Did you know that this class counts toward a major or minor in Latin American Studies?

Course Objectives

This course traces the development of social complexity in pre-Columbian Mesoamerica, from initial human colonization during the Late Pleistocene to the Spanish conquest in the 16th century. While reviewing key theoretical frameworks in archaeology, the course focuses on major societal transformations including the development of agriculture, the inception of village life, the development of social inequality, the beginnings of urban centers, and cycles of sociopolitical centralization and de-centralization. Major emphasis is given in exploring the ideological underpinnings of cultural traditions that have contributed, to this date, to the identity and resilience of native peoples in Mexico and Central America. The course also takes a look at the legacy of ancient cultural traditions in the contemporary nationalistic projects of the region.

Learning Objectives

- To equip students to think critically about archaeological interpretation, historical processes, and cultural and linguistic diversity of a region of indigenous Latin America, stressing the role of comparative methods in this inquiry.
- Help students develop concise analytical skills in their assessments and interpretations of varied historical and cultural contexts.
- To further students’ skill in writing, including the formulation of an argument and its clear and concise written presentation. Students work on both shorter and longer paper formats, with opportunities throughout the semester to revise and resubmit work; the
emphasis will be on combining clear organizational techniques with creative interpretive approaches to the material.

This course is a Seminar
This course is a forum for discussion. As such, proper preparation and engaged class participation are required. Readings should be completed before class on the day for which they are assigned.

This Course is Writing Intensive and Library research intensive
Several brief and one long writing assignments are required throughout the semester.
1) A 5-page report on an object (with a re-write)
2) A 3-page research proposal for your final paper (no re-write)
3) A 4 page midterm essay (no re-write)
4) A 13-15 pages final paper (with a re-write)

Except for 1) these papers will ask you develop an argument based on class readings and/or library research, and providing appropriate citations of those readings. Full use of course readings should be made in answering the exam question.

SOME RESOURCES FOR WRITING IN ANTHROPOLOGY AND ARCHAEOLOGY:
http://writingcenter.unc.edu/handouts/anthropology/
http://www.skidmore.edu/anthropology/writing/paper.php

Course Outline

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<th>Sessions</th>
<th>Topics and main readings</th>
<th>Additional readings</th>
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<tr>
<td>Aug Th 27</td>
<td>Introduction</td>
<td>None</td>
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<tr>
<td>Sept T 1</td>
<td>Defining Mesoamerica</td>
<td>Kirchhoff 1952; Creamer 1987</td>
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<td>R. Joyce 2004: 1-42</td>
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<td>Sept Th 3</td>
<td>Native and European views of the conquest/</td>
<td>León Portilla 1992: 70-144; Schwartz 2000</td>
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<td>The anthropological legacy of early Missionaries</td>
<td>Codex Florentine (Sahagún), Book of Rites and Rituals (Durán)</td>
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<td>Relación de las Cosas de Yucatan (Landa), and Treatise of Idolatries (Ruiz de Alarcón)</td>
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<td>Sept T 8</td>
<td>Foragers of the Late Pleistocene and Early Holocene</td>
<td>Acosta Ochoa 2012; Kennet 2012</td>
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<td>Zeitlin and Zeitlin 2000: 45-71</td>
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<td>Sept Th 17</td>
<td>Paths towards an agricultural economy and the beginning of early villages</td>
<td>Flannery 1968a; Pires-Ferreira 1976; Piperno and Smith 2012; Flannery and Marcus 1976</td>
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<td>Date</td>
<td>Event Description</td>
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<td>Sept 22</td>
<td>Macro regional interactions during the “Olmec horizon”</td>
<td>Flannery 1968b; Pool 2012; Clark 2004: 43-72; Clark and Blake 1994</td>
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<td>Sept 24</td>
<td>Session in the Material Culture Study Center</td>
<td>Gosden and Marshall 1999; Kopytoff 1986</td>
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<td>Oct 1</td>
<td>The Olmec-Tenocelome of the southern Gulf Coast</td>
<td>Porter 1989; Gonzáles 1996</td>
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<td>Oct 6</td>
<td>Settled life in Western Mesoamerica prior to the Common Era</td>
<td>Furst 1975; Beekman 2012</td>
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<td>Monte Albán as a predatory state?</td>
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<td>Joyce A. 2004: 192-216</td>
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<td><strong>OUTLINE OF RESEARCH PAPER DUE</strong></td>
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<td><strong>MIDTERM EXAM POSTED</strong></td>
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<tr>
<td>Oct 20</td>
<td>Session in the Material Culture Study Center</td>
<td>None</td>
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<tr>
<td>Oct 22</td>
<td>Maya polities between the 3rd and 9th centuries ACE</td>
<td>Lounsbury 1991; Mathews 2000; Martin and Grube 1995; Fox et al 1996; McAnany 1993; Houston and Stuart 1996.</td>
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<td>Ashmore 2004: 169-191</td>
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<td>Midterm grades due</td>
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<tr>
<td>Oct 27</td>
<td>Stories of creation and cultural heroes Video documentary The Popol Vuh</td>
<td>Tedlock 1985</td>
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<td>Oct 29</td>
<td>Political economies in Oaxaca/Veracruz during the 3rd and 9th centuries ACE</td>
<td>Kowalewsky 1990; Blanton et al 1999; Stark 1999; Urcid and Killion 2008</td>
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<td>Draft of MCP due</td>
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<tr>
<td>Nov 3</td>
<td>Socio-cultural transformation and new political orders (600 to 1000 ACE)</td>
<td>Hirth 1994; Cohodas 1989; Dunning 1993; Parsons 1978; Cowgill 2012</td>
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<td><strong>Draft of MCP returned</strong></td>
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<td>Nov 5</td>
<td>Mesoamerica ca 1000 A.C. E.</td>
<td>Seler 1998; Gillespie 2007</td>
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<td>Date</td>
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<td>References</td>
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<tr>
<td>Nov T 10</td>
<td>The “Late Interregional Horizon”</td>
<td>Byland and Pohl 1994; Pohl and Byland 1994; Nicholson 1982</td>
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<td>Final MCP paper due</td>
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<td>Nov T 17</td>
<td>The Empire of the Triple Alliance</td>
<td>Carrasco 1999; Pollard 1991; Curet et al 1994</td>
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<td>Nov Th 19</td>
<td>Time, space, and body in Mesoamerican ideology</td>
<td>Urnid 2001</td>
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<td>DRAFT OF TERM PAPER DUE</td>
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<td>Nov T 24</td>
<td>Mesoamerica as a World System: Interaction with North &amp; South America</td>
<td>Pohl 2001; Cordy-Collins 1994; Anawalt 1998; Van Sertima 1986</td>
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<tr>
<td>Dec T 1</td>
<td>Native reactions to colonial rule</td>
<td>Terraciano 1998; Lockhard 1998; Pendergast 1993</td>
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<tr>
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<td>COMMENTED DRAFT OF FINAL PAPER RETURNED TO STUDENTS</td>
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<tr>
<td>Dec Th 3</td>
<td>Archaeology and modern Mesoamerica</td>
<td>Chinchilla 2012; Parks and McAnany 2012</td>
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<tr>
<td>Dec T 8</td>
<td>The Legacy of ancient Mesoamerica: a retrospective</td>
<td>Carmack and Gosen 1996</td>
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<tr>
<td>Dec F 18</td>
<td>FINAL VERSION OF PAPER DUE, no later than 9pm</td>
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**Students with extra challenges**

If you are a student with a documented disability at Brandeis University and if you wish to request a reasonable accommodation for this class, please see me immediately. Keep in mind that reasonable accommodations are not provided retroactively.

**Reading assignments**

Reading assignments from the textbook and additional sources on LATTE should be completed by the dates indicated above. Since the course is a seminar, reading of these materials is essential for your participation in class. Students will be assigned to present the synthesis of one of the readings for each class on a rotational basis. Assigned and voluntary participation in class counts for 10% of the final grade. Oral participation is not measured in terms of quantity but quality, and entails regular, on-time attendance to class. Any more than two unexcused absences during the course of the semester will result in the loss of a letter grade for class participation for each additional absence.

**Material culture Project**

Students are expected to conduct research on an object from Mesoamerica and prepare a report that describes the object and relates it to a known archaeological culture, including assessments of its possible date, mode of manufacture, function, and meaning. The object is
selected from a collection housed in the Material Culture Study Center in the Anthropology Department. There are two sessions scheduled for September Thursday 24th (to begin working on the objects) and October Tuesday 20th (for students to provide an oral update of the research status). The report, which is due on November Tuesday 10th, accounts for 25% of the final grade. Both a printed and an electronic version of the text and the images should be submitted.

Midterm Exam
There will be one exam (25% of the final grade). The midterm is a take-home test that will be posted on October Thursday 15th and is due on October Tuesday 10th. The exam will require writing a 4-page essay intended to foster critical thinking by comparing and contrasting assumptions, statements, and/or theoretical perspectives from different authors.

Term Paper
On October Thursday 8th each student will submit a 2-page proposal for the final paper (including a preliminary bibliography). A draft of the paper is due on November Thursday 19th. The draft will be returned on December Tuesday 1st. The final version of the paper is due on December Friday 18th, no later than 9 pm. Papers should be 13-15 pages of text (double-spaced), not including the bibliography and graphic materials. Illustrations, diagrams, charts and maps are, however, strongly encouraged. Both an electronic version of the text and the images should be submitted. The term paper contributes 40% of the final grade, with half a letter grade subtracted each subsequent day if the paper is turned in after the submission deadline. No papers will be accepted after Monday May 6th at 9 am.

Summary of grading
Class participation - 10%
Object report - 25%
Midterm take-home - 25%
Final paper - 40%

Use of laptops and other digital devices
Students are welcome to use a laptop computer or digital tablets in class provided they are used for note taking or for web searches specifically related to the topic being discussed. If a student is found using these devices for other purposes, his/her right to use them will be immediately suspended for the rest of the semester. The use of mobile phones is not permitted.

Four-Credit Course (with three hours of class-time per week)
Success in this 4 credit hour course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, papers, discussion sections, preparation for exams, etc.).

Important Notice
Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words and ideas of another person without proper acknowledgement of that source. This means that you should cite and use quotation marks to indicate the source of any phrase, sentence, paragraphs or ideas found
in published volumes, on the internet, or created by another student. Violation of University policies on academic integrity, described on Section 3 of Rights and Responsibilities, may result in failure in the course or on the assignment, and could end in suspension from the University. If you are in doubt about the instructions for any assignment in the course, you must ask for clarification.

**Main and Recommended Texts (on Regular Reserve)**

Carrasco, David  

Coe, M.D.  

Coe, M. D., and R. Koontz  
2002  *Mexico From the Olmecs to the Aztecs*. Thames and Hudson, New York.

Hendon and Joyce  

Miller, M. E., and K. Taube  

Tedlock, Dennis  

**Additional readings (on LATTE or through URLs in this bibliography)**

Acosta Ochoa, Guillermo  

Anawalt, Patricia  

Blanton, R.E., et al.  
Byland, B., and J. D. Pohl

Carmack, R. M., and G. Gossen

Carrasco, P.

Chinchilla Mazariegos, Oswaldo

Clark, J.
http://links.jstor.org/sici?sici=0084-6570%281997%292%3A26%3C211%3ATAOGIE%3E2.0.CO%3B2-N

Clark, John E. and Michael Blake

Cohodas, M.

Cordy-Collins, A.
1994 An unshaggy dog story: a bizarre canine is living evidence of prehistoric contact between Mexico and Peru. *Natural History* 103(2):34-41  
http://web.ebscohost.com/resources.library.brandeis.edu/ehost/detail?vid=6&hid=4&sid=d6229ef5-9a58-497b-91ec-d34d4abfe976%40sessionmgr14&bdata=JnNpdGU9ZWhvc3ZhbGl2ZSZzY29wZT1zaXRl#db=aph&AN=9401277569
Cowgill, G.
http://links.jstor.org/sici?sici=0084-6570%281997%292%3A26%3C129%3ASASATM%3E2.0.CO%3B2-U


Dunning, N. P.

Fash, W.L.
http://links.jstor.org/sici?sici=0084-6570%281994%292%3A23%3C181%3ACPOMC%3E2.0.CO%3B2-6

Flannery, K.


Flannery, Kent, V, and Joyce Marcus


Flannery, Kent, V, et al.

Friedel, D.A. and L. Schele
http://links.jstor.org/sici?sici=0002-7294%28198809%2992%3A90%3A3C547%3AKITLPM%3E2.0.CO%3B2-A
Fox, J.W. et al  
http://links.jstor.org/sici?sici=0011-3204%28199612%2937%3A5%3C795%3AFOAPEI%3E2.0.CO%3B2-0

Furst, P. T.  

Gillespie, Susan D.  

Gosden, Chris, and Ivonne Marshall  
http://links.jstor.org/sici?sici=0043-8243%28199910%2931%3A2%3C169%3ACBOO%3E2.0.CO%3B2-Q

Haslip-Viera, Gabriel, Bernard Ortiz de Montellano, y Warren Barbour  
http://links.jstor.org/sici?sici=0011-3204%28199706%2938%3A3%3C419%3ACFOAPI%3E2.0.CO%3B2-R

Hirth, K.  

Houston, S.D. and D. Stuart  

Jones, L.  

Joyce, A.


López Luján, L.


Lounsbury, Floyd

Marcus, J. and Flannery, K. V.

Martin, S., and N. Grube

Mathews, P.

Matos Moctezuma, E.

Millon, R. F.

Nicholson, H. B.

O'Brien, M. J., and D. Lewarch
1992 Regional analysis of the Zapotec empire, Valley of Oaxaca, Mexico
Paddock, J.

Parks, Shoshaunna, and OatricA. McAnany

Parsons, L. A.

Pasztory, E.

Pendergast, D.M.

Piperno, Dolores, R., and Bruce D. Smith

Pires-Ferreira, J.

Pohl, J. D.

Pohl, J. D., and B. Byland
1994    Mixteca-Puebla Style and Early Postclassic socio-political interaction. In

Pollard, H. and T. Vogel

Porter, J. B.

Santley, R. and A. Rani

Schwartz, Stuart, B.

Smith, Michael E.

Stark, B. L.
http://links.jstor.org/sici?sici=0093-4690%281993-22%2926%3A2%3C197%3AFACISV%3E2.0.CO%3B2-K

Seler, E.

Stoltman, J.B., et al
2005 Petrographic evidence shows that pottery exchange between the Olmec and their neighbors was two-way. Proceedings of the National Academy of Sciences 102 (32): 11213-11218. Washington, D.C.

Sugiyama, Saburo
Terraciano, K.
http://links.jstor.org/sici?sici=0014-1801%28199823%2945%3A4%3C709%3ACACICM%3E2.0.CO%3B2-5

Urcid, Javier

Urcid, Javier, and Thomas W. Killion

Van Sertima, I.

White, C. D., et al.

Zeitlin, R. N., and A. A. Joyce

Zeitlin, R.N., and J. Zeitlin