

## Department of Anthropology and Archaeology

### ARCHAEOLOGY 317

## ARCHAEOLOGY OF THE ANCIENT PUEBLOAN SOUTHWEST

Fall 2018 TR 11am-12:15pm (SA104)

Professor: Dr. Andrea Freeman                      Email: freeman@ucalgary.ca  
Office Hours: R12:45-1:45pm, or by appt.      Office: ES 842,                      Office Phone: 220-2792

**Prerequisite(s):** None

**Course Description:** A survey of prehistoric archaeology in the American Southwest and northern Mexico. Covers some aspects of Puebloan ritual life, protohistoric archaeology, and historic events that inspired the current cultural landscape of the American Southwest.

**Evaluation Methods:** Grading will be based on three (3) midterm tests, a map quiz (online), an individual assignment, and a group assignment. The first two midterm tests will be held in class and will be closed book. The last midterm test will be online and you will select the time you take the test. The remaining 35% of the course grade will consist of two small assignments culminating in a term project designed to help students investigate a particular aspect of Southwestern archaeology. There will be no final examination.

#### **Grading Scheme:**

3 midterm tests:	50%
Map Quiz	5%
Group Project	10%
Term Project and Assignments	35% (see attached)

A+ (97-100%), A (93-96.99%), A- (90-92.99%) B+ (87-89.99%), B (83-86.99%), B- (80-82.99%) C+ (77-79.99%), C (73-76.99%), C- (70-72.99%) D+ (67-69.99%), D (60-66.99%), F (<60%)

**Course Text (required):** *Archaeology of the Southwest* (3rd edition) by Linda Cordell and M McBrinn

\*Course readings will be supplemented by readings posted on D2L. These are also required.

**Recommended Texts:** *Ancient Peoples of the American Southwest* (2nd edition) by Stephen Plog & *Ancient Puebloan Southwest* by John Kantner

#### **Important Dates and Weighting of Course Components\*:**

September 13 (opens) - September 20 (closes) – Map Quiz (online, 5%)

October 9 – Midterm Test 1 (20%)

October 19, 4:30 pm – Term Project, Parts 1 & 2 (15%)

November 20, 4:30 pm – Term Project, Part 3 (20%)

November 22 – Midterm Test 2 (20%)

November 27-Dec 4 – Group Project (10%)

December 4 (opens) – December 11 (closes) – Midterm Test 3 (online, 10%)

\*All course components must be completed in order to receive a passing grade. A passing grade is not necessary for each component.

## LEARNING OUTCOMES



This course serves both majors and non-majors.

The table below lists the key learning outcomes for this course, the program learning outcomes for the Department of Anthropology and Archaeology that they facilitate and the expected level of achievement.

Course Learning Outcomes	PLO(s)	Level(s)
Introduction to physical environment and cultural evolution of the American Southwest with a focus on the pre-Puebloan and Puebloan periods	1, A1, A3	1,2
Investigate a related piece of popular culture and compare the presented narrative to scholarly knowledge of the American Southwest and its peoples. Culmination of this study being a short narrative describing the results of this investigation.	3, 6, 8, 10, A1, A3, C2	1
Demonstrate knowledge of the prehistory of the American Southwest through quizzes and examinations	1, A1, A2	1,2
Investigate and compile information on one part of the historic colonization of the American Southwest by non-Indigenous people and communicate results orally in a group format to other peers	1, A1, C1	1
Critically evaluate information provided by external resources (eg. Lectures, readings, exhibits)	1, 3, 6, 8, A1, A2, A3, C1	1,2

**PLOs = Program Learning Outcomes:** 1=Demonstrate an understanding of the basic concepts, history, terminology, methods, theoretical perspectives, issues, and contemporary concerns in their respective field; 3 = Think critically about how the knowledge and skills acquired in their program can be applied to major issues in contemporary society and the student's own life; 6=Collect, organize, analyze, interpret, and present quantitative and/or qualitative data; 8=Present and discuss ideas and information in a format appropriate for a specific audience; 10= To think holistically, emically, comparatively, and with cultural sensitivity; A1=Demonstrate knowledge of the archaeological record of several world regions; A2=Use appropriate analytical methods to understand past human cultures. A3= Develop cross-cultural sensitivity with regard to the management of, and research into, material remains and cultural heritage; C1=Understand how colonization has impacted Indigenous

peoples; C2= Value the diversity as well as the commonalities of human cultures. **Levels:** (1) Introductory, (2) Intermediate, (3) Advanced.

## TERM PROJECTS

### Individual Assignment

For your semester assignment, you will select a story from popular media (a book or feature film). Either read the story or watch the film and then accomplish the following tasks: **Parts 1 and 2: Due October 19, 2018, 4:30 pm**

1. Identify three to five presumed “facts” about prehistory, prehistoric people, or their religious beliefs that the author or director has included in the story. Provide a summary of the story and the three to five “facts” you have identified (5%).
2. Using the internet, locate sources to determine if you can locate any information about whether or not those “facts” are true. Provide at least one scholarly source (preferably peer reviewed). Also, research the background of the writer or screenwriter and director (you may use web citations). Do they have experience in archaeology or history or the Southwest? How did they decide to write the book or develop the movie? Report on what you find. Select one “fact” that you will explore in greater depth. (10%)

### **Part 3: Due November 20, 2018, 4:30 pm**

3. Select one of the “facts” to research in depth. Provide a report summarizing the problems with how the “facts” were presented in the movie or in the story. You may also want to address what the storyteller got right. Please include your summary (part 1) and background of writer/director (part 2) in your narrative, correcting any errors identified by the instructor (20%).

### **Suggested Books:**

Tony Hillerman:

Skinwalkers

Dance Hall of the Dead

People of Darkness

Thief of Time

Talking God

The Ghostway

“Rainmakers” by E.J. Bird

“Thunderwoman” by Nancy Wood

“Ceremony” by Leslie Silko

“Almanac of the Dead” by Leslie Silko

'She Who Remembers, 'Voice of the Eagle,' and 'Let the Drum Speak' by Linda Shuler

The Blessing Way

Listening Woman

Sacred Clowns

Coyote Waits

The Shapeshifter

**Suggested Children's Books** (you must pick three):

“Kiki's Journey” by [Kristy Orona-Ramirez](#)

“Night Dancer” by Marcia Vaughn

“Dreamplace” by George Ella Lyon

“Tales of a Pueblo Boy” by Lawrence Vallo

“The Boy Who Made Dragonfly” by Tony Hillerman

“On the Cliffs of Acoma: A Pueblo Story with a Short History of Acoma” by John Dressman

“the Storyteller” by Joan Weisman

“Quail Song: A Pueblo Indian Folktale” by [Valerie Scho Carey](#)

**Suggested Films:**

“Skinwalkers”

“Coyote Waits”

“Thief of Time”

“The Anasazi Mummy”

“Windtalkers” or “Flags of Our Fathers” (about native Southwesterners who served in war)

“Buffalo Dreams” “the Sunchaser”

*\*Any other books or films must be approved by the course instructor.*

**Group Assignment: Due Week of November 27-December 4, 2018**

Table 1.1 of your text will be divided into 5 (five) periods. Your group of 6-7 persons will compile information about those historic periods and present the material to the class. You may be creative in your form of presentation, using posters, PowerPoint presentations, a play or whatever you choose to convey information about the important concepts, events, and people for the period in question.

**PLAGIARISM AND CHEATING**

Plagiarism: “to steal and pass off the ideas or words of another as one’s own” (Webster’s).

Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Department of Anthropology and Archaeology’s policy on intellectual honesty

**DEFERRED EXAMS:**

A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. The instructor at their discretion may transfer the percentage weight

for the test to the final examination, if there is a final examination in the course, set another test, etc. An instructor will normally make this decision on the basis of verbal information provided by the student. In the event that an instructor feels that they cannot judge the veracity of the information provided, Students must be aware that they are responsible for payment of any charge associated with the medical assessment and documentation as this service falls outside the realm of services provided by the Provincial Health Care Plan. Deferral of the final exam requires Registrar approval.

### **ACADEMIC ACCOMMODATIONS**

<http://www.ucalgary.ca/access/accommodations/policy>

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor of this course.

### **ACADEMIC INTEGRITY**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student's individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

### **TEACHING EVALUATIONS / USRI (Universal Student Ratings of Instruction)**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating

instruction, enhancing learning and teaching, and selecting courses. **Your responses make a difference, please participate!** Website: <http://www.ucalgary.ca/usri/>

### **Writing Across the Curriculum**

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

**Emergency Evacuation Assembly Points:** In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

### **Freedom of Information and Protection of Privacy Act: Freedom of Information and Protection of Privacy Act**

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternative arrangements with the course instructor early in the term.

**Safewalk Information:** Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

**Faculty of Arts Program Advising and Student Information Resources:** Have a question, but not sure where to start? Arts Students' Centre

The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require.

In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:

- program advising
- the Faculty's Co-operative Education Program
- the Arts and Science Honours Academy
- the Faculty's Interdisciplinary Programs
- a Student Help Desk

Location: Social Sciences Room 102

Phone: 403.220.3580

Email: [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)

Website: [arts.ucalgary.ca/undergraduate/](http://arts.ucalgary.ca/undergraduate/)

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contacts for Students Union Representatives for the Faculty of Arts:

[arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca)

[arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca)

[arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca)

[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

**Ombudsman`s office:** <http://www.ucalgary.ca/ombuds/>

