

York University
Faculty of Liberal Arts & Professional Studies
Department of History

AP/HIST1025 6.0

F/W 2023-24

**Ancient North America
From the Last Ice Age to European Contact**

ONLINE COURSE

Lectures: Available on course eClass site:
<https://eclass.yorku.ca/course/view.php?id=82557>.
They will be uploaded by Monday morning each week.

Tutorials: Will be conducted as asynchronous online discussions on eClass.

Course Director: Professor Carolyn Podruchny, Department of History
Office: Kaneff Tower 718
Email: carolyn@carolynpodruchny.ca
Expect responses to email within 2 days.
Office Hours: By appointment on Zoom

Teaching Assistants: Sara McCleary
Angelo Laskaris

Land Acknowledgement:

We recognize that many Indigenous nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, the Huron-Wendat, and the Métis. It is now home to many Indigenous Peoples. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

What is an Online Course? This course will be conducted online on eClass and it is asynchronous. Lectures will comprise a series of videos for each week. Links to the videos can be found on the eClass site for the course (<https://eclass.yorku.ca/course/view.php?id=82557>). Tutorials will be conducted as asynchronous online discussions by Teaching Assistants on the eClass course site. The only technical requirements will be access to eClass, access to a web browser, and email. You may wish to consult the [Student Guide to eClass](#). If you need technical assistance, please consult the [Computing for Students Website](#).

Course Description: North America is often considered a young continent with a brief history. Yet over thousands of years Indigenous peoples have developed rich civilizations

with sophisticated technologies, including large earthen works on par with Egyptian pyramids; cities that matched in numbers and architectural wonders those of ancient Rome and Greece; the domestication of plants and animals; extensive irrigation and road systems; and histories of exploration, empire, art, and technology. This course studies the history of people in North America from “time immemorial” (the distant past beyond memory, which this course considers as the last Ice Age) to the beginnings of European settlement on the continent in the 16th century. It starts with a discussion of the controversies surrounding the peopling of the Americas, including the theories of the Bering Land Bridge, coastal travel, oceanic crossings, and Indigenous oral traditions of independent origin. It next examines the emergence of hunters, gatherers, and fishers across the continent, megafaunal mass extinctions, and the curiosity of the Clovis Point explosion. The course traces the emergence of corn as a consistent food source and the growth of corn-based civilizations, including the Olmecs, Zapotecs, Mayans, Toltecs, and Aztecs in Mesoamerica; the Hohokam, Mogollons, and Anasazis in the U.S. southwest; and the rise of Hopewellian and Mississippi Mound Builders in central North America.

Major themes will include the ethics of researching Indigenous history, comparing the use of oral history and archaeological evidence, trade connections among civilizations on the continent, the spread of agriculture, massive engineering projects, artistic explosions, the splendor of cities, and the technical and social sophistication needed to live in harsh environments. The course explores a variety of methods and sources for studying ancient history, including archeology, art, oral history, landscapes, and experiential evidence, as well as documents. The course engages with Indigenous-centered perspectives that challenge conventional colonizing methodologies. It will focus primarily on change over time, human migrations, economic expansions, and cultural developments.

Course Goals:

1. To provide a broad and inclusive understanding of Indigenous history in North America from the last Ice Age to European contact. The course invites students to engage with Indigenous ways of knowing and finds connections with traditional academic (often colonizing) methodologies.
2. To introduce students to the craft of history and assist them in becoming apprentice historians. Students will learn about different types of primary sources, methods of analyzing them, theories in historical interpretation, and a diverse range of secondary sources.
3. To help students succeed as university students in the liberal arts and become effective communicators and analyzers. Communication skills include reading, writing, listening, and speaking, and analytical skills include recalling, summarizing, synthesizing, interrogating, and assessing.
4. As an online course, students have the added goal of engaging with new eLearning technologies. Students will practice communicating and learning in the electronic formats, and develop their skills in navigating online history resources, reading and assessing websites, and participating in online discussion forums.

Textbooks:

The books listed below are available for purchase in the York bookstore. They are also available for purchase as Kindle books on Amazon.ca.

- Alice Beck Kehoe, *America Before the European Invasions* (Longman, 2002), ISBN: 0582414865
- Timothy Pauketat, *Cahokia: Ancient America's Great City on the Mississippi* (Penguin 2009), ISBN: 978-0-14-311747-6

Grade Breakdown:

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) For a full description of York's grading system, see <https://www.yorku.ca/laps/hist/academic-resources/academic-advising/grading-system/>. The grade for the course will be based on the following percentages:

Assignment	Percentage of total grade	Due date
1. Oral Traditions	10%	October 6, 2023
2. Article Summary on Maya History	10%	November 24, 2023
3. Thesis-Based Essay on Cahokia	10%	February 16, 2024
4. Essay on Significance	10%	March 22, 2024
Participation in Online Tutorials	20%	weekly
Midterm Exam	20%	December Exam Period
Final Exam	20%	April Exam Period

Assignment Descriptions:

The assignments are described in detail below. All written assignments must be uploaded to eClass. Save your rough notes or rough/progressive drafts of your assignments to protect yourself from intellectual property issues or computer problems. All written assignments must follow the *Chicago Manual of Style* (using footnotes and a bibliography) and contain an introduction, thesis statement, and conclusion. Internal paragraphs should each contain a point that supports the thesis statement. All paragraphs should have at least three sentences.

Oral Traditions, 10%, Due: October 6, 2023

This assignment requires you to answer questions about two chapters from the book: Louis Bird, *Telling Our Stories: Omushkego Legends & Histories from Hudson Bay* (Peterborough: Broadview Press, 2005). The goal of the assignment is to practice drawing out information and significant arguments in both oral traditions and academic

writings and to learn more about Indigenous oral traditions as sources of knowledge and evidence.

Article Summary on Maya History, 10%, Due: November 24, 2023

This assignment asks you to summarize the article: Nancy M. Farriss, “Remembering the Future, Anticipating the Past: History, Time, and Cosmology among the Maya of Yucatan” *Comparative Studies in Society and History* 29: 3 (July 1987), 566-93. The summary should be between 4 and 5 double-spaced pages, or 1000 and 1500 words. It should be divided into paragraphs. The first paragraph should present the overall argument or thesis statement of the article. Subsequent paragraphs should explain the major points of the article used in support of the thesis (aim to explain each point in its own paragraph but avoid paragraphs that are less than three sentences). The last paragraph should be a conclusion wrapping up the summary and re-stating the thesis. Cite the essay by using footnotes to indicate the page numbers where the summarized information can be found. Aim to have roughly one footnote per paragraph. Do not quote the article (lift phrases or sentences word-for-word putting quotation marks around them). Instead strive to put everything in your own words. The goal of the assignment is to practice drawing out the significant argument in articles and to learn more about the ways in which Maya thought about and constructing their pasts.

Thesis-Based Essay on Cahokia, 10%, Due: February 16, 2024

This assignment requires students to write an essay of 6-8 pages, or 1,500 to 2,000 words, based on information found in the book Timothy Pauketat, *Cahokia: Ancient America's Great City on the Mississippi* (Penguin 2009). I will provide you with a list of five thesis statements. Choose one of these thesis statements for your essay and build an argument to support the thesis statement using evidence and interpretations found in Pauketat's book. Divide the essay into paragraphs that explain your argument in support of your chosen thesis statement. The essay should end with a conclusion that re-states the thesis. While you are only required to use Pauketat's book, additional sources may be included in your assignment *if necessary*. A complete bibliography is required in all assignments. The goal of the assignment is to practice writing essays based on thesis statement and to learn more about Cahokia.

Project on Significance of Ancient History to Present, 10% Due: March 22, 2024

Students have a choice of doing an essay, a presentation, or a video. For students doing the essay option, this essay should be 6-8 pages, or 1,500 to 2,000 words; presentations will be 10-15 minutes long and conducted orally via Skype, with optional visual elements; videos should be 3-5 minutes in length and show both visual elements as well as textual and oral elements. In all options, this project will assess the significance of ancient North American history to contemporary Indigenous peoples and should be a combination of a research project and a thought piece. You may choose to examine a specific case study, such as a single artifact, building, or human, or you may choose to examine broad topic, such as the emergence of corn, the effect of environmental changes, or the diversification of languages. You must incorporate data from 1. a newspaper, magazine, or website article published within the last ten years; 2. an article from an academic journal; 3. a website (different from source 1 and not including encyclopedias);

and 4. an academic monograph. A full bibliography is required regardless of project format. You must tie your discussion to specific Indigenous peoples living in North America today. Discuss how knowing about ancient history helps you understand Indigenous lives today. The goal of the assignment is to combine the skills you have learned in researching and writing essays and to think broadly about the importance of ancient North America.

Midterm Exam, 20%

The exam will be held during the December university exam period. It will consist of short answers and essay questions. It will cover material in the first half of the course. The exam will not be written in person, but rather will be online, to be completed within a time limit, within a range of days during the exam period. It will include sections of 1. multiple choice answers; 2. short written answers; and 3. one long essay.

Final Exam, 20%

The exam will be held during the April university exam period. It will consist of short answers and essay questions. It will cover material in the last half of the course. The exam will not be written in person, but rather will be online, to be completed within a time limit, within a range of days during the exam period. It will include sections of 1. multiple choice answers; 2. short written answers; and 3. one long essay.

Participation in Online Discussions, 20%

The class will be divided into tutorials made up of roughly 25 students each. The instructor will email you the first week of class to let you know your group, and your Tutorial Leader or Teaching Assistant.

Each week on Monday morning, your Tutorial Leader will post five questions relating to that week's topic. Students are responsible for responding to only one of the five questions. Only five students will be permitted to comment on a question, and it will be a first come, first serve policy. Students' answers must address the question and they must appear by Friday at midnight. Answers appearing after the deadline will not be graded.

NOTE: Students may engage with and comment on discussion forums as much as they wish, as long as comments stay on topic and are connected to the course material. However, students will only be graded on one of their comments and responses per week.

Students will receive weekly grades on their answers. Each weekly grade will be out of 10. If students can provide a basic comment demonstrating that they are familiar with the weekly reading material and lecture, they can expect a 5/10 grade for that class. If students can demonstrate that they have read the required readings and listened to the lecture, they can expect 6/10. If students demonstrate that they understand the content of the readings and lecture, they can expect 7-8/10. If students intellectually engage with the material in their comment and response, they can expect a higher grade. Unexplained absences from online discussion will count as 0/10.

In addition to the weekly online discussions, Tutorial Leaders will address any issues that arose out of the online discussion from the previous week or any of the course lectures, and conduct occasional workshops on student skills (reading, writing, etc).

Late Policy:

Completing and handing in assignments on-time is your responsibility. **Late assignments shall receive a 5% reduction plus an additional 5% reduction for every 24 hours they are late after the first 24 hours (in other words, 5% off the first day it is late, 10% off the second day, 15% off the third day, and so on).** Assignments will not be accepted if they are more than 7 days late. That said, unexpected issues do arise from time to time. I understand; that is why extensions may be granted occasionally, but only if you ask! The guidelines under which I may consider extensions: 1) no extension shall be granted 24 hours before an assignment is due; 2) you must formally request all extensions by email specifying the proposed date and time by which you will submit the late assignment; 3) all extensions must be approved by me; 4) only one extension may be granted.

Missed Exams:

If you know that you cannot complete an exam within the time frame it is posted on Moodle, contact the instructor and your TA as soon as possible BEFORE the exam. We will do our best to accommodate your schedule and find a different manner to administer the exam. If you contact us after a missed exam, email me directly with an explanation and I will try to accommodate you, but I can make no guarantees.

Academic Integrity:

All students are expected to familiarize themselves with the following information on York's Academic Honesty Policy, (available on the Senate Committee on Curriculum & Academic Standards webpage) at <http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>.

Violations of the York Senate Policy on Academic Honesty will be treated severely. Recent penalties have included failure in the course, suspension from the University, and withholding or rescinding a York degree, diploma or certificate. Cheating during in-class or take-home examinations, collaborating on written assignments, failing to use quotations marks and citations when using or paraphrasing the printed or electronically disseminated work of others, aiding or abetting academic misconduct, and violating any other part of the Policy on Academic Honesty will result in penalties.

Academic Integrity Tutorial:

http://www.yorku.ca/tutorial/academic_integrity/index.html

Any use of another person's work, whether in print or electronic form, without proper citation constitutes plagiarism and will lead to charges of a breach of academic honesty. If you can find the sources from which to plagiarize, your instructor can find them. The consequences of plagiarism can range from a zero on the plagiarized assignment to removal from the university and withholding of an academic degree. Students should consult either a published style guide for the correct format of Chicago style, or the website at <https://owl.english.purdue.edu/owl/resource/717/01/>. You are required to cite

all sources you quote or paraphrase: books, articles, films, magazines, newspapers, reviews, etc. All internet sources must be documented.

Course Policy on Generative Artificial Intelligence (AI tools):

Generative artificial intelligence (AI) tools have quickly become ubiquitous in internet research. In this course, we have no assignments that directly engage with AI and students are NOT REQUIRED to use AI tools for any of the course assignments. The use of AI tools is strictly prohibited in the use of exams. However, students are not restricted from using AI tools for assignments and discussion posts in this course so long as the following two conditions are met:

1. While generative artificial intelligence (AI) – specifically, ChatGPT or Bing chatbot – can be used in the completion of written assignments and contributions to the online discussions, it will be used with the expectation that **you use the AI tool to think *with* you, but not *for* you.** AI tools are primarily developed for “natural language modelling” (speculating on how to put sentences together) and not for specialized research and analysis. Their knowledge base is derived from the indiscriminate scraping of random sites on the internet. None of the information provided is vetted or cited. Often AI tools produce erroneous or overly generalized knowledge, even though they are improving all the time. This means it is risky for students to use them in assignments. The AI tool may give you a place to start your research or point you in new directions, but usually they will not be sufficient to successfully complete an assignment. If you use another generative AI tool beyond ChatGPT and Bing, it will be considered an unauthorized use, and as a result, you will be violating the [Senate Policy on Academic Honesty](#).
2. The use of generative AI should be **documented and cited**. In the discussion forums, simply put in brackets after your answer “(this answer [or parts of this answer] were generated by ChatGPT [or Bing])”. Credit the AI whenever you use the tool to generate text used in your assignment. Here is an example of how to cite in a footnote ChatGPT in the Chicago Style:
 - Text generated by ChatGPT, March 7, 2023, OpenAI, <https://chat.openai.com/chat>.
 - ChatGPT, response to “Explain how to make pizza dough from common household ingredients,” March 7, 2023, OpenAI.

Use of generative AI outside these two conditions will constitute academic dishonesty under York University’s [Senate Policy on Academic Honesty](#). As a student in this course, it is your responsibility to understand when and how generative AI tools can be used to complete your assessments and activities. If you do not know whether an online resource or tool can be used in this course, please contact your instructor for guidance.

Note on evaluation for assignments using AI: When evaluating your work with generative AI, I will be assessing the quality of *your* critical reflections and original contributions in accordance with York University’s [description of grades and grading schemes](#).

Final Note on AI: Students are NOT REQUIRED to use AI for their assignments. While ChatGPT and similar AI language models have made significant advancements in natural language processing, they do have several and severe limitations when it comes to using them for university course assignments. It is important to be aware of these limitations to make informed decisions about their use. Some of the key limitations include:

1. Lack of domain-specific knowledge: ChatGPT is trained on a large corpus of data from the internet, which means it may lack in-depth knowledge of specific academic domains or specialized terminology. This limitation can hinder its ability to provide accurate and contextually appropriate responses for assignments in specific fields.
2. Difficulty in handling ambiguous queries: ChatGPT may struggle to interpret and respond to ambiguous or poorly formulated queries. It relies on statistical patterns learned from training data, and when faced with ambiguity, it may provide inaccurate or irrelevant information. This limitation can lead to misunderstandings or misleading answers in assignments.
3. Potential biases in training data: AI language models like ChatGPT are trained on vast amounts of data from the internet, which can contain biases present in the text. These biases can manifest in the form of unfair representations, stereotypes, or skewed perspectives. Depending solely on ChatGPT for assignments may inadvertently perpetuate or amplify such biases, leading to ethically problematic outcomes.
4. Challenges in ensuring reliability and accountability: ChatGPT generates responses based on statistical patterns learned from training data, and it may occasionally produce incorrect or nonsensical answers. The lack of transparency in the decision-making process of AI models makes it challenging to hold them accountable for errors or verify the accuracy of their responses. Relying solely on ChatGPT for assignments may compromise the reliability and credibility of the academic work.
5. Lack of transparency in knowledge provenance: ChatGPT does not show users where it found its information, so users cannot go directly to that information to assess its viability and quality. In other words, ChatGPT does not “show its work” unlike other internet sources, such as Wikipedia.
6. Limited control over generated content: While efforts have been made to improve control over the outputs of AI language models, including ChatGPT, there can still be instances where the generated content is inappropriate, offensive, or unethical. This limitation can pose challenges when using ChatGPT for assignments, especially when dealing with sensitive or controversial topics.
7. Inability to engage in meaningful dialogue: ChatGPT is primarily designed for short, context-specific responses and lacks the ability to engage in sustained, meaningful dialogue. It may struggle to ask clarifying questions or seek additional information to provide more accurate and comprehensive answers. This limitation can hinder the depth of analysis and critical thinking required in university course assignments.
8. Dependency on internet connectivity and platform availability: ChatGPT typically operates as a cloud-based service, which means it requires a stable internet connection and access to the specific platform hosting the model. In cases where

internet connectivity is limited or the platform is unavailable, students may face difficulties in utilizing ChatGPT for their assignments.

Given these limitations, it is crucial to critically evaluate the use of ChatGPT in university course assignments, considering the specific requirements, subject matter, and desired learning outcomes. Augmenting ChatGPT with human guidance and critical thinking can help mitigate these limitations and ensure a more comprehensive and reliable approach to assignments (parts of this section of the syllabus were generated using ChatGPT, July 11, 2023, OpenAI).

Student Accessibility Services: <https://accessibility.students.yorku.ca/>

Student Accessibility Services provides academic accommodation and support to students with disabilities in accordance with the Ontario Human Rights Commission's [Policy on accessible education for students with disabilities](#) and York University Senate Policy on [Academic Accommodation for Students with Disabilities](#).

Email Etiquette:

I don't mind if you email me, but my email inbox is a jungle, with 50-100 new emails arriving daily, with at least 30 relevant emails that require my immediate attention. Here are a few simple rules to help me answer your emails quickly and efficiently: 1) Email me infrequently. Save up your questions. For example, if you are looking for sources for your essay and want to ask my advice, send me a single email listing all your sources, rather than an email for every source. 2) Put "1025" and the topic of the email in the subject line – this helps me to locate and sort your email. 3) Treat emails more like letters than texts, so address them to me, use complete sentences, and sign your names at the end. (This policy applies to the Teaching Assistant, as well as the Course Instructor).

Intellectual Property Notice:

Course materials are designed for use as part of the HIST 1025 course at York University and are the intellectual property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

- Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a charge of misconduct under York's [Code of Student Rights and Responsibilities](#) and the Senate Policy on [Academic Honesty](#) and/or legal consequences for violation of copyright law if copyright law has been violated.

History Department Notes:

- **The History Department** is located on the second floor of Vari Hall, 2140. The usual office hours during the academic term are M-F, 8:30am-4:00pm. The department's phone number for general inquiries is 416-736-5123. The department's email for general inquiries is lapshist@yorku.ca.
- **The History Department website:** Upcoming events, resources for undergraduate history students, faculty and staff information, and much more: <http://www.yorku.ca/uhistory/>

- **Undergraduate Program in History:** links to information on history major career paths, degree programs (what is required for majors, minors, etc.), and degree checklists: <http://history.laps.yorku.ca/undergraduate-program/>
- **History Advising Hours:** The Director of Undergraduate Studies is Prof. Jennifer Bonnell, and she can be contacted at dushist@yorku.ca. As well as answering questions by email, you can book a remote advising appointment: <https://www.yorku.ca/laps/hist/academic-resources/academic-advising/>.
- Please note that no grade information will be discussed via email. **History department policy on grade reappraisals**, including link to the grade reappraisal form: <https://www.yorku.ca/laps/hist/academic-resources/academic-advising/grading-system/>.
- **The Writing Centre:** One-to-one help with a writing instructor on any writing assignment. You will need to enroll to set up your appointment, though they also offer some drop-in sessions. The enrollment link and further information is found at <http://www.yorku.ca/laps/writ/centre/>. Bring a copy of your assignment to your appointment.
- **York University Libraries:** Links to the main catalogue, e-resources, on-line help chat line with librarian, and many other research aids: <http://www.library.yorku.ca/web/>
- **SPARK** [Student Papers and Academic Research Kit]: On-line tutorial that provides handy tips and tools for understanding and successfully completing university-level assignments. Go to <http://www.yorku.ca/spark/>
- **Student Accessibility Services:** <https://accessibility.students.yorku.ca/>. Student Accessibility Services provides academic accommodation and support to students with disabilities in accordance with the Ontario Human Rights Commission's [Policy on accessible education for students with disabilities](#) and York University Senate Policy on [Academic Accommodation for Students with Disabilities](#).
- **York Student Code of Conduct:** <http://oscr.students.yorku.ca/student-conduct>
- **Religious Observance Accommodation:** See <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>
- **Important Add/Drop Deadlines:**

Last date to enroll without permission of course director	September 20, 2023
Last date to enroll WITH permission of course director	September 28, 2023
Last date to drop courses without receiving a grade	February 8, 2024
Course Withdrawal Period (Receive a "W" on transcript)	Feb 9-April 8, 2024
- Refund Table (Student Financial Services): <https://sfs.yorku.ca/refunds/tables/>

Course Outline:

Week 1: September 6-8, 2023, Introduction

Lecture: Welcome! Reviewing the syllabus, introductions, overview, and the constantly changing terminology.

Week 2: September 11-15, 2023, Kennewick Man and Ethics

Lecture: Kennewick Man and the Ethics of Indigenous History

Required Reading:

-Kehoe, chapter 13 “Issues and Puzzles”

-Linda Tuhiwai Smith. *Decolonizing Methodologies: Research and Indigenous Peoples*, Chapter 1, pp. 19-41.

Week 3, September 18-22, 2023, Peopling of the World

Lecture: Peopling of the World – An Introduction to Big History

Required Reading:

-Kehoe, “Introduction: History Without Documents”

-“Ancient American’s genome mapped” BBC News, Science and Environment, February 13, 2014 < <http://www.bbc.com/news/science-environment-26172174>>

Week 4: September 25-29, 2023, Oral Traditions

Lecture: The Peopling of the Americas – Oral Traditions

Required Reading:

-William N. Fenton, "This Island, the World on the Turtle's Back", *The Journal of American Folklore*, Vol. 75, No. 298 (Oct. - Dec., 1962), pp. 283-300. (available online)

-Barbara A. Mann, “The Lynx in Time: Haudenosaunee Women's Traditions and History,” *American Indian Quarterly*, Vol. 21, No. 3 (Summer, 1997), pp. 423-449. (available online)

-“The Iroquois: The Oral Tradition” YouTube, 15 min,
https://www.youtube.com/watch?v=Y0Ly3HoM_WY

Week 5, October 2-6, 2023, Scientific Evidence

Lecture: The Peopling of the Americas – Scientific Evidence

Required Reading:

-Kehoe, “Chapter 1, First Americans”

-Andrew Curry, “Ancient Migration: Coming to America” *Nature: International Weekly Journal of Science* 2 May 2012. (available online)

-Roger C. Echo-Hawk, “Ancient History in the New World: Integrating Oral Traditions and the Archeological Record in Deep Time” *American Antiquity* 65 (2000).

Assignment Due October 6, 2023 (midnight): Oral Traditions

Week 6, October 9-13, 2023

FALL READING WEEK: no class

Week 7, October 16-20, 2023, Megafauna and Spearpoints

Lecture: Megafaunal Extinctions; Understanding Clovis and Folsom

Required Reading:

-excerpt on radiocarbon dating from Tom Koppel, *Lost World: Rewriting Prehistory – How New Science is Tracing America’s Ice Age Mariners* (Atria Books, 2003), 51-57.
-excerpt from Paul Martin, *Twilight of the Mammoths: Ice Age Extinctions and the Rewilding of America* (University of California Press, 2005), 1-3, 6-11, 32.

Week 8: October 23-27, 2023, Archaic Period

Lecture: The Archaic Period; Poverty Point

Required Reading:

-Kehoe, Chapter 2, “The Archaic Period, 7000-1000 BCE”

Week 9, October 30 – November 3, 2023, Corn

Lecture: Corn and the Development of Agriculture

Required Reading:

-Kehoe, chapter 3, “Nuclear America”

Week 10, November 6-10, 2023, Early Meso-America

Lecture: Civilizations in Meso-America: Olmecs; Zapotecs; Teotihuacan; Cholula

Required Reading:

-excerpts from Michael D. Coe and Rex Koontz, *Mexico: From the Olmecs to the Aztec*, seventh edition (Thames and Hudson 2013), excerpts from Chapter 5, “The Preclassical Period: Early Civilizations,” 59-66, 80-102.

Week 11, November 13-17, 2023, Mayans

Lecture: Mesoamerican Splendor: The Mayans

Required Reading:

-excerpts from Michael D. Coe, *The Maya*, fourth edition (Thames and Hudson 2011), excerpts from Chapter 4, “Classic Splendor the Early Period,” 90-91, and Chapter 5, “Classic Splendor: the Late Period,” 117-121, 149-160.

Week 12, November 20-24, 2023, Earthworks in Woodlands

Lecture: Agriculture Spreads North: Woodlands and Massive Earthworks

Required Reading:

-Kehoe, chapter 4 “Early Woodland 1000-100 BC” and chapter 5, “Middle Woodland, 100 BC-400 AD”

Assignment Due November 24, 2023 (midnight): Article Summary on Maya History

Week 13, November 27 – December 1, 2023, Review for Midterm Exam

Lecture: Review for Midterm Exam

Midterm Exam, Date TBA

-----**HOLIDAY BREAK**-----

Week 14, January 8-12, 2024, Bison and Salmon

Lecture: The Interior West and the West Coast: Bison and Salmon

Required Reading:

-Kehoe, Chapter 6, “The West Coast” and chapter 8 “The Interior West”

Week 15, January 15-19, 2024, Dykes and Roads in the Southwest

Lecture: The American Southwest: Hohokam, Mogollan, and Anasazi

Required Reading:

-Kehoe, chapter 9, “The American Southwest”

Week 16, January 22-26, 2024, Militarizing Mesoamerica

Lecture: Militarizing Mesoamerica– Toltecs and the Coming of the Aztecs

Required Reading:

-excerpts from Richard F. Townsend, *The Aztecs*, 3rd Edition (Thames and Hudson, 2009), “Introduction,” 7-16 and excerpts from Chapter 6, “The Aztec Symbolic World,” 112-117, 120-127.

Week 17, January 29 - February 2, 2024, Aztec Empire

Lecture: The Rise and Fall of the Aztec Empire

Online Tutorial Discussion: Aztecs

Required Reading:

-excerpts from Stuart B. Schwartz, ed., *Victors and Vanquished: Spanish and Nahua Views of Colonial Mexico*, (Boston: Bedford/ St. Martin's, 2000), pgs 1-12, 20-34.

Week 18, February 5-9, 2024, Mississippi Moundbuilders

Lecture: The Mississippian Moundbuilders, 950-1600 AD

Required Reading:

-Kehoe, chapter 10, "The Mississippian Period, AD 950-1600"

-View podcast: "19th Century Explorers and Anthropologists: Developing the Earliest Smithsonian Anthropology Collections"

http://anthropology.si.edu/founding_collections.html

Week 19, February 12-16, 2024, Late Woodland

Lecture: Late Woodland to 1600

Online Tutorial Discussion: Late Woodland

Required Reading:

-Kehoe, Chapter 11, "Late Woodland to 1600"

Assignment Due February 16, 2024 (midnight): Thesis-Based Essay on Cahokia

Week 20, February 19-23, 2024

READING WEEK: no class

Week 21, February 26 - March 1, 2024, North to Alaska

Lecture: North to Alaska

Required Reading:

-Kehoe, Chapter 7, "Alaska"

Week 22, March 4-8, 2024, Dorset and Small Tools

Lecture: Across the Arctic: Paleo-Eskimo to Dorset

Required Reading:

-excerpt from Robert McGhee, *Ancient People of the Arctic*, Canadian Museum of Civilization (1996), Chapter 1, “A People of the Imagination,” 3, 5-11, Chapter 7, “How an Arctic Culture Was Transformed,” 120-123, 125-126, 128-31, Chapter 8, “The Dorset People,” 135-136, 138, 140, 142, 144-148.

Week 23, March 11-15, 2024, Thule Conquest

Lecture: Across the Arctic: Thule to Inuit

Required Reading/Viewing:

-Glenbow Museum’s “Thule Whalebone House,”

<http://www.glenbow.org/thule/?lang=en&p=outside&t=enhanced&s=3-1&q=1&mi=4>

Week 24, March 18-22, 2024, Vikings

Lecture: First Contact – the Vikings

Assignment 4 Due March 22, 2024 (midnight): Essay on Significance

Week 25, March 25–29, 2024, A Deep History of York University

Lecture: Local Questions: Who lived at York University When? Early Iroquoians, Wendats, Anishinaabeg; Local Questions, Global Answers

Required Reading:

-Cath Oberholtzer, “The Living Landscape,” in Marit K. Munson and Susan M. Jamieson, *Before Ontario: The Archeology of a Province* (McGill-Queen’s University Press 2013).

Week 26, April 1-5, 2024, Indigenous Resistance and Resurgence

Lecture: Big Questions and Metanarratives for Stakeholders

Online Tutorial Discussion: Colonization, Indigenous Protest Movements, and Sovereignty

Required Reading:

-Kehoe, chapter 12, “Overview: The United States”

-Kehoe, chapter 13 “Issues and Puzzles”

Week 27, April 8, 2024, Final Exam Review

Final Exam, Date TBA

The syllabus may be subject to minor scheduling adjustments as the course progresses.