Anthropology 176A:
North American Archaeology (online)
University of California, Santa Cruz

Summer Session 2, 2021
Live Class on M&W 1:00 pm - 3:00 pm

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Graduate Student Instructor:
David Ingleman (he/him/his)
ingleman@ucsc.edu

Read reviews on
ratemyprofesors.com!

Dedicated Student Hours:
M+W 3:30 PM to 4:30PM
LAND ACKNOWLEDGMENT

"We begin by acknowledging that the land on which we gather is the traditional and unceded territory of the Uypi Tribe of the Awaswas Nation. Today these lands are represented by the Amah Mutsun Tribal Band who are the descendants of the Awaswas and Mutsun Nations whose ancestors were taken to Mission Santa Cruz and Mission San Juan Bautista during Spanish colonization of the Central Coast. Today the Amah Mutsun are working hard to fulfill their obligation to the Creator to care for and steward Mother Earth and all living things through relearning efforts and the Amah Mutsun Land Trust."

COURSE INFORMATION

Course Description: This course explores the history of the Indigenous peoples of North America from the end of the last ice age (ca. 20,000 BP) through to the time of European contact and colonization during the last 500 years. Using an archaeology lens, we focus on the variability of Indigenous cultures in each region and the historical continuity between past and living Native American communities. Topics include the peopling of the Americas, the development and complexity of hunter-gatherer societies in the Far West, Great Plains, and Far North, the origins of agriculture and village life in various regions, and the emergence of politically complex societies in the Southwest and Eastern Woodlands, and other key themes in American archaeology.

Learning Outcomes: By the end of the term, students should be able to:

- **Appreciate Cultural Diversity**: Appreciate the cultural diversity, complexity, and deep history of Indigenous peoples in North America;
- **Describe Native American Cultures**: Describe key elements of Native American cultures in different regions of the North American continent;
- **Summarize Current Debates**: Summarize current debates in North American archaeology citing key sites and discoveries;
- **Evaluate Evidence**: Identify the strengths and biases of different lines of evidence used by archaeologists working in different regions of North America.
Prerequisites & Major Requirements:
- ANTH 3: Introduction to Archaeology or equivalent is a prerequisite
- Fulfills the upper-division Archaeology or Regional Specialization requirement for the Anthropology Major at UCSC.

How to Be Successful in this Class: Learning about North American Archaeology demands a particular set of research skills, study skills, time management skills, and a willingness to ask for help. If there are aspects of this course that prevent you from learning or exclude you, please tell your instructor as soon as possible. Together we will develop strategies to achieve your goals.

Student Hours for Class Statement: For each credit hour of this 5-week accelerated summer course, students should spend about 6 hours per week engaged in learning and assessment (30 hours total per week). For each week, approximately:
- 6-7 hours reviewing lectures and taking notes
- 10 hours reviewing assigned readings and other media
- 4 hours working on the group CRM Culture History Statement
- 4 hours preparing for and completing Reading Notes and Skill Builders, and studying for Quizzes and Discussion Forums
  - Much of this work can be done most efficiently in groups during class time!
- 1-4 hours independently completing and submitting Quizzes, the Mid-term and Final Discussion Forums, and other assignments.

COURSE MATERIALS

Fagan, Brian M.

***The Department of Anthropology obtained CRRSSA funding to purchase textbooks for students enrolled in ANTH 176A. A copy of the textbook will be provided to you, FREE of charge, by the Bay Tree Bookstore. Please use this Google Form to request your textbook either be mailed to you or picked up from the Bay Tree Bookstore.***

Additional course materials are linked in the appropriate Modules in Canvas.
COURSE ORGANIZATION

This intensive 5-week course is divided into 10 modules. Participants must carefully review the assigned readings and other media, take notes on the lectures, complete work on time, and proactively cooperative with their Study Group on the group CRM Culture History Statement. We will use a “flipped classroom format,” meaning you should prepare asynchronously for synchronous group work and studying during Live Class.

Study Groups: Each student will provide their ranked choice preference for the North American culture area that they want to study (i.e., Far North, Northwest Coast, Plateau, California, the Great Basin, Southwest, Great Plains, or Eastern Woodlands). The instructor will then assign Study Groups—every attempt will be made to accommodate 1st or 2nd choices. Students will work within their Study Group, during Live Class and asynchronously. Each Study Group will cooperatively draft and peer-review a CRM-style Culture History Statement for their respective culture area.

Modules: The course has 10 Modules. Two modules will be unlocked every Monday morning and will consists of:

- 3-4 pre-recorded lectures (approximately 3-4 hours total), via Yuja
  - Occasionally, streaming videos will be provided in lieu of a lecture.
- An assigned reading from the course textbook (Fagan 2019)
- A selection of supplemental readings and other media
- A Reading Notes assignment.
- A 25-question multiple choice Quiz based on both lectures & assigned readings.

Live Class: Attendance during Live Class is optional, but encouraged. Live Classes will be recorded and posted to Canvas. During these synchronous Zoom events, I will informally review materials, provide helpful reminders, and answer student questions.

- Following opening remarks, the 1st half of the Live Class (1:00 pm – 2:00 pm) will mostly be used for group work on Reading Notes & Skill Builder assignments.
- The 2nd half of the Live Class (2:00 pm – 3:00 pm), will be for playing North American Archaeology Jeopardy!
  - The two teams with the highest Jeopardy! score at the end of the term will win fabulous prizes, including Extra Credit & archaeology stickers from my personal stock!
  - Prepare for quizzes, discussion forums, and other assessments while also having fun!
ASSESSMENTS

Students can earn credit through 8 venues:
- x1 Introduction Forum (Other)
- x10 Quizzes
- x10 Reading Notes
- x4 Skill Builders (Other)
- x1 Mid-Term Discussion Forum
- x1 Final Discussion Forum
- x1 Draft Culture History Statement
- x1 Group Culture History Statement
- x1 Exit Survey (Other)

The lowest Quiz, Reading Notes, & Skill Builder grades will be dropped. ***If 70% of the class takes the Mid-Course Survey by August 10, then the 2 lowest Quiz, Reading Notes, & Skill Builder grades will be dropped.***

Introduction Forum: The Introduction Forum is worth 2.0% of your overall grade; and is due August 1. For full credit, in about 250 to 500 words do the following:
- Introduce yourself (name, pronouns), tell us why you are taking this course, describe your academic/scholarly interests, and one optional “fun fact” about yourself (e.g., dog lover, speaks 4 languages, favorite movie, learning ukulele, etc.)
- Use this National Park Service (NPS) web portal to find and learn about a property on the National Register of Historic Places near to you and tell us about it.
- Tell us about 1 challenge you will face as you complete this course & describe YOUR REAL and FEASIBLE PLAN for how you will overcome this.

NOTE: YOU ARE NOT REQUIRED TO DISCLOSE ANY PERSONAL INFORMATION.

Reading Notes: Students will work with their Study Group in a shared Google Document to collaboratively to take notes on the assigned readings and other media.
- In their Google Document, each student must write several sentences/bullet points summarizing a minimum of 5 DISCRETE FACTS, with SPECIFIC DETAILED SUPPORTING EVIDENCE, and in-text page number citations in American Antiquity format—e.g.“(Jones 2012:137)”!
- Reading Notes will be individually graded based on completeness and spelling, but not grammar or theoretical sophistication, per se.
- Within groups, DO NOT duplicate or overlap facts/evidence!
- After the group notes are complete, each Study Group is responsible for copying & pasting it into the Reading Notes Discussion Forum by the due date.
Quizzes: There will be one 25-question, multiple choice Quiz per module. Quizzes will generally be open for 1 week and can be submitted twice (Quizzes 9 and 10 will only be available for 5 days). Quiz content will be drawn from both lectures as well as assigned readings and other media. The best way to prepare for Quizzes is to take good Reading Notes, take detailed lecture notes, and either play North American Archaeology Jeopardy! during Live Class, or study the recordings. Quizzes are worth 2.5 points each (25% of your total grade, the lowest grade will be dropped).

Skill Builders: Key skills will be introduced in 4 Skill Builder assignments, worth 2.0 points each (8.0% of your total grade, the lowest grade will be dropped):

1) Library Research
2) American Antiquity Format
3) CRM Culture History Statements
4) Peer Review

Discussion Forums: There are two non-cumulative essay Discussion Forums: a Mid-term & Final Discussion Forum—each covering material from about half of the course and worth 10 points each (cumulatively 20% of your final grade). For each discussion forum, you will be asked to write a 800- to 1,600-word essay in response to a choice of prompts. Sophisticated essays integrate information, concepts, and perspectives from multiple sources (readings, lectures, films, etc.) to develop substantive archaeologically and anthropologically based arguments. Discussion forum responses must contain the following:

- An introduction paragraph
- Several body paragraphs that begin with topic sentences and contain statements of fact, supported with SPECIFIC DETAILED EVIDENCE, and in-text citations in American Antiquity format (e.g., “(Jones 212:238)”).
- Logical and effective transitions between paragraphs.
- A conclusion paragraph.

CRM Culture History Statement: Culture history statements are standard components of Cultural Resource Management (CRM) reports. They describe the archaeological, ethnographic, and historical record of a region and provide a framework for developing interesting archaeological research questions. You will work on your Culture History Statement in your Study Group through the term.

- CRM-style culture history statements will be reviewed in Skill Builder 3: CRM Culture History Statements and examples will be provided.
- Each member of the Study Group should research and draft one section of the whole Culture History Statement (e.g., Paleoindian Period, Archaic Period, etc.).
  - Your draft section will be graded on the following criteria.
    - Makes several statements of fact, supported with SPECIFIC DETAILED EVIDENCE
- Cites lectures as well as assigned readings & other media and at least 3 outside scholarly sources.
- Appropriately uses in-text citations with, page numbers, in *American Antiquity* format.
- Provides bibliographical references for all sources cited in-text in *American Antiquity* format.
- A minimum of 2,000 words (per student)

- Study Group members will peer-review each other’s draft culture history sections during **Skill Builder 4: Peer Reviews**.

Your final Study Group **CRM Culture History Statement** MUST include the following:
- A summary of archaeological facts for a particular region, supported with **SPECIFIC DETAILED EVIDENCE**, and presented in chronological order.
- A description of the significant named **cultural periods and archaeological cultures** (i.e., material culture traits, chronology, interpretations, cultural affinities, significant sites, etc.) within a given culture area or region.
- **Citations to course materials**, including lectures, the course textbook (Fagan 2019), as well as additional readings and other media
- Citations to a **MINIMUM of 3 outside scholarly sources** (not listed in the course Works Cited at the back of the syllabus) **per student, per group**.
  - E.g., a group of 5 needs at least 15 outside scholarly sources.
- **In-text citations and the Works Cited in *American Antiquity* format.**
- A minimum of **2,000 words per student, per group**.
  - E.g., a group of 5 needs at least a 10,000-word document.

**Exit Survey:** The **Exit Survey** is worth 2.0% of your overall grade and is due August 27! For full credit, in about 250 to 500 words, describe your learning experience.

Answer the following questions:
- Was group work evenly distributed? Explain.
- Did your personal study plan work? Explain.
- What advice would you give to future students?
- What is the most important or interesting factual content that you learned? Why?
- Did you learn or develop any research or study skills? Explain
- Is there anything else that you want to share?
### COURSE GRADING CRITERIA

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<td>Skill Builders</td>
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<td>Draft CRM Culture History Statement</td>
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<td>Final Discussion Forum</td>
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<td><strong>TOTAL</strong></td>
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Note: Your lowest Quiz, Reading Notes, & Skill Builder grade will be dropped. And, if 70% of the class completes the anonymous mid-Course Survey by August 10, then your 2 lowest Quiz, Reading Notes, & Skill Builder grades will be dropped.
COURSE POLICIES

Communications: Please contact me through my UCSC email: ingleman@ucsc.edu. The instructor will check email daily, Monday through Friday, and generally respond to non-emergency emails within about 24 hours. Please DO NOT expect an immediate response to last minute questions. I expect the same from you.

Student Hours: Instructor’s Dedicated Student Hours are 11am to 12 pm for drop-in and by email appointment. To reserve a time slot, add your name to the Google Sheet.

Late Work: The course has been designed for maximum flexibility. However, students who might benefit from extra flexibility should contact the instructor, preferably before any unmanageable deadlines, and together we will develop an academic success strategy.

Online Behavior: When communicating with your instructor, teaching assistant, and classmates (via email, the Discussion Forums, etc.), please use proper etiquette and “netiquette”. As a general rule of thumb, err on the side of formality and civility— you will never offend someone by being too formal or kind! Here are other guidelines:

Use proper language: This is an academic environment, so please be as professional as possible in your writing.
- Typos and errors reflect upon you! And Avoid typing in ALL CAPS; some people read this as aggressive yelling.
- Begin emails and Discussion Forum replies formally.
- Avoid overuse of emoticons and ‘texting’ writing.

Instructor Feedback: I will provide direct comments and feedback on your assessments, generally within a week. Please click here to learn how to access my comments in Canvas. Most assessments will include a grading rubric. Please click here to learn how to access grading rubrics for assignments.

Student Feedback: Your feedback is important to me! I encourage to ask questions and share your thoughts during Live Class and during dedicated Student Hours. You can also always email me with your questions and concerns. In addition, there are 3 formalized mechanism where you will be asked about your learning experience: a non-graded anonymous Mid-Course Survey and university Student Experience of Teaching (SETs), as well as a graded Exit Survey.
• The **Mid-Course Survey**, which is anonymous and not-graded, will be linked in Module 3. Please try to complete it by Module 4. If 70% of the class completes the Mid-Course Survey by August 10, then everyone’s **2 lowest Quiz, Reading Notes, & Skill Builder grades will be dropped**.

• The **Student Experience of Teaching (SET)**, which is anonymous and not-graded, will be available at the end of the quarter. SETs provide an opportunity for you to give valuable feedback on your learning that is honest and constructive. This anonymous feedback will help future instructors consider modifications to the course that will help future students learn more effectively.

• The **Exit Survey**, which is a graded assignment worth 2.0% of your overall grade, should be completed as a part of Module 9 or 10. For full credit, in 100 to 250 words, describe your learning experience. Did your study plan work? What advice would you give to future students? That research or study skills did you develop? What is the most important factual content that you learned?
LIVE CLASS AGENDA

<table>
<thead>
<tr>
<th>Date</th>
<th>1:00 pm - 2:00 pm</th>
<th>2:00 pm - 3:00 pm</th>
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<tr>
<td>July 26</td>
<td>• Opening remarks</td>
<td>• Skill Builder 1: Library Research</td>
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<td>• Introductions</td>
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<td>• Syllabus</td>
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<td>• <strong>Skill Builder 2: American Antiquity Format</strong></td>
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<td>August 9</td>
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<td>• Jeopardy! (Module 6)</td>
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<td>August 18</td>
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<td>• <strong>Skill Builder 4: Peer Review</strong></td>
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<td>August 25</td>
<td>• Opening remarks</td>
<td>• Jeopardy!: (Module 10)</td>
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### GENERAL COURSE SCHEDULE

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<tr>
<th>Mod.</th>
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<th>Assigned Readings &amp; Media</th>
<th>Assignments Due (* = not graded)</th>
</tr>
</thead>
</table>
| 1    | 1.1: Discovering Ancient North America                                   | Fagan (2019:19–56)                                                                       | Due August 1  
• Culture Area Study Group Sign-up*  
• Introduction Forum  
• Module 1: Quiz  
• Module 1: Reading Notes  
• Skill Builder 1: Library Research |
|      | 1.2a: Peopling of the Americas, Pt 1                                    | Hantman and Dunham (1993)                                                                 | Due August 1  
• Culture Area Study Group Sign-up*  
• Introduction Forum  
• Module 1: Quiz  
• Module 1: Reading Notes  
• Skill Builder 1: Library Research |
|      | 1.2b: Peopling of the Americas, Pt 2                                    | Preston (1997)                                                                            | Due August 1  
• Culture Area Study Group Sign-up*  
• Introduction Forum  
• Module 1: Quiz  
• Module 1: Reading Notes  
• Skill Builder 1: Library Research |
|      |                                                                          | Pringle (2011)                                                                           | Due August 1  
• Culture Area Study Group Sign-up*  
• Introduction Forum  
• Module 1: Quiz  
• Module 1: Reading Notes  
• Skill Builder 1: Library Research |
|      |                                                                          | Smith (2011)                                                                             | Due August 1  
• Culture Area Study Group Sign-up*  
• Introduction Forum  
• Module 1: Quiz  
• Module 1: Reading Notes  
• Skill Builder 1: Library Research |
| 2    | 2.1a: The First Americans, Pt 1                                          | Fagan (2019:56–85)                                                                        | Due August 3  
• Module 2: Quiz  
• Module 2: Reading Notes |
• Module 2: Quiz  
• Module 2: Reading Notes |
|      | 2.2a: The Paleoindians (West)                                            | Waguespack and Surovell (2003)                                                            | Due August 3  
• Module 2: Quiz  
• Module 2: Reading Notes |
|      | 2.2b: The Paleoindians (East)                                            | Wheat (1966)                                                                             | Due August 3  
• Module 2: Quiz  
• Module 2: Reading Notes |
|      |                                                                          | Robinson et al. (2009)                                                                    | Due August 3  
• Module 2: Quiz  
• Module 2: Reading Notes |
| 3    | 3.1a: Early Cultures, Pt 1                                               | Fagan (2019:87–113)                                                                       | Due August 8  
• Module 3: Quiz  
• Module 3: Reading Notes  
• Skill Builder 2: *American Antiquity* Format |
|      | 3.1b: Early Cultures, Pt 2                                               | Anderson (1968)                                                                          | Due August 8  
• Module 3: Quiz  
• Module 3: Reading Notes  
• Skill Builder 2: *American Antiquity* Format |
|      | 3.2a: The Far North, Pt 1                                                | McGhee (1981)                                                                             | Due August 8  
• Module 3: Quiz  
• Module 3: Reading Notes  
• Skill Builder 2: *American Antiquity* Format |
|      | 3.2b: The Far North, Pt 2                                                | Weiss (2015)                                                                              | Due August 8  
• Module 3: Quiz  
• Module 3: Reading Notes  
• Skill Builder 2: *American Antiquity* Format |
| 4    | 4.1a: The Far West, Northwest Coast, Pt 1                               | Fagan (2019:116–121, 123–128)                                                            | Due August 10  
• Module 4: Quiz  
• Module 4: Reading Notes  
• Mid-Course Survey* (anonymous) |
|      | 4.1b: The Far West, Northwest Coast, Pt 2                               | Gantenbein (2007)                                                                        | Due August 10  
• Module 4: Quiz  
• Module 4: Reading Notes  
• Mid-Course Survey* (anonymous) |
|      | 4.2: The Far West, Plateau                                               | Hayden and Schulting (1997)                                                               | Due August 10  
• Module 4: Quiz  
• Module 4: Reading Notes  
• Mid-Course Survey* (anonymous) |
| 5    | 5.1a: Foragers of the Far West II, Pt 1                                  | Fagan (121-123, 128-157 2019)                                                            | Due August 15  
• Module 5: Quiz  
• Module 5: Reading Notes |
|      |                                                                          | Arnold (1992)                                                                             | Due August 15  
• Module 5: Quiz  
• Module 5: Reading Notes |
<table>
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<tr>
<th>Mod.</th>
<th>Lectures</th>
<th>Assigned Readings &amp; Media</th>
<th>Assignments Due (* = not graded)</th>
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| 6    | 5.1b: Foragers of the Far West II, Pt 2  
 Skill Builder 3: CRM Culture History Statements |
|      | 6.1a: The Southwest 1, Early Foragers  
 6.1b: The Southwest 1, The Introduction of Agriculture  
 Doelle (1999)  
 Diehl (1999)  
 Gregory (1999a, 1999b)  
 Mabry (1999a, 1999b)  
 Hard and Roney (1999)  
 Stevens (1999)  
 Carpenter et al. (1999)  
 Tagg (1999)  
 Hill (1999)  
 Matson (1999)  
 Huckell and Huckell (1999)  
 Wills (1999)  
 Wills et al. (2012) | Due August 17  
 Module 6: Quiz  
 Module 6: Reading Notes |
| 7    | 7.1: The Mystery of Chaco Canyon (film)  
 7.2: Southwest IV, Late Precontact Towns | Fagan (2019:218–247)  
 Thomson (1995)  
 Naranjo (1995)  
 Wicklein (1994)  
 Lekson (1995)  
 Lekson et al. (1988)  
 Thompson (1995)  
 Naranjo (1995) | Due August 22  
 Module 7: Quiz  
 Module 7: Reading Notes  
 Draft CRM Culture History Statement |
 Reeves (1983)  
 Bell (2005) | Due August 24  
 Module 8: Quiz  
 Module 8: Reading Notes |
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<tr>
<td>8</td>
<td>• 8.2a: The Great Plains, The Plains Woodland</td>
<td>• <strong>Head-Smashed-In World Heritage Site (film)</strong></td>
<td>• Skill Builder 4: Peer Review</td>
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<td>• 8.2b: The Great Plains, Plains Village Traditions</td>
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<td>9</td>
<td>• 9.1: The Eastern Woodlands, The Archaic</td>
<td>• Fagan (2019:180–199)</td>
<td><strong>Due August 27</strong></td>
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<td>• 9.2a: The Eastern Woodlands, Origins of Pottery and Early Agriculture</td>
<td>• Struever and Carlson (1977)</td>
<td>• Module 9: Quiz</td>
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<td>• 9.2b: The Eastern Woodlands, Archaic Mound Complexes/Poverty Point</td>
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<td>• Newitz (2016)</td>
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<td>• Exit Survey</td>
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<td>• CRM Culture History Statement</td>
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UNIVERSITY POLICIES

Important Summer Session 2, 2021 Deadlines:
- Last day to Drop: Monday August 2
- Request for “W”: Friday, August 13 (no tuition reversal)
- Change Grade Option: Friday, August 13

Academic Integrity: The UCSC community benefits from an environment of trust, honesty, fairness, respect, and responsibility. You are expected to present your own work and acknowledge the work of others in order to preserve scholarly integrity.

Academic integrity includes:
- Following instructions on assessments
- Using only permitted materials during assessments
- Viewing assessments materials only when permitted by your instructor
- Keeping what you know about a quizzes to yourself
- Incorporating proper citation of all sources of information
- Submitting your own original work
- Academic misconduct includes, but is not limited to, the following:
  - Disclosing quiz content during or after you have taken a quiz
  - Accessing quiz materials without permission
  - Copying/purchasing any material from another student, or from another source, that is submitted for grading as your own
  - Plagiarism, including use of Internet material without proper citation
  - Submitting your own work in one class that was completed for another class (self-plagiarism) without prior permission from the instructor.

Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student’s transcript. For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the Academic Misconduct page at the Division of Undergraduate Education.

Accessibility: UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by email, preferably within the first week. At this time, I would like us to discuss ways we can ensure your full participation in the course.
encourage all students who may benefit from learning more about DRC services to contact the DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

**Religious Accommodation:** UC Santa Cruz welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request a reasonable accommodation for religious practices. The instructor will review the situation in an effort to provide a reasonable accommodation without penalty. You should first discuss the conflict and your requested accommodation with your instructor early in the term. You or your instructor may also seek assistance from the [Dean of Students office](mailto:).

**Principles of Community:** The University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment, or bias. [More information here](#). I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. We need to work together to build this community of learning. I ask all members of this class to:

- be open to and interested in the views of others
- consider the possibility that your views may change over the course of the term
- be aware that this course asks you to reconsider some “common sense” notions you may hold
- honor the unique life experiences of your colleagues
- appreciate the opportunity that we have to learn from each other
- listen to each other’s opinions and communicate in a respectful manner
- ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. This is the single most effective way to ensure respectful discussion and to create a space where we are all learning together.

**Title IX/CARE Advisory:** UCSC is committed to providing a safe learning environment that is free of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. You can rely on the Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) for resources and support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who
are not designated as “confidential” employees, which is a special designation granted to counselors and CARE advocates). Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through CARE. Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or care@ucsc.edu.

In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the Sexual Violence Prevention & Response (SAFE) website, which provides information and resources for different situations.
- Counseling & Psychological Services (CAPS) can provide confidential counseling support. Call them at (831) 459-2628.
- You can also report gender discrimination and sexual harassment and violence directly to the University’s Title IX Office, by calling (831) 459-2462 or by using their online reporting tool.
- Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1.
- For emergencies, call 911.

Student Services:

- Counseling and Psychological Services: UCSC students may face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients’ cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity, and sexual orientation.
- **Student Success and Engagement Hub**: The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

- **Tutoring and Learning Support**: At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

- **Slug Support Program**: College can be a challenging time for students and during times of stress, it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction. To get started with SLUG Support, please contact the Dean of Students Office at 831-459-4446 or you may send us an email at deanofstudents@ucsc.edu.

- **Slug Help/Technology**: The ITS Support Center is your single point of contact for all issues, problems, or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email help@ucsc.edu.

- **On-Campus Emergency Contacts**: Slug Help/Emergency Services for all other help and support, including the health center and emergency services. Always dial 9-1-1 in the case of an emergency.
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