

ANTH 360: North American Prehistory

University of Tennessee – Knoxville

Fall 2021

(3 Credits)

Instructor Information

Katherine Parker (kparke38@vols.utk.edu)

Office Hours (Via Zoom)

T/TH 2:30 – 4:30 or by appointment

Meeting Times and Location

Strong Hall Room 402

Monday and Wednesday 5:05 pm – 6:20 pm

August 18th – December 1st

Course Description

This course will provide an in-depth overview of the broad cultural and temporal scope of the peoples and cultures present in different regions of North America, from the peopling of the Americas to the early Colonial encounters. By the end of this semester, you should have a grasp on the variation between different cultural areas across North America as well as the history and ethics involved in the archaeology of Indigenous sites. The course will provide you with a framework to connect the deep history of Indigenous peoples in North America to present contexts, politics, and conversations that involve descendant Indigenous communities. This course is a writing-intensive course that fulfills the Archaeological Area requirement for the Anthropology major and it meets the criteria for the US Studies Upper Division Requirement.

Course Objectives

This class is designed to teach you more than just the facts of the early history and prehistory of North America. It is designed to help you understand how archaeologists explore the past, and how we have come to hold our current views about what was going on in past cultures. Regular and informed participation by members of the scientific community is a critical part of advancing knowledge. The same holds true in this class, where participation (question and answer sessions) are encouraged. Besides in-class discussion, each of you will prepare an original research paper that describes a North American culture area using insights from related archaeological sites. Opportunities for extra credit will also be provided for those students who wish to improve their overall grade.

This course will also help you to:

- the chronology and diversity of archaeological cultures that reflect the human past in North America
- the interpretation of technology, subsistence, and cultural complexity over the course human occupations in North America
- the wide methodological applications employed in doing archaeology of and with descendant Indigenous communities
- the legal and ethical considerations involved in archaeological practice
- draw on the existing body of peer-reviewed archaeological research to complete an original research paper and presentation

A final goal is to show you that understanding the human past, as revealed by the archaeological record, is not only relevant to the modern world, but also has particular and unequally experienced social and political implications on contemporary groups. This course is intended to encourage you to consider your own cultural heritage and its meaning, as well as the bearing this heritage has at the interface with other cultural experiences.

Textbook

Due to the wide subject matter presented in this course, as well as to expose you to a broader range of peer-reviewed archaeological published materials, this course will opt to use individual journal articles, book chapters, and excerpts rather than an assigned textbook. These resources will be made available in digital format on Canvas the week before the assigned readings are due in class. The readings provided through this class represent both foundational and cutting-edge archaeological research and should serve you well in writing your final research papers as well as in a prospective career as an anthropologist.

Course Communications:

Announcements, assignments, and grades will be communicated via Canvas. If you have questions or encounter difficulties, I can be reached through email at kparke38@vols.utk.edu. I will try to respond to all emails within 48 hours of receipt. Should you have any difficulty with the course material or should a personal issue come up, please reach out to me via email or during office hours. We are all human beings who are still grappling with the COVID-19 pandemic, and flexibility is our greatest asset in overcoming the challenges we face as a result. I'm happy to work with you to make accommodations as needed, especially if they're brought to my attention prior to deadlines instead of after.

Organization and Format

Most of our weekly meetings will be split between lectures and reading discussions. The success of this class will depend on our mutual commitment to thoughtful, informed discussion; collaborative critical and creative thinking; and careful, diligent work at in and outside of the classroom. Therefore, please make sure that you complete the assigned readings before each class and come prepared to engage with the material and your fellow classmates during class. In the event that we have a guest speaker to lecture in class, it is important that the speaker is treated with equal deference and respect, and that any supplementary materials provided by the guest speaker (such as readings, lecture notes, etc) have the potential to appear in later graded assessments for the course (in other words: take notes and pay attention to guest speakers—you'll likely be graded on that content at a later time).

Grading and Assessment

Reading Summaries (10 summaries x 20 points each)	200 points
Discussion Leader	50 points
Midterm Exam	200 Points
Paper Topic Submission	50 Points
Paper Abstract and Annotated Sources	75 Points
First Paper Draft	150 Points
Paper Presentation	75 Points
Final Paper	200 Points
Total Points	1000 points

All graded content should be submitted via the designated Assignment page on Canvas on the day that it is due. Late work submitted without prior communication will have 5 points deducted for each day that it is late. **If you need additional accommodations or arrangements to complete your assigned work, please reach out to me via email or during office hours.** All late work that is due to self-isolation or quarantining for COVID-19 will automatically be accommodated, but communication with me and the university is required in advance (see COVID-19 Policies section below for more information).

Grades will be assessed via the following scale:

A	100 – 925 points (93 – 100%)	C+	794 – 755 points (76 – 79%)
A-	924 – 895 points (90 – 92%)	C	754 – 725 points (73 – 75%)
B+	894 – 855 points (86 – 89%)	C-	724 – 695 points (70 – 72%)
B	854 – 825 points (83 – 85 %)	D	694 – 595 points (60 – 69%)
B-	824 – 795 points (80 – 82%)	F	594 points and below (Below 60%)

Attendance

Class will meet in-person on Mondays and Wednesdays unless previous arrangements have been made with me to attend via Zoom. Attendance will not comprise part of your final grade in this course; however, the reading summaries are intended to gauge your attention to and grasp of the course content each week and serve as a kind of proxy for attendance tracking. Students who regularly attend class, pay attention, and complete the readings usually do a full letter grade better overall in the course and score significantly higher on the midterm and reading summaries.

NOTE: If you are self-isolating or quarantining, DO NOT COME TO CLASS until you have been cleared to do so by your health care provider, the contact tracing team, or the Knox County Health Department.

Writing Format

Because this course is writing-intensive, you will be expected to submit several written assignments of varying length throughout the semester. Please ensure that all submissions utilize the following formatting elements:

- Times New Roman font, Size 12
- In-text references and References Cited sections should be in **Society for American Archaeology (SAA) format** (see pages 33-44).
- The use of dates, numbers, measurements, quotations, and capitalizations for various words should likewise follow the SAA style guide (see pages 14-20)
 - To view the style guide (which will also be available on Canvas as a PDF): https://documents.saa.org/container/docs/default-source/doc-publications/style-guide/saa-style-guide_english_updated_2021_final.pdf?sfvrsn=24c3c6a3_2
- Double spaced, justified (no raggedy margins!) paragraph formats with the first line of each paragraph indented

Reading Summaries

Because this is a more advanced course in anthropology aimed at upper-level students, the course is designed to be reading- and writing-intensive. We will have 11 weeks in which we will spend our Wednesday class period discussing the readings assigned for that week and how those readings relate to the lecture material presented in the lectures. In order to ensure that everyone comes prepared to be a part of discussion, you will be

expected to complete reading summaries for 10 out of the 11 weeks to be submitted **Tuesday at midnight before our discussion class**. Summaries should be a **minimum of 500 words total** and demonstrate your ability to integrate the readings into a unified critique. Good summaries go beyond, “Author A said this, this, and this, while Author B said that, that, and that...” and instead address the common themes, methods, or applications between the readings and draw comparisons between them. I encourage you to include your opinions in the summaries, but again, go beyond, “this article was good/bad” and explore what was done well or poorly in the readings for that week, as well as what you agree/disagree with and why.

Discussion Leader

Everyone will be expected to sign up to lead discussion for at least one week during the semester, and most weeks will have 2-3 discussion leaders assigned. During the week in which you are responsible for helping to lead discussion, you will produce a brief PowerPoint presentation (5-10 slides, aimed at 5-10 minutes in length) that summarizes the key themes, methods, and critiques of the articles for that week. Like with the reading summaries, your presentation should integrate the readings and go beyond an exhaustive list of what was in the article, but rather, synthesize the important ideas and provide critical assessments of how successfully those ideas were communicated. You will also prepare 3-5 questions that can be used to prompt discussion that will follow the presentation for the second part of class. Your PowerPoints and questions (to be submitted as separate document, not as part of the PowerPoint) are due at **midnight on Tuesday instead of a reading summary** (i.e., if you lead discussion that week, you **only** submit your PowerPoint and questions).

Midterm Exam

The midterm exam will consist of a take-home exam that will be due on **Wednesday, October 13th at midnight**. The take-home exam will be cumulative for the first half of class and consist of a series of short-answer and extended essay responses. **You will have two weeks to complete the exam and submit it to me on Canvas**—I will make the take-home exam available on the Wednesday before Fall Break (September 29th), so that we can address any potential questions or issues in class and so you can utilize the extra break time to get a jump-start on the questions if you so choose. You can also reach out to me via email or Zoom with any questions.

You are permitted (and encouraged) to use your notes and the course readings to complete the answers—but because you’ll have access to this content, I will be expecting thorough, well-supported answers that accurately and comprehensively address the material covered by the exam. If you draw on specific materials or ideas from the lectures or readings, you will need to cite your work appropriately using the Society for American Archaeology (SAA) style guide. If you pay attention in class and prepare ahead of the exams, you should find these exams to be relatively easy. Please not that I will be utilizing a **plagiarism checker** for all of the midterm submissions to ensure that you have not duplicated your answers from an external source or another student. **Evidence of plagiarism will not be accepted and will result in a zero for the midterm**. You will have a lot of leeway and materials at hand to complete the midterm—please work smart and within the boundaries for the assignment.

Term Paper

The bulk of the graded points for this course will come from working on a final term paper, which will constitute original research on an area of North American archaeology of your choosing. The paper should be a minimum of 2,000 words and no longer than 4,000 words in length. Your references cited do not count toward the word count. The final version of the term paper will be due at midnight on Monday, December 6th, which is the day for which our final exam period has been assigned. You will not need to be present in person during the exam period.

In order to help you to work on the paper throughout the course of the semester, rather than leaving you with the daunting task of writing an intensive paper the night before it is due, there will be several successive due dates related to your term papers:

- Paper topic selection: **Wednesday 9/8/2021**
- Paper abstract and annotated sources: **Wednesday 9/29/2021**
- First draft of the paper: **Wednesday 11/3/2021**
- Presentation of paper findings: **Monday 11/29/2021 and Wednesday 12/1/2021**

More information about these respective steps, as well as a rubric for submitting the first and final drafts and for the presentation will be made available on Canvas closer to these respective due dates. As with the midterm exam, all submissions will be evaluated using a plagiarism checker in order to ensure that the work you submit is original and properly cited. **Any plagiarized work will be automatically assigned a zero.**

Extra Credit

There are several opportunities available for extra credit throughout this course that are designed to engage you with archaeological materials and discourse beyond the immediate scope of this course. Potential extra credit opportunities include volunteering time in one of the archaeology labs, attending virtual seminars on archaeological topics, and reviewing and critiquing archaeological media. A list of specific volunteer opportunities, along with pertinent contact information, will be made available via Canvas, and any supplemental extra credit materials will be submitted via Canvas as well. A **maximum of 50 extra credit points** may be completed.

University COVID-19 Policies

If you need to be tested for COVID-19 because you are feeling sick or have been in close contact with someone who has been exposed, the Student Health Center provides diagnostic testing for students. If you get tested for COVID-19, you should begin self-isolating (**read: do NOT attend class in person**) and follow university policies explained below.

Self-Isolation Policy

If you begin to feel sick or you have been in contact with someone who has COVID-19, the first step is to begin self-isolating immediately and fill out the university's [self-isolation form](#). The contact tracing team will follow up with you—generally within 24 hours, but the response time can vary depending on caseloads. You can read more about the university's self-isolation policy and procedures [here](#).

In-Person Safety Policies

Students who attend class in-person should familiarize themselves with university policies for safe in-person learning and engagement, which can be found [here](#). Instructors have the right to ask those who are not complying with these requirements to leave class in the interest of everyone's health and safety. In the event that a student refuses to comply with these requirements, the instructor has the right to cancel class.

If you have a health concern, you can call the Student Health Center nurse triage line at 865-974-5080. The university has a nurse available to speak to students by phone 24 hours a day. After-hours care has been arranged for eligible students through the UT Medical Center emergency room at 865-305-9000. If you are having an emergency, you should call 911. If you have any questions about the university's COVID-19 policies and procedures, you can call 865-656-SAFE (7233), Monday–Friday, 8:00 am to 5:00 pm.

Disabilities Policy

Any student who may need an accommodation based on the impact of a disability should contact Student Disability Services (SDS – <https://sds.utk.edu/>) in Dunford Hall at 865-974-6087 to coordinate reasonable academic accommodations. Students needing accommodations are strongly encouraged to contact SDS and the instructor in advance of the course start date to ensure arrangements are made in advance.

Statement of Academic Integrity

Each student is responsible for their personal integrity in academic life and for adhering to UT's Honor Statement. The Honor Statement reads: "An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity."

University Civility Statement:

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

Key Campus Resources for Students:

- [Center for Career Development](#) (Career counseling and resources; HIRE-A-VOL job search system)
- [Course Catalogs](#) (Listing of academic programs, courses, and policies)
- [Hilltopics](#) (Campus and academic policies, procedures and standards of conduct)
- [OIT HelpDesk](#) (865) 974-9900
- [Schedule of Classes/Timetable](#)
- [Student Health Center](#) (visit the site for a list of services)
- [Student Success Center](#) (Academic support resources)
- [Undergraduate Academic Advising](#) (Advising resources, course requirements, and major guides)
- [University Libraries](#) (Access to library resources, databases, course reserves, and services)

Course Schedule

Key Dates:

- Tuesday, November 9th: Last day to drop with a "W"
- Tuesday, December 14th: Final grades submitted to MyUTK

*Note: Readings subject to change. Announcements will be made in class and via Canvas in the event of a change.

**Optional Readings

Week	Monday	Wednesday	Readings*
Week 1 (8/16-8/18)	No Class	Course Introductions and Review of Syllabus	None
Week 2 (8/23-8/25)	Intro to Archaeology	Reading Discussion	Colwell 2017 Fagan 2018 Worth 2021
Week 3 (8/30-9/1)	Peopling of North America and the Paleoindian Period	Reading Discussion	Erlandson et al. 2007 Halligan et al. 2016
Week 4 (9/6-9/8)	No Class – Labor Day	Reading Discussion Paper Topic Due at Midnight	Anderson 2012 Pauketat 2012 Waguespack 2012
Week 5 (9/13-9/15)	Reading Discussion	NAGPRA and Ethics in Indigenous Archaeology	Mayes 2010 Thomas 2001a and 2001b Zimmerman 1995**
Week 6 (9/20-9/22)	Peoples of the Arctic/Subarctic region	Reading Discussion	Harris and Elliott 2019 Holly and McCaffrey 2012** Maschner 2012** Stewart et al. 2004
Week 7 (9/27-9/29)	Peoples of the Northwestern Coast	No Class Final Paper Abstract and Sources Due at Midnight	None
Week 8 (10/4-10/6)	Peoples of the West (California, Great Basin, and Plateau)	Reading Discussion	Bauer 2016 Lyons et al. 2021
Week 9 (10/11-10/13)	<i>Indigenous Peoples' Day</i> Peoples of the Southwest	Reading Discussion Midterm Due at Midnight	Adler 2017 Hays-Gilpin 2019 Kuwanwisiwma 2002 Plog and Heitman 2010**
Week 10 (10/18-10/21)	Peoples of the Plains	Reading Discussion	Clark and Scheiber 2008 Eiselt and Snow 2017 Hall 1997 Mirau 1995**
Week 11 (10/25-10/27)	No Class – SEAC	No Class – SEAC	None
Week 12 (11/1-11/3)	<i>Start of Indigenous History Month</i> Peoples of the Southeastern Woodlands	Reading Discussion First Paper Draft Due at Midnight	Cobb and Nassaney 2002 Ethridge 2006** Kidder 2010 Rees and Brandon 2017
Week 13 (11/8-11/10)	Peoples of the Mid-Atlantic/Northeast regions	Reading Discussion	Becker 2018 Gallivan 2018a and 2018b
Week 14 (11/15-11/17)	Peoples of Mesoamerica	Reading Discussion	Callaghan 2011 Crown 2013 Hendon 1997 Nelson et al. 2017
Week 15 (11/22-11/24)	Peoples of the Caribbean	No Class – Thanksgiving Holiday	None
Week 16 (11/29-12/1)	Virtual Class Presentations	Virtual Class Presentations	None
Final Papers due Monday, December 6th at Midnight			

Course Readings

Adler, Michael

2017 The Built Environment. In *The Oxford Handbook of Southwest Archaeology*, edited by Barbara J. Mills and Severin M. Fowles, pp. 585–610. Oxford handbooks. Oxford University Press, New York, NY.

Anderson, David G.

2012 Pleistocene Settlement in the East. In *The Oxford Handbook of North American Archaeology*, edited by Timothy R. Pauketat, pp. 96–107. Oxford University Press, New York.

Bauer, William J.

2016 Creating. In *California Through Native Eyes: Reclaiming History*, pp. 10–27. 1st edition. Indigenous confluences. University of Washington Press, Seattle.

Becker, Marshall J.

2018 Ethnohistorical Studies: Documentary Evidence for Variation in Late Prehistoric Cultures Across the Middle Atlantic Region. In *Middle Atlantic Prehistory: Foundations and Practice*, edited by Heather A. Wholey and Carole L. Nash, pp. 129–174. Rowman & Littlefield, Lanham.

Callaghan, Richard T.

2011 Patterns of Contact between the Islands of the Caribbean and the Surrounding Mainland as a Navigation Problem. In *Islands at the Crossroads: Migration, Seafaring, and Interaction in the Caribbean*, edited by L Antonio Curet and Mark W Hauser, pp. 59–72.

Clark, Bonnie J., and Laura L. Scheiber

2008 A Sloping Land: An Introduction to Archaeological Landscapes on the High Plains. In *Archaeological Landscapes on the High Plains*, pp. 1–16. University Press of Colorado, Boulder.

Cobb, Charles R., and Michael S. Nassaney

2002 Domesticating Self and Society in the Woodland Southeast. In *The Woodland Southeast*, edited by David G. Anderson and Robert C. Mainfort, pp. 525–539. University of Alabama Press, Tuscaloosa.

Colwell, Chip

2017 Introduction. In *Plundered Skulls and Stolen Spirits: Inside the Fight to Reclaim Native America's Culture*, pp. 1–12. The University of Chicago Press, Chicago.

Crown, Patricia L.

2013 Pre-hispanic Use of Cocoa. In *Chocolate in Health and Nutrition*, edited by Ronald R. Watson, Victor R. Preedy, and Sherma Zibadi, pp. 3–9. Nutrition and health (Totowa, N.J.). Humana Press/Springer Verlag, New York.

Eiselt, B. Sunday, and David H. Snow

2017 “From Right in Front of the Sun”: Athapaskan Perspectives on Plains-Pueblo Exchange. In *The Oxford Handbook of Southwest Archaeology*, edited by Barbara J. Mills and Severin M. Fowles, pp. 513–526. Oxford handbooks. Oxford University Press, New York, NY.

Erlandson, Jon M., Michael H. Graham, Bruce J. Bourque, Debra Corbett, James A. Estes, and Robert S. Steneck
2007 The Kelp Highway Hypothesis: Marine Ecology, the Coastal Migration Theory, and the Peopling of the Americas. *The Journal of Island and Coastal Archaeology* 2(2):161–174. DOI:[10.1080/15564890701628612](https://doi.org/10.1080/15564890701628612).

Ethridge, Robbie

2006 Creating the Shatter Zone: Indian Slave Traders and the Collapse of the Southeastern Chiefdoms. In *Light on the Path: The Anthropology and History of the Southeastern Indians*, edited by Thomas J. Pluckhahn and Robbie Ethridge, pp. 207–218. University of Alabama Press, Tuscaloosa.

Fagan, Brian M.

2018 The Myth of the Mound Builder. In *A Little History of Archaeology*, pp. 75–81. Little Histories. Yale University Press, New Haven.

Gallivan, Martin D.

2018a Prologue. In *The Powhatan Landscape: An Archaeological History of the Algonquian Chesapeake*, pp. 1–7. Society and ecology in island and coastal archaeology. University Press of Florida, Gainesville.

2018b Dwelling in Tsenacomah. In *The Powhatan Landscape: An Archaeological History of the Algonquian Chesapeake*, pp. 8–23. Society and ecology in island and coastal archaeology. University Press of Florida, Gainesville.

Hall, Robert L.

1997 The World of the Earthdivers. In *An Archaeology of the Soul: North American Indian Belief and Ritual*, pp. 17–23. University of Illinois Press, Urbana.

Halligan, Jessi J., Michael R. Waters, Angelina Perrotti, Ivy J. Owens, Joshua M. Feinberg, Mark D. Bourne, Brendan Fenerty, Barbara Winsborough, David Carlson, Daniel C. Fisher, Thomas W. Stafford, and James S. Dunbar

2016 Pre-Clovis Occupation 14,550 Years Ago at the Page-Ladson Site, Florida, and the Peopling of the Americas. *Science Advances* 2(5):1–8. DOI:[10.1126/sciadv.1600375](https://doi.org/10.1126/sciadv.1600375).

Harris, Alison J. T., and Deirdre A. Elliott

2019 Stable Isotope Studies of North American Arctic Populations: A Review. *Open Quaternary* 5(1):1–17. DOI:[10.5334/oq.67](https://doi.org/10.5334/oq.67).

Hays-Gilpin, Kelley

2019 We Are All Connected: Rock Art Ontologies in the Southwestern US. *Time and Mind* 12(2):95–107. DOI:[10.1080/1751696X.2019.1610220](https://doi.org/10.1080/1751696X.2019.1610220).

Hendon, Julia A.

1997 Women's Work, Women's Space, and Women's Status Among the Classic-Period Maya Elite of the Copan Valley, Honduras. In *Women in Prehistory: North America and Mesoamerica*, edited by Cheryl Claassen and Rosemary A. Joyce, pp. 33–46. University of Pennsylvania Press, Philadelphia.

Holly, Jr., Donald H., and Moira McCaffrey

2012 Rethinking Eastern Subarctic History. In *The Oxford Handbook of North American Archaeology*, edited by Timothy R. Pauketat, pp. 124–134. Oxford University Press, New York.

Kidder, Tristram R.

2010 Hunter-Gatherer Ritual and Complexity: New Evidence from Poverty Point, Louisiana. In *Ancient Complexities: New Perspectives in Precolumbian North America*, edited by Susan M. Alt, pp. 32–51. Foundations of archaeological inquiry. University of Utah Press, Salt Lake City.

Kuwanwisiwma, Leigh (Jenkins)

2002 Hopi Understanding of the Past: A Collaborative Approach. In *Public Benefits of Archaeology*, edited by Barbara J. Little, pp. 46–50. University Press of Florida, Gainesville.

Lyons, Natasha, Tanja Hoffmann, Debbie Miller, Andrew Martindale, Kenneth M. Ames, and Michael Blake

2021 Were the Ancient Coast Salish Farmers? A Story of Origins. *American Antiquity* 86(3):504–525. DOI:[10.1017/aaq.2020.115](https://doi.org/10.1017/aaq.2020.115).

Maschner, Herbert D. G.

2012 Archaeology of the Northwest Coast. In *The Oxford Handbook of North American Archaeology*, edited by Timothy R. Pauketat, pp. 160–172. Oxford University Press, New York.

Mayes, Arion T.

2010 These Bones Are Read: The Science and Politics of Ancient Native America. *The American Indian Quarterly* 34(2):131–156. DOI:[10.1353/aiq.0.0106](https://doi.org/10.1353/aiq.0.0106).

Mirau, Neil A.

1995 Medicine Wheels on the Northern Plains: Contexts, Codes, and Symbols. In *Beyond Subsistence: Plains Archaeology and the Postprocessual Critique*, edited by P. G. Duke and Michael Wilson, pp. 193–210. University of Alabama Press, Tuscaloosa.

Nelson, Ben A., Paul R. Fish, and Suzanne K. Fish

2017 Mesoamerican Connections. In *The Oxford Handbook of Southwest Archaeology*, edited by Barbara J. Mills and Severin M. Fowles, pp. 461–479. Oxford University Press, New York, NY.

Pauketat, Timothy R.

2012 Questioning the Past in North America. In *The Oxford Handbook of North American Archaeology*, edited by Timothy R. Pauketat, pp. 3–17. Oxford University Press, New York.

Plog, Stephen, and Carrie Heitman

2010 Hierarchy and Social Inequality in the American Southwest, A.D. 800–1200. *Proceedings of the National Academy of Sciences* 107(46):19619–19626. DOI:[10.1073/pnas.1014985107](https://doi.org/10.1073/pnas.1014985107).

Rees, Lydia I., and Jamie C. Brandon

2017 Beyond the “Bluff Dweller”: Excavating the History of an Ozark Myth. *Arkansas Historical Quarterly* 76(2):125–143.

Stewart, Andrew M., Darren Keith, and Joan Scottie

2004 Caribou Crossings and Cultural Meanings: Placing Traditional Knowledge and Archaeology in Context in an Inuit Landscape. *Journal of Archaeological Method and Theory* 11(2):183–211.

Thomas, David Hurst

2001a “Be an Indian and Keep Cool”. In *Skull Wars: Kennewick Man, Archaeology, And The Battle For Native American Identity*, pp. 177–185. Basic Books, New York.

2001b Legislating the Skull Wars. In *Skull Wars: Kennewick Man, Archaeology, And The Battle For Native American Identity*, pp. 209–221. Basic Books, New York.

Waguespack, Nicole

2012 Early Paleoindians, From Colonization to Folsom. In *The Oxford Handbook of North American Archaeology*, edited by Timothy R. Pauketat, pp. 86–95. Oxford University Press, New York.

Worth, John E.

2021 “History,” “Prehistory,” and Landscapes of Practice. In *The Historical Turn in Southeastern Archaeology*, edited by Robbie Franklyn Ethridge and Eric E. Bowne, pp. 151–170. Florida Museum of Natural History: Ripley P. Bullen series. University of Florida Press, Gainesville.

Zimmerman, Larry J.

1995 We Do Not Need Your Past! Politics, Indian Time, and Plains Archaeology. In *Beyond Subsistence: Plains Archaeology and the Postprocessual Critique*, edited by P. G. Duke and Michael Wilson, pp. 28–45. University of Alabama Press, Tuscaloosa.