ARCLG350: KEY TOPICS IN THE ARCHAEOLOGY OF THE AMERICAS
Academic Year 2017-8
15 credits

Turnitin ID: 3543958; Password: IoA1718

Lecturers/Seminar chairs:
Manuel Arroyo-Kalin (MAK), Elizabeth Baquedano (EB), Dorian Fuller (DF), Elizabeth Graham (EG), Charlene Murphy (CM), José Oliver (JO), Bill Sillar (BS)

Manuel Arroyo-Kalin, Bill Sillar (course coordinator)
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ESSAY OUTLINE due on Monday, 13 November 2017; FULL ESSAY due on 10 January 2018
LECTURES/SEMINARS: Room B13; Fri 9-12 am
1. **OVERVIEW**

1A. **Short description**
This lecture and seminar-based course offers an introduction to the archaeology of the Americas. It is organised around key archaeological topics as relevant to broad regions of the Americas. The timeframe examined stretches from the initial peopling of the continent to the European colonial period. The course examines environmental influences, material culture, domestication and agriculture, social organisation, belief systems, regional interaction, and human impact on the landscape in order to develop a continent-wide perspective on pre-Columbian societies. Throughout the course, we critically explore the use of ethnohistorical and ethnographic evidence to interpret the pre-Columbian past.

1B. **Week-by-week summary**

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<td>L: Intro to Key Topics in the Archaeology of the Americas</td>
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<td>2</td>
<td>13 Oct, 9-10 am</td>
<td>L: Human Colonisation of the Americas</td>
<td>MAK+JRO</td>
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<td>10-11 am</td>
<td>S: Peopling of the Americas I</td>
<td>MAK+JRO</td>
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<td>3</td>
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<td>S: Peopling of the Americas II</td>
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<td>10-11 am</td>
<td>L: Domestication, Cultivation, Animal husbandry</td>
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<td>27 Oct, 9-10 am</td>
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<td>10-11 am</td>
<td>S: Domestication in Central and South America</td>
<td>MAK, BS</td>
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<td>L: from Residential Mobility to Fixed Abode</td>
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<td>10am-11am</td>
<td>S: Mobility/Sedentism: Central/ South American case studies</td>
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<td>S: Mobility/Sedentism: North/Middle America case studies</td>
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<td>S: Human impact on the landscape</td>
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<td>S: Agricultural intensification</td>
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<td>10-11am</td>
<td>S: Ethno-insights into Amerindian cosmologies</td>
<td>MAK</td>
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<td>11am-12pm</td>
<td>S: Religiosity materialised</td>
<td>BS+JRO</td>
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<td>10</td>
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<td>L: Social Complexity &amp; settlement: from families to chiefdoms</td>
<td>JRO</td>
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<td>S: Social Complexity I: Caribbean, Central and South America</td>
<td>JRO+MAK</td>
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<td>KW+EG</td>
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<td>17 Nov, 9-10 am</td>
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<td>S: Case studies from the Americas and the Caribbean</td>
<td>JRO</td>
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<td>L: Social Complexity II: state formation and empires</td>
<td>BS, EG</td>
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<td>S: Social Complexity II: South American case studies</td>
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<td>9</td>
<td>1 Dec, 9-10 am</td>
<td>L: Social Complexity II: Middle American case studies</td>
<td>EG+EB</td>
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<td>10-11am</td>
<td>S: Social Complexity II: North American case studies</td>
<td>KW</td>
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<td>10</td>
<td>8 Dec, 9-10 am</td>
<td>L: Revisiting Ethnography and Ethnohistory in the Americas</td>
<td>BS+EB</td>
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<td>10-11am</td>
<td>S: Course Synthesis</td>
<td>MAK</td>
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L= Lecture; S = Seminar — all start at IoA Room B13 unless otherwise advised. Lecturers/Seminar chairs: Manuel Arroyo-Kalin (MAK), Elizabeth Baquedano (EB), Dorian Fuller (DF), Elizabeth Graham (EG), Charlene Murphy (CM), José Oliver (JO), Bill Sillar (BS)
1C. Basic texts


Moore J. D. 2014 *A Prehistory of South America Ancient Cultural Diversity on the Least Known Continent.* University of Colorado Press


Silverman H. and W.H. Isbell (eds.) 2008 *Handbook of South American Archaeology* New York: Springer


1D. Teaching Methods

The course has been structured as a series of lectures and seminars. All meetings are compulsory and have recommended readings. A simple motto applies: the more you read beforehand, the better you will understand the subject matter. *Lectures* are introductory and seek to outline significant topics focused in broad regions. On a given week they will generally be followed by *readings-based seminars* in which students will delve into the topics introduced in the lecture in more detail (groups of readings will be assigned before each seminar).

Seminars are a crucial part of the course and students should ensure they pay attention to the specifics of archaeological case studies within the broader topics under discussion. Each seminar will be chaired by one or more lecturers and will provide opportunities to discuss broad dimension of the seminar’s topics as well as individual case studies. Over the course of the term, the lecture and seminar series will support the development a comparative continental perspective.

1E. Methods of assessment and deadlines

Assessments:  
ESSAY OUTLINE due on Monday, 13 November 2017
FULL ESSAY due on 10 January 2018

Work will be assessed by means of one essay focused on a theme covered during the Term. A topic for the essay will be agreed between each student and the course coordinator. Essay topics should be agreed on by 1 November. Once they have been agreed, students will prepare a structured essay proposal and submit it to the course coordinator immediately after reading
week (13 November). Formative feedback will be provided to the students. A final 3,500 word essay based on additional research and incorporating comments from the course coordinator will be due on 10 January 2018. The following are not included in the word-count: title page, contents pages, lists of figure and tables, abstract, bibliography, appendices.

All coursework must be submitted both as hard copy and electronically. For the hard copy should staple the appropriate colour-coded IoA Masters coversheet (available in the IoA library and outside room 411a) attached to the front of each piece of work and submit it to the red box at the Reception Desk. All coursework should be uploaded to Turnitin by midnight on the day of the deadline. This will date-stamp your work. It is also essential that the first word of your “Submission title” is your examination candidate number (e.g. YGBR8- Debating Tiwanaku ‘Collapse’). The Turnitin ID and Password for ARCLG350 are:

Turnitin ID: 3543958; Password: IoA1718

Coursework Policies: General policies and procedures concerning courses and coursework, including submission procedures, assessment criteria, and general resources, are available on the IoA Student Administration section of Moodle: https://moodle.ucl.ac.uk/course/view.php?id=40867. It is essential that you read and comply with these. Note that some of the policies and procedures will be different depending on your status (e.g. undergraduate, postgraduate taught, affiliate, graduate diploma, intercollegiate, interdepartmental). If in doubt, please consult your course co-ordinator.

Extensions: Strict UCL-wide regulations exist for the granting of extensions for coursework. Course Coordinators are not permitted to grant extensions. All requests for extensions must be submitted on an appropriate UCL form, together with supporting documentation, to Judy Medrington, who will then refer it for consideration. Please be aware that the grounds that are acceptable are limited. Those with long-term difficulties should contact UCL Student Disability Services to make special arrangements at the start of term. Please see the IoA Student Administration section of Moodle for further information. Additional information is given here http://www.ucl.ac.uk/srs/academic-manual/c4/extenuating-circumstances/

1F. Workload
There will be 9 hours of lectures and 18 hours of seminars. Students can be expected to undertake around 81 hours of reading for lectures, seminars and laboratory tutorials, as well as additional 42 hours producing assessed work. This adds up to a total workload of 150 hours for the course.

1G. Prerequisites
This course does not have a prerequisite.
2. AIMS AND OBJECTIVES

2A. Course Aims and Objectives

- To provide an overview of some the key archaeological topics and datasets that define our understanding of the human past of the Americas.
- To introduce evidence from a range of additional disciplines (linguistics, epigraphy, geography, palaeoecology, ethnography) that bear on the reconstruction of the culture, history and interactions of the indigenous peoples of the Americas.
- To encourage the development of new archaeological research in the Americas by raising awareness of the specific research questions, scientific strengths, and research weaknesses of archaeological research traditions in different regions and periods of analysis.
- To train and exercise students’ ability to evaluate interpretations of archaeological data critically.
- To expose students to the most important current topics in the archaeology and evolution of indigenous societies of the Americas, providing knowledge that permit informed choices in the careers they wish to pursue, including specific areas of interest at PhD level.

2B. Learning Outcomes

- Students will learn about important topics in the Archaeology of the Americas to acquire a broad understanding of the continent’s history before European colonization.
- Students will develop a continent-wide perspective on different archaeological trajectories as well as a nuanced understanding of the landscape of the Americas and its relation to archaeological evidence.
- Through a consideration of different research traditions in the Archaeology of the Americas, students will identify some of the key research questions that can be targeted by future archaeological research.
3. SCHEDULE and SYLLABUS

Week 1.

Session 1. 06 Oct, 9-11 am: L: Introduction to the KTAA (BS)

Session description: This session presents the general aims and objectives of the course and offers an outline of how it is structured. Coursework requirements will be explained. The significance of the material evidence of archaeology and complimentary information (e.g. geography, ecology, ethnography, linguistics, DNA) will be considered in relation to previous research in the reconstruction of culture and social change in the pre-history of the Americas.

Source Readings:


Week 2.

Session 2. 13 Oct, 9-10 am: L: Human Colonisation of the Americas (MAK+JRO)

Session description: Aside from Antarctica, the Americas were the last continental landmasses to be colonised by humans. Current research suggests that humans expanded into the Americas during the late Pleistocene. In the archaeological literature, this is mostly marked by the Clovis/Pre-Clovis controversy as well as models of big game hunters and megafauna extinctions. As will be suggested in this lecture, evidence from South America posits crucial questions to the Clovis-First model, which in turn is beginning to be doubted even in North America. This lecture, then, will provide an overview of the key pointers and polemics that define the human colonization of the Americas.

Source Readings:
Bueno, L, Prates, L, Politis, G and Steele, J. 2013. A Late Pleistocene/Early Holocene Archaeological 14c Database for South America and the Isthmus of Panama: Palaeoenvironmental Contexts and Demographic Interpretations. Quaternary International, 301, 1-2

**Session 3. 13 Oct, 10-11 am: S: Peopling of the Americas I (MAK+JRO)**

**Session description:** students will examine a further set of case studies about colonization of the Americas by foragers over the terminal Pleistocene an early Holocene.

**Seminar Readings:**

**Ancient DNA**


Earliest evidence in North America


Middle and Central America


**Tropical lowlands of South America**


**Andean highlands**

Nami, H G and Stanford, D J. 2016. Dating the Peopling of Northwestern South America: An AMS Date from El Inga Site, Highland Ecuador. *PaleoAmerica* 2, 60-63. DOI: [http://dx.doi.org/http://dx.doi.org/10.1080/20555563.2016.1139793](http://dx.doi.org/http://dx.doi.org/10.1080/20555563.2016.1139793)
Rademaker, Kurt; Gregory Hodgins; Katherine Moore; Sonia Zarrillo; Christopher Miller; Gordon R M Bromley; Peter Leach; David A Reid; Willy Yépez Álvarez and Daniel H Sandweiss (2014) Paleoindian settlement of the high-altitude Peruvian Andes. Science, Vol.346(6208): 466-469.

Pacific Arid Coast


Dillehay, Tom D., Steve Goodbred, Mario Pino, Víctor F. Vásquez Sánchez, Teresa Rosales Tham, James Adovasio, Michael B. Collins, Patricia J. Netherly, Christine A. Hastorf, Katherine L. Chiou, Dolores Piperno, Isabel Rey, and Nancy Velchoff (2017). Simple technologies and diverse food strategies of the Late Pleistocene and Early Holocene at Huaca Prieta, Coastal Peru. Science Advances 3 (5), e1602778. http://advances.sciencemag.org/content/3/5/e1602778 and suppliment http://advances.sciencemag.org/content/suppl/2017/05/22/3.5.e1602778.DC1

Jackson, D, Méndez, C, Seguel, R, Maldonado, A and Vargas, G. 2007. Initial Occupation of the Pacific Coast of Chile During Late Pleistocene Times. Current Anthropology, 48, 725-731. DOI: http://dx.doi.org/10.1086/520965


Southern Cone


Politis, G G, Gutiérrez, M A, Rafuse, D J and Blasi, A. 2016. The Arrival of Homo Sapiens into the Southern Cone at 14,000 Years Ago. PLOS ONE, 11, e0162870. DOI: http://dx.doi.org/10.1371/journal.pone.0162870


Lithic technology


Miotti, L, Salemme, M and Flegenheimer, N (eds.) 2002 Ancient Evidence for Paleo South Americans: From Where the South Winds Blow, College Station, TX: Center for the Study of First Americans and Texas A&M University Press.


Week 3.

Session 4. 20 Oct, 9-10 am: S: Peopling of the Americas II (IMAK+JRO)

Session description: students will examine a further set of case studies about colonization of the Americas by foragers over the terminal Pleistocene an early Holocene.

Seminar Readings:


**Session 5. 20 Oct, 10-11 am: L: Domestication, Cultivation, Animal husbandry (DQF)**

**Session description:** processes of plant and animal domestication took place independently from the Old World in the Americas. This lecture provides a broad overview of the domestication processes and outlines specific dimensions that characterize pathways to domestication in multiple regions of the Americas.

**Source Readings:**


Pearsall Deborah M. 2008 Plant Domestication and shift to Agriculture in the Andes in: Silverman H. and W.H. Isbell (eds.) *Handbook of South American Archaeology* New York: Springer 105-120


Smith, Bruce D. 2001. Documenting plant domestication: The consilience of biological and archaeological approaches, Proceedings of the National Academy of Science USA 98(4): 1324-1326 [Teaching Collection; this article can be downloaded through the UCL network from http://www.pnas.org/all.shtml]


**Week 4.**

**Session 6. 27 Oct, 9-10 am: S: Domestication in North and Middle America (EG+CM)**

**Session description:** In this seminar students will examine specific archaeological case studies that provide insights into the history of plant and animal domestication in Mesoamerica and North America.

**Seminar Readings:**

**North America**


**Mesoamerica**


Session 7. 27 Oct, 10-11 am: S: Domestication in Central and South America (MAK, BS)

Session description: In this seminar students will examine specific archaeological case studies that provide insights into the history of plant and animal domestication in Central and South America.

Seminar Readings:


Week 5.

Session 8. 3 Nov, 9-10 am: L: from Residential Mobility to Fixed Abode (MAK)

Session description: At the time of European colonization the population of the Americas lived in a variety of different ways, some as highly mobile groups, others as semi-sedentary populations, and yet others as sedentary populations. Sedenstim was once hailed as a sure signature of increased social complexity sustained by agricultural production. In the previous two decades, a new picture is has come to light that has enriched our understanding of the emergence of sedentism alongside the persistence of mobility both of which are independent of the processes of food domestication, procurement and production that ultimately led to agriculture. In this lecture we examine archaeological evidence discussing different residential patterns in pre-Columbian Americas.
**Source Readings:**


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**Session 9. 3 Nov, 10am-11am: S: Mobility/Sedentism: Central and South American case studies (JRO+MAK)**

**Session description:** in this seminar students will discuss archaeological case studies about the persistence of mobile lifeways and the emergence of sedentism Central and South America.

**Seminar Readings:**

**Panama Shell Middens (Monagrillo, Cerro Mangote)**


[http://doi.org/10.1007/s1084-005-2486-4](http://doi.org/10.1007/s1084-005-2486-4)

**San Jacinto-Monsú-Puerto Hormiga-Tesca-Canapote-Balovento-, Colombia**


**Las Vegas-Siches- El Encanto**


**Late Archaic-Coastal Peru (5000 BP onward)-Norte Chico & Monumentality**


**Session 10. 3 Nov, 11am-12pm: S: Mobility/Sedentism: North and Middle America case studies (KW+EG)**

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Session description: in this seminar students will discuss archaeological case studies about the persistence of mobile lifeways and the emergence of sedentism in North and Middle America.

Seminar Readings:

General overview

Cordell, L. and McBrinn, M. 2012. Archaeology of the Southwest. 3rd edition. Walnut Creek, California: Left Coast Press. Chapters 4, 5, 6

Case studies

Keystone Dam

Cerro Juanaquena and other cerros de trincheros sites

Pithouse villages: general


Shabik’eshee Village (Ancestral Pueblo) and the SU site (Mogollon)

Pithouses and pueblos

Duckfoot and McPhee sites

Week 6. Reading Week

Session 11. 6 Nov, 9-10 am: L: Landscape transformations in the Americas (MAK)

Session description: Evidence for persistent settlement and population growth in Amazonia becomes much more ubiquitous during the final millennia of the Holocene. It goes in hand with a remarkable array of modifications of the landscape itself, for instance the building of mounds, the digging of ditches, the formation of anthropogenic soils, and the development of networks of paths and roads. When examined in broad comparative perspective and at different geographic scales, important variability is evident.

Source Readings:


**Session 12. 6 Nov, 10-11 am: S: Human impact on the landscape (EG, MAK)**

**Session description:** In this seminar students will examine different archaeological case studies documenting human impact on the landscape.

**Seminar Readings:**


**Session 13. 6 Nov, 11am-12pm: S: Agricultural intensification (MAK, EG)**

Session description: In this seminar students will examine different archaeological case studies through which processes of agricultural intensification have been proposed.

**Seminar Readings:**


Session 14. 8 Nov, 9-10 am: L: Religion/ideology in pre-Columbian Americans (BS)

Session description: This introductory lecture will introduce issues relating to different aspects of religiosity and ideology in the pre-Columbian Americas

Source Readings:


Session 15. 8 Nov, 10-11am: S: Ethno-insights into Amerindian cosmologies (MAK)
Session description: our understanding of religious phenomena is strongly influenced by ethnographic evidence from the Americas. In this seminar students will review specific ethnographic studies documenting religiosity and worldviews.

Seminar Readings:


Session 16. 8 Nov, 11am-12pm: S: Religiosity materialised (BS+JRO)

Session description: In this seminar students will review different case studies in which religiosity has been materialised in archaeological contexts.

Seminar Readings:


**Session 17.** 10 Nov, 9-10 am: L: Social Complexity & settlement: families, house lots, villages .... & chiefdoms (JRO)

**Session description:** This lecture will review current understandings and debates about the nature of chiefdoms in the New World and its utility as a theoretical concept to understand and explain the emergence of complex societies and polities in the past.

**Source Readings:**

**Session 18. 10 Nov, 10-11am: S: Social Complexity I: Caribbean, Central and South America (JRO+MAK)**

**Session description:** Students will evaluate archaeological evidence (as well as ethnographic and ethnohistorical arguments) that support reconstruction of chiefdoms in the Caribbean, Central, and South America.

**Seminar Readings:**

**Panama (Lower Central America-Isthmian Region)**


**Venezuelan-Colombian Plains (Llanos)**


**La Tolita-Tumaco, Ecuador/Colombia**


Pukara-N. Titicaca, Peru

Caribbean Cacicazgos

Amazonia & Tropical Lowlands

Session 19. 10 Nov, 11am-12 pm: S: Social Complexity I: North and Middle America (KW+EG)

Session description: From as early as 3500 BC small mound complexes were being constructed in what is now northern Louisiana by hunter-gatherer peoples. By 1600 BC these early mound sites reached their apogee at the 350ha+ ritual centre of Poverty Point – remarkably without pottery or agriculture. A consistency in the spatial grammar of these sites has been suggested by several scholars coupled with a notionally theocratic leadership. Trade or tribute flowed in from as far away as the Gulf of Mexico and the Great Lakes. But, for whatever reason, the ‘Poverty Point Culture’ did not long endure, with a decline in activity after 1200 BC.

Seminar Readings:

Overviews
**Watson Break to Poverty Point**
Sassaman, K.E. 2005. ‘Poverty Point as structure, event, process’, *Journal of Archaeological Method and Theory* 12: 335-64.

**For further reading**
Gibson, J.L. and P.J. Carr (eds.) 2004. Signs of Power: The Rise of Cultural Complexity in the Southeast, Tuscaloosa: University of Alabama Press. Read Chapter 1(Gibson & Carr), Chapter 8 (Carr & Stewart), Chapter 9 (Saunders), Chapter 10 (Clark), Chapter 11 (Sassaman and Heckenberger)

**Mesoamerica**

**Week 7.**

**Session 20. 17 Nov, 9-10 am: L: Craft specialisation & Trade (BS)**

**Session description:** In this lecture the broad patters that characterize craft specialization and exchange in the Americas will be examined in comparative perspective.

**Source Readings:**
Session 21.  17 Nov, 10-11am: S: Case studies from the Americas and the Caribbean (JRO)

Session description: In this seminar students will review archaeological case studies examining long-distance exchange in the Americas and the Caribbean

Seminar Readings:

Saladoid and Huecoid series/tradition (basic Background):


On the Insular Gemstone trade and wider Circum-Caribbean
Rodríguez Ramos, Reniel and John Hoopes (Ms-2016). Isthmo-Colombian Archaeology through the Caribbean Lens. Paper presented in the workshop ‘Art and Archaeology of Central America and Colombia’, held January 26th to 29th, 2015 at the Smithsonian Tropical Research Institute in Panama City, Panama.


Week 8.

Session 22. 24 Nov, 9-10 am: L: Social Complexity II: state formation and empires (BS, EG)

Session description: State formations emerged in at least two regions of the Americas and independently from Old World developments. Their characteristics are thus specific to
particular historical trajectories and also partake in a number of elements with other developments worldwide. In this lecture the emergence of states and empires in the Americas is examine in comparative perspective

**Source Readings:**


**Session 23. 24 Nov, 10-11am: S: Social Complexity II: South American case studies (BS)**

**Session description:** During this seminar students will examine key case studies of South American complex polities, starting with a consideration of the Inka Empire at the time of Spanish Colonisation and then considering some of the other forms of complex society that are evidenced through archaeological remains.

**Seminar Readings:**

IoA- DGF 10 BUR

**Week 9.**

**Session 24.** 1 Dec, 9-10 am: **S: Social Complexity II: Middle American case studies (EG+EB)**

**Session description:** During this seminar students will examine key case studies of Mesoamerican complex polities

**Seminar Readings:**

Session 25.  1 Dec, 10-11am: S: Social Complexity II: North American case studies (KW)

Session description: students will examine archaeological evidence for increasing social complexity in North and Middle America. In the American southwest, three complex societies emerged beginning about 900 AD. These were the Ancestral Pueblo culture (=Anasazi); the Mogollon culture; and the Hohokam culture. A major debate has emerged concerning social organization in the Ancestral Pueblos, specifically whether they were urbanized, state-level societies. Some have suggested that pueblo cultures do not need to be labelled as “urban, state-level civilizations” to be considered important and that such labels force these cultures into categories derived from elsewhere. Elsewhere, in the Mississippi valley, in turn, the Mississippian (c. AD 900-1500) describes a tradition of complex societies which swept across the American southeast and Midwest, associated with agriculture, the building of platform mounds and a range of important ceremonial centres. Cahokia – the greatest of these, at 890ha - is North America's largest prehistoric settlement site. Cahokia has been at the centre of debate concerning its status: state ?, urban centre? complex chiefdom? In this seminar we will critically consider both trajectories in comparative perspective.

Seminar Readings:

North America: Overviews
Cordell, L. and McBrinn, M. 2012. Archaeology of the Southwest. 3rd edition. Walnut Creek, California: Left Coast Press. Chapter 7,8,9,10

(1) Emergence (ca. 900-1250 AD/CE)
Early Ancestral Pueblos (Anasazi): general


**Chaco Canyon (read one work by Lekson and one by another author)**


**The Hohokam**


**Mimbres and Mogollon**


(2) Abandonments and migrations (ca. 1150-1275 AD/CE)

(3) Aggregation and Growth (ca. 1275-1490 AD/CE)
Ancestral Pueblos: Mesa Verde, Salmon Ruin, the Rio Grande

Casas Grandes

Contacts with Mesoamerica

The Mississipian and Cahokia

Essential

**For further reading**
*Pauketat, T. (eds.) 2001. The Archaeology of Traditions: Culture and History Before and After Columbus*. Gainesville, Florida: University of Florida Press. Read Chapter 8 (Rees), and Chapter 9 (Alt)

**Week 10. 8 December**

**Session 26. 8 Dec, 9-10 am: S: Revisiting Ethnography and Ethnohistory in the Americas (BS+ EB)**

**Session description:** This seminar will re-examine links between ethnographic, ethnohistorical and archaeological evidence through a consideration of case studies from different regions of the Americas.

**Seminar Readings:**

Baquedano, Elizabeth (Ed.) 2014 *Tezcatlipoca: Trickster and Supreme Deity*. Boulder:
University Press of Colorado


Sillar Bill and Gabriel Ramón Joffré 2016 ‘Using the present to interpret the past: The role of ethnographic studies in Andean Archaeology’ *World Archaeology*

Urton, Gary 1990 *The History of a Myth: Pacariqtambo and Origins of the Inkas* University of Texas Press, Austin


**Session 27. 8 Dec, 10-11am: S: Course Synthesis (MAK, BS, EG, JRO, LB, KW, DF...)**

Having examined the archaeological record of the Americas....

**Source Readings**

All of the above