ANTH 380S: Archaeology of the Southwest U.S.

Fall 2010

MWF 2:20-3:20, LH 4
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Office Hours: M 10 – 12, or by appointment

Course Description
This upper-division undergraduate course is designed to provide students with an overview of the archaeology of the Southwest United States and Northwest Mexico. The general organization of the course is chronological. We discuss the construction of archaeological knowledge, the nature of archaeological evidence, and major research issues from the Paleoindian and Archaic periods (ca. 11,500 B.C. - A.D. 0) through the ceramic cultures (Anasazi, Mogollon, Hohokam, ca. A.D. 0-1540) into the proto-historic period. Highlights include investigations into the first Americans, Chaco Canyon, Mesa Verde, Hohokam trade and ballcourts, and Native American perspectives. The course is taught in lecture format, in three one-hour meetings per week. Previous courses in or knowledge of archaeology is useful but not required.

Learning Objectives
This course is designed to help you achieve the following undergraduate learning objectives:
• to develop proficiency in critical and constructive thought;
• to develop proficiency in communicating complex ideas through writing;
• to develop a greater understanding human variation across time & space;
• to develop the ability to use anthropological concepts for discussion, analysis, and problem-solving; and
• to develop greater proficiency in anthropological archaeology.

Required Materials:
This book should be available in the bookstore, or you can order it online direct from the publisher: www.sarweb.org, then go to the SAR Press page.

Additional readings are found online and/or on the course Blackboard page. The reading list is attached; I reserve the right to make changes as necessary while the course is in progress.

Course Evaluation Methods:

<table>
<thead>
<tr>
<th>Test</th>
<th>Percentage</th>
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<tr>
<td>Test 1</td>
<td>25%</td>
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<tr>
<td>Test 2</td>
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<tr>
<td>Test 3</td>
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<tr>
<td>Research Paper</td>
<td>25%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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Tests
There will be four tests comprised of a variety of objective, short answer, and essay questions. Each of the tests is designed to cover primarily the readings and lectures for that section of the course. You are required to take all four tests to pass the course. I will drop your lowest test score. Your three highest test scores will each count for 25% of your final grade.
Research Paper (25%)
You are responsible for choosing a topic on which to write a 10-page research paper (exclusive of references). The paper is due in class on the last day of class, Friday, December 12. Your paper should entail a more detailed investigation into a particular topic in Southwest archaeology that interests you. The paper should be double-spaced, in 11 or 12-point font, with one-inch margins. Further details and discussion of this assignment will be provided in class.

Course grades will be assigned using the following interpretive framework:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
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<tr>
<td>A</td>
<td>Seeking and attaining excellence, showing outstanding mastery of the course material</td>
</tr>
<tr>
<td>A-</td>
<td>Significantly above average, but not outstanding, with mastery of 92% of the course material</td>
</tr>
<tr>
<td>B+</td>
<td>Above average performance</td>
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<tr>
<td>B</td>
<td>Slightly above average performance, with mastery of 85% of the course material</td>
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<tr>
<td>B-</td>
<td>Slightly above average to average performance, with mastery of 80-82% of the material</td>
</tr>
<tr>
<td>C+</td>
<td>Average to slightly above average performance, with mastery of 78% of the course material</td>
</tr>
<tr>
<td>C</td>
<td>Average performance showing mastery of around 75% of the course material</td>
</tr>
<tr>
<td>C-</td>
<td>Average to slightly below average performance, with mastery of 70-72% of the material</td>
</tr>
<tr>
<td>D</td>
<td>Doing the absolute minimum to pass the class</td>
</tr>
<tr>
<td>F</td>
<td>Failure to complete minimum course requirements</td>
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</table>

Policies, Procedures, and Information

1. We may find that some topics take more or less time than I have allotted. The schedule for lectures and readings may change somewhat throughout the semester, but the exam dates are firm.

2. Attendance is required. Students are responsible for all lectures, readings, and videos. Poor attendance virtually always correlates with low grades. Much is covered in lectures that is not found in the books. It is your responsibility to obtain notes from a classmate if a class is missed. You are expected to come to class in a timely manner each day. You are expected to participate in all class discussions and activities. Readings are listed under each topic on the course schedule. You are responsible for doing all reading prior to the class day on which it is assigned.

3. If you know now that you have a conflict with an exam date, you should find another course. As a rule, I do not administer makeup exams. The ONLY exceptions to this rule involve a serious illness (documented by a note from your physician or university health services), a serious emergency (death in the family, etc), or a University excused absence. If your situation falls into one of these contingencies, you must contact me in advance of the exam. If I decide your situation warrants a makeup exam, the exam may consist entirely of essay questions.

4. The research paper deadline is firm, and I will not accept late papers. I will not grant an incomplete in the course except in a case of extreme emergency, where you can document a serious illness or other severely extenuating circumstance that prevents you from completing the work of the course on schedule. Failure to complete all the required assignments for the course will result in a failing grade, regardless of credit accumulated on other, completed assignments.
5. For learning to occur, we all need to be considerate of one another and not engage in activities that disturb others or that distract from class activities. If I have to interrupt my lecture due to someone’s inappropriate behavior, I will ask her or him to leave the class. If someone is interfering with your ability to concentrate on the lecture or to participate in the class, please bring this to my attention.

Towards this end, I expect you to:

- be respectful of your fellow students, the teaching assistants & the professor.
- come to class on time.
- attend every class & discussion meeting.
- take exams on the date & time scheduled.
- submit your work by the assigned deadlines.
- turn off your cell phone before entering class.
- take notes with pen & paper or on your portable computer.
- sit in a rear aisle seat if you must leave class early.
- use the bathroom before, not during, class.
- wait until the class is finished to pack up & leave.
- come to office hours for help.

Please do not:

- engage in conversations in class.
- read non-class materials.
- text message in class.
- connect to the web on your portable computer or other electronic device.
- check e-mail in class.

6. Academic dishonesty is a form of misconduct that is subject to disciplinary action under the Student Academic Honesty Code and includes the following: cheating, fabrication, facilitating academic dishonesty, and plagiarism. You are expected to do your own, original work on papers and exams. Cheating, plagiarism, or otherwise presenting the work of others as your own will not be tolerated. Any students caught cheating or plagiarizing the work of others (students and published authors) will be assigned a "F" in the course and turned over to the university’s academic honesty committee. Do not engage in these activities. The correct answer on a multiple choice question or a free ride on an assignment is not worth being suspended or expelled from the university. If you need more clarification about plagiarism, please consult Student Academic Honesty Code at http://www2.binghamton.edu:8080/exist5/rest/lists/2_academic_policies_and_procedures_all_students/academicPoliciesAndProcedureAllStudents.xml?_xsl=/db/xsl/compose.xsl, or take a look at the Writing Center’s statement on plagiarism at: http://writingcenter.binghamton.edu/handout.htm.

7. I strongly encourage students to meet with me and discuss any concerns or questions they may have with their grades and the class material. Concerns and questions about your assignments and exams must be addressed within a one-week period following the return of the assignment or exam. After the one-week period, the assignment or exam grade will not be reevaluated, and there will be NO exceptions.

8. If you have a documented learning disability and are authorized to have special arrangements for tests, please inform me at the beginning of the course. It is your responsibility to meet with me to arrange accommodations at least one week before an exam. I will do all that is possible to accommodate your needs, but I must be aware of your concerns as soon as possible.
SCHEDULE

Week 1
M 8/30 Course introduction.
W 9/1 The American Southwest: Environments & Contemporary Native Peoples.
  • Lekson, Chapter 1 (all)
F 9/3 History, Dating, and Methods

Sept 6 – 10: NO CLASS – Labor Day & Rosh Hoshanah

Week 2
M 9/13 The First Americans: Paleoindians.
  Archaeology Southwest 14(2). Center for Desert Archaeology, Tucson.
  • Adovasio, J. M. and D. R. Pedler (1997) Monte Verde and the Antiquity of 
  http://www.unl.edu/rhames/monte_verde/MonteVerde.htm

W 9/15 Lithic Technology
  • http://id-archserve.ucsb.edu/anth3/courseware/LithicTech/1_Contents.html
  (read through entire module)

F 9/17 NO CLASS – Yom Kippur

Week 3
M 9/20 The Archaic Periods & the Transition to Agriculture.
  • Lekson, Chapter 2 (all)

W 9/22 Archaic Social Worlds
  • Geib, Phil R. (2000) Sandal Types and Archaic Prehistory on the Colorado 
  • Ezzo, Joseph A and Mary C. Stiner (2000) A Late Archaic Period Dog Burial from 

F 9/24 TEST 1

Week 4
M 9/27 Farming, Pottery, & Village Life: “The Three Little Cultures”
  • Lekson, Chapter 3 (all), Chapter 4, pp. 71-78.
W 9/29  Ceramic Technology

F 10/1  Basketmaker III on the Colorado Plateau.

**Week 5**
M 10/4  The Pueblo I Crucible
• Lekson, Chapter 4, pp. 94-103.

W 10/6  Chaco Canyon: The Center Place

F 10/8  Outliers and the Chacoan World

**Week 6**
M 10/11  The Mystery of Chaco Canyon

W 10/13  Chaco in Sociopolitical Perspective
• Lekson, Chapter 5, pp. 105-115, 122-133

F 10/15  Aztec, Zuni, and the Post-Chaco World

**Week 7**
M 10/18  Cliff Dwellings & Towers
• Lekson, Chapter 6, pp. 143-166.

W 10/20  Conflict & Cannibalism

F 10/22  TEST 2
Week 8
M 10/25  The Hohokam: An Overview
• Lekson, Chapter 4, pp. 78-94
  *Archaeology Southwest* 21(3). Center for Desert Archaeology, Tucson.

W 10/25  Ballcourts, Irrigation, and Material Culture
• Lekson, Chapter 5, pp. 116-122.
  *Archaeology Southwest* 14(3). Center for Desert Archaeology, Tucson.

• Lekson, Chapter 6, pp. 166-170, and Chapter 7, pp. 201-207.

Week 9
M 11/1  The Mimbres Mogollon.
• Lekson, Chapter 5, pp. 133-141, and Chapter 6, pp. 171-177.

W 11/3  PIV Reorganization, Social Organization in the Western Pueblos
• Lekson, Chapter 7, pp. 179-200
• Duff, Andrew, editor (2003) The Upper Little Colorado River Region. 
  *Archaeology Southwest* 16(3). Center for Desert Archaeology, Tucson.

F 11/5  The Rio Grande Pueblos

Week 10
M 11/8  Under the Volcano: Sinagua

W 11/10  Kayenta Migrants in Southern Arizona

F 11/12  TEST 3
Week 11
M 11/15  Northern Sonora: The Trincheras Tradition (Guest Lecture: Randy McGuire)

W 11/17  Northern Chihuahua: Paquimé (Guest Lecturer: Tanya Chiykowski?)
• Lekson, Chapter 7, pp. 207-216.

F 11/19  First Contact (Surviving Columbus)

Week 12
M 11/22  Coronado & the Spanish Conquest

Nov 24 – 26: NO CLASS - Thanksgiving

Week 13
M 11/29  Eastern Pueblos

W 12/1  Western Pueblos

F 12/3  Navajo, Apache, O’odham
Week 14

M 12/6  Indigenous Collaborations

W 12/8  Contemporary Research Issues in the Southwest
  • Lekson, Chapter 8

F 12/10  TEST 4

W 12/15  Research Paper Due at 12 Noon in my office, Science 1, Room 110B