

## SYLLABUS

### SURVEY OF NEW WORLD PREHISTORY (01-070-206)

Rutgers University (New Brunswick), Anthropology Department

Spring 2011

**Lecture day/hours:** Tuesdays and Thursdays, 2:15 PM – 3:35 PM

**Lecture location:** Biological Sciences Building, Room 205 (Cook/Douglass Campus)

**Instructor:** Dr. Katharine Woodhouse-Beyer, Ph.D., RPA

[kwoodhou@rci.rutgers.edu](mailto:kwoodhou@rci.rutgers.edu)

**Office:** Ruth Adams Building, Room 315

**Office Hours:** Office hours are by appointment (please send an email at least 24 hours before class.)

## COURSE DESCRIPTION

Survey of New World Prehistory will focus on the major cultural traditions and adaptations from the earliest appearance of humans in the Americas through to the colonial period. Our coursework will cover major themes, scholarship, and current debates in North American, Mesoamerican, and South American archaeology as well as explore special topics such as collecting/looting, museum presentation/interpretation, indigenous communities and archaeology, and the emergence of national/international cultural resource legislation which seeks to protect New World archaeological sites and collections.

### **Course Objectives:**

Through active course attendance and participation, written papers involving independent research, and regularly scheduled examinations covering course readings and lecture material, students enrolled in Survey of New World Prehistory will become proficient in mastering information about the temporal, cultural, and regional developments in the Pre-Columbian Americas (North America, Mesoamerica, South America); become familiar with the sorts of sources and methods available to such a study: archaeological sites, artifacts/collections, and codices; and be able to critically analyze and evaluate archaeological scholarship and contemporary debates within New World archaeology.

### **Course Texts and Readings:**

A key to doing well in this course is to attend all lectures, keep up with the reading assignments, **participate in discussions**, and take detailed class and text notes. (See Attendance).

### **Required Texts:**

There are three required texts for this course – all can be purchased at the Barnes and Noble Rutgers University Bookstore. I will attempt to place copies of these books on course reserve at the Cook/Douglas library, although be warned that the library versions of these books may not be up to date. The majority of our readings come from the most recent text editions; you are expected to have completed the readings before class on the day that the reading is listed in the syllabus.

Fagan, Brian M.

2005 Ancient North America: The Archaeology of a Continent. Fourth Edition. New York, NY: Thames and Hudson, Inc.

Evans, Susan Toby

2008 Ancient Mexico & Central America: Archaeology and Culture History. New York, NY: Thames and Hudson, Inc.

Moseley, Michael E.

2001 The Incas and Their Ancestors: The Archaeology of Peru. Revised Edition. London: Thames and Hudson, Ltd.

### **Additional Required Readings (posted on SAKAI website):**

**SAKAI website:** <https://sakai.rutgers.edu> ; Scroll to: “01:070:206 Spring 2011”

All students registered for the class are subscribed to the course SAKAI site. Multiple articles and assignments will be scanned onto the website and listed under “Resources”. All of these documents will be posted on the course SAKAI website in advance of the class in which it will be referenced and/or discussed. Take note that additional readings beyond those which are posted for the required readings may be posted—this is because during the time of our course there may be new articles (likely in American Antiquity, Latin American Antiquity, or World Archaeology) or site finds which may have great relevance to our course topics.

I will post Power Point files on the course website for study aids within 1 day AFTER the class in which the class information is presented. Please do not rely wholly on Power Points to get you through this course; Power Points are used as a visual teaching device and do not include all material covered in lectures or in the textbook.

### Course Assignments:

There will be a midterm exam, 1 short paper (focusing on an archaeological site), a research paper, and a final exam (inclusive of material covered since the midterm exam) as part of the written requirements of this course. Note that class attendance and the submission of a detailed research paper topic are graded course components. Multiple assignments of different grade weights are distributed throughout the course in order to assist students in managing large amounts of course information as well as to provide an opportunity in which to improve their overall grade as well as skills in writing and knowledge of course themes and topics.

| <b>COURSE ASSIGNMENT</b>          | <b>WEIGHT</b> | <b>DUE DATE</b>                  |
|-----------------------------------|---------------|----------------------------------|
| Attendance                        | 5%            | CLASSES AFTER ADD/DROP PERIOD    |
| Research Paper Topic              | 5%            | MARCH 8 – IN CLASS               |
| Midterm Exam                      | 25%           | MARCH 1 – IN CLASS               |
| Short Paper (Archaeological Site) | 15%           | MARCH 31 – IN CLASS              |
| Research Paper                    | 25%           | APRIL 29, 10 PM SAKAI SUBMISSION |
| Final Exam                        | 25%           | MAY 9, 8-11 AM (BIO 205)         |

|    |            |    |           |   |            |
|----|------------|----|-----------|---|------------|
| A  | = 90 – 100 | C+ | = 77 – 79 | F | = Below 60 |
| B+ | = 87 - 89  | C  | = 70 - 76 |   |            |
| B  | = 80 – 86  | D  | = 60 – 69 |   |            |

### Lecture Attendance:

Attendance in class lectures is mandatory; attendance will be taken at each class time. The only “pardoned” excuses for missing a class are family deaths and medical emergencies. If you miss more than two class sessions beyond the course add/drop period, I may be contacting you and/or your dean to inquire about your whereabouts. The Registrar requests that instructors report course attendance and performance information for each student at regular intervals. If you end up missing a class, email me to explain why you did not attend class that day. If you have withdrawn from the course, please let me know as soon as possible (no hard feelings!) – otherwise, you will continue to receive emails from me about your whereabouts and your dean may be contacted. Treat this course as you would a job ... attend and participate in all classes, and be on time. Please do not be late to class – it is not a professional behavior, and is disruptive to the instructor and your fellow students. Information not included in course readings may, and will be, presented in our class meetings. If you are unable to attend a particular class (noting all other points above), it is your responsibility to make arrangements with a fellow student (not KWB) for class notes. There is a strong correspondence

between level of performance in this course and class attendance – as Woody Allen once said, 80% of life is just showing up!!! Please don't ask me what you've missed, and whether "it is important" ... the answers will always be "a lot!" and "of course it is!"

### **Office Hours:**

Office hours are by appointment (please send an email at least 24 hours before class to schedule). I commute to campus three days a week (Tuesdays, Thursdays, and Fridays) and utilize two offices, one on the College Avenue campus (Voorhees Hall, Room 006B) and one on the Cook/Douglass campus (Ruth Adams Building, Room 315). We can also arrange to meet/discuss issues via a telephone conference call; again, please email to make these arrangements.

### **Plagiarism:**

Plagiarism, presenting or writing material that is not of your own authorship and without appropriate citation, is a serious academic offense and will not be tolerated. If you are unsure as to what constitutes plagiarism, please consult the Policy on Academic Integrity for Undergraduate and Graduate Students, Rutgers University, New Brunswick Campus: <http://ctaar.rutgers.edu/integrity/policy.html> Remember; Your professors have ways to check on your use of re/sources ... provide in-text citations as much as you can (but not for every sentence). Consider what you are writing – and provide an opinion or critique of your own re. the data at hand. Do not rely wholly (or much) on internet (website) sources – we will have further discussions on this point in class.

### **Final Exam:**

May 9, 8:00-11:00 AM, BIO 206

### **Accommodations on Exams:**

If you require additional time or alternative accommodations on exams or other assignments, please contact the Office of Disability Services at 732-932-2848 or [dsoffice@rci.rutgers.edu](mailto:dsoffice@rci.rutgers.edu) to determine your Coordinator for Students with Disabilities. If your requests for accommodations are APPROVED, the CSSD generates a Letter of Accommodation (LOA); the LOA must be presented to me at the beginning of the term; if you are approved for accommodations in the middle of the semester, you are strongly encouraged to present the LOA to me as soon as possible. For further information, please reference:

<http://studentaffairs.rutgers.edu/disability/>

### **Policy on Missed Exams, Rescheduling Exams, Late Paper:**

It is the policy of this course that make-up exams are not given if you miss the exam without a valid reason (illness, family emergency). If you will, or do, miss the exam for the above reasons, please email me within 4 hours before or after the exam with the reason for the absence AND contact your Dean for an official Letter of Absence. Without the timely email communication AND Dean's Letter, a zero will be entered as your exam score. Note that in some circumstances a Dean will not grant a Letter of Absence if missing the exam was not a true family or medical emergency. If you wish to reschedule an exam because of another exam conflict with another course, please contact me as soon as you know of the conflict. Please check on the midterm and final exam schedule of all your classes at the beginning of the semester. Then go to the Rutgers website which posts the examination schedule and follow their procedure for rescheduling (there is paperwork involved, and I do require that we follow the formal procedure). Late papers will be marked down ten percentage points for each day the paper is late. Plan your research/writing time and avoid the late penalty, which will be applied unless you have a Dean's Letter or doctor's note. If I do not receive your paper on time, I will be contacting you.

### **Short Paper Assignment:**

One short paper (4-5 pp., excluding bibliography) is due on March 31 - in class. You are required to choose an archaeological site from North, Meso-, or South America from a list I will provide to you in class and write a short essay which answers several questions. 1. Where is the site, who discovered the site, and under what circumstances was it found/identified/excavated? 2. What are the main components of the site by age, feature, structure, etc.? What is the site's layout? 3. Who has excavated the site (may be several excavators), and what has been recovered? Are the site reports easily accessible? 4. What sorts of questions did/can the site answer in terms of what is known about the regional archaeology? You are encouraged to add your own comments/questions to answer to this list. Please also provide an extensive site-specific bibliography with your paper and send me an additional email with this specific page or pages attached on the day the paper is due - you need not have looked at all these references, but the idea is to compile as much information as you can about the site in its identification, recovery, and publication. I will post each student's site bibliography on our SAKAI Resources page – you may find that such a bibliography may be useful for your or other students' research papers.

### **Research Paper:**

You are required to write a short research paper (approximately 12-15 double spaced pages in length) on any topic concerning New World prehistory. The paper is due on April 29 (the Friday after our last class), 10 PM, to be submitted as a Word file through the Dropbox section of our course SAKAI website. I will discuss this assignment in class, and a research paper assignment sheet will be posted on our SAKAI site which will specifically outline what is expected and some possible options for what you might tackle. On March 8 (in class) you will submit the topic of your paper along with the annotated citations of 3 major sources (journal or book sources) you will be using. This research paper topic is a graded. Please choose a topic broad enough that there will be enough literature for you to use, but narrow enough that your overall discussion can be contained within the paper length! I will provide more information on this assignment within the first few weeks of the course (bibliographic citation format, possible topics) but you are certainly encouraged to contact KWB by email/office hours to discuss your specific research interests.

## CLASS SCHEDULE AND TOPICS

### WEEK 1 – January 18, 20

CLASS 1 (January 18): INTRODUCTION TO THE COURSE, SYLLABUS, COURSE THEMES

CLASS 2 (January 20): NORTH AMERICAN ARCHAEOLOGY, CHRONOLOGY, HISTORY OF RESEARCH, AND DEFINITIONS

Fagan, Brian. Chapters 1 and 2.

### WEEK 2 – January 25, 27

CLASS 3 (January 25): EARLY ARRIVALS IN THE NEW WORLD – WHO AND WHERE; NORTH AMERICAN “PALEO-INDIANS”

Fagan, Brian. Chapters 4 and 5.

CLASS 4 (January 27): NORTH AMERICAN “PALEO-INDIANS” AND THE MEGAFUNA EXTINCTIONS

Fagan, Brian. Chapters 4 and 5.

### WEEK 3 – February 1, 3

CLASS 5 (February 1): ARCHAIC PERIOD: ARCTIC AND WEST COAST; COLD AND WET SITES

Fagan, Brian. Chapters 8 and 10

CLASS 6 (February 3): ARCHAIC PERIOD: EASTERN WOODLANDS; WHO WERE THE MOUNDBUILDERS?

Fagan, Brian. Chapters 16 and 17

### WEEK 4 - February 8, 10

CLASS 7 (February 8): SOUTHWEST VILLAGES AND PUEBLOS; ARID ADAPTATIONS AND STRATEGIES

Fagan, Brian. Chapter 14.

CLASS 8 (February 10): SOUTHWEST VILLAGES AND PUEBLOS, NORTH AMERICAN EARLY CULTURAL RESOURCE LEGISLATION

Fagan, Brian. Chapter 15.

WEEK 5 – February 15, 17

CLASS 9 (February 15): WOODLAND PERIOD: ADENA, HOPEWELL SITES

Fagan, Brian. Chapters 18 and 19.

CLASS 10 (February 17): WOODLAND PERIOD: MISSISSIPPIANS AND CAHOKIA

Fagan, Brian. Chapter 20.

WEEK 6 – February 22, 24

CLASS 11 (February 22): NORTH AMERICAN EARLY CONTACT PERIOD; EPIDEMIC DISEASE, EUROPEAN EXPLORATION, AND CULTURAL TRANSFORMATIONS

Fagan, Brian. Chapter 22.

CLASS 12 (February 24): MESOAMERICA: GEOGRAPHY, CHRONOLOGY, AND EARLY ARRIVALS

Evans, Susan. Chapters 1 and 2 (pp. 63-70).

WEEK 7 – March 1, 3

CLASS 13 (March 1): MIDTERM EXAMINATION

NO READINGS – PREPARE FOR YOUR EXAM! THE EXAM WILL NOT INCLUDE MATERIAL FROM CLASS 12 (MESOAMERICA).

CLASS 14 (March 3): MESOAMERICA: ARCHAIC PERIOD, INITIAL FORMATIVE, AND EARLY FORMATIVE PERIOD (ENTER THE OLMEC!)

Evans, Susan. Chapters 3 and 5.

WEEK 8 – March 8, 10

CLASS 15 (March 8): MESOAMERICA: EARLY FORMATIVE PERIOD; OLMECS: WHO WERE THEY, ARE THEY THE/A MESOAMERICAN “MOTHER CULTURE”?

Evans, Susan. Chapter 5.

CLASS 16 (March 10): MESOAMERICA: MIDDLE AND LATE FORMATIVE PERIOD; MONTE ALBAN AND TEOTIHUACAN (CITIES OR CULTURES?)

Evans, Susan. Chapters 7, 8, 10.

**SPRING BREAK**

**WEEK 9 – March 22, 24**

**CLASS 17 (March 22): MESOAMERICA: EARLY CLASSIC MAYA; MAYAN WRITING AND ICONOGRAPHY; TIKAL**

Evans, Susan. Chapter 11.

**CLASS 18 (March 24): MESOAMERICA: LATE CLASSIC MAYA; PALENQUE, COPAN**

Evans, Susan. Chapter 12.

**WEEK 10 – March 29, 31**

**CLASS 19 (March 29): MESOAMERICA: THE MAYAN “COLLAPSE”; ZAPOTECAS AND CHICHEN ITZA**

Evans, Susan. Chapter 14.

**CLASS 20 (March 31): MESOAMERICA: THE AZTECS; AZTEC SOURCES AND TENOCHTITLAN**

Your Short Paper is due in class today!

Evans, Susan. Chapter 17.

**WEEK 11 – April 5, 7**

**CLASS 21 (April 5): MESOAMERICA: THE AZTECS, SACRIFICE AND CONQUEST**

Evans, Susan. Chapters 18 and 19.

**CLASS 22 (April 7): SOUTH AMERICA: GEOGRAPHY, CHRONOLOGY, AND THEMES**

Moseley, Michael. Chapters 4 and 5 (pp. 114-120, 127-129).

**WEEK 12 – April 12, 14**

**CLASS 23 (April 12): SOUTH AMERICA: PRECERAMIC PERIOD, INITIAL PERIOD, AND EARLY HORIZON; EL PARAISO, PARACAS, CHAVIN**

Moseley, Michael. Chapter 6.

**CLASS 24 (April 14): SOUTH AMERICA: EARLY INTERMEDIATE PERIOD; NAZCA, MOCHE**

Moseley, Michael. Chapter 7 (197-203).

**WEEK 13 – April 19, 21**

**CLASS 25 (April 19): SOUTH AMERICA: EARLY INTERMEDIATE PERIOD, THE MIDDLE HORIZON, LATE INTERMEDIATE PERIOD; SIPAN, TIWANAKU, WARI**

Moseley, Michael. Chapters 8 and 9.

**CLASS 26 (April 21): SOUTH AMERICA: INKA EMPIRE; SITES**

Moseley, Michael. Chapter 1

**WEEK 14: April 26, 28**

**CLASS 26 (April 26): SOUTH AMERICA: INKA EMPIRE; SITES**

Moseley, Michael. Chapter 3

**CLASS 27 (April 28): FINAL POINTS – AND REVIEW**