ANTH 5340-001/ANTH 6340-001
ARCHAEOLOGY OF THE DESERT WEST
FALL 2017

Lecture: Monday, 2:00-4:30 pm (GRADUATE)
Tuesday, 4:30-7:00 pm (UNDERGRADUATE)
Old Main 243

Instructor: Judson Finley
Office: Old Main 245F
Phone: (435)797-9621
Email: judson.finley@usu.edu

Office Hours: Wednesday and Thursday 9:30-11:00, or by appointment

Course Description

This class focuses on the archaeology of the Great Basin—a part of the vast interior of western North America that has been the focus of considerable anthropological inquiry into hunter-gatherer lifeways. Archaeology of the Desert West surveys the culture history and development of anthropological theory and method in the Great Basin with a critical examination of the interdisciplinary role of paleoecology and environmental reconstruction. Readings are drawn largely from the peer-reviewed literature with topics covering the role of archaeology in understanding past environments, the variability of hunter-gatherer adaptations to desert landscapes, the adoption of maize agriculture throughout the region, and rise of complex societies in the eastern Great Basin and northern Colorado Plateau.

Learning Objectives

• Students will gain a factual knowledge of the archaeology of the Great Basin including terminology, classifications of artifacts and lifeways, as well as methods applied in the discipline
• Students will learn the fundamental principles of archaeology as it is practiced in western North America including generalizations about past Native American lifeways and the theoretical paradigms through which we understand them
• Students will develop competency in and gain a broader understanding of the archaeology of the Desert West required of professionals in the field
• Students will learn how to find and use resources while asking appropriate questions and solving problems related to the archaeology of the Deseret West

Requirements

This course follows a seminar structure where in-class discussion is the primary mode of communication. Attendance and participation are mandatory, which means you must
keep up with the readings. Grades for this class are based on the following individual components:

- **Class Participation (125 points):** Since this is the archaeology capstone, the reading load is heavy. Each student is expected to contribute to meaningful discussion each week.

- **Discussion Lead (75 points):** Each student will lead three paper discussions (25 points each) over the course of the semester. You should prepare a 15 minute presentation with an accompanying Powerpoint presentation.

- **Map Exercise (25 points):** Because everything begins with geography, we will too. Students will be expected to have a solid command of the geography and physiography of western North America.

- **Reflection Essay (25 points):** As you approach the end of your undergraduate education, each student is asked to position themselves within the discipline. What drives your interest, and where do you see it taking you into the future?

- **Culture Element Distribution Survey (25 points):** Culture element distribution surveys are a foundation of early 20th Century American anthropology. Students will use the work of Julian Steward, Omer Stewart, and others to analyze the social organization, subsistence strategies, and technology of communal hunting, seed gathering, or root/tuber processing in the Great Basin.

- **Reflection Essay (25 points):** Now at the end of the semester with this depth exposure to Great Basin archaeology, reflect back on your original essay, what you have learned this semester, and where you see it taking you into the future.

- **Mid-Term exam (100 points)**

- **Final Exam (100 points)**

**This course is worth 500 points**

**FINAL EXAM— TUESDAY DECEMBER 12, 2017, 3:30-5:20, ANTHROPOLOGY 243**

**Required Texts:**


**GRADUATE ONLY**

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<thead>
<tr>
<th>Week 1</th>
<th>Course Introduction</th>
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<tbody>
<tr>
<td>August 28-September 1, 2017</td>
<td>READING: Simms (2008) Chapter 1</td>
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<td>GRADUATE READING: Lekson (2009) Chapter 1</td>
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<td>FILM: Luther Cressman—Quest for the First People</td>
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<tr>
<th>Week 2</th>
<th>Great Basin Anthropology</th>
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<tbody>
<tr>
<td>September 4-8, 2017</td>
<td>READING: Beck (1999); Rhode (1999); Simms et al. (2014)</td>
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<td>*LABOR DAY, SEPTEMBER 4, 2017</td>
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<tr>
<th>Week 3</th>
<th>First People</th>
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<tr>
<td>September 11-15, 2017</td>
<td>READING: Connolly et al. (2017); Miller et al. (2014); Holliday and Miller (2014)</td>
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<td>GRADUATE READING: Lekson (2009) Chapter 3</td>
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<th>Week 4</th>
<th>Paleoarchaic Problems Part 1: Paleolndian or Paleoarchaic?</th>
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<tbody>
<tr>
<td>September 18-22, 2017</td>
<td>READING: Goebel and Keene (2014); Smith and Barker (2017); Goebel et al. (2011)</td>
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<td>GRADUATE READING: Lekson (2009) Chapter 4</td>
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<th>Week 5</th>
<th>Paleoarchaic Problems Part 2: Wetland Adaptations</th>
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<tbody>
<tr>
<td>September 25-29, 2017</td>
<td>READING: Adams et al. (2008); Oviatt et al. (2005); Duke and King (2014); Schmitt et al. (2007)</td>
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<th>Week 6</th>
<th>Archaic Transitions</th>
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<tr>
<td>October 2-6, 2017</td>
<td>READING: Louderback et al. (2010); Wriston (2009)*; Ollivier et al. (2017)</td>
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<td>GRADUATE READING: Lekson (2009) Chapter 6</td>
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<td>*Find this paper in ‘Hockett 2009 BLM Fowler Volume.pdf’</td>
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<th>Week 7</th>
<th>Hunting Hypotheses</th>
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<tr>
<td>October 9-13, 2017</td>
<td>READING: Schmitt et al. (2002); Hildebrant and McGuire (2002); Broughton and Bayham (2003); Hildebrandt and McGuire (2003)</td>
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<td>GRADUATE READING: Lekson (2009) Chapter 7</td>
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<th>Week 8</th>
<th>Archaic Rock Art</th>
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<tr>
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<td>GRADUATE READING: Lekson (2009) Chapter 8</td>
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<td>FILM: The Rock Art Engravings of the Coso Range</td>
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<td>*Find this paper in ‘Hockett 2009 BLM Fowler Volume.pdf’</td>
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<th>Week 9</th>
<th>MIDTERM EXAM</th>
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<tr>
<td>October 23-27, 2017</td>
<td>GEOLOGICAL SOCIETY OF AMERICA MEETINGS</td>
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<th>Week 10</th>
<th>Archaic Rockshelters and Caves</th>
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<tr>
<td>October 30-November 3, 2017</td>
<td>READING: Madsen (2014); Rhode (2003); Hattori and Fowler (2009)<em>; Barker (2009)</em></td>
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| Week 11 | November 6-10, 2017 | At High-Elevations  
READING: Bettinger (1991); Thomas (2014); Scheiber and Finley (2010)  
GRADUATE READING: TBD  
*Find this paper in ‘Hockett 2009 BLM Fowler Volume.pdf’ |
| Week 12 | November 13-17, 2017 | Fremont: Formative Transitions  
GRADUATE READING: Freeman (2012); Zvelibil (2006)  
*Please read through page 291 |
| Week 13 | November 20-24, 2017 | Fremont: Diversity in Lifeways  
GRADUATE READING: Lekson (2014)  
*Please read through page 336  
THANKSGIVING BREAK |
| Week 14 | November 27-December 1, 2017 | Nomads of the Desert West  
READING: Upham (1994); Sutton and Rhode (1994); Ives (2014)  
GRADUATE READING: TBD |
| Week 15 | December 4-8, 2017 | Reconciling Numic History  
READING: Shaul (2014); Simms (1994); Finley et al. (2015)  
GRADUATE READING: Clemmer (1999)  
**LAST DAY OF CLASS FRIDAY DECEMBER 8, 2017** |

**FINAL EXAM**—TUESDAY DECEMBER 12, 2017, 3:30-5:20, ANTHROPOLOGY 243

**COURSE READINGS**


**Holocene Transition**, edited by Kelly E. Graf and Dave N. Schmitt, pp. **-**. University of Utah Press, Salt Lake City.


IN COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT (ADA), qualified students with disabilities may be eligible for reasonable accommodations. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, 797-2444 voice, 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

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