

NORTH AMERICAN ARCHAEOLOGY

Tuesday 12:45–2:00; Thursday 11:15–12:30 (Synchronous online)

INSTRUCTOR

Dr. MIKAEL HALLER
mhaller@stfx.ca

Virtual Office Hours:

Tues 2–3:30pm

Wed 2:30–5pm

Thurs 12:30–2pm

or by Appointment

(Collaborate/MS Teams for office hours)

Course Summary

North America represents a large and geographically diverse landmass; equally diverse were the Indigenous societies that developed before European contact and colonization. Our most

detailed accounts of North America come from ethnohistory (European written accounts at contact), oral history (Indigenous knowledge), and ethnography (anthropological studies of living peoples). The material record of pre-contact societies may be lacking in comparative details, but the archaeological record represents a much longer temporal span of Indigenous societal development. This course explores Peoples of North America from the earliest migration into the New World (at least more than 13,000 years ago) to the present day incorporating several different sources of information. In exploring these themes, this year's course will focus on the ancient peoples of the Southwest Culture Area (Southwestern USA and Northern Mexico). We will examine specific factors that led to the rise and fall of societies in this area and how they relate to general patterns found in other areas of North America and Mesoamerica.

Course Goals

This course is designed to explore the similarities and differences of North America's Indigenous Peoples. Additionally, we will attempt to better understand how these societies were radically transformed by European colonization; however, students will discover that even though great spans of time separate modern and ancient societies, cultural continuity exists. Focusing on the Southwestern Culture Area, students will explore these general North American patterns introduced in class by examining specific case studies to provide students with an in-depth understanding.

Course Delivery

This is an online synchronous course using a combination of the following programs: Collaborate, Moodle, and Microsoft Teams.

Pueblo Bonito, Chaco Canyon (<https://archeyes.com/pueblo-bonito/>)



Course Requirements (all assignments/exams will be submitted through Moodle)

1)	READING SUMMARIES (1% each; 25 in total)	25%
	These will be a summary of the main themes and arguments of the reading Due on the day assigned before class.	
2)	MAP QUIZ (Sept. 24)	10%
3)	TERM PAPER	25%
	Outline (Due Oct 6) (5%)	
	Draft (Due Nov. 5) (10%)	
	Final version (Due Dec. 1) (10%)	
4)	EXAMS	
	Mid-term Exam (Oct. 27) 15%	
	Final Exam (Dec. 10) 15%	
5)	PARTICIPATION	10%
	Attendance will be taken and used in conjunction with your preparedness and your contributions to class discussions.	

Summaries

2 typed pages double-spaced for the class’s readings (1-inch margins, 11 font). These will be a summary of the main themes and arguments of the reading, due on the day assigned before class (no late submissions will be accepted). These are to be in your own words—**do not plagiarize the in-text summaries**.

Follow specific format. **Use headings.**

Title: (complete bibliographic information; single-spaced)

Description: (include a detailed description of the main themes and arguments of the reading; 1 page).

Relevance: (Describe how this reading relates to the course and our class discussions; 1 page).

Assigned Readings

Each class has been broken down into individual reading assignments that are expected to have been read **prior** to each class. All readings are available on-line (http://sites.stfx.ca/library/electronic_resources/)

Textbook:

Plog, Stephen

2008 *Ancient Peoples of the American Southwest*. Thames and Hudson, New York.

Sept. 15–17 Introduction: People and Landscape

- Plog 2008:Chapter 1
- Map Test Review (Plog 2008:200-201)

Sept 22 First Settlement

- Plog 2008: Chapter 2

Sept. 24–29 Archaic Period: Continuity or Change?

- Plog 2008:Chapter 3
- Ortman, Scott
2006 Ancient Pottery of the Mesa Verde Country: How Ancestral Pueblo People Made It, Used It, and Thought About It. In, *The Mesa Verde World: Explorations in Ancestral Pueblo Archaeology*, edited by D. G. Noble (2006), pp. 101-110. School of American Research, Santa Fe, New Mexico. (Reserve)

Oct. 1–6 The Rise of Village Life

- Plog 2008:Chapter 4
- Mobley-Tanaka, Jeannette L.
1997 Gender and Ritual Space during the Pithouse to Pueblo Transition: Subterranean Mealing Rooms in the North American Southwest. *American Antiquity* 62(3):437-448.
<http://www.jstor.org.libproxy.stfx.ca/stable/pdf/282164.pdf>

Oct. 8–13 From Village to Town

- Plog 2008:Chapter 5:71-95
- Hunt, Robert C., David Guillet, David R. Abbott, James Bayman, Paul Fish, Suzanne Fish, Keith Kintigh and James A. Neely
2005 Plausible ethnographic analogies for the social organization of Hohokam canal irrigation. *American Antiquity* 70(3):433-456.
<http://www.jstor.org.libproxy.stfx.ca/stable/pdf/40035308.pdf>
- Schachner, Gregson
2010 Corporate Group Formation and Differentiation in Early Puebloan Villages of the American Southwest. *American Antiquity* 75(3):473-496.
<http://www.jstor.org.libproxy.stfx.ca/stable/pdf/25766212.pdf>

Oct. 15–20 The Chaco Phenomenon

- Plog 2008:Chapter 5:96-117
- Earle, T.K.
2001 Economic Support of Chaco Canyon Society. *American Antiquity* 66(1):26-35.
<http://www.jstor.org.libproxy.stfx.ca/stable/pdf/2694315.pdf>
- Renfrew, C.
2001 Production and Consumption in a Sacred Economy: The Material Correlates of High Devotional Expression at Chaco Canyon. *American Antiquity* 66(1):14-25.
<http://www.jstor.org.libproxy.stfx.ca/stable/pdf/2694314.pdf>

Oct. 22–27 Cliff Dwellings, Cooperation and Conflict

- Plog 2008:Chapter 6
- Nordby, Larry V.
2006 Understanding Mesa Verde's Cliff Dwelling Architecture. In, *The Mesa Verde World: Explorations in Ancestral Pueblo Archaeology*, edited by D. G. Noble, pp. 111-118. School of American Research, Santa Fe, New Mexico. (Reserve)
- Kuckelman, Kristin A
2010 The Depopulation of Sand Canyon Pueblo, A Large Ancestral Pueblo Village in Southwestern Colorado. *American Antiquity* 75(3):497-252.
<http://www.jstor.org.libproxy.stfx.ca/stable/pdf/25766213.pdf>

Oct. 29 to Nov. 3 Cultural Collapse and Abandonment

- Nelson, Margaret C. and Michelle Hegmon
2001 Abandonment Is Not as It Seems: An Approach to the Relationship between Site and Regional Abandonment. *American Antiquity* 66(2):213-235.
<http://www.jstor.org.libproxy.stfx.ca/stable/pdf/2694606.pdf>
- Diamond, Jared
2005 *Collapse*, Chapter 4, Penguin, New York. (Reserve)

Nov. 5–10 Towns, Mounds and Kachinas

- Plog 2008:Chapter 7
- VanPool, Christine S.
2003 The Shaman-Priests of the Casas Grandes Region, Chihuahua, Mexico. *American Antiquity* 68(4):696-717
<http://www.jstor.org.libproxy.stfx.ca/stable/pdf/3557068.pdf>

Nov. 12–17 The Cosmic and the Sacred

- Malville, J. McKim
2006 The Cosmic and the Sacred at Yellow Jacket Pueblo and Mesa Verde. In, *The Mesa Verde World: Explorations in Ancestral Pueblo Archaeology*, edited by D. G. Noble, pp. 85-92. School of American Research, Santa Fe, New Mexico. (Reserve)
- Mills, Barbara J.
2007 Performing the Feast: Visual Display and Suprahousehold Commensalism in the Puebloan Southwest *American Antiquity* 72(2): 210-239.
<http://www.jstor.org.libproxy.stfx.ca/stable/pdf/40035812.pdf>

Nov. 19–24 From Prehistory to History

- Plog 2008:Chapter 8/Epilogue
- Ferguson, T. J.
2002 Dowa Yalanne: The Architecture of Zuni Resistance and Social Change during the Pueblo Revolt. In, *Archaeologies of the Pueblo Revolt: Identity, Meaning, and Renewal in the Pueblo World*, edited by Robert Preucel, pp. 33-44. University of New Mexico Press, Albuquerque. (Reserve)

Nov. 26–Dec.1 Emerging Relations, Resistance and Conflict

- Liebmann, Matthew, T. J. Ferguson, and Robert W. Preucel
2005 Pueblo Settlement, Architecture, and Social Change in the Pueblo Revolt Era, A.D. 1680 to 1696
Journal of Field Archaeology 30(1):45-60.
<http://www.jstor.org.libproxy.stfx.ca/stable/pdf/40025825.pdf>
- Dongoske, Kurt E. and Cindy K. Dongoske
2002 History in Stone: Evaluating Spanish Conversion Efforts through Hopi Rock Art. In, *Archaeologies of the Pueblo Revolt: Identity, Meaning, and Renewal in the Pueblo World*, edited by Robert Preucel, pp. 114-131. University of New Mexico Press, Albuquerque. (Reserve)

Grading Policy

If a student misses an exam it will be possible to write a make-up exam, but the illness or emergency must be documented promptly. Submitting exercises late will result in losing 25% for each day. Cheating and plagiarism will be dealt with in strict accordance to the StFX's Academic regulations (<http://www2.mystfx.ca/registrars-office/academic-integrity>). If students miss class, they are responsible for obtaining their own notes as I do not give out my class notes.

SPECIAL ACCOMMODATIONS

I encourage students that require special testing accommodations or other classroom modifications to contact Learning Services (http://sites.stfx.ca/accessible_learning/services). You must provide documentation of your disability within two weeks from the start of the course.

All StFX students have access to Microsoft Cloud services and should take advantage of this to ensure a backup of academic files. If you choose not to use this service, you are responsible for making your own backups to prevent losing data and not being able to submit required coursework

Communication

All students have a StFX e-mail account, which must be checked regularly as notices and information pertaining to the course will be sent electronically. You can send electronic correspondence to my university e-mail address (mhaller@stfx.ca).

Handouts and syllabus are available on the course Moodle site

Everyone learns more effectively in a respectful, safe, and equitable learning environment, free from discrimination and harassment. I invite you to work with me to create a classroom space – both real and virtual – that fosters and promotes values of human dignity, equity, non-discrimination, and respect for diversity. Please feel free to contact the Human Rights and Equity Advisor Megan Fogarty if you have questions or concerns about equity in the classroom or in the StFX Community in general. Megan can be contacted by email at mfogarty@stfx.ca or by telephone at 902-867-5306.

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MONTH	DAY	TOPIC	TEXT	READINGS	DUE	
SEPT	15	Introduction: People and Landscape	Plog 2008:Chapter 1	Map and terms		
SEPT	17					
SEPT	22	First Settlement	Plog 2008:Chapter 2			
SEPT	24	Archaic Period: Continuity or Change?	Plog 2008:Chapter 3	Ortman 2006	Map Quiz	
SEPT	29					
OCT	1	The Rise of Village Life	Plog 2008:Chapter 4	Mobley-Tanaka 1997	Paper Outline	
OCT	6					
OCT	8	From Village to Town	Plog 2008:Chapter 5:71-95	Hunt et al. 2005 Schachner 2010		
OCT	13					
OCT	15	The Chaco Phenomenon	Plog 2008:Chapter 5:96-117	Earle 2001 Renfrew 2001		
OCT	20					
OCT	22	Cliff Dwellings, Cooperation and Conflict	Plog 2008:Chapter 6	Nordby 2006 Kuckelman 2010	Mid-term Exam	
OCT	27					
OCT	29	Cultural Collapse and Abandonment		Nelson and Hegmon 2001 Diamond 2005:Chapter 4		
NOV	3					
NOV	5	Towns, Mounds and Kachinas	Plog 2008:Chapter 7	Vanpool 2003	Paper Draft	
NOV	10					
NOV	12	The Cosmic and the Sacred		Malville 2006 Mills 2007		
NOV	17					
NOV	19	From Prehistory to History	Plog 2008:Ch. 8/Epilogue	Ferguson 2002		
NOV	24					
NOV	26	Emerging Relations, Resistance and Conflict		Leibmann et al. 2005 Dongoske and Dongoske 2002	Final Paper	
DEC	1					
DEC	10	Final Exam				