



## SYLLABUS

**Archaeology of Curaçao and the Caribbean**

**Instructor: Dr. Scott M. Fitzpatrick**

**Language of Instruction: English**

**UO Credits: 4**

**Contact Hours\*: 130**

**Total Hours of Student Engagement (THSE) in all course activities\*: 130**

**Term: Spring 2018 (Curaçao March 24 – April 1; UO campus spring term)**

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**Office tel: (541) 346-9380**

**Classroom: Island & Coastal Archaeology Lab (Millrace)**

**Office: Condon 272**

**Willemstad, Curaçao**

### **COURSE DESCRIPTION**

In this program we will explore the archaeology of Curaçao and other Pre-Columbian settlements in the Caribbean islands. With a focus toward examining migration theories, settlement patterns, subsistence strategies and the development of cultural complexity through time, we will examine the rich archaeological and historical record of a region that often receives little attention from introductory textbooks and discussions of world prehistory. Toward the end of the course, we will discuss how many of these smaller island states, dependent on the tourist industry for income, have grappled with preserving the past in the post-colonial era.

The class will involve an archaeological field project on Curaçao during Spring Break and an on-campus component involving laboratory work such as the preparation of samples for analysis (e.g., pretreatment of shell or charcoal for radiocarbon dates) and the identification of faunal remains. We will also have micro-lectures on designated topics (see schedule below).

### **COURSE OBJECTIVES**

#### **Student Learning Outcomes**

Students in this course will:

- evaluate how archaeologists in the Caribbean study and interpret the past;
- calculate how material culture (e.g., artifacts, ecofacts) help to understand past human behaviors;
- identify the methods used to analyze human-environmental interactions;

- explain how humans on Curaçao and the Caribbean adapted to different island environments;
- outline the consequences of European contact on native populations.

## **INSTRUCTIONAL METHODOLOGY**

The course comprises a mixture of hands-on field activities in Curaçao, including archaeological survey and excavation, laboratory processing of finds, coupled with guest and instructor lectures in Curacao. Classroom activities post-fieldwork on campus at UO will include lecture and group discussions of readings and films as well as preparation of samples for radiocarbon dating, ceramic petrography, and stable isotope analysis.

## **METHOD OF EVALUATION (GRADING)**

<b>Activity</b>	<b>Points</b>	<b>%</b>
Fieldwork participation (Curacao)	100	33.3
Laboratory participation (Curacao)	50	16.6
Laboratory work (UO)	50	16.6
Research paper	100	33.3
	<b>300 Total points</b>	<b>100%</b>

### **Participation**

The overall success of the course in part depends on the participation of students enrolled. You are expected to keep up with the assigned readings each week, actively engage in lecture and discussion, and demonstrate a willingness to learn the material presented.

**Research Paper** – a research paper on a topic of your choosing (10-12 pages) will be due during the first Monday of finals week. Please see me to discuss suitable topics if you are finding one difficult.

### **Grading Policy**

The correlation between points and letter grades is:

A+	98-100	B+	88-89	C+	78-79	D+	68-69	F	59 and below
A	93-97	B	83-87	C	73-77	D	63-67		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

The expected distribution of grades is ca. 25% A, 45% B, 20%-25% C, 5-10% D and F

**If the class is taken P/NP, a C- or higher is required to pass the course.**

**Student Contact Hours = 130**

### **Expected levels of performance:**

A: students demonstrate a detailed knowledge of the course material, including major historical achievements in the field, survey and excavation methodologies, analytical procedures, and theoretical concepts; a demonstrated ability to integrate this material within an analytical framework.

B: students demonstrate substantive knowledge of the course material, including major historical achievements in the field, survey and excavation methodologies, analytical procedures, and theoretical concepts; an ability to integrate this material within an analytical framework.

C: students demonstrate reasonable knowledge of the course material, including major historical achievements in the field, survey and excavation methodologies, analytical procedures, and theoretical concepts; an adequate ability to integrate this material within an analytical framework.

D: students demonstrate basic knowledge of the course material, including a including a subset of major historical achievements in the field, survey and excavation methodologies, analytical procedures, and theoretical concepts; a basic ability to integrate this material within an analytical framework.

F: students demonstrate minimal knowledge of the course material; make little or no effort to integrate this material within an analytical framework; poor written communication skills; an inadequate ability to integrate this material within an analytical framework.

## **POLICY ISSUES**

### **Missed Assignments/Quizzes etc...**

There will be no makeup of missed quizzes or assignments except as defined by the official University policy on excused absences, which are anticipated or emergency. Anticipated absences must be cleared with the instructor before missing class. Emergency absences consist of illness, injury, or serious illness or death in the family.

### **Cheating and Academic Dishonesty**

Assignments in this class are intended to assess your individual knowledge and understanding of the subject material addressed in this class. Therefore, cheating or plagiarism in any form will not be tolerated. The work you present must be your own. Individuals involved in an act of academic dishonesty will be forwarded to the Office of Student Conduct and if circumstances warrant, fail the course. If you have any questions about what constitutes academic integrity, please see the Code of Student Conduct at:

[uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx](http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx)

### **Incompletes**

In this course, an incomplete grade will be used in accordance with the official university grading policy, which can be found at [http://registrar.uoregon.edu/incomplete\\_policy](http://registrar.uoregon.edu/incomplete_policy)

### **Open Learning Environment**

The intention and structure of university level courses are to provide open, thoughtful forums for a wide variety of topics. While discussing these topics, students shall not discriminate on the basis of “The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other consideration not

directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws, regulations, and executive orders” as outlined in the handbook on the Office of Affirmative Action and Equal Opportunity.

<http://aaeo.uoregon.edu/AAEO%20Booklet%20Color.pdf>

### **Accessible Education**

The University of Oregon is dedicated to the principles of equal opportunity in education and accepts diversity as an affirmation of individual identity within a welcoming community. Disability is recognized as an aspect of diversity integral to the university and to society. Please see the following link for more information: <http://aec.uoregon.edu/>

### **University Career Center**

The Career Center exists to provide career and job search services and resources to UO students and alumni. Our mission is to help you develop long-term career goals and strategies, facilitate self-exploration and discovery, connect with potential employers, and empower and challenge you to fulfill your potential. We look forward to serving as your advocate as you pursue an inspired and fulfilling future. The UO Career Center is a part of the Division of Student Affairs and has offices in Hendricks Hall on the UO campus and in the White Stag Block at the University of Oregon in Portland. Please see the following link for more information: <http://career.uoregon.edu/>

## **COURSE OUTLINE**

### **3/24 – 4/1 Curaçao fieldwork and preliminary laboratory analysis**

- Week 1: Introduction to Caribbean Archaeology**  
Fitzpatrick (2015); Fitzpatrick et al. (2015)
- Week 2: Environmental and Geographical Background**  
Wilson (Ch. 1)
- Week 3: First Colonization: The Lithic and Archaic Ages (ca. 6000 – 500 BC)**  
Wilson (Ch. 2)
- Week 4: The Ceramic Age (ca. 500 BC – AD 1400): Migration and Settlement Patterns**  
Wilson (Ch. 3)
- Week 5: The Ceramic Age: The Southern Lesser Antilles**  
Hofman et al. (2008)
- Week 6: The Ceramic Age: The Northern Antilles and the Emergence of the Taíno**  
Wilson (Ch. 4)
- Week 7: Interaction Spheres: Evidence and Non-Evidence**  
Wilson (Ch. 5)

**Week 8: European Contact and the Early Colonies**  
Wilson (Ch. 6)

**Week 9: Sweetness and Power: Plantation Archaeology**

**Week 10: Development, Tourism, and Preservation**

## **COURSE READINGS**

### **Required Text:**

Wilson, Samuel. 2006. *Archaeology of the Caribbean*. Cambridge: Cambridge University Press.

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Wilson, Samuel. 2006. *Archaeology of the Caribbean*. Cambridge: Cambridge University Press.

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Fitzpatrick, S. M. (2015). The Pre-Columbian Caribbean: Colonization, Population Dispersal, and Island Adaptations. *PaleoAmerica* 1(4):305-331.

Fitzpatrick, S. M., T. Rick, and J. Erlandson (2015). Recent Progress, Trends, and Developments in Island and Coastal Archaeology. *Journal of Island and Coastal Archaeology* 10(1):3-27.

Hofman, C.L., Bright, A.J., Hoogland, M.L. and Keegan, W.F. (2008). Attractive Ideas, Desirable goods: Examining the Late Ceramic Age Relationships between Greater and Lesser Antillean Societies. *Journal of Island and Coastal Archaeology* 3(1):17-34.

### **Optional Texts:**

- Fitzpatrick, Scott and Ann H. Ross 2010. *Island Shores, Distant Pasts: Archaeological and Biological Perspectives on the Pre-Columbian Settlement of the Caribbean*. Gainesville: University Press of Florida.
- De Las Casas, B. (1992). *A Short Account of the Destruction of the Indies* (translated by N. Griffen). London: Penguin Books.