DRAFT SYLLABUS (to be finalized August 2016)

York University

Faculty of Liberal Arts & Professional Studies

Department of History

**AP/HIST1025 Ancient North America F/W 2016-17**

**From the Last Ice Age to European Contact**

**ONLINE COURSE**

Lectures: Available on course Moodle site <https://moodle.yorku.ca/>.

They will be uploaded Tuesday morning each week.

Tutorials: Will be conducted as online discussions.

Course Director: Professor Carolyn Podruchny, Department of History

Office: Kaneff Tower 718

Email: [carolyn@carolynpodruchny.ca](mailto:carolyn@carolynpodruchny.ca)

Expect responses to email within 2 days.

Office Hours: TBA (will be both in person and online)

Teaching Assistants: Victoria Jackson, [vjackson@yorku.ca](mailto:vjackson@yorku.ca)

Office Hours: TBA

Émilie Pigeon, [emiliep@gmail.com](mailto:emiliep@gmail.com)

Office Hours: TBA

**What is an Online Course?** Lectures will comprise a series of podcasts for each week, made up of the instructor discussing the content, and audio-visual material. Links to the podcasts can be found on the Moodle site for the course. Tutorials will be conducted as online discussions by Teaching Assistants on the Moodle course site. The only technical requirements will be access to Moodle, access to YouTube (for the lectures), access to a web browser, and email.

**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 regular settlement of Europeans 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 explosion 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.

**Key Books:**

The books listed below are available for purchase in the York bookstore.

* 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
* Jules Benjamin, *A Student’s Guide to History*, 10th edition (Cambridge: Bedford/ St. Martin’s, 2007). ISBN 0312446748, 97803124

**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.) The grade for the course will be based on the following percentages:

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Percentage of total grade** | **Due date** |
| Article Summary | 10% | October 3, 2016 |
| Web Site Comparison | 10% | November 14, 2016 |
| Book Review | 10% | January 30, 2017 |
| Essay on Significance | 10% | March 27, 2017 |
| 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 typed and emailed to the instructor and TA or uploaded to Moodle. 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* 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.

Article Summary, 10%, Due : October 14, 2016

Summarize the article by Roger C. Echo-Hawk, “Ancient History in the New World: Integrating Oral Traditions and the Archaeological Record in Deep Time” *American Antiquity* 65: 2 (April 2000), 267-90. 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), rather, strive to put everything in your own words.

Web Site Comparison, 10%, Due: November 25, 2016

Compare two websites: FAMSI: Foundation for the Advancement of Mesoamerican Studies, Inc., (<http://www.famsi.org/>) and Mayaweb.nl (<http://www.mayaweb.nl/>). The comparison should be between 6 and 8 pages double-spaced, or 1,500 to 2,000 words. The essay should describe, assess, and the compare the content of these two websites. Ensure that your thesis statement (in the first paragraph) makes a clear statement about your assessment and comparison of the two websites. Be sure to focus your review on the content of the website, but you may also assess the functionality, design features, navigation, and accessibility of the site. For tips on how to review a website, consult

* http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html
* <http://olinuris.library.cornell.edu/ref/research/webeval.html>
* http://www.lib.umd.edu/tl/guides/evaluating-web
* <http://www.writing.utoronto.ca/advice/reading-and-researching/research-using-internet>
* http://www.studygs.net/evaluate.htm

Remember to divide your points into paragraphs, and include a conclusion. Use footnotes to cite the evidence in your essay. When citing a website, list title of website, the URL, and in brackets include the date you accessed the site.

Book Review, 10%, Due: February 3, 2017

This essay of 6-8 pages, or 1,500 to 2,000 words, will assess the book Timothy Pauketat, *Cahokia: Ancient America’s Great City on the Mississippi* (Penguin 2009). A book review differs from a book report in that you are not required to simply describe the content s of the book; rather, I ask that you to analyze the key arguments of the book. Ensure that you have a clear thesis statement, which should relay your overall opinion of the book. Then divide the review into paragraphs that explain your assessment of the book. The essay should end with a conclusion that re-states the thesis. Ensure that you describe the book within your assessment of it. For tips on how to write an academic book review, consult:

* https://www.trentu.ca/history/workbook/bookreviews.php
* <https://libraries.dal.ca/writing_and_styleguides/style_guides/book_reviews.html>
* <http://www.historyandclassics.ualberta.ca/~/media/history/mainpage/guidebookreviews.pdf>
* <https://apps.carleton.edu/curricular/history/resources/study/criticalbookreview/>
* https://hist.ucalgary.ca/atimm/writing-advice/howtos/bookrev

Essay on Significance of Ancient History to Present, 10% Due: March 27, 2017

This essay of 6-8 pages, or 1,500 to 2,000 words, will assess the significance of ancient North American history to contemporary Indigenous peoples. This essay will be a blend of a thought piece and a research essay. You may choose to examine a specific case study, such as a single artifact, building, and 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 an encyclopedias); and 4. an academic monograph. 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.

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%

Students will have to do three things for online discussions.

1. Initiating: Students will be responsible for initiating a discussion topic once during the course, and students will have the opportunity to sign up for their spot in the course schedule. Discussion topics must relate to the subject of the lecture, readings, and tutorial discussion of the week for which they are responsible. Discussions may be initiated by either posting a comment or question on the Moodle site in the discussion forum areas. The discussion must be initiated by Wednesday morning at 9 am each week. NOTE: Students may initiate discussions on the discussion forum at any time, even when they are not responsible for a particular week. Discussion topics must pertain to the subject matter of the course.

2. Responding: Students are responsible for posting a comment on the Moodle course discussion forum that relates to the initiators’ comment or question. These comments must appear by Thursday at 5 pm each week we have a discussion.

3. Commenting: Students must comment on one of the responses posted by their classmates that week that is related to the course material. Comments must appear on the Moodle site before Friday at midnight. 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.

You will be graded on your participation in each weekly online discussion. For initiating a discussion, you will earn a grade out of 10. Your initiation grade will be based on how well the comment / question is related to the course material for the week, how well it elicits a useful discussion to help all students learn the course material, and how well it reflects thought and engagement with the course material for the week. You will also receive weekly grades on your comments and responses. Each weekly grade will be out of 10. If you provide a basic comment demonstrating that you are familiar with the weekly reading material and lecture, expect a 5/10 grade for that class. If you can demonstrate that you have read the required readings and listened to the lecture, you can expect 6/10. If you demonstrate that you understand the content of the readings and lecture, you can expect 7/10, and you provide a response. If you intellectually engage with the material in your comments and response, you can expect a higher grade. Unexplained absences from online discussion will count as 0/10.

In addition to the weekly online discussions, Teaching Assistants 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 responsibly. **Late assignments shall receive a 5% reduction plus an additional 5% reduction for every 24 hours they are 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) onlyoneextension 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, (available on the Senate Committee on Curriculum & Academic Standards webpage) at http://www.yorku.ca/secretariat/policies/index-policies.html/.

* York’s Academic Honesty Policy and Procedures/Academic Integrity Website
* Course requirement accommodation for students with disabilities, including physical,  medical, systemic, learning and psychiatric disabilities
* Student Conduct Standards and Religious Observance Accommodation
* 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.  Please see the Senate Policy on Academic Honesty at:  http://www.yorku.ca/secretariat/policies/document.php?document=69
*   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.
*   Please note that Wikipedia is not an acceptable academic source for citation, but it is often a good place to start your research.
* **Access/Disability**   
  York provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials. It is the student’s responsibility to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Failure to make these arrangements may jeopardize your opportunity to receive academic accommodations. Additional information is available at www.yorku.ca/disabilityservices.

**Grade Reappraisals:**

If you are dissatisfied with a grade you receive on any assignment in the course, you can speak to the course instructor about it, and the paper can be re-graded. If you remain dissatisfied, the History Department has a policy for re-grading assignments, but note that you will be stuck with the new grade, regardless if it is higher or lower. You may appeal your final grade of the course through the History Department. Please consult this site for further details: <http://www.yorku.ca/uhistory/undergraduate/grading_policies.html>.

**Student Conduct:**

* A statement on the policy and procedures involving disruptive and/or harassing behaviour by students in academic situations is available on the York website http://www.yorku.ca/secretariat/policies/document.php?document=82.

**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.

**History Department Notes:**

1. **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.
2. **The History Department website:** Upcoming events, resources for undergraduate history students, faculty and staff information, and much more: http://www.yorku.ca/uhistory/
3. **Undergraduate Program in History:** links to information on history major career paths, degree programs (what is required for majors, minors, etc.), and decree checklists: http://www.yorku.ca/uhistory/undergraduatecopy.html
4. **History Advising Hours**: The History department offers advising times weekly. The hours are posted on our website 1-2 weeks in advance. The days and times change to accommodate student’s different schedules. We encourage all students to come for advising at least once a year. You don’t have to have an issue or problem. It’s a good idea to review your progress and advising will help you to make informed and thoughtful decisions. No appointment is necessary; students will be seen on a first-come, first-served basis. Director of Undergraduate Studies, William Wicken can be contacted at dushist@yorku.ca or 416-736-2100 x 66968.
5. **History Help and Mentorship Centre:** Help for any student enrolled in a history course (help with writing assignments, research, exam-taking, etc.) from current, full-time history department graduate students. See http://www.yorku.ca/uhistory/historyhelpandmentorshipcentre/index.html for more information or email histhelp@yorku.ca for an appointment.
6. **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.
7. **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/
8. **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/
9. **Undergraduate History Student Association:** http://www.yorku.ca/uhistory/uhsa.html
10. **Learning Disability Services**: http://lds.info.yorku.ca/ and **Alt Exams/Test Scheduling** http://altexams.apps01.yorku.ca/ (for students registered with LDS).
11. **York Student Code of Conduct**: http://www.yorku.ca/oscr/pdfs/StudentCodeOfConduct.pdf
12. **Academic Integrity Tutorial**: http://www.yorku.ca/tutorial/academic\_integrity/index.html
13. **History department policy on grade reappraisals**, including link to the grade reappraisal form: http://www.yorku.ca/uhistory/undergraduate/grading\_policies.html#appraisals
14. The deadline to drop this course without receiving a grade is February 10, 2017.

**Course Outline:**

**Week 1: September 8-9, 2016, Introduction**

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

**Week 2: September 12-16, 2016, Kennewick Man and Ethics**

Lecture: Kennewick Man and the Ethics of Indigenous History

Online Tutorial Discussion: Explaining how the course works; Ethics and Indigenous History; Discussion on Kennewick Man

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 19-23, 2016, Peopling of the World**

Lecture: Peopling of the World – An Introduction to Big History; Sources and Methods in Ancient History

Online Tutorial Discussion: Big History; How to Listen to Lectures and How to Take Notes; How to Read Academic Writing; How to Participate in Class Discussions

Required Reading:

-Kehoe, “Introduction: History Without Documents”

-Stephen Oppenheimer, “Journey of Mankind: Interactive Trail Adapted from Out of Eden/ The Real Event” <http://www.bradshawfoundation.com/journey/>

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

-Jules Benjamin, *A Student’s Guide to History*, sections on The Subject of History, Keeping Up with Reading Assignments, Taking Notes in Class, Classroom Participation, pgs. 1-24.

**Week 4: September 26-30, 2016, Oral Traditions**

Lecture: The Peopling of the Americas – Oral Traditions

Online Tutorial Discussion: Indigenous Perspectives on Peopling North America; What are Primary Sources? Secondary Sources? What is an Academic Monograph? What is a Journal Article? Writing Summaries, Finding Theses

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 3-7, 2016, Scientific Evidence**

Lecture: The Peopling of the Americas – Scientific Evidence

Online Tutorial Discussion: Archaeological Perspectives on Peopling North America

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). (available online)

*Assignment Due October 3, 2016: Article Summary*

**Week 6, October 10-14, 2016, Megafauna and Spearpoints**

Lecture*:* Megafaunal Extinctions**;** Understanding Clovis and Folsom; Archaeological Timeframes

Online Tutorial Discussion*:* Timefames, Megafuana, and Spear Points. What is radiocarbon dating? Reading Non-written Sources and Digital Literacy

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.

-Jules Benjamin, *A Student’s Guide to History*, sections on Working with Historical Evidence, Using Internet Search Tools, Evaluating Web Sites, pgs. 35-50, 107-108, 114-116.

**Week 7: October 17-21, 2016, Archaic Period**

Lecture: The Archaic Period; Poverty Point

Online Tutorial Discussion: Poverty Point; Assessing Websites; Learning to Write Well

Required Reading:

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

-Jules Benjamin, *A Student’s Guide to History*, section on Building a History Essay, pgs. 51-62.

**Week 8, October 24-28, 2016 FALL READING DAYS: no class**

**Week 9, October 31 - November 4, 2016, Corn**

Lecture: Corn and the Development of Agriculture

Online Tutorial Discussion: Domestication of plants; controversies over corn; What is Historiography?

Required Reading:

-Kehoe, chapter 3, “Nuclear America”

**Week 10, November 7-11, 2016, Early Meso-America**

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

Online Tutorial Discussion: Meso-American Civilizations; Avoiding Accidental Plagiarism and How to Cite Sources

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.

-Jules Benjamin, *A Student’s Guide to History*, sections on Interpreting Sources and Taking Notes, Avoiding Plagiarism, and Documenting Your Paper: How to Cite Sources in the Chicago Style, pgs. 116-157, 173-198.

**Week 11, November 14-18, 2016, Mayans**

Lecture: Mesoamerican Splendor: The Mayans

Online Tutorial Discussion: Mayans; Using Oral Traditions as Historical Evidence

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.

*Assignment Due November 14, 2016: Website Comparison*

**Week 12, November 21-25, 2016, Earthworks in Woodlands**

Lecture: Agriculture Spreads North: Woodlands and Massive Earthworks

Online Tutorial Discussion: Early and Middle Woodland Periods; Outlines and Evidence

Required Reading:

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

-Jules Benjamin, *A Student’s Guide to History*, section on Asserting Your Thesis and Organizing Your Evidence with an Outline, pgs. 128-134.

**Week 13, November 28 - December 2, 2016, Review for Midterm** **Exam**

Lecture: Review for Midterm Exam

Online Tutorial Discussion: Review for Midterm Exam; Writing a Large Paper – Managing Research and Writing

Required Reading:

-Jules Benjamin, *A Student’s Guide to History*, sections on Writing the Text, Revising and Rewriting, Example of a Research Paper, pgs. 135-146.

***Midterm Exam, Date TBA***

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

**Week 14, January 5-6, 2017, Bison and Salmon**

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

Online Tutorial Discussion: Affluent Foragers

Required Reading:

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

**Week 15, January 9-13, 2017, Dykes and Roads in the Southwest**

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

Online Tutorial Discussion: Discussion of Ancient Southwest; Workshop on Writing Well

Required Reading:

-Kehoe, chapter 9, “The American Southwest”

**Week 16, January 16-20, 2017, Militarizing Mesoamerica**

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

Online Tutorial Discussion: Toltecs and Rise of 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 23-27, 2017, Aztec Empire**

Lecture: The Rise and Fall of the Aztec Empire

Online Tutorial Discussion: Diverse Perspectives in Primary Sources

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, January 30 - February 3, 2017, Mississippi Moundbuilders**

Lecture: The Mississippian Moundbuilders, 950-1600 AD

Online Tutorial Discussion: Moundbuilders

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

*Assignment Due January 30, 2017: Book Review*

**Week 19, February 6-10, 2017, Late Woodland**

Lecture: Late Woodland to 1600

Online Tutorial Discussion: Late Woodland

Required Reading:

-Kehoe, Chapter 11, “Late Woodland to 1600”

**Week 20, February 13-17, 2017, North to Alaska**

Lecture: North to Alaska

Online Tutorial Discussion: Alaskan History

Required Reading:

-Kehoe, Chapter 7, “Alaska”

**Week 21, February 20-24, 2017, READING WEEK: no class**

**Week 22, February 27 - March 3, 2017, Dorset and Small Tools**

Lecture: Across the Arctic: Paleo-Eskimo to Dorset

Online Tutorial Discussion: Discussion of 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 Artic Culture Was Transformed,” 120-123, 125-126, 128-31, Chapter 8, “The Dorset People,” 135-136, 138, 140, 142, 144-148.

**Week 23, March 6-10, 2017, Thule Conquest**

Lecture: Across the Arctic: Thule to Inuit

Online Tutorial Discussion: Thule

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 13-17, 2017, Vikings**

Lecture: First Contact – the Vikings

Online Tutorial Discussion: Vikings

Required Reading/Viewing:

-NFB “Viking Visitors to North America” (1979), roughly 20 mins.

-NFB “The Vinland Mystery” (1984) 30 min

-BBC “The Vikings: Documentary on the Life, Culture, and Legacy of Vikings” (2013) 3 hours, 55 mins. https://www.youtube.com/watch?v=2Ku3GvcV\_dk

**Week 25, March 20-24, 2017, A Deep History of York University**

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

Online Tutorial Discussion: Indigenous History on York University Land

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).

-film “The Curse of the Axe”

**Week 26, March 27-31, 2017, Big Questions and Metanarratives**

Lecture: Local Questions: What’s going on in Caledonia? Big Questions and Metanarratives

Online Tutorial Discussion: Caledonia, Housing Development in southern Ontario, Lands Claims, Indigenous Heritage, Indigenous Protest Movements and Sovereignty

Required Reading:

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

-Kehoe, chapter 13 “Issues and Puzzles”

*Assignment Due March 27, 2017: Essay on Significance*

**Week 27, April 3-5, 2017, Final Exam Review**

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