

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

AP/HIST1025

F/W 2017-18

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

ONLINE COURSE

Lectures: Available on course Moodle site <https://moodle.yorku.ca/>.
They will be uploaded Monday 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
Expect responses to email within 2 days.
Office Hours: online Tuesday morning and Thursday evening; in person Wednesday, 10-11 am

Teaching Assistant: Victoria Jackson, vjackson@yorku.ca
Office Hours: online 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*, 13th edition (Cambridge: Bedford/St. Martin's, 2007). ISBN 13: 9781319027513

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 <http://history.laps.yorku.ca/students/grading-system/>. The grade for the course will be based on the following percentages:

Assignment	Percentage of total grade	Due date
Article Summary	10%	October 2, 2017
Researching Mayan History with Websites	10%	November 20, 2017
Thesis-Based Essay on Cahokia	10%	February 5, 2018
Essay on Significance	10%	March 26, 2018
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 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 2, 2017

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. The goal of the assignment is to practice drawing out the significant argument in articles and to learn more about combing archaeological data with information from oral traditions.

Researching Mayan History With Websites, 10%, Due: November 20, 2017

This assignment will consist of answering ten questions based on doing research on Mayan history with websites. Questions will range from assessing the trustworthiness of websites, to using tools to navigate through websites, to finding usable data on websites. The goal of the assignment is to improve your skills in using websites for research and to learn more about Mayan history.

Thesis-Based Essay on Cahokia, 10%, Due: February 5, 2018

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 26, 2018

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, 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. 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 two tutorials, made up of 25 students each. The instructor will email you the first week of class to let you know your group, and your Tutorial Leader.

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' comments must address the question and they must appear by Friday at midnight. Students are also required to respond to another student's comment once per week. Comments must appear on the Moodle site before Sunday at midnight. Comments 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 comments and responses. 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 7/10. 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/>

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. 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.

Religious Observance Accommodation: See

<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

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. (This policy applies to the Teaching Assistant, as well as the Course Instructor).

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 degree checklists: <http://history.laps.yorku.ca/undergraduate-program/>
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. No appointment is necessary; students will be seen on a first-come, first-served basis. The Director of Undergraduate Studies is Prof. Deborah Neill, and she can be contacted at dushist@yorku.ca.
5. **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.
6. **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/>
7. **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/>
8. **Undergraduate History Student Association** <http://history.laps.yorku.ca/students/undergraduate-history-student-association-uhsa/>
9. **Learning Disability Services:** <http://lds.info.yorku.ca/> and **Alt Exams/Test Scheduling** <http://altexams.apps01.yorku.ca/> (for students registered with LDS).
10. **York Student Code of Conduct:** <http://www.yorku.ca/oscr/pdfs/StudentCodeOfConduct.pdf>
11. **Academic Integrity Tutorial:** http://www.yorku.ca/tutorial/academic_integrity/index.html
12. **History department policy on grade reappraisals**, including link to the grade reappraisal form: <http://history.laps.yorku.ca/students/grading-system/>

13. Important Add/Drop Deadlines:

Last date to enroll without permission of course director	September 20, 2017
Last date to enroll WITH permission of course director	October 18, 2017
Last date to drop courses without receiving a grade	February 9, 2018
Course Withdrawal Period (Receive a “W” on transcript)	February 10-April 6, 2018

Course Outline:

Week 1: September 7-8, 2017, Introduction

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

Week 2: September 11-15, 2017, 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 18-22, 2017, 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 25-29, 2017, 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 2-6, 2017, 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 2, 2017: Article Summary

Week 6, October 9-13, 2017, Megafauna and Spearpoints

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

Online Tutorial Discussion: Timeframes, Megafauna, 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 16-20, 2017, 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 23-27, 2017

FALL READING DAYS: no class

Week 9, October 30 - November 3, 2017, 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 6-10, 2017, 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 13-17, 2017, 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.

Week 12, November 20-24, 2017, 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.

Assignment Due November 20, 2017: Researching Mayan History with Websites

Week 13, November 27 - December 1, 2017, 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 4-5, 2018, 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 8-12, 2018, 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 15-19, 2018, 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 22-26, 2018, 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 29 - February 2, 2018, 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

Week 19, February 5-9, 2018, Late Woodland

Lecture: Late Woodland to 1600

Online Tutorial Discussion: Late Woodland

Required Reading:

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

Assignment Due February 5, 2018: Thesis-Based Essay on Cahokia

Week 20, February 12-16, 2018, North to Alaska

Lecture: North to Alaska

Online Tutorial Discussion: Alaskan History

Required Reading:

-Kehoe, Chapter 7, "Alaska"

Week 21, February 19-23, 2018, READING WEEK: no class

Week 22, February 26 - March 2, 2018, 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 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 5-9, 2018, 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 12-16, 2018, Vikings

Lecture: First Contact – the Vikings

Online Tutorial Discussion: Vikings

Week 25, March 19-23, 2018, 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).

Week 26, March 26-30, 2018, 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"

Assignment Due March 26, 2018: Essay on Significance

Week 27, April 2-6, 2018, Final Exam Review

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