

ARCHY 3xx: Peopling of the Americas

Instructor: Erik Gjesfjeld

Contact Information

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Course Description: The aim of this course is to develop an comprehensive understanding of how and when people first arrived in North America. This topic has created considerable debate among archaeologists, Native Americans and the general public. Foremost, the goal of this course is to understand the geological, biological, paleontological and archaeological evidence for the arrival of the first Americans. Additionally, this course will explore the political and social topics related to this issue including Kennewick Man and the relationship between traditional Native American beliefs and science.

Expectations:

1) **Attendance:** I expect that all students will attend class, be on time and have finished their homework before class starts. Unless previously arranged, I do not accept late homework so have it finished when you arrive. If you know that you might miss a class session, please talk to me before so we can make alternative arrangements.

2) **Participation:** I expect that all students will participate in large and small group discussions. Participation in class discussions is worth 20% of your grade.

3) **Respect:** During this course we will be discussing some very controversial issues. I demand that all students in the course show the utmost respect for the opinions of other students as well as respect for the instructor. I will not tolerate negative comments towards another students or myself.

Course Key Objectives:

- Understand the current scientific evidence for the Peopling of the Americas
- Learn to evaluate the different forms of scientific evidence
- Understand the complex scientific, social and political topics concerning Kennewick Man
- Develop presentation and writing skills
- Understand the relationship between archaeologists and Native American tribes

Grading Rubric

Assignment 1: 15% (Presentation)

Assignment 2: 20% (Writing Assignment)

Assignment 3: 15% (In-class exercise)

Assignment 4: 15% (Presentation)

Assignment 5: 20% (Writing Assignment)

Participation: 15%

Assignments:

-Assignment #1: Pairs of student will research a key archaeological site in the Peopling of the Americas debate. Students will evaluate the evidence and present to the class their findings. Presentations will be limited to 10 minutes per group with two follow questions from the class. Key archaeological sites to chose from: Clovis, Meadowcroft, Cactus Hill, Gault, Topper, Heibor, Broken Mammoth, Pedra Furada and Monte Verde (alternative sites may be acceptable)

-Assignment #2 (Writing Assignment). This writing assignment will focus on this topic: Evaluate the evidence for the Peopling of the Americas and identify which migration you feel best explains the evidence. If you think none of the models explain the evidence then develop your own.

-Assignment #3: Kennewick Man Mock Trial. This will be an in-class session where the class will be divided into two groups, the plaintiffs and the defendants. Each person in the group will chose a role: Researcher (2-3), Expert Witness (3), Opening Lawyer (1), Closing Lawyer (1), Cross-Examination Lawyer (3). Each of these roles will be explained in detail during class. In Week 6, as judge, I will preside over a mock trial concerning the repatriation of human material found in Kennewick, WA (Kennewick Man). Each side will present their argument and cross examine experts from either side.

-Assignment #4: Native American Origin Stories and Science: Pairs of student will read an example of a Native American (or another part of the world) origin story and present the story to the class. The presentation should last around 10 minutes and focus on the key parts of the story that relate to the cultural beliefs of the particular Native American group and the scientific community.

-Assignment #5: If you were a juror... (Writing Assignment). This writing assignment will focus on your opinion regarding the Kennewick Man debate. Essays should briefly review the details of the case and then provide opinion and recommendations for reconciliation. Students will peer review the first draft of this essay prior to submitting assignment on the last day of class.

Readings (In order of date assigned and will be provided as pdf's on class website):

Bonnichsen and Steele (1994), Introducing First Americans Research. In Bonnichsen, Robson and Steele, D. Gentry, editors. *Method and Theory for Investigating the Peopling of the Americas*. Corvallis, Oregon: Oregon State University; pp. 1-6.

Grayson, D.K. and Meltzer, D. (2002), Clovis Hunting and Large Mammal Extinction: A Critical Review of the Evidence. *Journal of World Prehistory* 16(4); Pg. 313-359

Anderson, D.G. and J. C. Gillam. (2000). Paleoindian colonization of the Americas: Implications from an examination of physiography, demography and artifact distribution. *American Antiquity* 65(1).

D. Gentry and Powell, Joseph F. (1994) Paleobiological evidence of the peopling of the Americas: A morphometric view. In Bonnichsen, Robson and Steele, D. Gentry, editors. *Method and Theory for Investigating the Peopling of the Americas*. Corvallis, Oregon: Oregon State University ; 1994; pp. 141-163.

Hammer and Karafet (1998). DNA and the Peopling of Siberia, *Arctic Social Sciences*

Merriwether, D. A., Rothhammer, F., and Ferrell, R.E.. (1995). Diffusion of the four founding lineage haplotypes in Native Americans suggests a single wave of migration for the New World. *American Journal of Physical Anthropology* 98:411-430.

Dixon, James E and Kelly Monteleone. (2014) Gateway to the Americas: Underwater Archaeological Survey in Beringia and the North Pacific. In *Prehistoric Archaeology on the Continental Shelf*.

Thomas, D.H. (2002) *Skull Wars*. Chapters 1-4

DeLoria, V. (199?) *Red Earth, White Lies*. Chapter 3 and 4.

Course Schedule (Subject to Change)

Week One

Tuesday:

- Introduction of course material and discussion of syllabus and expectations
- Video: The First Americans
- Assigned Reading: Bonnicshen and Steele (1994), Introducing First Americans Research.

Thursday:

- Lecture: Geological and Paleontological evidence for Peopling of the Americas
- Assigned Reading: Grayson and Meltzer (2002), Clovis Hunting and Large Mammal Extinction: A Critical Review of the Evidence

Key Objectives of Week 1:

- Familiarize ourselves with the key topics in the peopling of the Americas debate
- Understand the evidence from the natural sciences (Geology and Paleontology)

Key Concepts and Terms for Week 1:

- Pleistocene-Holocene Transition
 - Beringian Land Bridge
 - Ice Free Corridor (Oxygen Isotopes)
 - Megafauna Extinction
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Week Two

Tuesday:

- Lecture: Archaeological evidence for the peopling of the Americas: Clovis First Hypothesis
- Discussion: Grayson and Meltzer (2002), Clovis Hunting and Large Mammal Extinction: A Critical Review of the Evidence
- Assigned Reading: Anderson and Gillam. 2000. Paleoindian colonization of the Americas: Implications from an examination of physiography, demography and artifact distribution.

Thursday:

- Tour of Burke Museum exhibit, Life and Times of Washington State
- Lecture: Alternative Hypotheses for the Peopling of the Americas: Coastal and Solutrean
- Assignment #1 Given: Research and give presentation to class about a key archaeological site in the Peopling of the Americas debate. See detailed instructions for expectations and key sites.

Key Objectives of Week 2:

- Understand the archaeological hypotheses for the routes of migration to North America
- Clearly understand the timeline of events by integrating archaeological data with natural science data
- Introduce alternative hypotheses to Peopling of the Americas debate

Key Concepts and Terms for Week Two:

- Clovis Technology
- Solutrean Technology
- Dating Methods (Radiocarbon, Luminescence)

Week Three

Tuesday:

- Lecture: Challenges to the Clovis First Hypothesis, is there pre-Clovis occupation in North or South America?
- In-class research time for small groups, will be available to help answer questions and put together presentations

Thursday:

- Assignment #1 Due: Student Presentations (Order will be decided by instructor)
- Assigned Reading: Steele and Powell (1994), Paleobiological evidence of the peopling of the Americas: a morphometric view.

Key Objectives of Week 3:

- Understand the potential for pre-Clovis sites, which ones have good evidence, which do not?
- Develop conference style presentation skills

Key Concepts and Terms for Week 3:

- Pre-Clovis Technology
 - Key Pre-Clovis Sites (Meadowcroft, Cactus Hill, Topper, Monte Verde, Pedra Furada, etc.)
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Week Four

Tuesday:

- Lecture: Paleobiology evidence for Peopling of the Americas
- Discussion: Steele and Powell (1994), Steele and Powell (1994), Paleobiological evidence of the peopling of the Americas: a morphometric view.
- Assigned Reading: Merriwether, Rothhammer and Ferrell (1995). Diffusion of the four founding lineage haplotypes in Native Americans suggests a single wave of migration for the New World
- Assignment #2 (Writing Assignment) Given: Evaluate the evidence for the Peopling of the Americas and provide recommendations for future research.

Thursday:

- Lecture: Genetic and Linguistic Evidence for the Peopling of the Americas
- Discussion of key questions (Breakout Groups): Does the genetic/paleobiology and linguistic evidence strengthen or weaken the archaeological the archaeological hypotheses? How much confidence do you have in the genetic/paleobiology and linguistic evidence? What is the role of this evidence in future studies?
- Assigned Reading: Hammer and Karafet 1998, DNA and the Peopling of Siberia.

Key Objectives of Week 4:

- Understand how genetic/paleobiology and linguistic evidence integrates with archaeological evidence
- Learn to evaluate the different forms of evidence and what they mean to the Peopling debate

Key Concepts and Terms for Week 4:

- Single wave versus multiple wave migrations
 - Haplotypes and genetic diversity
 - Morphometric Craniometry
 - Linguistic mutations and diversification
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Week Five

Tuesday:

- Lecture: Recent developments on the Peopling debate
- Discussion: Dixon and Monteleone (2014) Gateway to the Americas: Underwater Archaeological Survey in Beringia and the North Pacific

-Assignment #2 Due (Discussion of thesis statements and writing styles)

Thursday:

- Question and Answer Day
- Bring at least five questions you have on material so far and we will discuss them in class!

Key Objectives of Week 4:

- Evaluate how the recent developments influences the debate on the First Americans

Key Concepts and Terms for Week 4:

- Underwater Archaeology
 - Genetic Haplotypes
 - Corporlites
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Week Six

Tuesday:

- Lecture: Kennewick Man Part One: The discovery of Kennewick Man and what does Kennewick Man have to do with the Peopling of the Americas debate?
- Short in-class writing assignment
- Assignment #3 Given: Introduce Kennewick Man Mock Trial (see detailed description in assignments section.)
- Assigned Reading: Chapter 1 & 2 of Skull Wars by David Hurst Thomas

Thursday:

- Lecture: Kennewick Man Part Two: The Archaeology of Kennewick Man
- Large Group Discussion of Skull Wars
- Video: Kennewick Man on Trial
- Assigned Reading: Chapters 3 & 4 of Skull Wars by David Hurst Thomas (or section of NPS report on Kennewick Man)

Key Objectives of Week 5:

- Introduce the Kennewick Man case study and understand and how it integrates with the Peopling of the Americas debate
- Understand the archaeological evidence about Kennewick Man

Key Concepts and Terms for Week 5:

- Windust and Cascade
 - Cultural resource management
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Week Seven

Tuesday:

- Guest Lecture: Kennewick Man Part 3: Kennewick Man in the Courts and an overview of archaeological laws (Representative of Burke Museum, Peter Lape or Stephanie Jolivette)
- Mock trial teams to meet and develop final arguments

Thursday:

- Assignment #3 Due: Kennewick Man Mock Trial
- Assigned Reading: Time Magazine Cover Story on Kennewick Man

Key Objectives of Week 6:

- Understand the multiple stakeholders involved in the Kennewick Man trials (US Army Corp, Dr. Jim Chatters, National Park Service, Burke Museum, Native American Tribes)
- Understand the laws and regulations that govern where Kennewick Man resides

Key Concepts and Terms for Week 6:

- Archaeological Resources Protection Act (ARPA)
 - Repatriation (NAGPRA)
 - Relevant Stakeholders
 - Neutral Repository
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Week Eight

Tuesday:

- Lecture: Kennewick Man Part Four: Kennewick Man and the Media
- Breakout group discussions on Time Magazine cover story of Kennewick Man
- Assignment #4 Given: Native American Origin Stories and Science (see detailed description in assignments)
- Instructor Evaluations

Thursday:

- Lecture: Kennewick Man Part Five: The Future of Kennewick Man and relations between archaeologists and the Confederated Tribes
- Video: Episode of "Numbers" TV show dealing with Native American and archaeologists relations
- Assigned Reading: Collection of Native American Origin Stories
- Assignment #5 Given: If you were a juror... (see detailed instructions in assignments section)

Key Objectives of Week 7:

- Understand the media bias and how different stakeholders view and report Kennewick Man
- Understand how Kennewick Man helped and hindered relationships between archaeologists and Native American tribes

Key Concepts and Terms for Week 7:

- Media Bias
 - Reconciling science and Native American belief systems
 - Scientific Objectivity
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Week Nine

Tuesday:

- Assignment #4 Due: Small Group Presentation of Origin Stories (10 minutes each)
- Assigned Reading: Red Earth, White Lies (Chapter 3) by Vine DeLoria Jr.

Thursday:

- Lecture: Archaeological Science and Native American Beliefs: Is Common Ground Possible?
- Possible guest lecture by representative from American Indian Studies or Karen Capuder
- Discussion of Red Earth, White Lies

Key Objectives of Week 8:

- Respect scientific and non-scientific viewpoints of origin stores and archaeological evidence
- Identify how archaeological science and Native American beliefs can benefit each other

Key Concepts and Terms for Week 8:

- Native American origin stories
 - Scientific Objectivity
 - Belief Systems
 - Traditional Knowledge
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Week Ten

Tuesday:

- Lecture: Review of class material
- Discussion questions: What is the future of the Peopling of the Americas debate?
- Assignment #5 First Draft Due: Please bring first draft of opinion paper to class for peer editing

Thursday:

- No Class, Assignment #5 Due

Key Objectives of Week 9:

- Review class material
- Learn to edit and critique writing