowledge as evidenced by the identification of the major concepts involved with social stratification, demography, race and ethnic relations, deviance, and globalization.
PLO4 The student will be able to apply sociological knowledge and skills to a variety of settings.
PLO5 The student will recognize the implicit assumptions behind claims of knowledge about the social world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises.
PLO6 The student will be able to read theoretical arguments and to identify their major strengths and weaknesses.
PLO7 The student will be able to analyze a data set using statistical techniques and draw conclusions from the results.

This course addresses the following of these objectives:

<table>
<thead>
<tr>
<th>PLOs</th>
<th>Supported Course Objective</th>
<th>Skill Level</th>
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<tbody>
<tr>
<td>PLO1</td>
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<tr>
<td>PLO2</td>
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<td>I</td>
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<tr>
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<td>I</td>
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<tr>
<td>PLO7</td>
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