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### ANTY 465.01: Archaeology of the Southwest United States

John Douglas

*University of Montana, Missoula*

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# Archaeology of the Southwest U.S.

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*Professor:* **John Douglas**; Office: Social Sciences 233 (in the Anthro Dept on the lower or North 2<sup>nd</sup> floor). Office hours: Tuesday, 11:00-12:00, Thursday 1:00-2:00, or by appointment. Tel: (406) 243-2683 or (612) 568-4827 (voice mail and text); E-mail: [john.douglas@umontana.edu](mailto:john.douglas@umontana.edu).

*Purpose:* This course examines the native cultures of northwest Mexico and the southwest United States (more succinctly, “the NW/SW”), from the earliest people through Spanish contact. Environmentally, the region’s low precipitation and varied landforms created a unique set of opportunities and challenges for cultures in the region. This, along with the region’s setting at a crossroad in North America (creating important interactions with neighboring regions to the north, east, south, and west), as well as the inventiveness of the local societies, created a diverse and important array of Native American cultures, past and present. We survey these cultures over the past 13,000+ years, looking at changes in subsistence, technology, social systems, and political organization, in order to gain a sense of history of the area and an appreciation of the adaptations of the peoples of the Southwest. Finally, by studying the prehistory of the Southwest, we also will learn more about the methods that archaeologists use to understand the past and the nature of human society.

## *Subject Learning Objectives:*

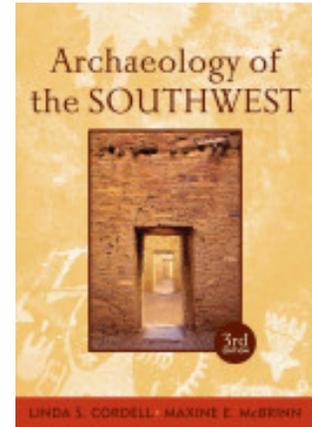
- 1) Demonstrate an understanding of the Anasazi, Mogollon, Hohokam, and other cultures that make up the archaeological record for the U.S. Southwest and related areas in Northwest Mexico.
- 2) Demonstrate an understanding of key topics of major interest and significance to archaeologists today (such as the role of climate change, the origins of agriculture, the role of interaction with Mesoamerica, and the social organization of past Southwestern societies)
- 3) Demonstrate an understanding of key methods and theoretical perspectives that guide contemporary archaeology in the Southwest.
- 4) Demonstrate the ability to critically assess the evidence and approaches archaeologists use to build their interpretations.

## *Writing Learning Outcomes*

- Use writing to learn and synthesize new concepts
- Formulate and express written opinions and ideas that are developed, logical, and organized
- Compose written documents that are appropriate for a given audience or purpose
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively and ethically
- Begin to use discipline-specific writing conventions
- Demonstrate appropriate English language usage

*Requirements:* No prerequisites; nonmajors are welcome.

*Required Text:* Archaeology of the Southwest, Third Edition (2012), by Linda S. Cordell & Maxine E. McBrynn, Left Coast Press. Readings from this book and from the required scientific articles (available on Moodle) are listed in the schedule and should be completed before coming to class each day.



*Supplemental Moodle Online Materials:* Your grades, class PowerPoint, information on the assignment, and other study materials can be downloaded from Moodle.

*Course Requirements:* Students are responsible for (tested on) all assigned materials: the book, articles, lectures, PowerPoint, discussions, and videos.

*Tests:* There are two tests, each worth 50 points. Tests questions may include multiple-choice, true-false, and matching, and short definition. The final is comprehensive, but emphasizes the course content after the midterm. Tests are open book and open notes.

*Attendance and participation:* Class attendance is crucial to gain mastery of the material. Therefore, 30 points will be based on attendance and 20 points on participation, particularly discussion of the articles. With appropriate documentation/explanation, absences can be excused. Students are expected to be present in mind as well as body; use of smart phones or other distractors during the class period is unacceptable, will result in loss of participation points.

*Article review:* All students must complete a written critical review of a required article. The review, graded on a 30 point scale, must be uploaded on Moodle at the start of class on the day the article is scheduled for discussion, and therefore there is a choice of due dates. Instructions are found in a separate document.

*Paper requirement:* All students are required to complete a paper proposal and working bibliography (10 points), draft (10 points), and a final assignment (100 points). Each must be uploaded to Moodle before the end of the day listed on the schedule. The assignment varies whether a student is an undergraduate or a graduate student, with the details and requirements outlined in a separate document.

*Grade determination:* There are 300 points possible for this class: Attendance, 30; Participation, 20; Midterm, 50; Paper proposal 10, Paper draft, 10; Article review, 30; Paper, 100; Final, 50. Final grades are determined on a standard scale:

270 points+ (90%+) = A      240-269 points = B      210-239 points = C      etc.  
 "Credit" for a credit/no credit grade option requires 180 or more points.

*Disability Accommodations:* When requested by the student, learning disabilities recognized by [Disability Student Services](#) (DSS) will be ameliorated with any reasonable accommodation: copies of notes, special testing environment, extended testing time, and special forms of the tests.

*Dropping:* Please note that September 15 (5:00 PM) is the last day to freely add or drop a class, and that October 30 (5:00 PM) is the last day for withdrawing (marked with a "W" on transcript) from a class without the Dean's signature.

*Incompletes:* An incomplete will be considered only when requested by the student. At the discretion of the instructor, incompletes are given to students who missed a *portion* of the class because of documented serious health or personal problem during the semester. Students have one year to complete the course; requirements are negotiated on a case-by-case basis.

*Plagiarism and misconduct:* All students must practice academic honesty. Students unfamiliar with the Plagiarism Warning in the catalog are urged to read it. Plagiarism and other academic misconduct are subject to a grade penalty by the instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code, available for review [here](#).



Ancient agricultural fields in the Bavispe Valley, Sonora, marked by stone alignments.