This course is an introduction to the prehistory of the Great Basin and Colorado Plateau. The goals of this class are to provide students with a broad understanding of 1) the basic sequence of the prehistory of these regions as it is currently understood, 2) the techniques available to reconstruct different aspects of the past, and 3) the fundamental role of behavioral theories for reconstructing past life ways. Towards this latter goal, the importance of understanding human behavior in relation to the opportunities and constraints provided by local environments is stressed. Where possible, studies that strive to explain prehistoric change from an evolutionary perspective are used.

More specifically, outside of introductory lectures for each topic, the lectures will focus on case studies that demonstrate one or more of the following elements: the role of data, hypothesis testing and behavioral theory to understanding the past; how biological and cultural anthropology inform archaeological interpretations; the role of the scientific method in modern archaeology; and how much problem-oriented research remains to be completed by future archaeologists.

Texts: Simms, Steven R.  

Grading: There will be two midterms and a final. The midterm and final will include two essay questions and a series of short answers. A study guide with 8 – 10 study questions will be available a week prior to the exam, and the essay questions will be selected from the study guide. Exam questions will be heavily weighted to material presented in the lectures. Exam evaluations will be based on substance and organization. The midterms and final will be closed-book, in-class exams.

Students enrolled in Anth 5313 are also required to write a term paper on an aspect of Great Basin/Colorado Plateau prehistory. No longer than 15 pages, this paper should critically review the literature on a topic of regional interest. Topics must be cleared with me no later than January 23. The paper is due April 17. All 5313 students, and any interested 3313 students, will meet with me for an hour each week to discuss additional readings and relevant topics. The time of that meeting will be agreed upon by January 9.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction - Scope of Class &amp; Archaeological Fundamentals</td>
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<td>2</td>
<td>Fundamentals (continued)</td>
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<td>3</td>
<td>Environment</td>
<td>Simms 65-103</td>
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<td>4</td>
<td>Ethnographic/Historic Period</td>
<td>Simms 11-63</td>
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Early Sites Simms 105-140

February 8 Midterm Exam

6 Paleoindian Simms 105-140 (continued)

7 Archaic Simms 141-183

8 Archaic Simms 141-183 (continued)

9 Farming Simms 185-228

10 Fremont Simms 185-228

March 15 2nd Midterm

11 Semester Break

12 Fremont Simms 185-228 (continued)

13 Anasazi Simms 229-276

14 Anasazi Simms 229-276

15 Late Prehistoric Simms 229-276

16 Where to?

May 2, 10:30 – 12:30 Final Exam

Department and University Policies

**ADA Statement:** The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

**Addressing Sexual Misconduct:** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support
and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677 (COPS).

Wellness Statement: Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness (www.wellness.utah.edu; 801-581-7776).

Student Code: (Policy 6-400) All students are expected to maintain professional behavior in the classroom setting, according to the Student Code (regulations.utah.edu/academics/6-400.php). Students have specific rights in the classroom as detailed in S. II of the Code. The Code also specifies standards of behavior (S. III) and academic conduct (S. V). "Students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating" (S. VB). According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors. Students have the right to appeal such action to the Student Behavior Committee.

Incomplete Policy: An "I" will only be given for work not completed because of circumstances beyond the student’s control, providing the student is passing the course and needs to complete 20% or less of the work. Valid reasons for an "I" grade include: (a) An illness (documented by a medical statement) that precludes the ability of the student to perform; (b) an accident or situation that prevents the student from physically being present (documentation may be required); (c) Extreme emotional or other mental circumstances that are severe enough to interfere with a student’s normal academic performance. If you do receive an "I", do not register for the course again. You must complete the required work in the time agreed by you and the instructor. If the work is not completed within one year, the grade will change to an "E". Faculty will not accept additional work to change the grade after that one-year period. If a student has a problem with the course, please deal with it immediately. It is the student’s responsibility to contact instructors and submit necessary forms.

Note: The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.