

# ANCIENT MEXICO

ARKY 341 - FALL 2013

TuTh 9:30-10:45 - ST 127

Prof. Geoffrey McCafferty

Office: ES 858, 220-6364, E-mail [mccaffer@ucalgary.ca](mailto:mccaffer@ucalgary.ca)

Office Hours: W 1:30 -3 and by appointment

This course concentrates on the cultural areas of Mesoamerica before European contact in 1519. Ancient Mexico and northern Central America featured numerous highly complex cultures, including the Olmecs, Cholultecas, Teotihuacanos, Maya, Zapotecs, Mixtecs, Toltecs, and Aztecs. Information about these cultures is available through archaeological remains, as well as ethnohistorical accounts recorded by Spanish chroniclers and by the indigenous peoples themselves. This class will survey the achievements of Mesoamerican cultures, featuring lectures illustrating the art and architecture of the ancient civilizations.

TEXTS: *Mexico: From the Olmecs to the Aztecs.* Michael D. Coe and Rex Koontz. Thames and Hudson. 2008; Sixth Edition.  
Additional required readings will be available

## GRADING:

Grades will be based on a map/chronology quiz (10 pts), article summaries (5 at 2 pts each = 10 pts), two midterm exams (25 pts each), and a final exam (30 pts), totaling 100 points. A 4-6 page research paper may be substituted for the second midterm with permission of the instructor. Individual grades will be based on total points received:

97-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+
93-96 = A	83-86 = B	73-76 = C	60-66 = D
90-92 = A-	80-82 = B-	70-72 = C-	Less than 60 points = F

No particular course component need be passed in order to pass the course as a whole.

## COURSE CALENDAR

WEEK 1 (9/9-13) - Introduction: Mesoamerican geography and chronology

Reading: Coe and Koontz, chap. 1;

WEEK 2 (9/16-20) - Early Hunters and the Archaic period

Reading: Coe and Koontz, chaps. 2 & 3

HACIENDA PLAIN exercise

WEEK 3 (9/23-27) - Preclassic village life

Reading: Coe and Koontz, chap. 4; Clark and Blake 2000

Map Quiz (10%)

WEEK 4 (9/30-10/4) - Olmec and beyond

Reading: Coe and Koontz, chaps. 5; Pool 2010; Reilly 2002

WEEK 5 (10/7-11) - Monte Albán and the Late Formative

Reading: Joyce 2004; Marcus and Flannery 1994

MIDTERM EXAM #1

WEEK 6 (10/14-18) - Teotihuacan

Reading: Coe and Koontz, chap 6; Headrick 1999

WEEK 7 (10/21-25) - Classic Maya

Reading: Cowgill 2003; Demarest 2010

WEEK 8 (10/28-11-1) -Epiclassic Period

Reading: Coe and Koontz, chap. 7; McCafferty and McCafferty 1994

WEEK 9 (11/4-8) -Tula and Chichen Itza

Reading: Coe and Koontz, chap. 8; McCafferty 2007; Ringle, Gallereta Negron, and Bey III 1998

WEEK 10 (11/11-15) - Remembrance Day and Chacmool

CHOLULA

Reading: McCafferty 2000a, 2007b

WEEK 11 (11/18-21) -The Postclassic World System and the Southern Frontier

Reading: McCafferty and McCafferty 2009; Smith and Berdan 2003a, 2003b

MIDTERM EXAM #2

WEEK 12 (11/25-29) -Late Postclassic Mexico

Reading: Coe and Koontz, chap. 9; McCafferty and McCafferty 2003

WEEK 13 (12/2-6) -The Aztecs

Reading: Coe and Koontz, chap. 10; Nichols and Evans 2010; Umberger 1996; McCafferty 2000b

#### ADDITIONAL READINGS:

Clark, John E. And Michael Blake

1994 The Power of Prestige: Competitive Generosity and the Emergence of Rank in Lowland Mesoamerica. In *Factional Competition and Political Development in the New World*, edited by Elizabeth M. Brumfiel and John W. Fox, pp. 17-30. Cambridge University Press, Cambridge, MA.

Cowgill, George L.

2003 Teotihuacan and Early Classic Interaction: A Perspective from Outside the Maya Region. In *The Maya and Teotihuacan: Reinterpreting Early Classic Interaction*, edited by Geoffrey E. Braswell, pp. 315-336. University of Texas Press, Austin, TX.

Demarest, Arthur A.

2010 Maya Archaeology for the Twenty-First Century: The Progress, The Perils, and the Promise. *Ancient Mesoamerica* 20:253-264.

Headrick, Annabeth

1999 The Street of the Dead ... It Really Was: Mortuary Bundles at Teotihuacan. *Ancient Mesoamerica* 10(1): 69-86.

Joyce, Arthur A.

2004 Sacred Space and Social Relations in the Valley of Oaxaca. In *Mesoamerican Archaeology*, edited by Julia Hendon and Rosemary Joyce, pp. 192-216. Blackwell, Oxford.

Marcus, Joyce and Kent Flannery

1994 Ancient Zapotec ritual and religion: an application of the direct historical approach. In *The Ancient Mind: Elements of Cognitive Archaeology*, edited by Colin Renfrew and Ezra B. W. Zubrow. Cambridge University Press, Cambridge, UK.

McCafferty, Geoffrey G.

2000a Tollan Cholollan and the Legacy of Legitimacy during the Classic/Postclassic Transition. In *Mesoamerica's Classic Heritage: From Teotihuacan to the Aztecs*, edited by D. Carrasco, L. Jones, and S. Sessions, pp. 341-367. University Press of Colorado, Boulder, CO.

2000b The Cholula Massacre: Factional Histories and Archaeology of the Spanish Conquest. To appear in the *Proceedings of the 1997 Chacmool Conference: The Entangled Past, Integrating History and Archaeology*, University of Calgary.

2001 Mountain of Heaven, Mountain of Earth: The Great Pyramid of Cholula as Sacred Landscape. In *Landscape and Power in Ancient Mesoamerica*, edited by Rex Koontz, Kathryn Reese-Taylor, and Annabeth Headrick, pp. 279-316. Westview Press, Boulder, CO.

2007a So What Else is New? A Cholula-centric Perspective on Lowland/Highland Interaction in the Classic/ Postclassic Transition. In *Twin Tollans: Chichen Itza, Tula, and the Epiclassic to Early Postclassic Mesoamerican World*, edited by Cynthia Kristan-Graham and Jeff Kowalski, pp. 449-479. Dumbarton Oaks, Washington, D.C.

2007b Altar Egos: Domestic Ritual and Social Identity in Postclassic Cholula, Mexico. In *Commoner Ritual and Ideology in Ancient Mesoamerica*, edited by Nancy Gonlin and

- Jon C. Lohse, pp. 213-250. University of Colorado Press, Boulder, CO.
- McCafferty, Geoffrey G. and Sharisse D. McCafferty  
 2003 Questioning a Queen? A Gender-Informed Evaluation of Monte Alban's Tomb 7 (with Sharisse D. McCafferty). In *Ancient Queens: Archaeological Explorations*, edited by Sarah Nelson, pp. 41-58. Altamira Press, Walnut Creek, CA
- 2009 Crafting the Body Beautiful: Performing Social Identity at Santa Isabel, Nicaragua. In *Mesoamerican Figurines: Small-Scale Indices of Large-Scale Social Phenomena*, edited by Christina T. Halperin, Katherine A. Faust, Rhonda Taube, and Aurore Giguet, pp. 183-204. University Press of Florida, Gainesville, FL.
- McCafferty, Sharisse D. and Geoffrey G. McCafferty  
 1994 The Conquered Women of Cacaxtla: Gender Identity or Gender Ideology? *Ancient Mesoamerica* 5(2): 159-172.
- Nichols, Deborah L. and Susan Toby Evans  
 2010 Aztec Studies. *Ancient Mesoamerica* 20:265-270.
- Pool, Christopher A.  
 2010 Asking More and Better Questions: Olmec Archaeology for the Next Katun. *Ancient Mesoamerica* 20:241-252.
- Reilly III, F. Kent  
 2002 The Landscape of Creation: Architecture, Tomb, and Monument Placement at the Olmec Site of La Venta. In *Heart of Creation: The Mesoamerican World and the Legacy of Linda Schele*, edited by Andrea Stone, pp. 34-65. University of Alabama Press, Tuscaloosa.
- Ringle, William M., Tomas Gallareta Negrón, and George J. Bey III  
 1998 The Return of Quetzalcoatl: Evidence for the Spread of a World Religion during the Epiclassic Period. *Ancient Mesoamerica* 9(2): 183-232.
- Smith, Michael E., and Frances F. Berdan  
 2003a Postclassic Mesoamerica. In *The Postclassic Mesoamerican World.*, edited by Michael E. Smith and Frances F. Berdan, pp. 3-13. University of Utah Press, Salt Lake City, UT.
- 2003b Spatial Structure of the Mesoamerican World System. In *The Postclassic Mesoamerican World.*, edited by Michael E. Smith and Frances F. Berdan, pp. 21-31. University of Utah Press, Salt Lake City, UT.
- Umberger, Emily  
 1996 Art and Imperial Strategy in Tenochtitlan. In *Aztec Imperial Strategies*, by Frances F. Berdan, Richard E. Blanton, Elizabeth Hill Boone, Mary G. Hodge, Michael E. Smith, and Emily Umberger; pp. 85-108. Dumbarton Oaks Research Library and Collection, Washington, DC.

## ADDITIONAL CONTENT

### **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, instructors can and may use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Centre in the Effective Writing Office can be utilized by all undergraduate and graduate students who feel they require further assistance.

### **Academic Accommodation Policy**

It is the students' responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. More information about academic accommodations can be found at [www.ucalgary.ca/access](http://www.ucalgary.ca/access).

### **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>

### **Academic Misconduct**

Academic dishonesty is an unacceptable activity at the University of Calgary and students are **strongly advised** to read the Student Misconduct section of the University Calendar. Quite often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are:

- 1) Presenting another student's work as your own
- 2) Presenting an author's work or ideas as you own without proper referencing
- 3) Using work completed for another course

This activity will not be tolerated and students conducting themselves in this manner will be dealt with according to the procedures outlined in the University Calendar.

For detailed information on what constitutes academic misconduct, please refer to the following link:

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

## **Plagiarism**

Plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged. Plagiarism includes but is not limited to:

- (a) The work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) Parts of the work are taken from another source without reference to the original author,
- (c) The whole work (e.g., an essay) is copied from another source, and/or,
- (d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis or dissertation.

## **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>

## **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? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.
- For program planning and advice, contact the Student Success Centre (403) 220-5881 or visit them in their new space on the 3<sup>rd</sup> Floor of the Taylor Family Digital Library.
- 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.

## **Contact Information for Student and Faculty Representation**

Student Union Vice President – Academic

Phone: (403) 220-3911

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

Student Union Faculty Representatives

[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)

Student Ombudsman's Office

<http://www.ucalgary.ca/provost/>