



University of Missouri



PUEBLOAN REBELS OF THE SOUTHWEST: THE GALLINA PROJECT, NEW MEXICO (US)

Course ID: ARCH 300N

May 31 – July 12, 2020

Academic Credits: 8 Semester Credit Units (Equivalent to 12 Quarter Units)

School of Record: Connecticut College

FIELD SCHOOL DIRECTOR:

Dr. Lewis Borck, MURR, University of Missouri (lsborck@gmail.com)



INTRODUCTION

Most broadly, this project seeks to examine differential expressions of political and social organization in the North American Southwest by exploring divergent architectural patterns at a regional scale. The general architectural sequence in the northern Southwest is a transition from nomadism (and associated structures that leave minimal impact on the archaeological record), to pit houses, to small apartment-like roomblocks with specialized religious architecture, to large apartment-like roomblocks with specialized religious architecture. In the Southwest, communities that do not follow these trajectories are referred to by terms such as “out-of-phase.” In the Gallina region of northern New Mexico, researchers using ceramic and community organization have inferred that the “out-of-phase” nature of Gallina archaeology (~A.D. 1100-1300) is evidence for a social movement aimed at rejecting regional changes in religious and political power aggregation and centralization. Part of the material expression that may have created and supported this social movement was the re-unification of a previously split sacred and secular space in order to return religious and political power to communities at the household level and create more equitable organizational practices.

This project will explore whether there is evidence of this reunification in pit house architecture. Moreover, it will position the Gallina landscape within contemporaneous socio-political practices and explore whether “out-of-phase” groups like the Gallina may have acted as a form of embodied,

collective memory of alternative organizational practices. This project will focus on sites located on Wild Horse Mesa and in the Llaves Valley at approximately 7,000 feet above sea level.

Beginning and end dates are poorly understood in this region. This is one of the things we will clarify during the 2020 field season. The research will focus on excavation and site assessments along with collaborative discussions with Indigenous stakeholders. Excavations will target hand pot-hunted pithouses with more than 70% of their contents intact based on surface inspections. Excavations will thus also help “repair” damaged archaeological sites while simultaneously regaining valuable, in-situ information from contexts often considered unusable. This will also give students intensive training in recognizing taphonomic site processes in the field. During the field season, there will be numerous visits by local stakeholders (Indigenous communities, Forest Service management, Hispanic communities) and the conversations during these visits, which the students will participate in, will steer future research questions and decisions.

ACADEMIC CREDIT UNITS & TRANSCRIPTS

Credit Units: Attending students will be awarded 8 semester credit units (equivalent to 12 quarter credit units) through our academic partner, Connecticut College. Connecticut College is a private, highly ranked liberal arts institution with a deep commitment to undergraduate education. Students will receive a letter grade for attending this field school (see grading assessment and matrix). This field school provides a minimum of 160 direct instructional hours. Students are encouraged to discuss the transferability of credit units with faculty and registrars at their home institutions prior to attending this field school.

Transcripts: An official copy of transcripts will be mailed to the permanent address listed by students on their online application. One additional transcript may be sent to the student's home institution at no additional cost. Additional transcripts may be ordered at any time through the National Student Clearinghouse: <http://bit.ly/2hvurkl>.

PREREQUISITES

There are no prerequisites for this field school. While introductory to archaeology and anthropology classes are helpful, including an overview class on the last 2,000 years in the American Southwest, they are not necessary. As this is a field-based learning environment, students should come with an understanding that there will be exposure to the elements and physical effort beyond what they may be used to on a daily basis.

DISCLAIMER – PLEASE READ CAREFULLY

Our primary concern is with education. Traveling and conducting field research involves risk. Students interested in participating in any IFR program must weigh whether the potential risk is worth the value of education provided. While risk is inherent in everything we do, we take risk seriously. The IFR engages in intensive review of each field school location prior to approval. Once a program is accepted, the IFR reviews each program annually to make sure it complies with all our standards and policies, including student safety.

The IFR does not provide trip or travel cancellation insurance. We encourage students to explore such insurance on their own as it may be purchased at affordable prices. [Insuremytrip.com](http://insuremytrip.com) or [Travelguard.com](http://travelguard.com) are possible sites where field school participants may explore travel cancellation insurance quotes and policies. If you do purchase such insurance, make sure the policy covers the cost

of both airfare and tuition. See this [Wall Street Journal article about travel insurance](#) that may help you to decide whether to purchase such insurance.

We do our best to follow schedule and activities as outlined in this syllabus. Yet local permitting agencies, political, environmental, personal or weather conditions may force changes. This syllabus, therefore, is only a general commitment. Students should allow flexibility and adaptability as research work is frequently subject to change.

Field conditions in the U.S. Southwest can be quite difficult. Particularly since the vast majority of your day will be spent in the field, under the sun, hiking or digging, in a strenuous environment. The program will be living and working at high elevations (~6,000 – 9,000 feet above sea level) in an arid environment (~5-10% humidity prior to monsoon season) with extreme temperatures (possible lows in the mid-40sF at night in the beginning of the project and ending with highs in the mid- to high- 90s F by the end). Mosquitos will not be a problem at the field site but can be at the camp site as it is near flowing water. Biting juniper gnats are a constant irritant at the field site, but not at the camp site. Dangerous fauna, like rattlesnakes, bears, and cougars, are regularly encountered.

The U.S. Southwest has several endemic diseases. Almost all present as flu-like symptoms. These are rarely contracted and for most we won't be in places where you are likely to acquire them, but it's good to let your physician know that if you develop flu-like symptoms within three weeks of your trip that you were in an area where you could have potentially picked up: Avian Flu, Hantavirus, Bubonic Plague, Valley Fever, and West Nile Virus. Shorts and tank tops will not be allowed during excavation portions, and shorts will not be allowed on survey to help protect against injury from sharp plants and the sun.

If you have any medical concerns, please consult with your doctor. For all other concerns, please consult with the project director.

COURSE OBJECTIVES

This field school presents archaeological field techniques and how the data created through those techniques are applied to anthropological and historical questions. Students will also focus on how those questions and interpretations are contextualized within modern cultural constructs. Our curriculum highlights a collaborative approach to archaeology that seeks to integrate archaeological goals with the concerns of descendent and stakeholder communities. It uses field methods aimed at creating a sustainable archaeology practice and will simultaneously provide students a robust foundation in field and lab techniques found within academic, CRM, and land management archaeological activities. Students will learn how archaeology is practiced in the field, including how field activity and partner and community dialogues create a continual reinterpretation of and adjustment of field strategies and hypotheses surround recovered data.

Participants will be working in the Llaves Valley in northern New Mexico, U.S.A., about 2 hours northwest of Albuquerque. Students will rotate between excavation and survey components and will also participate in public outreach events.

Students will participate in the following research and learning activities:

Lectures, Discussions, and Public Talks: These are scheduled throughout our field time and will give students an overview of archaeological topics. Guest lectures from archaeologists with diverse community and professional backgrounds will teach students about the many facets of an archaeological career.

Field Trips: Students will take part in field trips to nearby archaeological sites from different time periods and cultural affiliations along with traveling to contemporary stakeholder communities. They will learn from archaeologists who are expert in these sites about the history and contemporary relevance of their work and from community knowledge holders about the interplay between modern groups and the archaeological record.

Excavation, Survey, Recording, Heritage Monitoring: Students will conduct excavations at and participate in surveying and mapping Gallina phase sites in, and near, the Llaves Valley. They will learn how to fill out relevant field forms and how those forms are used to address unique issues in land management decisions.

Laboratory: Tasks will include sorting, washing, typing, and cataloging finds from field work.

Public Outreach: Students will initiate small research projects and/or essays aimed at communicating different aspects of what archaeologists do, or what comprises archaeology, to non-archaeologists. They will learn how to adjust their writing style to different audiences and think more broadly about the impacts of archaeological research and preservation.

The course starts on Sunday May 31st and students meet every weekday until July 12th. They will meet for half-day on Saturdays during this period as well. One extended field trip involving overnight camping for three nights will also take place.

LEARNING OUTCOMES

Students successfully completing this field school will:

- Understand a broad overview of the history of the Greater Southwest from 15,000 years ago to the present
- Comprehend how Gallina archaeology and the physical and social landscape (both contemporary and earlier) fits into this history
- Be able to apply excavation methods and survey methods
- Know how to record in archaeological contexts
- Know how to field process and analyze archaeological artifacts
- Critically explore the challenges that archaeological methods and colonial histories have created by constructing a heritage landscape, recognize what the value of archaeology is for multiple publics, and think on how sustainable archaeological methods are addressing some of these challenges
- Acquire skills to interact with multiple, non-archaeological publics, communicate rigorous research to them in an understandable manner, and digest information and concerns that they have about either archaeological research or the modern social and political impact of that research
- Build collaborative personal skills necessary to work as part of a research team
- Understand the varied nature of archaeological research and practice throughout multiple career paths in the United States

GRADING MATRIX

40%: Engaged participation in lecture, field and laboratory work, and outreach projects

20%: Blog that will be published online to increase public interaction with archaeology

20%: Unit summary

10%: Field notebook of daily activities that will be turned in at the end of the field school

10%: Participate in daily reports of research activities to the group and fulfill camp chore duties

TRAVEL & MEETING POINT

We suggest you hold purchasing your airline ticket until six (6) weeks prior to departure date. Natural disasters, political changes, weather conditions and a range of other factors may require the cancelation of a field school. The IFR typically takes a close look at local conditions 6-7 weeks prior to program beginning and make Go/No Go decisions by then. Such time frame still allows the purchase deeply discounted airline tickets while protecting students from potential loss if airline ticket costs if we decide to cancel a program.

Project staff will meet students traveling by air at the Albuquerque International Sunport. Students traveling by car can meet at the project housing. If you are traveling by bus or train, or if any issues arise during your travels, please contact the Field School Director (+1-520-261-5792 US cell number). They will make arrangements for picking you up.

If you missed your connection or your flight is delayed, please call, text or email project director immediately. A local emergency cell phone number will be provided to all enrolled students.

VISA REQUIREMENTS

This is a US based program. Citizens of other countries are asked to check the embassy website page at their home country for specific visa requirements.

ACCOMMODATIONS

Camp housing will be near Abiquiu, New Mexico at about 7,500 feet above sea level (~2300m) in an extremely arid environment, so a period of acclimation is included in the first week. Students will be living in tents, but will have access to indoor communal rooms. They will be at a site with a lot of outdoor space and will be able to find outdoor areas to relax as well as take advantage of many nearby trails for hiking and running. Conditions at the field house are basic and showers will be outdoors (but private). Camp chores will be shared amongst all of the field participants.

Meals are taken communally and will provide plenty of nutritious food. New Mexican cuisine is heavily based on a mix of American, Indigenous, and Mexican (primarily Chihuahuan) cuisine and is thus heavily based around meat, beans, and rice. Chile, both red and green, are an important part of the food experience and will be incorporated, but they will be kept to the side for those whose palettes may find them too spicy. It is possible to adjust based on vegetarian or vegan diets. Other food allergies, depending on the severity, can be adjusted for as well. Please check with the field director if you have severe reactions.

COURSE SCHEDULE

All IFR field school begins with safety orientation. This orientation includes proper behavior at the field area, proper clothing, local cultural sensitivities and sensibilities, potential fauna and flora hazards, review IFR harassment and discrimination policies and review of the student Code of Conduct.

As this is a public archaeology field school, the schedule will be somewhat flexible to accommodate the shifting schedules of the various stakeholder communities that we will be interacting and collaborating with.

Week 1 (May 31 – June 7):

Sunday	Students will be picked up at the airport or arrive at the camp house. 4:00 pm: Set up tents 6:00 pm: Group dinner
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Monday	9:00 am: Introductions and overview 10:00 am: orientation <u>Morning</u> : Lecture: "Intro to Collaborative Archaeology" <u>Afternoon</u> : Lecture: "Intro to Sustainable Archaeology" <u>Readings: Atalay 2006</u>
Tuesday	<u>Morning</u> : Lecture: "Intro to Southwestern Archaeology II" <u>Afternoon</u> : Lecture: "Intro to Southwestern Archaeology IIa" <u>Readings: Cordell and McBrinn (Ch. 2, 3, 7, 8, 9)</u>
Wednesday	<u>Morning</u> : Lecture: "Gallina Archaeology" <u>Afternoon</u> : visit Gallina sites in the Llaves Valley and Gollindrina Mesa <u>Evening</u> : Lecture: "Contextualizing Gallina Archaeology" <u>Readings: Constan and Bremer 2017, Borck and Simpson 2017, Glowacki 2015a, 2015b, Kocer 2017</u>
Thursday	<u>Morning</u> : Lecture: "Archaeological Field Methods" <u>Afternoon</u> : Trip to Llaves Valley to practice survey techniques and look at excavation sites. <u>Readings: Glassow 2005, Howard 2007</u>
Friday	<u>Morning</u> : Fieldwork <u>Evening</u> : Lectures: "The Regional Ceramic Assemblage" <u>Readings: Knappett 2005</u>
Saturday	<u>Morning</u> : Excursion to Poshuouinge Ruins and White Rocks followed by swimming at Abiquiu Reservoir <u>Afternoon</u> : Free
Sunday:	Free

Week 2-5 (June 8-July 5th):

Daily schedule for the four weeks of field work Monday through Friday, half day Saturdays will often include trip to an archaeological site. Sundays are free.

6:00-6:45am	Breakfast
6:45-8:00am	Transfer to Gallina work sites
8:00am-3:00pm	Research activities at the site (snack and lunch break at the site)
3:00-4:00pm	Rest and snacks
4:00-4:30pm	Daily debriefing where different team members present findings of the day
4:30-6:00pm	Lab work
6:00-7:00pm	Dinner
7:00-8:00pm	(occasionally) invited lectures by project specialists and guests and work on blogs

Week 6 (July 6-12th):

Mon-Wed (July 6-8)	Finalize units and survey and lab work. Write unit reports.
Thursday (July 9)	Backfill
Friday (July 10)	Backfill
Saturday (July 11)	Lab/Housing/Equipment cleaning. BBQ celebration
Sunday (July 12)	Return home/airport, and/or continued travel in the U.S.

EQUIPMENT LIST

Students must bring these items to the field.

- Solid shoes/hiking boots for excavation (we'll be using shovels) and for survey
- Light colored clothing that protects your skin against direct sun, heat, bees, and vegetation (many plants have thorns, hooks, and spikes).
- Particularly long pants and long sleeve shirts are useful. Most SW archaeologists excavate in pants and long sleeve shirts. Cotton is a good material in the desert for your long sleeve shirts as it retains moisture for longer and can help cool you down. Layers are best. We will be in the high desert and it will be chilly in the morning and evening and hot during the day.
- Sandals or flip-flops for around camp
- Comfortable clothing for around camp
- Rain jacket for the drizzly days (and because we might hit the beginning of the monsoons)
- A wide-brimmed hat for the sun. Leather and felt become quite hot. Baseball caps and headscarves (like a keffiyeh) work nicely as well.
- Sunscreen (at least 30 SPF)
- Lip balm with sun screen
- Swimsuit
- Towel
- Pillow
- Sleeping pad (the inflatable ones with a foam core are often best)
- Sleeping bag (32F/0C)
- Flashlight
- Battery powered alarm clock (your phone is fine)
- Travel mug for coffee or tea if you want to take it to the site
- Tent with rainfly
- Any medication you need and prescription medication to last for the duration of the field school
- Water bottle (s): at least **3 liters!!!!** We will check this. Reusing plastic water/soda/Gatorade bottles is fine. No need to buy a new and expensive bottle.
- Trowel (preferably Marshaltown, but any brand where the blade is forged with the handle and not welded to it is fine). Either a pointer trowel (4" or 7", although 4" is probably better) or a margin trowel. If you want to bring more of your dig kit that is fine as well, just make sure everything is clearly labeled.
- Sun glasses with UV protection
- Insect repellent
- Notebook
- Leather work gloves
- Day pack (backpack and not messenger bag style) that can carry water, food, and materials.
- Don't pack your essentials in your check-in suitcase (laptop, phones, chargers, medicine, etc.). Sometimes suitcases do not arrive with you, but will arrive the next day.

REQUIRED READINGS

The reading list below will be available for the students to download prior to the start of the project.

Atalay, Sonya

2006 Indigenous Archaeology as Decolonizing Practice. *American Indian Quarterly* 30(3/4):280–310.

Borck, Lewis, and Erik Simpson

2017 Identity is an Infinite Now: Being Instead of Becoming Gallina. *KIVA* 83(4):471–493.

Constan, Connie I., and J. Michael Bremer

2017 From Discovery to Explanation: The History of Gallina Archaeology. *KIVA* 83(4):450–470.

Cordell, Linda S., and Maxine E. McBrinn

2012 *Archaeology of the Southwest*. Left Coast Press, Walnut Creek. (Ch. 1, 2, 3, 7, 8, 9)

Glassow, Michael

2005 Excavation. In *Handbook of archaeological methods*, edited by Herbert D. G. Maschner and Christopher Chippindale, pp. 133–175. AltaMira Press, Lanham, MD.

Glowacki, Donna M.

2015a Leaving Mesa Verde. In *Living and Leaving: A Social History of Regional Depopulation in Thirteenth-Century Mesa Verde*, pp. 174–196. University of Arizona Press, Tucson.

2015b Envisioning the Sociopolitical Landscape. In *Living and Leaving: A Social History of Regional Depopulation in Thirteenth-Century Mesa Verde*, pp. 174–196. University of Arizona Press, Tucson.

Howard, Philip

2007 *Archaeological Surveying and Mapping: Recording and Depicting the Landscape*. Routledge, New York.

Knappett, Carl

2005 Pottery. In *Handbook of archaeological methods*, edited by Herbert D. G. Maschner and Christopher Chippindale, pp. 673–714. AltaMira Press, Lanham, MD.

Kocer, Jacqueline Marie, and Jeffrey R. Ferguson

2017 Investigating Projectile Point Raw Material Choices and Stylistic Variability in the Gallina Area of Northwestern New Mexico. *KIVA* 83(4):532–554.

RECOMMENDED READINGS

Bellorado, Benjamin A.

2017 The Context, Dating, and Role of Painted Building Murals in Gallina Society. *KIVA* 83(4):494–514.

Borck, Lewis

2017 Connected and Isolated: A Discussion About Gallina Archaeology with No Resolutions. *KIVA* 83(4):443–449.

2018 Sophisticated Rebels: Meaning Maps and Settlement Structure as Evidence for a Social Movement in the Gallina Region of the North American Southwest. In *Life Beyond the Boundaries: Constructing Identity in Edge Regions of the North American Southwest*, edited by Karen G. Harry and Sarah Herr, pp. 88–121. University Press of Colorado, Boulder.

Lekson, Stephen H.

2009a Pace - Time. In *A History of the Ancient Southwest*, pp. 71–105. School for Advanced Research Press, Santa Fe.

2009b Post - Ends and Beginnings. In *A History of the Ancient Southwest*, pp. 217–253. School for Advanced Research Press, Santa Fe.

2009c Tale - History. In *A History of the Ancient Southwest*, pp. 179–217. School for Advanced Research Press, Santa Fe.

O'Donnell, Alexis, and Corey S. Ragsdale

2017 Biological Distance Analysis and the Fate of the Gallina in the American Southwest. *KIVA* 83(4):515–531.