

UNIVERSITY OF LETHBRIDGE
ANCIENT SOCIETIES:
THE GREATER SOUTHWEST
Anthropology 2320
Spring 2013

Class: T-Th 1:40-2:55PM
Instructor: Dr. Jerimy J. Cunningham
Instructor Phone: 329-5102
Office Hours: by appointment

Classroom: PE 261
Dropbox: A874
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INTRODUCTION

This course provides an overview of archaeology and ethnology of the Greater Southwest from the earliest occupants through the Spanish entrada and historic period. We begin by looking at the natural setting the Southwest and then introduce some of the tools archaeologists have used to reconstruct the archaeological history of the region. From there, we survey the earliest foraging societies, the development of agriculture and emergence of settled life and social complexity. We then consider historic era pueblos and finish the course by reading an ethnography about the Tewa people.

Learning Objectives

By the end of the course, students should have the necessary skills and knowledge to:

- Describe diagnostic elements of the archaeological record associated with Southwestern societies, including ecological adaptations, architectural traditions and artifact styles.
- Describe the cultural and social history of Southwestern societies, including their social organizations, belief systems, economic structures and cycles of emergence, transformation and change.
- Describe the recent history of the Tewa people, including changes to social organization and ritual cycles.
- Describe some of the basic techniques that archaeologists use to reconstruct the past from material remains.
- Work in groups to research and write high quality and succinct summaries of key topics in Southwestern archaeology.

Course Texts

Cordell, Linda S. and Maxine E. McBrinn
2012 *Archaeology of the Southwest*. 3rd edition. Walnut Creek, CA, Left Coast Press.

Ortiz, Alfonso
1969 *The Tewa World: Space, time, being, and becoming in a pueblo society*. Chicago, University of Chicago Press.

Course content also includes the *Encyclopedia of the Ancient Southwest* that the class will produce and post online through our Moodle website.

DELIVERABLES

Component	Weighting	Date
Encyclopedia of the SW – Article Review	10%	Feb 14
Midterm	30%	March 5
Encyclopedia of the SW – Entry	20%	March 22
Final Exam	40%	Exam period

Encyclopedia of the Ancient Southwest (30% [10% review + 20% entry])

The *Encyclopedia of the Southwest* assignment gives students an opportunity to work within a group to explore a topic that they find interesting related to Southwestern archaeology. In early January, the class will develop a list of topics that we would like to include in our encyclopedia. These topics will be immediately converted into a sign up sheet on Moodle and each student will select the topic they would like to explore in more detail. Students who select the same topic will be placed in a group that will work collaboratively to produce an encyclopedia entry that will become part of the course content.

The assignment has two separately marked components. First, for the **Article Review** each member of the group finds one article related to their topic and writes a brief summary to be handed in and marked individually. Students in the same group cannot submit the same article, so you will need to discuss the articles you are working on with your group before you complete the assignment. A marking rubric will be available on our Moodle website and a copy of the rubric must be **stapled** to the back of your assignment. The review should not exceed **one** double spaced page (250 words) and is worth **10%** of your final grade. Please note that it must be submitted as a **hard copy** (no emailed submissions). It is due **Feb 14th**.

For the **Encyclopedia Entry** assignment, each group writes a small 500 word (2 double spaced pages) encyclopedia entry that synthesizes course readings related to their topic as well as the additional information collected from their articles. Each

entry must include graphics and a bibliography that references the articles you selected. In addition, the group is required to write four multiple-choice questions related to their topic. A marking rubric for the entry will be available on Moodle. A **hard copy** of the entry, multiple-choice questions and marking rubric must be **stapled** together and handed in by **4PM on March 22nd**. By **midnight** of the same day, your group must **upload an identical version** of the entry and associated multiple-choice questions to a Wiki entitled *The Encyclopedia of the Ancient Southwest* accessible through a link on our Moodle website.

Mid-Term exam (30%)

The mid-term will be a mixed format exam written through Moodle on **March 5** that assesses student knowledge of all materials from lectures and readings up to the date of the exam.

Final Exam (40%)

The final exam will be a mixed format exam written **through Moodle** during the Exam Period that *emphasizes* course materials covered after the Mid-Term.

COURSE POLICIES

Percentage to Letter Grade Conversion

Grade Percent		Grade Percent	
A+	95+	C+	67-69%
A	87-94%	C	63-66%
A-	83-86%	C-	60-62%
B+	78-82%	D+	57-59%
B	74-77%	D	50-56%
B-	70-73%	F	0-49%

Returned Exams and Assignments

I will strive to return marked exams and assignments to students within 2 weeks of their due date. Marks will be posted in Moodle's Gradebook.

Citation Format

All assignments should adhere to the style format of *American Antiquity*. (<http://www.saa.org/AbouttheSociety/Publications/StyleGuide/tabid/984/Default.aspx>). A pdf version of the guide is available on Moodle and citation information is located in sections 3.4 and 3.9.

Late Penalties for All Course Assignments

All deliverables lose 2% of the FINAL GRADE IN THE COURSE for each day that the assignment is late. For example, your article review is worth 10% of the final grade. An article review that is 1 day late will lose 2% of the FINAL GRADE that is allotted to the assignment, which effectively moves an initial score of 8/10 (or 80% and an

'B+') to a mark of 6/10 (which is 60% or a 'C-'). Please note that no extensions will be granted and delayed submissions of assignments because of illness or family emergency will require official documentation.

PowerPoint Slides

PowerPoint slides related to lectures will be posted on Moodle after the lectures in which they are used. It is my goal to have the slides available for you on Moodle within 72 hours of the lecture, however it may take longer if the lectures carry over into subsequent classes.

COMMUNICATION POLICIES

Outside lectures and office hours, the primary forms of communication in the course take place through Moodle, including the bulletin board and chat rooms.

Bulletin Board

Any questions that you may have that relate to course content, course procedures, the assignments or the readings should be posted to the main bulletin board. This allows everyone in the class to see the responses that I give and it makes my life a bit easier because I won't have to answer 6 identical questions. It also will hopefully jump start the bulletin board as a venue for informal discussions about the course.

Email: (jerimy.cunningham@uleth.ca)

I will check my email once a day during the week and I will try to reply to you within 72 hours. At certain times during the semester, I will be away from my office for 2-7 days at a time and thus I may be delayed in replying to any questions.

Office Hours & Chats

I have discovered that a block of office hours tends to be quite difficult for most students to work into their diverse schedules. As a result, this term I have opted to have my office hours "by appointment" in the hope that they can be customized to meet student needs. Please do not hesitate to contact me if you would like to meet and discuss the course or assignments. I do ask that you please give me sufficient notice so I can arrange my schedule. Meetings can be held either in person at my office or electronically in our Moodle chatroom.

Telephone

Questions relevant to the course are best directed to me through the bulletin board and email. However, please feel free to call me at my office (403-329-5102) to request a meeting or in case of emergencies.

TENTATIVE SCHEDULE & ASSOCIATED READINGS
(SUBJECT TO CHANGE**)**

Week	Dates	Topic	Readings
0	Jan 10	Course introduction	None
1	Jan 15 & 17	Southwestern peoples & environment **Jan 17 – Ency SW Workday**	C&McB Ch 1 & 2
2	Jan 22 & 24	Archaeology in the Southwest	C&McB Ch 3
3	Jan 29 & 31	Early forager societies	C&McB Ch 4
4	Feb 5 & 7	The development of agriculture	C&McB Ch 5
5	Feb 12 & 14	Pithouse to pueblo transition **Feb 14 – Article Review Due**	C&McB Ch 6
	Feb 19 & 21	READING WEEK	
6	Feb 26 & 28	Social and political organizations	C&McB Ch 7
7	Mar 5 & 7	Movement, reorganization and change in southwestern societies **March 5 – Midterm**	C&McB Ch 8
8	Mar 12 & 14	Re-aggregation & the Casas Grandes Culture	C&McB Ch 9
9	Mar 19 & 21	Historic pueblos **March 22 – Enc. SW Entry Due**	C&McB Ch 10 & 11
10	Mar 26 & 28	Tewa social organization	Ortiz Ch 1 & 2
11	Apr 2 & 4	<i>Towa é</i> **Conference Week – Film & Podcast**	Ortiz Ch 3 & 4
12	Apr 9 & 11	The Made People	Ortiz Ch 5 & 6
13	Apr 16 & 18	Review	