1.) DATE: 03/20/2012  2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District

3.) COURSE PROPOSED: Prefix: ASB  Number: 235  Title: Southwest Archaeology  Credits: 3

CROSS LISTED WITH: Prefix:  Number:  ; Prefix:  Number:  ; Prefix:  Number:  ;
Prefix:  Number:  ; Prefix:  Number:  ; Prefix:  Number:  ;

4.) COMMUNITY COLLEGE INITIATOR: DOSS POWELL  PHONE: (602) 787-6681

FAX:

ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.

MANDATORY REVIEW:

☐ The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:

Core Areas: Social and Behavioral Sciences (SB)  Awareness Areas: Select awareness area...

6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

7.) DOCUMENTATION REQUIRED

☒ Course Description
☒ Course Syllabus
☒ Criteria Checklist for the area
☒ Table of Contents from the textbook required and/or list or required readings/books
☒ Description of how course meets criteria as stated in item 6.

8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:

☒ DECASBprefix
☐ Elective

Current General Studies designation(s): SB, H, C
Summer-I 2012  Select semester...
Course Equivalency Guide

Is this a multi-section course? ☒ yes  ☐ no

Is it governed by a common syllabus? ☒ yes  ☐ no District-wide course competencies/outline

Chair/Director: SHEREEN LERNER  Chair/Director Signature: Emailed approval to J.
Ricker

AGSC Action:  Date action taken: ☐ Approved  ☐ Disapproved
Effective Date:
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[SB] CRITERIA

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td>![ ]</td>
<td>![ ]</td>
<td>Course Description, Course Competencies, Course Outline, Syllabus, Course Calendar, Textbook Tables of Content, Additional Readings, List of Readings By Module</td>
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1. Course is designed to advance basic understanding and knowledge about human interaction.

2. Course content emphasizes the study of social behavior such as that found in:
   - ANTHROPOLOGY
   - ECONOMICS
   - CULTURAL GEOGRAPHY
   - HISTORY
   - Anthropology

3. Course emphasizes:
   - a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).
   - OR
   - b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).

4. Course illustrates use of social and behavioral science perspectives and data.

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<tr>
<td>Criterion 1. The course is designed to advance basic understanding of and knowledge about human interaction.</td>
<td>Southwest Archaeology offers a survey of prehistoric social history and provides students with essential background knowledge of an important cultural region. The societies examined formed webs of connections with their neighbors—relationships that were not the formal &quot;government to government&quot; kinds that we are used to observing and studying in more recent history. Instead, they were personal ties between individuals and families—ties that existed over long distances and persisted for generations. These interactions included the movement of material goods and ideas, as well as the actual relocation of people.</td>
<td>Course Description: Anthropological perspective and comparative study of the cultures of prehistoric native peoples of the North American southwest. Course Competencies: 3. Explain current archaeological theory regarding the origins of New World peoples and their times of arrival. 4. Analyze the relationship between environment and culture. 5. Describe the methods for obtaining food and technology and settlement patterns used by the Paleoindian and Archaic cultures. 6. Characterize the Hohokam, Mogollon, and Anasazi cultures, and distinguish among them. 7. Describe the evidence for cultural contact between the major prehistoric groups in the Southwest. 9. Describe the relationship of past cultures to present cultures. Course Outline: (Please see the subheadings under each of these major headings.) II. Populating the New World III. Environmental Diversity in the Southwest IV. Early Southwest Groups V. Major Southwest Traditions VI. Synthesis VII. Abandonment</td>
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<tr>
<td>Syllabus:</td>
<td>On pages 3-4, please the sections titled <em>Readings and Discussion</em> and <em>Article Write-ups</em>.</td>
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| Course Calendar: | **Module 2** - The Social and Natural Landscapes of the Southwest  
**Module 4** - Rise of Village Life and the Origins of Agriculture: Early Pithouse Dwellers; Pottery  
**Module 5** - Ancestral Pueblo Cultural History; The Chaco Phenomenon: Roads, & Social Complexity  
**Module 6** - Mogollon Culture: Mimbres Villages and the Process of Aggregation; Mimbres Religious Ideology and Mortuary Practice  
**Module 7** - The Mesa Verde World  
**Module 8** - Casas Grandes  
**Module 9** - Hohokam Culture: Development of Hohokam Regional System; Hohokam Classic & Hohokam and Salado  
**Module 10** - Perceptions of Southwest Aggregation and Abandonment: Migration, Movement, and Societies in Action  
**Module 12** - European Contact, Its Consequences, and the Pueblo Revolt; Sharing and Preserving the Future |

| List of Readings By Module: | Please see the textbook and additional readings assigned for Modules 2, 4-12. |

| Criterion 2. The course content emphasizes the study of social behavior such as that found in: anthropology. | The course examines the initial settlement of the Southwestern United States by Paleo-Indian hunter-gatherers thousands of years ago. Students learn about interactions among various groups and the implications these interactions had on their cultural trajectories. The course focuses on the Phoenix and Tucson basins, the Mimbres Valley, Chaco Canyon, Mesa Verde, and the Little Colorado valley. The cultural |

| Course Competencies: | 2. Describe processes of archaeological research and interpretation.  
4. Analyze the relationship between environment and culture.  
5. Describe the methods for obtaining food and technology and settlement patterns used by the Paleoindian and Archaic cultures.  
6. Characterize the Hohokam, |
trajectories of these groups were importantly affected by the decisions they made regarding subsistence, settlement patterns, technology, aggregation, and abandonment.

<table>
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<th>Mogollon, and Anasazi cultures, and distinguish among them.</th>
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<td>7. Describe the evidence for cultural contact between the major prehistoric groups in the Southwest.</td>
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<tr>
<td>8. Evaluate different theories regarding the prehistoric abandonment of the Southwest.</td>
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<tr>
<td>9. Describe the relationship of past cultures to present cultures.</td>
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**Course Outline:**

*(Please see the subheadings under each of these major headings.)*

I. Archaeological Method and Theory

III. Environmental Diversity in the Southwest

IV. Early Southwest Groups

V. Major Southwest Traditions

VI. Synthesis

VII. Abandonment

**Syllabus:**

On pages 3-4, please the sections titled *Readings and Discussion and Article Write-ups.*

**Course Calendar:**

*Module 2 - The Social and Natural Landscapes of the Southwest*

*Module 3 - Peopling of the Americas: PaleoIndian and Archaic Period*

*Module 4 - Rise of Village Life and the Origins of Agriculture: Early Pithouse Dwellers; Pottery*

*Module 5 - Ancestral Pueblo Cultural History; The Chaco Phenomenon: Roads, & Social Complexity*

*Module 6 - Mogollon Culture: Mimbres Villages and the Process of Aggregation; Mimbres Religious Ideology and Mortuary Practice*

*Module 7 - The Mesa Verde World*

*Module 8 - Casas Grandes*

*Module 9 - Hohokam Culture: Development of Hohokam Regional System; Hohokam Classic & Hohokam and Salado*
| Module 10 - Perceptions of Southwest Aggregation and Abandonment: Migration, Movement, and Societies in Action |
| Module 12 - European Contact, Its Consequences, and the Pueblo Revolt; Sharing and Preserving the Future |

**List of Readings By Module:**
Please see the textbook and additional readings assigned for Modules 2-12.

| Criterion 3.a. The course content emphasizes the distinct knowledge base of the social and behavioral sciences. |
| Criterion 3.b. The course content emphasizes the distinct methods of inquiry of the social and behavioral sciences. |

The course content emphasizes both 3.a. and 3.b.

3.a. This criterion seems to have both general and specific aspects. 

**General:** The course examines how archaeologists evaluate their data and develop interpretations based on what is known about the time period covered—knowledge that is encompassed in the various theories examined in the course.

**Specific:** The course provides an evaluation of possible motivating factors behind one of the most puzzling occurrences in some areas of Southwestern prehistory. Just when it appeared that villages had firmly established themselves, they were abandoned. Why did such a monumental cultural shift take place? Evaluation of the evidence for socio-economic fragmentation or integration just prior to the apparent collapse provides understanding of the variables that motivated such dramatic social change.

3.b. Students learn about the methods of archaeological inquiring by reading primary sources (research articles), discussing these articles in class, and writing reports that summarize and elaborate on the points made in the articles.

| Criterion 3.a. |
| Course Competencies: |
| 1. Describe processes of archaeological research and interpretation. |
| 2. Explain current archaeological theory regarding the origins of New World peoples and their times of arrival. |
| 3. Analyze the relationship between environment and culture. |
| 4. Describe the methods for obtaining food and technology and settlement patterns used by the Paleindian and Archaic cultures. |
| 5. Characterize the Hohokam, Mogollon, and Anasazi cultures, and distinguish among them. |
| 6. Describe the evidence for cultural contact between the major prehistoric groups in the Southwest. |
| 7. Evaluate different theories regarding the prehistoric abandonment of the Southwest. |
| 8. Describe the relationship of past cultures to present cultures. |

**Course Outline:**  
(See the subheadings under each of these major headings.)

I. Archaeological Method and Theory  
II. Populating the New World  
III. Environmental Diversity in the Southwest  
IV. Early Southwest Groups  
V. Major Southwest Traditions  
VI. Synthesis
VII. Abandonment

**Syllabus:**
On pages 3-4, please the sections titled *Readings and Discussion* and *Article Write-ups.*

**Course Calendar:**
- **Module 1** - Introduction to the Course; Archaeological Methods and Theories
- **Module 2** - The Social and Natural Landscapes of the Southwest
- **Module 3** - Peopling of the Americas: PaleoIndian and Archaic Period
- **Module 4** - Rise of Village Life and the Origins of Agriculture: Early Pithouse Dwellers; Pottery
- **Module 5** - Ancestral Pueblo Cultural History; The Chaco Phenomenon: Roads, & Social Complexity
- **Module 6** - Mogollon Culture: Mimbres Villages and the Process of Aggregation; Mimbres Religious Ideology and Mortuary Practice
- **Module 7** - The Mesa Verde World
- **Module 8** - Casas Grandes
- **Module 9** - Hohokam Culture: Development of Hohokam Regional System; Hohokam Classic & Hohokam and Salado
- **Module 10** - Perceptions of Southwest Aggregation and Abandonment: Migration, Movement, and Societies in Action
- **Module 12** - European Contact, Its Consequences, and the Pueblo Revolt; Sharing and Preserving the Future

**List of Readings By Module:**
Please see the textbook and additional readings assigned for Modules 1-12.

**Criterion 3.b.**
**Course Competencies:**
1. Explain archaeological methods used to obtain information on the past.
| Criterion 4. The course illustrates use of social and behavioral science perspectives and data. |
| This criterion seems to overlap quite a bit with Criterion 3.a. But in addition, it seems to include the issue of how archaeological perspectives and data are actually applied to help us understand real-world issues, both in the past and the present. The course uses (applies) social science perspectives and data to help students develop an understanding of how the importance of food production in conjunction with social-cultural influences led to a variety of rationales for the ways in which land, plants, and animals were altered and exploited. This goal entails looking at subsistence strategies and technologies of various groups, which provides a foundation for explorations of a wide range of social patterns and ideologies. Topics such as the nature of the foods consumed, the degree of resource sharing, technology, architecture, feasting, and economic specialization all bear witness to the nature of social organization. Students examine how food was acquired, prepared, consumed, and the social implications of each of these practices. Lastly, by understanding |
| 2. Describe processes of archaeological research and interpretation. |
| **Course Outline:** |
| I. Archaeological Method and Theory |
| A. Excavation, survey, and inference |
| B. Dating |
| C. Artifacts and ecofacts |
| D. Research |
| **Course Calendar:** |
| *Module 1* - Introduction to the Course; Archaeological Methods and Theories |
| **List of Readings By Module:** |
| Please see the textbook and additional readings assigned for Module 1. |
| **Course Competencies:** |
| 4. Analyze the relationship between environment and culture. |
| 5. Describe the methods for obtaining food and technology and settlement patterns used by the Paleoindian and Archaic cultures. |
| 6. Characterize the Hohokam, Mogollon, and Anasazi cultures, and distinguish among them. |
| 8. Evaluate different theories regarding the prehistoric abandonment of the Southwest. |
| 9. Describe the relationship of past cultures to present cultures. |
| **Course Outline:** |
| III. Environmental Diversity in the Southwest |
| A. Relationship of environment to culture |
this history, students learn how interactions among and decisions made by present-day social groups affect contemporary social and physical environments.

B. Subsistence in southwestern environments

IV. Early Southwest Groups
A. Paleoindians
B. Archaic culture

V. Major Southwest Traditions
B. The Hohokam tradition
   1. Location and environment
   3. Relationship to present-day Native Americans
C. The Mogollon tradition
   1. Location and environment
   3. Relationship to present-day Native Americans
D. The Anasazi tradition
   1. Location and environment
   3. Relationship to present-day Native Americans
E. Other prehistoric groups
   1. Locations and environments
   3. Relationship to present-day Native Americans

Course Calendar:
Module 2 - The Social and Natural Landscapes of the Southwest
Module 3 - Peopling of the Americas: PaleoIndian and Archaic Period
Module 4 - Rise of Village Life and the Origins of Agriculture: Early Pithouse Dwellers; Pottery
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Module 10 - Perceptions of Southwest Aggregation and Abandonment: Migration, Movement, and Societies in Action
Module 12 - European Contact, Its Consequences, and the Pueblo Revolt; Sharing and Preserving the Future

List of Readings By Module:
Please see the textbook and additional readings assigned for Modules 2-12.
Official Course Description: MCCCD Approval: 5-26-1998

ASB235 1999 Fall - 9999

Southwest Archaeology
Anthropological perspective and comparative study of the cultures of prehistoric native peoples of the North American southwest.
Prerequisites: None.

Course Attribute(s):
- General Education Designation: Cultural Diversity - [C]
- General Education Designation: Historical Awareness - [H]
- General Education Designation: Social and Behavioral Sciences - [SB]

Go to Competencies  Go to Outline

MCCCD Official Course Competencies:

ASB235 1999 Fall - 9999  Southwest Archaeology

1. Explain archaeological methods used to obtain information on the past. (I)
2. Describe processes of archaeological research and interpretation. (I)
3. Explain current archaeological theory regarding the origins of New World peoples and their times of arrival. (II)
4. Analyze the relationship between environment and culture. (III)
5. Describe the methods for obtaining food and technology and settlement patterns used by the Paleolithic and Archaic cultures. (IV)
6. Characterize the Hohokam, Mogollon, and Anasazi cultures, and distinguish among them. (V)
7. Describe the evidence for cultural contact between the major prehistoric groups in the Southwest. (VI)
8. Evaluate different theories regarding the prehistoric abandonment of the Southwest. (VII)
9. Describe the relationship of past cultures to present cultures. (VII)

Go to Description  Go to top of Competencies

MCCCD Official Course Outline:

ASB235 1999 Fall - 9999  Southwest Archaeology

I. Archaeological Method and Theory
   A. Excavation, survey, and inference
   B. Dating
   C. Artifacts and ecofacts
   D. Research
II. Populating the New World
   A. Origins of New World peoples
   B. Diversification of culture
   C. Archaeological considerations

III. Environmental Diversity in the Southwest
   A. Relationship of environment to culture
   B. Subsistence in southwestern environments

IV. Early Southwest Groups
   A. Paleoindians
   B. Archaic culture

V. Major Southwest Traditions
   A. Agricultural beginnings
   B. The Hohokam tradition
      1. Location and environment
      2. Cultural phases and characteristics
      3. Relationship to present-day Native Americans
   C. The Mogollon tradition
      1. Location and environment
      2. Cultural phases and characteristics
      3. Relationship to present-day Native Americans
   D. The Anasazi tradition
      1. Location and environment
      2. Cultural phases and characteristics
      3. Relationship to present-day Native Americans
   E. Other prehistoric groups
      1. Locations and environments
      2. Cultural phases and characteristics
      3. Relationship to present-day Native Americans

VI. Synthesis
   A. An all-Southwest interpretation
      1. Overall time frame
      2. Evidence for cultural contacts
      3. The pithouse to pueblo transition
   B. Theories as to relations between areas

VII. Abandonment
   A. Time frame
   B. Theoretical causes
   C. Where did they go?

Go to Description    Go to top of Competencies    Go to top of Outline
Fall 2012

ASB 235 Southwest Archaeology
Section 41064  Monday & Wednesday 10:30–11:45 am Room Q-404

Instructor:
Doss Powell, Jr.  Bioarchaeologist, Department of Social / Behavioral Science
Office: Building M 285
Office Hours: Monday & Wednesday 7:30 ~10:15 am or By Appointment
Office Phone: (602)787-6681
Email: doss.powell@pvmail.maricopa.edu

Required Materials:
• Plog, Stephen
  1997  Ancient Peoples of the American Southwest. Thames & Hudson Inc.

• Kantnar, John
  2004  Ancient Puebloan Southwest. Cambridge University Press.

• Other readings from professional journals as assigned in Course Calendar and on the class reading list in Blackboard.

Course Description:
This course provides an introduction to the archaeology of the American Southwest and offers a survey of prehistoric social history and provides students with essential background knowledge of an important cultural region through the use of professional literature. We will begin by examining the initial settlement of the Southwestern United States by Paleo-Indian hunter-gatherers nearly 12,000 years ago, as well as early cultural developments. We will then examine 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 valley. As we discuss culture history, we will touch on topics that include settlement pattern, demography, aggregation, abandonment, subsistence, technology, and ritual. Capitalizing on our detailed knowledge of the archaeological record, we will then consider each area in the broader context of contemporaneous developments in the Southwest and Mesoamerica, where we will devote attention to current research issues that require consideration of multiple regions through time.
Course Objectives:

At the completion of this course, you should be able to:

1. Explain archaeological methods and tools archaeologist use to interpret the past.
2. Describe processes of archaeological research and interpretation.
3. Explain current archaeological theory regarding the origins of New World peoples and their times of arrival.
4. Analyze the relationship between environment and culture.
5. Describe the methods for obtaining food and technology and settlement patterns used by the Paleoindian and Archaic cultures.
6. Characterize the Hohokam, Mogollon, and Anasazi cultures, and distinguish among them.
7. Describe the evidence for cultural contact between the major prehistoric groups in the Southwest.
8. Evaluate different theories regarding the prehistoric abandonment of the Southwest.
9. Describe the relationship of past cultures to present cultures.

Evaluation, Readings, and Assignments:
The general structure of the class will be approximately 40 to 60 minutes of lecture followed by a discussion of the articles and topics covered in the lecture. Periodic quizzes, discussion of readings, assignments, and an article write-ups round out course participation.

Course Activities and Exams:  Grading Scale:
- Participation Activities (200 pts total)  90 – 100 = A
- Quizzes (300 pts total)  80 – 89 = B
- Discussions (300 pts total)  70 – 79 = C
- Article Write-ups (200 pts total)  60 – 69 = D

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 short essays, slide identifications in addition to multiple choice, T/F, or short answer questions on lectures and readings. There will be anywhere from 15 to 20 questions per quiz and quizzes account for 30% of your final grade.
Readings and Discussion:
Most of your readings for this class were written for both professionals and the general public. However, several are from the professional literature and peer reviewed. To help guide you through these articles, they will be discussed in depth during the class. To prepare for the discussion, you should read the article carefully and, if there are parts you do not understand, develop questions that, if answered, will help you to better understand it.

It is your responsibility to obtain and read all assigned materials and to prepare for weekly discussion. 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. Please be aware that some of the issues we will discuss are controversial. Disagreements are not only normal, but also expected; however, please keep discussion civil. I expect everyone to behave respectfully and to work to create a constructive atmosphere for productive communication and effective learning. Reading and discussion account for 50% of your final grade.

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.

Article Write-ups:
For eight of the modules you will be assigned an article that must be written-up that accounts for 20% of your grade. 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.
To help guide you through these articles, you will be expected to do a short 'write-up'. Discussions will be based, in large part, on questions you ask. To prepare for the discussion, you should read the article carefully and, if there are parts you do not understand, develop questions that, if answered, will help you to better understand it. Your write-ups of each article assigned are due at the beginning of the class period for that discussion.

For each article, on the assigned date (i.e., the class period after the discussion), you must turn in a one-page (no more) typed, double-spaced write-up printed with a 12-point font or larger. These write-ups should be carefully written, using complete grammatical sentences, and carefully proofread. The assignments should include the following:

1. Your name and date.
2. The complete bibliographic citation for the article (which you can copy from the list included in the syllabus).
3. A statement summarizing the basic argument made by the author(s).
4. Description of one or a few classes of data/analyses used by the author(s) to support the argument. More advanced students may also want to discuss the extent to which the data do support the argument, but this is not necessary.

Hints:
- Follow the directions. For example, provide a full citation.
- Make sure you understand the argument of the article. Among other things, this suggests reading the paper before the class in which it is discussed and coming to class.
- You don't have to use the structure suggested above. However, if you are worried about what is expected, it is a good idea to use it.
- Proofread your paper carefully. Read it out loud and you will probably catch errors you would not otherwise find.

For Your Protection:
For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester.

Late Work Policy:
Please note that no late work will be accepted, even if you are absent or late to class. These assignments develop your ability to understand past human cultures and emphasize key concepts of our discipline today. To clarify, there will be no makeup of quizzes, in-class exercises, homework assignments, group presentations, or oral presentation. The student is responsible for all information given in class about due dates and times via verbal or written communication from the instructor.

Cheating Policy:
Please do not compromise your success in this course by cheating on exams. If a student is caught cheating, he or she will be given a zero for that exam which cannot be retaken. Also, please do not compromise your success in this course by plagiarizing your assignments. If a student is caught plagiarizing any assignments in this course they may receive a zero for that assignment which cannot be made-up.
Plagiarism

Plagiarism is a serious offense. It is the unacknowledged use of another’s words, ideas, or information. Some common examples of plagiarism are summarizing or paraphrasing source materials without documentation, quoting without citations, copying all or part(s) of another writer’s paper, having another person write the paper, or purchasing another writer’s paper.

To avoid plagiarism, students must give a source credit for any ideas or information they have used in an essay, whether they have paraphrased, summarized, or quoted from the source. A student who plagiarizes is subject to disciplinary probation and suspension (found in the current PVCC Catalog). The first occurrence of plagiarism may result in a zero for that assignment. A second occurrence may result in a grade of “F” for the course.

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. Only persons who are registered for a class at any of the Maricopa Community Colleges may attend that class. Attendance will be taken in all classes. If you come in late (more than five minutes), you will be counted late (being late three times will count as one absence). After two absences the instructor may withdraw the student from the course. Other assignments may be conducted in class as a part of your final grade requirements (No In-class Exercise, or Oral Presentations can be made-up. They can only be turned in or completed on the date specified in class). The only “Excused” absence is a College Approved Activity or Holiday (See below for description of official absences and religious holidays). Some students may, for various reasons, desire or find it necessary to withdraw from this course. Remember that it is the student’s responsibility for withdrawal from a class. If the student does not take responsibility for withdrawal and has excessive absences, the student’s final grade may be an “F”. It is the student’s responsibility to sign-in each day for class. If you do not sign-in you may be counted absent.

Official Absences

Official absences are those that occur when students are involved in an official activity of the college, i.e., field trips, tournaments, athletic events, and present an official absence excuse form. Students who must miss a class for an official reason must obtain an official absence verification card from the appropriate dean or associate dean and present it to the instructor before the absence. Prior arrangements must be made with each instructor for make-up work.

Other official absences include jury duty and subpoenas. Appropriate documentation will be required. Prior arrangements must be made with the instructor for make-up work. In the event of the death of an immediate family member, students should contact the instructor as soon as possible to make arrangements for make-up work.

Religious Holidays

Students shall have the right to observe major religious holidays without penalty or reprisal by any administrator, faculty member, or employee of the Maricopa Community Colleges. Absences for such holidays shall not count against the number of absences allowed by an instructor or department. At least one week before the holiday, students
shall submit to their instructor a written statement that includes both the date of the holiday and the reason why class attendance is impossible. Prior arrangements must be made with each instructor for make-up work. If prior arrangements have been made, the student will not be penalized.

**Withdraw**
Some students may, for various reasons, desire or find it necessary to withdraw from this course. Remember that it is the student’s responsibility for withdrawal from a class. If the student does not take responsibility for withdrawal, the student’s final grade may be an “F”. It is the student’s responsibility to sign-in each day for class. If you do not sign-in you may be counted absent.

**Classroom Etiquette:**
There will be no pagers nor phones turned on during the class period (they must be turned off). Please arrive on time and listen respectfully while the instructor or other class members are speaking. Audio or videotaping is not allowed in this course without prior written consent of the instructor. You must have written permission of the instructor prior to audio or videotaping any class lecture. Food and drink are not permitted in the classroom.

**How to study:**
Regular attendance is the key to success. Doing the weekly readings is no substitute for coming to class and taking good notes. Nothing will be included on the exams that have not been presented in some form in class, laboratory assignments, and the assigned readings. Basically, you are responsible for understanding the content of lectures, which is to a considerable degree different than that of the readings, and includes material not in the main text readings. The text reading material functions as a general backup for the lectures; you cannot perform well on the exams unless you follow through with all of your readings, assignments, and lecture notes. When lecture material is different from that in readings, the lecture content provides the correct information for exams.

**The Learning Support Center (LSC):**
The LSC provides tutoring for virtually all academic classes at PVCC and instructional support materials such as videotapes, software, and print materials. The tutors and materials address course content as well as study skills and learning strategies. Tutoring is free for all students enrolled at PVCC in the course for which they request tutoring. Students work one-on-one with the tutor during individual appointments or work with the LSC to form study groups at other times. For more information, stop by the LSC in The Learning Resources Complex (E-Building), call 787-7180, or visit their web site at http://www.pvc.maricopa.edu/lsc/.

**The Disability Resource Center (DRC):**
The DRC provides information and services to students with any documented disability who are attending classes at Paradise Valley Community College (PVCC). The DRC is willing to assist students to discover, develop, and demonstrate their full potential and abilities. For more information, stop by the Disability Resources Center in the Student and Community Services Building (KSC- 121), call 787-7174, or visit their web site at http://www.pvc.maricopa.edu/~drc/.
The Writing Center:
Please feel free to utilize the Writing Center and its tutors, who can assist you with grammar, punctuation, vocabulary, spelling, thesis statements, research papers, and many other tasks. You need to schedule an appointment to work with a tutor in the center. The Writing Center is located in the Learning Support Center: Building E Building (602)787-7180.

STUDENTS RIGHTS AND RESPONSIBILITIES:
Students are responsible to read and understand the information in the course syllabus and the Districtwide Scholastic Standards found in the current Student Handbook.

STUDENT CODE OF CONDUCT
Students engaging in the following are subject to disciplinary sanctions outlined in the PVCC Catalog, Student Policies Section.
1. Acts of Dishonesty; examples may include:
   - Plagiarism
   - Furnishing false information
   - Falsifying records related to coursework
   - Forgery, alteration, or misuse of any college document
   - Tampering with the election of any college-recognized official
2. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, or college activities. An instructor can remove a student from class for disciplinary reasons.
3. Physical abuse, verbal abuse, threats, intimidation, harassment, coercion and/or conduct that threatens the health or safety of any person.
4. Attempted or actual theft.
5. Failure to comply with direction of college officials or law enforcement officers.
6. Unauthorized possession, duplication or use of keys to any college premises.
7. Violation of federal, state, or local laws on college campus or at college sponsored activities.
8. Use, possession, or distribution of narcotics or other controlled substances.
9. Use, possession, or distribution of alcoholic beverages, or public intoxication.
10. Illegal or unauthorized possession of firearms, explosives, weapons, or dangerous chemicals.
11. Participation in a college demonstration that disrupts the normal operations of the college.
12. Obstruction of the free flow of pedestrian or vehicular traffic on college premises.
13. Conduct which is disorderly, lewd, or indecent.
14. Theft or other abuse of computer time.
15. Abuse of the judicial system.

Other Policies:
All policies in the PVCC College Catalog, the PVCC Student Handbook, and specifically listed in this syllabus, apply to this course. Please consult the 2012-2013 PVCC College Catalog and Student Handbook and be familiar with all PVCC College and Maricopa Community College District policies.
Changes:
All provisions in this syllabus are subject to change. Such changes, if any, will be announced in class. Students who miss all or part of a class are responsible for any and all changes (either written or verbal changes announced in class).

This syllabus is tentative. You are responsible for knowing any changes that are announced in class via verbal or written communication.
Course Calendar

Module 1  Topics:  Introduction to the Course
Archaeological Methods and Theories

Readings:  1. Plog Text pp. 7-36;
2. Kantner Text pp. 1-22
3. “Behavioral Archaeology” (Reid et al. 1975) Write-up #1 Due
4. “Establishing Chronological Controls” (Thomas 2007)
5. “Southwest Archaeology Past, Present, and Future”
   (Downum 1993)

Module 2  Topic:  The Social and Natural Landscapes of the Southwest

Readings:  1. Kantner pp. 23-51
2. Plog Text pp. 7-36
3. Archaeology Southwest (Volume 16:4)

Module 3  Topic:  Peopling of the Americas
PaleoIndian and Archaic Period

Readings:  1. Kantner pp. 52-65
2. Plog Text pp. 37-55
3. Archaeology Southwest (Volume 14:2)

Module 4  Topics:  Rise of Village Life and the Origins of Agriculture
Early Pithouse Dwellers
Pottery

Readings:  1. Kantner pp. 66-76
2. Plog Text pp. 56-70
3. Archaeology Southwest (Volume 13:1)
4. “Prehistoric Desert Farmers of the Southwest”
   (Fish & Fish 1994) Write-up #2 Due

Module 5  Topics:  Ancestral Pueblo Cultural History
The Chaco Phenomenon: Roads, & Social Complexity

Readings:  1. Kantner  Text pp. 52-65, 87-112
2. Plog Text pp. 71-72, 78-81, 93-117
3. Archaeology Southwest (Volume 14:1)
4. Archaeology Southwest (Volume 20:3)
5. “Reassessing the Scale of Social Action at Pueblo
   Bonito, Chaco Canyon” (Bernardini 1999) Write-up #3 Due
6. “Chaco, Hohokam, and Mimbres” (Lekson 1993)
Module 6  
Topics:  
Mogollon Culture  
Mimbres Villages and the Process of Aggregation  
Mimbres Religious Ideology and Mortuary Practice  
Readings:  
1. Kantner Text pp. 112-158  
2. Plog Text pp. 76-78, 87-93, 172-177  
3. Archaeology Southwest (Volume 17:4)  
5. “Archaeological and Ecological Perspectives on Reorganization: A case Study from the Mimbres Region of the U.S. Southwest” (Nelson et al. 2006).  
6. “Sex, Gender, and Status: Human Images from the Classic Mimbres” (Munson 2000)

Module 7  
Topic:  
The Mesa Verde World  
Readings:  
1. Plog Text pp. 118-153  
2. “Ancient Pottery of Mesa Verde Country” (Ortman)  
3. “Understanding Mesa Verde’s Cliff Dwelling Architecture” (Norby 2006) Write-up #5  
4. “Mesa Verdean Sacred Landscapes” (Hurst and Till 2006)  
5. “Craft Arts of the Mesa Verde” (Lang 2006)

Module 8  
Topic:  
Casas Grandes  
Readings:  
1. Plog Text pp. 172-178  
2. Kantner Text pp. 159-194  
3. Archaeology Southwest (Volume 17:2)  

Module 9  
Topics:  
Hohokam Culture  
Development of Hohokam Regional System  
Hohokam Classic & Hohokam and Salado  
Readings:  
1. Plog Text pp. 73-75, 81-87, 134-146, 178-179  
2. Archaeology Southwest (Volume 14:3)  
3. Archaeology Southwest (Volume 18:1)  
4. Archaeology Southwest (Volume 18:4)  
5. Archaeology Southwest (Volume 21:3)  
6. Archaeology Southwest (Volume 21:4)  
7. “Gender and Status in the Hohokam Pre-Classic to Classic Transition” (Crown & Fish 1996)  
8. “Post-Chacoan Social Integration at the Hinkson Site, New Mexico” (Kintigh et al 1996).
9. “Plausible Ethnographic Analogies for Social Organization of Hohokam Canal Irrigation” (Hunt et al 2005) **Write-up #6 Due**

**Module 10**

Topics: **Perceptions of Southwest Aggregation and Abandonment**  
Migration, Movement, and Societies in Action

Readings:  
1. Plogg Text pp. 151-158  
2. Kantnar pp. 194-233  
3. “Leaving Mesa Verde” (Cameron 2006)  
4. “Abandonment Is Not as It Seems: An Approach to the Relationship between Site and Regional Abandonment.” (Nelson & Hegmon 2001) **Write-up #7 Due**

**Module 11**

Topic: **Archaeology of Cannibals, Conflict, and Warfare**

Readings:  
1. Plogg pp. 146-151, 158-160  
2. Archaeology Southwest (Volume 13:2)  
3. “Cannibals of the Canyon” (Preston 1998)  
4. “A Case of Historic Cannibalism in the American West: Implications for Southwestern Archaeology” (Rautman & Fenton 2005)

**Module 12**

Topics: **European Contact, Its Consequences, and the Pueblo Revolt**  
Sharing and Preserving the Future

Readings:  
1. Plogg Text pp. 181-193  
2. Kantnar Text pp. 233-278  
3. Archaeology Southwest (Volume 19:1)  
4. Archaeology Southwest (Volume 15:3)  
7. “Archaeological Cultures and Cultural Affiliation: Hopi and Zuni Perspectives in the American Southwest.” (Dongoske et al 1997) **Write-up #8 Due**
Readings By Module

Module 1

TEXTBOOK READINGS

Plog: Preface
Plog: Chapter 1 (pp. 7-36)
Introduction: People and Landscape
The Pueblos of the north and east
Rancherias of the south and west
'The snow and cold are unusually great': the environmental setting
Kantner: Chapter 1 (pp. 1-22)
The ancient Puebloan southwest: An introduction

ADDITIONAL READINGS


Module 2

TEXTBOOK READINGS

Plog: Chapter 1 (pp. 7-36)
Introduction: People and Landscape
The Pueblos of the north and east
Rancherias of the south and west
'The snow and cold are unusually great': the environmental setting
Kantner: Chapter 2 (pp. 23-51):
The daylight world': the paleoenvironmental context for Puebloan history

ADDITIONAL READINGS

Archaeology Southwest Volume 16(4): Journeys to Places of the Past

Module 3

TEXTBOOK READINGS

Plog: Chapter 2 (pp. 37-45)
Paleo-Indians: Early Hunters and Gatherers - 9500 to 6000 BC
The earliest periods: Clovis and Folsom
The vanishing ice age megafauna
Plog: Chapter 3 (pp. 46-55)
The Archaic: Questions of Continuity and Change - 6000/5500 to 200 BC
The gathering gourmets
Continuity or change: examining the evidence Social groups and regional networks
Beginning the transition to agriculture
The first steps toward village life
**Kantner:** Chapter 3 (pp. 52-65)
Return to Ánosin Téhuli? The origins of Puebloan culture

**ADDITIONAL READINGS**
Archaeology Southwest Volume 14(2): Rethinking the Peopling at the Americas

**Module 4**

**TEXTBOOK READINGS**
**Plog:** Chapter 4 (pp. 56-70)
The Rise of Village Life 200 BC to AD 700
Villages and the time lag: a millennium of change
Pithouses and houses in pits
Public buildings and collective ritual
More villages, more people
Diet, nutrition, and technological innovation
The emergence of Hohokam, Mogollon, and Anasazi groups
**Kantner:** Chapter 3 (pp. 66-76)
Return to Ánosin Téhuli? The origins of Puebloan culture

**ADDITIONAL READINGS**
Archaeology Southwest Volume 13(1): Early Maize in the Greater Southwest

**Module 5**

**TEXTBOOK READINGS**
**Plog:** Chapter 5 (pp. 71-72, 78-81, 93-117)
From Village to Town: Hohokam, Mogollon, and Anasazi - AD 700 to 1130
The Hohokam
Hohokam communities in the Phoenix Basin
Art and aesthetics: the Mimbres of southwestern New Mexico
The Great Houses of Chaco Canyon
**Kantner:** Chapter 3 (pp. 52-65)
Return to Ánosin Téhuli? The origins of Puebloan culture

**Kantner:** Chapter 4 (pp. 87-112)
The wrong middle places? Chaco canyon and the Mimbres mogollon
ADDITIONAL READINGS
Archaeology Southwest Volume 14(1): Ancient Chaco's New History
Archaeology Southwest Volume 20(3): Salmon Pueblo: Chacoan outlier and thirteenth-century middle San Juan community center

Module 6

TEXTBOOK READINGS
Plog: Chapter 5 (pp. 76-78, 87-93, 172-177)
From Village to Town: Hohokam, Mogollon, and Anasazi - AD 700 to 1130
The Mogollon
Art and aesthetics: the Mimbres of southwestern New Mexico
The burgeoning Anasazi of northern Black Mesa
Universal trends in the Southwest
Understanding the perspective of the ancient Southwesterners
Kantner: Chapter 4 (pp. 112-156)
The wrong middle places? Chaco canyon and the Mimbres mogollon
Chapter 5 (pp. 112-158)
The migrations continue the end of Chaco and Mimbres

ADDITIONAL READINGS
Archaeology Southwest Volume 17(4): The Archaeology and Meaning of Mimbres

Module 7

TEXTBOOK READINGS
Plog: Chapter 6 (pp. 118-153)
Cliff dwellings, Cooperation, and Conflict - AD 1130 to 1350
Emigration and oral histories
Regional variation and localized polities
Common threads but different fabrics
Denouement in the Four Corners region

ADDITIONAL READINGS

Module 8

TEXTBOOK READINGS
Plog: Chapter 7 (pp. 172-178)
Townships, Mounds, and Kachinas
Ancestors, clouds, and kachina ritual
Green stones for red feathers: trade and elites in the Southwest
Kantner: Chapter 6 (pp. 159-194)
The AD 1200s: the great Pueblo period

ADDITIONAL READINGS
Archaeology Southwest Volume 17(2): The Casas Grandes Community

Module 9

TEXTBOOK READINGS
Plog: Chapter 5 (pp. 73-75, 81-87)
The Hohokam
Hohokam communities in the Phoenix Basin
Plog: Chapter 6 (pp.134-146)
Regional variation and localized polities

**Plog:** Chapter 7 (pp. 178-179)

Conclusions

**ADDITIONAL READINGS**

Archaeology Southwest Volume 14(3): Rewriting Prehistory in the Hohokam Heartland

Archaeology Southwest Volume 18(1): One Valley, Many Histories: Tohono O’odham, Hopi, Zuni, and Western Apache History in the San Pedro Valley

Archaeology Southwest Volume 18(4): The Archaeological Heritage of the Santa Cruz Valley

Archaeology Southwest Volume 21(3): The Hohokam Archaeology of the Tucson Basin

Archaeology Southwest Volume 21(4): The Hohokam Archaeology of the Phoenix Basin


**Module 10**

**TEXTBOOK READINGS**

**Plog:** Chapters 6 & 7 (pp. 151-158)

Denouement in the Four Corners region

Community cycles: boom and bust in the Rio

**Kantnor:** Chapter 7 (pp. 194-233)

The great abandonment

**ADDITIONAL READINGS**


**Module 11**

**TEXTBOOK READINGS**

**Plog:** Chapters 6 & 7 (pp. 146-151, 158-160)

Common threads but different fabrics

Grande Valley Farming, food, and famine?
ADDITIONAL READINGS
Archaeology Southwest Volume 13(2): Southwestern Warfare: Reality and Consequences

Module 12

TEXTBOOK READINGS
Plog: Chapter 8 (pp. 181-193)
From Prehistory to History
The transition to history in the Hohokam region
The transition in the Pueblo region
Kantnar: Chapter 8 (pp. 233-278)
Finding Posi: the protohistoric Puebloan world

ADDITIONAL READINGS
Archaeology Southwest Volume 15(3): Threats to the Past
Archaeology Southwest Volume 19(1): The Quest for Coronado
ANCIENT PEOPLES
OF THE AMERICAN SOUTHWEST

Stephen Plag
Second Edition
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Preface

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   The Pueblos of the north and east
   Rancherias of the south and west
   The soil and soil are unusually
   The environmental setting
   Studying
   Southwestern archaeology
   From Model-T to models
   of the past

2. Paleo-Indians: Early Hunters and Gatherers
   what to keep out
   The earlier periods: Clovis and Paleo
   The vanishing Ice Age megaherbivora

3. The Archaic: Questions of Continuity and Change
   7000 BC to 1000 BC
   The particular problems:
   Continuity of change
   Assessing the evidence
   Social groups and regional
   networks: Beginning the transition to agriculture
   The first steps toward village life

4. The Rise of Village Life: 1000 BC to 700
   Villages and the time gap: a millennium of change
   Puebloans and Pottery in Pueblos
   Public buildings and
   infrastructure
   More villages, more people
   Diet, nutrition, and technological innovation
   The emergence of Hohokam, Mogollon, and Anasazi groups
6 From Village to Town: Hohokam, Mogollon, and Ancestral AD 700 to 1150

The Hohokam • The Mogollon • The Ancestral Hohokam communities in the Phoenix Basin • Art and aestheticism: the Mimbres of southwestern New Mexico • The burgeoning Ancestral Pueblo of northern Black Mesa • The Great Houses of Chaco Canyon • Universal trends in the Southwest • Understanding the perspective of the ancient Southwesterner

7 Cliff Dwellings, Cooperation, and Conflict: AD 1150 to 1350

Settlement and oral histories • Regional variation and localized politics • Common threads but different fabrics • Demise of the Four Corners region

8 Towns, Mounds, and Kachinas

Community cycles: boom and bust in the Rio Grande Valley • Farming, food, and famine • Warfare and defense • Ancestors, clouds, and kachina ritual • Great stones for red feathers: trade and elites in the Southwest • Conclusions

9 From Prehistory to History

The transition to history in the Hohokam region • The transition in the Pueblo region

Epilogue

Changing perspectives: the American invasion • The late 19th and 20th centuries in the Southwest

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JOHN KANTNER
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