

12-2003

# ANTH 357.01: Archaeology of the Southwestern U.S.

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## Recommended Citation

Douglas, John E., "ANTH 357.01: Archaeology of the Southwestern U.S." (2003). *Syllabi*. 1306.  
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## ARCHAEOLOGY OF THE SOUTHWESTERN U.S. (Anthro 357)

spring 2004

*Professor:* John Douglas; Office: Social Sciences 233; Office hours: Monday, Wednesday, and Thursday 1-2, Friday 11-12, or by appointment; Tel: 243-4246; E-mail: John.Douglas@umontana.edu.

*Description:* In this course, we will discuss the prehistoric people of the American Southwest and the Mexican Northwest, including significant changes in subsistence, technology, social systems, and political organization between 9200 B.C., the earliest established date for human occupation, and A.D. 1540, when Spanish contact began producing major changes. We will gain an appreciation of the adaptations of the peoples of the Southwest to an often harsh environment, with a particular focus on how agricultural communities functioned. Furthermore, by studying the prehistory of the Southwest, we also will learn more about the methods that archaeologists use to understand the past.

*Prerequisites:* None

*Required text:* Plog, Stephen, 1997, *Ancient Peoples of the American Southwest*, Thames and Hudson, New York.

*Tests:* **There are three tests. Each test is worth 100 points.** A test follows each unit and covers the unit's lecture material and assigned readings (the last one falls in the final period). Test questions can include multiple-choice, true-false, and matching. Test taking requires that you bring a Scantron form (pink, 1/3 sheet size, available in the bookstore) and a soft pencil with an eraser.

*Papers:* Besides the tests, undergraduates must prepare a 1,000-1,500 word review of a southwestern *site or survey* monograph (technical report). Find a suitable monograph in the library (or, the internet, but only a few exist) prepared after 1968, and *have me approve it*. This review should briefly outline the nature of the site and the archaeological (and related) techniques employed by the project. The bulk of the paper should explore the project's goals, evaluate how well the project met those goals, and assess the importance of the project. Instead of a review, all graduate students are required to submit a 3,000-4,000 word research paper with at least seven references on an approved topic in Southwestern archaeology.

*I urge all students to read and understand the plagiarism warning contained in the general catalog.* If you do not *clearly* indicate the source of sentences taken from the monograph you are reviewing, you are committing "plagiarism," an activity that, *at a minimum*, will result in a zero for the paper and a notification of the Dean of Students.

Undergraduate reviews are worth 50 points; graduate papers 100 points. Both are due **April 19**.

*Improving your grade:* A comprehensive essay makeup test will be given during the final exam period, after Test 3. The test may be taken *in lieu of ONE* regular test or to *substitute* for a lower grade on a regular test. Taking the comprehensive test cannot lower your grade.

*Grade Determination:* For undergraduates, there are 350 points possible in the class (400 for grad students); students with 90% or more of the possible points will receive an "A," etc. (see below).

Grade points	Undergraduate required Points	Graduate required
A	270 +	360+
B	240+	320+
C (or “pass”)	210+	280+
D	180+	240

*Other issues:*

*Dropping:* Please note that February 13 is the last day to add or drop a course without penalty, and March 9 is the last day to add, drop, or change grading option with signatures and fees.

*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.

*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.

**Class Schedule**

DATE	DAY	TOPIC	READINGS
26-Jan	M	Introduction	
28-Jan	W	The Natural Environment/ Native peoples	Preface & C. 1. Introduction: People and Landscape
30-Jan	F		
2-Feb	M		
4-Feb	W	History of Archaeological Research/Methods	
6-Feb	F	Paleoindians in the Southwest	C. 2. Paleo-Indians: Early Hunters and Gatherers
9-Feb	M		
11-Feb	W	The Archaic Period	C. 3. The Archaic: Questions of Continuity & Change
13-Feb	F	The Archaic Period and Agriculture	
16-Feb	M	<i>President's Day Holiday</i>	
18-Feb	W	Agriculture, Villages, and Ceramics	C. 4. The rise of village life, 200 B.C. to A.D. 700
20-Feb	F		
<b>23-Feb</b>	<b>M</b>	<b>TEST 1</b>	
25-Feb	W	Overview of AD 900-1300	C. 5. From village to town: Hohokam, Mogollon,

DATE	DAY	TOPIC	READINGS
			& Anasazi
27-Feb	F	Hohokam and Patayan Overview	
1-Mar	M	Hohokam Economic and Community Life	
3-Mar	W		
5-Mar	F		
8-Mar	M	The Mogollon	
10-Mar	W		
12-Mar	F	The Mogollon-Mimbres	
15-Mar	M	Anasazi Overview	
17-Mar	W	Chaco Canyon	
19-Mar	F		
22-Mar	M		
24-Mar	W	Cliff Dwellings and Reorganization	C. 6. Cliff Dwellings, Cooperation, and Conflict
26-Mar	F		
29-Mar	M	<i>Spring Break--Holiday March 29-April 2</i>	
31-Mar	W	<i>Spring Break</i>	
2-Apr	F	<i>Spring Break</i>	
5-Apr	M	Mesa Verde	
7-Apr	W		
9-Apr	F	<b>TEST 2</b>	
12-Apr	M	Reorganization	C. 7. Towns, Mounds, and Kachinas
14-Apr	W	The Rio Grande Area	
16-Apr	F		
19-Apr	M	Northern Mogollon and Zuni region	<b>Papers Due</b>
21-Apr	W		
23-Apr	F	Classic Hohokam	
26-Apr	M	The Casas Grandes Region	
28-Apr	W		
30-Apr	F	Southern Mogollon & "Peripheral" Areas	
3-May	M	Transition in the Northern Southwest	C. 8. From Prehistory to History
5-May	W	Transition in the Southern Southwest	
7-May	F	SW Prehistory: Issues and Summary	Epilogue
13-May	Th	<b>TEST 3 (and optional FINAL), 3:20-5:20</b>	