Anthropology 344
Archaeology of Oregon
Instructor: Nicholas Jew
njew@uoregon.edu

COURSE DESCRIPTION
This course is an introduction to the archaeological and historical study of Oregon and the surrounding area. By virtue of its location in the western hemisphere and proximity to the Bering Strait, the Pacific Northwest is an important area useful in learning about the first people to enter North America. Furthermore, the diversity of eco-scapes within Oregon offers useful insight into how humans adapt culturally, technologically, and spiritually to their environments. Finally, we will examine the roles the Lewis and Clark expedition and later, the Oregon Trail, played in the westward expansion of the United States of America. By looking at material remains, various ethnographies, and historical documents, this class will hope to better understand the various political, economic, and cultural lifestyles of the people who inhabited Oregon and the surrounding areas.

COURSE MATERIALS
• Oregon Archaeology
  By Aikens, Connolly and Jenkins, 2011
• Various articles and websites.
  In addition to the above text, you will also be reading various articles, viewing video clips, and exploring websites. You will find links to this material in the Weekly Lessons.

COURSE OUTCOMES

Upon completion of this course, students will have:
1. An understanding of the cultures, subsistence, and technologies of past peoples from an archaeological perspective.

2. An appreciation for the way in which the geology, ecology, topography, flora, and fauna helped shape cultural behaviors.

3. An ability to describe the archaeological sites that have made the Pacific Northwest an important location in which to study broad archaeological issues.

4. The ability to apply the knowledge discovered about the human past to issues of relevance in the present such as the evolution of gender roles, class, and power.

5. A better comprehension of the geologic history and features of Oregon.
COURSE STRUCTURE

Each week, you will be presented a lesson plan that will contain a lecture, readings, an assignment, and a quiz. There will also be additional materials that may include web videos or online resources.

**Quizzes:** Each quiz is worth 10 points and consists of multiple choice, matching, or fill in the blank questions. As this is an online course, the quizzes are timed. You will have 30 minutes once the quiz has been opened. Check below for due dates. If your quiz crashes, contact me ASAP and I can reset it. You get ONE reset so make sure that you are taking the quiz in a secure online environment.

**Assignments:** Each assignment is worth 10 points. The purpose of these assignments is to get you thinking about the materials presented in each lesson plan. I am looking for engagement with the subject materials, critical thinking skills, and good writing skills. Check below for due dates. *Note: Do not send assignments as attachments. Cut and paste the directly into the blackboard assignment link.

**Exams:** There are two essay exams for this class. Both of these tests ask you to answer two of three questions. Each answer should be between 1-2 pages (single-spaced) and show that you have absorbed the course material.

**SCHEDULE** (subject to change)

**Week One**
The history of archaeology, methodology, & classifications

**Week Two**
Archaeological theory and ethics

**Week Three**
First Americans and the extinction of the megafauna

**Week Four**
Geologic provinces of Oregon and the peoples of the Great Basin

**Week Five**
Peoples of the Columbia-Deschutes Plateau

**Midterm Essay Exam**

**Week Six**
Peoples of the coast

**Week Seven**
Peoples of the Willamette Valley

**Week Eight**
Peoples of the Southwestern Mountains
Week Nine
Historical archaeology of the Pacific Northwest
No quiz this week
Week Ten
Final Essay Exam

GRADING POLICY

<table>
<thead>
<tr>
<th>Points</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>Seven Quizzes (10 points each)</td>
</tr>
<tr>
<td>80</td>
<td>Eight Assignments (10 points each)</td>
</tr>
<tr>
<td>50</td>
<td>Midterm</td>
</tr>
<tr>
<td>100</td>
<td>Final Exam</td>
</tr>
<tr>
<td>300</td>
<td>Total Possible Points</td>
</tr>
</tbody>
</table>

There will be no make-up exams or late work accepted without a documented reason.

**Expected levels of performance:**

**A+:** Quality of student's performance significantly exceeds all requirements and expectations required for an A grade. Very few, if any, students receive this grade in a given course.

**A:** Quality of performance is outstanding relative to that required to meet course requirements; demonstrates mastery of course content at the highest level.

**B:** Quality of performance is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.

**C:** Quality of performance meets the course requirements in every respect; demonstrates adequate understanding of course content.

**D:** Quality of performance is at the minimal level necessary to pass the course, but does not fully meet the course requirements; demonstrates a marginal understanding of course content.

**F:** Quality of performance in the course is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of course content.
Grade Points

<table>
<thead>
<tr>
<th>Final Grade Scale</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade</td>
</tr>
<tr>
<td></td>
<td>A+</td>
</tr>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>A-</td>
</tr>
<tr>
<td></td>
<td>B+</td>
</tr>
<tr>
<td></td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>B-</td>
</tr>
<tr>
<td></td>
<td>C+</td>
</tr>
<tr>
<td></td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>C-</td>
</tr>
<tr>
<td></td>
<td>D+</td>
</tr>
<tr>
<td></td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>D-</td>
</tr>
<tr>
<td></td>
<td>F</td>
</tr>
</tbody>
</table>

**Grade Points**

**ADA Statement:** Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible, no later than the first week of the term. Students may also wish to contact UO Disability Services Office at 541-346-1155. **NOTE:** As per FERPA regulations Faculty are no longer automatically informed as to the ADA status of students. If you have special requirements, you must bring your information to me as soon as possible.

**Equal Opportunity Compliance Statement:** It is the policy of the University of Oregon Board of Directors that there will be no discrimination or harassment on the basis of age, disability, gender, marital status, national origin, race, religion, sexual orientation, or veteran status in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Office of Affirmative Action at 541-346-3123

**Library Services:** The UO Library System web site provides general access to catalogs,
resources, listing of services, etc. In addition, off-campus students now have access to library databases through a proxy server. Go to: http://libweb.uoregon.edu/