

ANTHROPOLOGY 3318
THE PREHISTORY OF THE SOUTHWEST

SPRING 2010

LECTURE: HEROY HALL ROOM 426
TUES., THURS. 9:30 – 10:50 PM

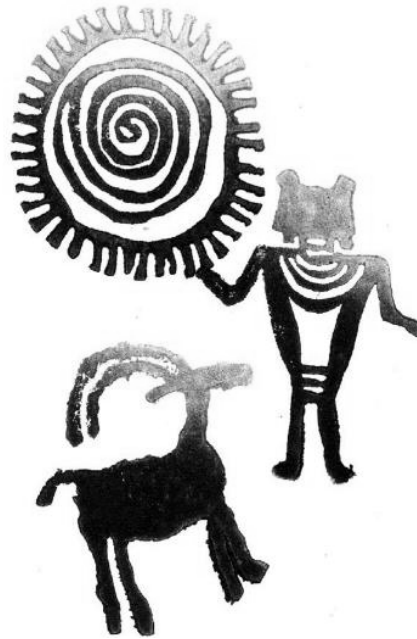
COURSE INSTRUCTOR: PROF. SUNDAY EISELT

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ROOM 450 HEROY HALL

OFFICE PHONE (DAY): 768-2915

OFFICE HOURS: BY APPOINTMENT



The American Southwest encompasses everywhere Native people and their ancestors traveled, lived, and were buried during their long migration from the place of origin to the center of the earth. As a cultural landscape the region is defined by landforms associated with deities and historical events, rivers, springs, trails, shrines, and what the Hopi people call itaakuku or “our footprints.” As an archaeological landscape, the American Southwest constitutes one of the most important and breathtaking research areas in North America.

This course provides an introduction to the archaeology of the American Southwest and provides students with essential background knowledge of the region along with an opportunity to learn how archaeologists apply scientific and humanistic methods to understand the past. The ethics and practice of contemporary archaeology is placed in the context of a rich tradition of anthropological research that began over 100 years ago – when the first transcontinental rail lines brought artists, tourists, and bohemians seeking escape from modern industrial life.

We will begin by examining the initial settlement of the region by Paleo-Indian hunter-gatherers nearly 12,000 years ago, as well as early cultural developments such as farming and pottery manufacture. We will then explore the unique cultural trajectories of specific areas, focusing on the Phoenix and Tucson basins, the Mimbres Valley, Chaco Canyon, Mesa Verde, and the Little Colorado and Rio Grande Valleys. As we discuss culture history, we will touch on key topics for each area, including interethnic violence and migration, gender, religion, and ethnogenesis (the blending of different cultures through time).

Capitalizing on our detailed knowledge of the prehistoric record, we will then consider the impacts of Spanish contact during the Colonial era and relate subsequent historical developments to the vibrant perseverance of Native People today. Finally, we will expose the devastating impacts of looting and how archaeologists and Native Communities are forging new alliances to protect the past for future generations.

Learning Objectives:

You will have succeeded in this course when you are able to:

- Evaluate the relationships among Southwest environments, human populations, and subsistence technologies in the present as well as in the past as a means of developing environmental consciousness.
- Describe major changes in Native cultures in the Southwest from Paleoindian times to the present, in terms of architecture, social organization, technology, religion, and interaction with their natural and social environments.
- Identify major differences among Southwest native cultures, as a means of valuing cultural diversity.
- Relate cultural diversity to long-term histories of populations and to present day tribes
- Demonstrate ethical reasoning in writing and class discussion through consideration of Federal and state legislation regarding looting, treatment of human remains, and sacred objects and sites; be able to discuss ethical and environmental concerns of native people and scientists.
- Employing the skills of critical reading and scientific inquiry, describe how archaeologists collect and evaluate evidence through scientific inquiry, then evaluate different interpretations of past events, processes, and cultural diversity.
- Find and evaluate information about Southwest archaeology in the library and on the internet, employing skills of scientific inquiry, critical reading, and critical thinking.
- Communicate information effectively in writing and graphics

COURSE FORMAT AND REQUIREMENTS

This class meets twice a week (Tuesday and Thursday) from 9:30-10:50. The Tuesday lecture section will focus on lecture and discussion. Lecture will be limited to 20-30 minutes and will provide background and visuals to accompany the assigned reading (see schedule below). The remainder of the Tuesday class will be dedicated to discussion of the assigned reading or to class exercises pertaining to the reading. The Thursday laboratory section will be dedicated to the development of student web sites.

Textbook

The textbook for this class is, *A History of the Ancient Southwest*, by Stephen H. Lekson (2008).

You must do the readings prior to the class period that they are assigned and you should come to class with several questions, critiques, or points of comparison based on these readings using the guidelines below.

Thoughtful participation

Thoughtful participation in class discussions is required for all students. Thoughtful participation entails critical discussion—evaluation of the strengths and weaknesses of an argument and the data used to support it—of theoretical and methodological issues as well as empirical data. Thoughtful participation also will occasionally entail reading or research beyond the assigned text, for example, to look up a source or term mentioned but not fully explained in the reading.

Thoughtful participation will be evaluated through class exercises and quizzes

Class Exercises:

The Tuesday lecture section will include exercises to promote active learning. These may include minute papers, fishbowl discussion questions, active review sessions, or cooperative groups and debates. Class exercises account for 20% of your final grade.

NOTE: My goal is to minimize lecture presentations in favor of class-based learning activities. This means that all students need to be prepared to discuss issues from the textbook in class and participate successfully in class exercises.

Quizzes:

There **are no exams** as part of this class. Instead, ten quizzes are distributed throughout the semester to cover one or more of the previous lectures and discussions. Quizzes are **not** cumulative. Each one only covers the topics since the previous quiz and may include slide identifications in addition to multiple choice, T/F, or short answer questions on lectures and readings. There will be anywhere from 5 to 10 questions per quiz and quizzes account for 20% of your final grade.

Laptops

Laptops will be required for Thursday laboratory sections. Please see me if you do not have access to a laptop for class.

Web Project Assignments:

The final project for the class will be the creation of a web site dealing with a question of enduring significance in Southwest archaeology. This project is cumulative. We will complete the different components of the web site as the semester progresses, and these completed components constitute graded class assignments that are due on specific dates as per the syllabus schedule. Each assignment will contribute to your final project that must be posted on-line by the due date. I will review and edit your pages the week following the due date and these edits must be included in your final web site. Periodic assignments will be worth 20 points a piece. **Two points will be taken off of the total for each day that the assignment is late without prior approval.** Assignments constitute 20% of your final grade.

You will present your final web site on the final day of class. This presentation takes the place of a final exam. The instructions for the final project are detailed below. The completed web site accounts for 40% of your final grade. The project is worth a total of 200 pts – 150 pts for the completion of the site and 50 pts for the presentation of the site on the final day of class. For more information see the schedule and the Web Page Content and Instructions Sections below.

Attendance:

Much of your grade is based on in-class assignments, discussion, and quizzes. Attendance therefore is critical to the successful completion of this class. If extraordinary personal circumstances affect your academic performance or make it impossible for you to attend a class, you must contact me with written documentation of the circumstance at the time the problem arises, as per SMU policy, in order to make alternative arrangements. For excused absences, you will be required to set up an appointment with me to take any missed quizzes and go over any missed lectures and complete class discussions. Make-up appointments must be completed within a week of the missed class barring any pre-arranged extenuating circumstances.

GRADE DISTRIBUTION

Quizzes: 20% of grade
Class Exercises: 20% of grade
Assignments: 20% of grade
Final Project: 40% of grade

A = 100% to 95% A- = 94% to 90%
B+ = 89% to 88% B = 87% to 84% B- = 83% to 80%
C+ = 79% to 78% C = 77% to 74% C- = 73% to 70%
D+ = 69% to 68% D = 67% to 64% D- = 63% to 60%
F = 59% and lower

UNIVERSITY POLICIES

Disability Accommodations: Students needing academic accommodations for a disability must first contact Ms. Rebecca Marin, Coordinator, Services for Students with Disabilities (214-768-4557) to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4.)

Religious Observance: Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

Excused Absences for University Extracurricular Activities: Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

Plagiarism: Plagiarism is the misrepresentation of the work of another as your own and is a serious infraction of the University Honor Code. Instances of plagiarism or any other cheating will be reported to the University Honor Council, and will at the very least result in failure of this course. The University policy on plagiarism may be found at: http://www.smu.edu/studentlife/PCL_05_HC.asp and in the Student Handbook at: http://www.smu.edu/studentlife/PDF/SMU_Student_Handbook_06-07.pdf

WEB PAGE CONTENT AND INSTRUCTIONS

For the final project in this course, you will produce a comprehensive web site dealing with a particular question of lasting significance in Southwest archaeology. A list of questions is provided below. The primary goal of this project is to increase your understanding of regional prehistory through creative research and web design. A key component of this project is to introduce you to the basics of library research and writing for a public audience. This project is worth 200 pts (40% of your grade) – 150 pts for the completion of the site and 50 pts for the presentation of the site on the final day of class.

Your web site will consist of several nested pages linked to a front page. Use the outline below to structure the text for each page. General page length guidelines are provided for each page in the sections that follow. These sections provide a general outline for the web site.

You must include 2-3 images on each page that help to illustrate the text. Images need to have a caption and citation and the full reference for the citation should be included at the footnotes section (bottom) of each page in a section titled "Photo Credits". Images may be scanned from books, captured from PDF files, or from the web. If using a web image, include the photographer and the web site in the footer.

You should include a minimum of five (5) published sources for your web site although you may draw upon more. References must come from the scientific literature. Web sites and magazine or newspaper articles are not accepted.

Bios for 3-5 major players for the selected topic are required. Information for the major players may be paraphrased from on-line sources such as personal web sites and from published sources.

Citations: Use the American Psychological Association (APA) guidelines, which can be found at: <http://www.douglas.bc.ca/library/apa.html>. A complete bibliography of all the cited references used in your text should be placed in a separate bibliography page, or your citations may be placed in the footnote section (bottom) of the page in which they appear.

As stated above, every photo placed on your website needs to have a caption including a short description of the photo and the reference for the image. The full citation for the reference should be placed in the footnotes of the page under the heading of "Photo Credits".

Web Page Structure

Intro/Front Page

- Your name and class information (Title Section)
- Introduction to the issue/debate (300 – 500 words)
- Links to internal pages (sidebar)

Secondary Pages

- Background Data/Information (500-1000 words)
- Contrasting views and evidence (each view should receive its own page) – (300-500 words)
- The major players – short bios of each of the archaeologists weighing in on the debate including their positions. (100-200 words per individual) (minimum 3-5 individuals)
- Bibliography

- Extra Credit (20 pts) - Ethical issues pertaining to the debate (as they exist) (300-500 words)
OR – Broader implications of the debate (300-500 words)

LIST OF TOPICAL QUESTIONS

- Did Pueblo ancestors practice cannibalism?
- Were the earliest farmers sedentary?
- When and how did maize agriculture first arrive in the American Southwest?
- Did the Anasazi practice archaeoastronomy at Chaco Canyon?
- What caused the decline of the Chaco Phenomenon?
- What was Chaco (ceremonial center, commercial center)?
- What were the functions of Chaco Roads?
- Are the O'odham the modern descendants of the Hohokam?
- Why did Mesa Verdeans build cliff dwellings?
- What and when is a Kiva?
- Who made Mimbres ceramics?
- Were Hohokam ballcourts Mesoamerican in origin?
- Are the Zuni the modern descendants of the Mogollon?
- Who made Mogollon rock art?
- When and how did the Katsina Cult originate?
- Was Casas Grandes a Mesoamerican trading outpost?
- Did Hohokam platform mounds contain the houses of elites?
- Were Trincheras hill sites defensive, residential, or ceremonial?
- When people left the Four Corners in the AD 1200s, where did they go and who did they become?
- Abandonment – how is it conceived by archaeologists and Native communities?
- How did Paquime originate?
- When did the Athapaskans arrive in the Southwest?
- How did the Pueblos cope with Spanish missionization?

COPING WITH THE PROFESSIONAL LITERATURE

One of the goals of this class is to help undergraduate students begin to use literature that is written for professionals. In this case, the literature is written primarily by professional archaeologists and addressed to other archaeologists or advanced students, but the skills you will develop in reading this archaeological literature should be applicable in many disciplines.

Most students who have difficulty reading the professional literature experience at least two particular problems. First, students don't understand an article on first reading, so they give up. A partial solution to this problem is obvious: read it again. A good strategy is to begin by skimming the article, then read it carefully all the way through, and finally read it yet again and take notes. An additional solution to this problem involves pinpointing exactly what it is that you don't understand and then investigating further (e.g., ask your professor a specific question). I expect that when you read an article, you will not understand everything. But if you tell me you don't understand it, I will want you also to tell me exactly what it is that you are having trouble understanding. This kind of pinpointing takes some work, but once you locate a problem, it is often easy to solve it.

The second problem is figuring out how all the information in an article fits together and generally answering the question (which professors often refuse to answer) "What do I have to know?" Many articles involve some background information, a core argument, and the presentation of data that support that argument. What you have to do to make sense out of all of this is identify the core argument, and consider how and to what extent the data support that argument.

Some Hints and Guidelines for Understanding the Scientific Literature

Topic: What is the subject matter, issue or problem with which the article engages. Examples may be a particular body of visual or archaeological material (e.g. rock art images or settlement patterns), a method of interpretation (e.g. stylistic analysis; settlement survey), a theoretical framework (e.g. culture history, constructivism), etc.

Antithesis: what is argued against? What are other authors' takes on the same issue? These may be overtly discussed and reasons for disagreeing presented, or they may be just understood from the stand that the article takes on the issue. Some archaeological reports do not involve argument against an antithesis.

Thesis: what is argued for? What is the author(s)' take on the issue? The thesis is often stated explicitly at the conclusion to the article's introduction. Often it is introduced with the phrase "I will argue that...." It is then often repeated in different wording in the conclusion. In some cases, it is only stated in the conclusion. Also, the article may have more than one thesis.

Assumptions. These are necessary foundations of the thesis but for which no evidence is provided. They may be taken to be self-evident, as with the assumption that figurines are exclusively for ritual use or buildings on pyramids must be temples. Often the conclusion to arguments presented in a previous paper are merely mentioned as a starting point, and thus constitute an assumption in the present paper. If evidence is provided to support a point, then it is an argument rather than an assumption. Understanding the level of assumptions can help you judge the firmness of the foundation on which the argument is based.

Methodology. Each framework or discourse carries with it a set of appropriate methodologies. For example, the evolutionary framework involves a methodology of cross-cultural comparison: comparing unrelated societies presumed to be at the same "evolutionary level." In dealing with visual imagery, the culture-historical framework usually involves methodologies of iconographic analysis which may be contextual or a decontextualized ("daisy picking") comparison.

Gaps and absences. Can you think of kinds of evidence, arguments, or interpretations that seem missing or even avoided? How might this selection enhance the authority of the argument or simplify the construction of ancient society?

Authority. Do the authors explore alternative possibilities and leave open spaces for other avenues of interpretation that stimulate further debate and analysis? Or do they provide a seamless narrative that is to be accepted as a truth and may

thus tend to close down debate. In the first case, you may find that an issue presented as a “major” debate actually presents a very narrow range of opinion within a restricted discourse. In the second case, the intent may be in part to police the boundaries of the discourse, textually “disciplining” those who stray from accepted views or who ask questions considered inappropriate.

Relation to descendant communities. One can ask to what extent members of descendant communities were invited to collaborate in the project: were they consulted in relation to the project and resulting interpretations? Are Indigenous voices heard in the argument? In most cases the answers will be negative, but one may still hypothesize whether the argument and conclusions appear respectful or disrespectful of descendant communities, and why.

Contradictions. Some arguments rely on a great deal of imagination to link fragments into a seamless narrative, treating limited evidence as if it were the whole picture. In such cases, the very artificiality of the project often shows through in the contradictions which the author cannot control, and these can be brought out to destabilize the authority with which it is presented. See what contradictions you can identify.

Anth 3318 Course Schedule

January 2010					
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
Notes:					1
3	4	5	6	7	8
10	11	12	13	14	15
17	18	19 Introduction to Course	20	21 Lab - WYSIWYG Web Instruction	22
24	25	26 Chapter 1 Lecture and Discussion: pp. 1-29 of textbook	27	28 Lab - WYSIWYG Web Instruction - Topics will be assigned during this class	29
31	Notes:				

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<h1>February 2010</h1>					
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
Notes:	1	2 Chapter 2 Lecture and Discussion: pp. 31-47 of textbook	3	4 Lab - WYSIWYG Web Instruction and search for library sources	5
7	8	9 Chapter 3 Lecture and Discussion: pp. 49-69 of textbook	10	11 References for web site due. Final Design for web site due	12
14	15	16 Chapter 4 Lecture and Discussion: 71-103 of textbook	17	18 Work on Background Page Content and Design - initial drafts accepted	19
21	22	23 Chapter 4 Class Exercise	24	25 Background Page Content Due - work on design and edits in class	26
28	Notes:				

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Anth 3318 Course Schedule

March 2010					
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
Notes:	1	2 Chapter 5: Lecture and Discussion: pp. 105-141 of textbook	3	4 Final Background Page due for posting	5
7	8	9 Spring Break	10	11 Spring Break	12
14	15	16 Chapter 5: Class Exercise	17	18 Work on Contrasting Views Content and Design: Initial drafts accepted	19
21	22	23 Chapter 6: Lecture and Discussion: pp. 143-177 of textbook	24	25 Contrasting Views Content Due	26
28	29	30 Chapter 6: Class exercise	31	Notes:	

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<h1>April 2010</h1>					
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
Notes:				1 Designs and edits for Contrasting Views Page due for final posting	2
4	5	6 Chapter 7: Class Lecture and Discussion: pp. 179-216 of textbook	7	8 Content, Design and edits for Major Players Page due for final posting	9
11	12	13 Chapter 7: Class Exercise	14	15 Introductory Page Content due	16
18	19	20 Chapter 8: Class Lecture and Discussion: pp. 217-251 of textbook	21	22 Design and Edits for Introductory Page Due for final posting.	23
25	26	27 Chapter 8: Class Exercise: Bibliography for web site due for final posting	28	29 Web Presentations Due	30

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