

Gallina Field School Experience; Tribal Historic Preservation and Storytelling through Archaeology

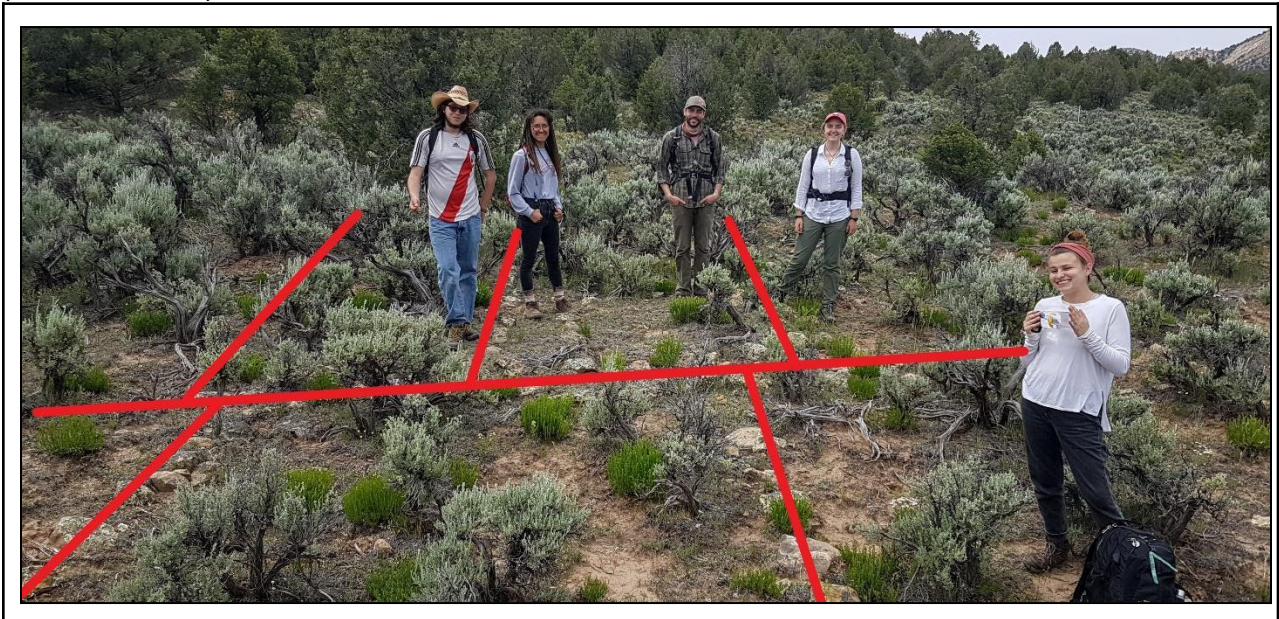
Course ID: ARCH 300N

June 12–July 7, 2023

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

FIELD SCHOOL FACULTY

Director: Dr. Lewis Borck, Department of Native American Studies, University of Oklahoma
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OVERVIEW

This field school teaches archaeological field techniques within a tribal historic preservation context through a collaboration with the Jicarilla Apache Nation's THPO. Students will also learn how the data created through archaeological field methods are applied to anthropological and historical questions, and how we create stories from those questions. In examining the creation of storytelling within archaeology, students will also focus on how those questions and interpretations are contextualized within modern cultural constructs and used within Indigenous heritage and compliance.

The data collection portion of 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 reunification of a previously split sacred and secular space to return religious and political power to communities at the household level and create more equitable organizational practices.

This project 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 the La Jara site on the Jicarilla Apache Nation.

Research during the 2023 field season will focus on pedestrian survey and remote sensing along with collaborative discussions with Indigenous stakeholders, local landowners, Forest Service personnel, and a wide range of community members in the region. One of the primary goals of this field school and the larger project it is a part of (Gallina Landscapes of History) is to explore new ways of creating vivid and enchanting stories about the past as seen through our material culture, oral histories, and textual histories. While students will be learning technical skills that will be transmissible to a compliance career in archaeology, they will also be learning new techniques in writing and in visual communication. Previous students have created everything from music to creative essays, to board games as storytelling devices.

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 360 hours of experiential education. Students are encouraged to discuss the transferability of credit units with faculty and registrars at their home institution 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 more transcript may be sent to the student home institution at no cost. Additional transcripts may be ordered at any time through the National Student Clearinghouse:

<http://bit.ly/2hvrkl>.

PREREQUISITES

There are no prerequisites for this field school. While introductions 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 involve risk. Students interested in participating in IFR programs must weigh whether the potential risk is worth the value of education provided. While risk is inherent in everything we do, we do not take risk lightly. The IFR engages in intensive review of each field school location and programming prior to approval. Once a program is accepted, the IFR reviews each program annually to make sure it still complies with all our standards and policies, including those pertaining to 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 or 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.

We do our best to follow a schedule of activities, methods training, and programming as outlined in this syllabus. However, this schedule can be easily disrupted by any number of unforeseen circumstances, including revised decisions by local permitting agencies, political unrest, and changes in the weather. While this schedule represents the best of the director(s) intentions, we - students and staff alike - need to be adaptable and tolerant of necessary alterations. This adaptability is an intrinsic part of all field research.

Field conditions in the U.S. Southwest can be quite difficult. Particularly since the majority of your day will be spent in the field, under the sun, hiking or digging. 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-40s F at night in the beginning of the project and ending with highs in the mid- to high- 90s F). Mosquitos will not be a problem at the field site. Biting juniper gnats are a constant irritant at the field site, and sometimes at the campsite. 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 to protect from heat exhaustion, and shorts will not be allowed on surveys 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 program director and staff.

COURSE OBJECTIVES

Our curriculum highlights a collaborative approach to archaeology that seeks to integrate archaeological questions with Jicarilla Apache land and heritage management goals and concerns. We use field methods aimed at creating a sustainable archaeological 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 surrounding recovered data. At the field camp and in

the field, students will also be introduced to strategies of community creation, care, and consensus decision making.

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 survey components and may 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 can 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 experts 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.

Storytelling: Students will work with Dr. Lewis Borck to explore various ways that the historical pasts that archaeology uncovers can be communicated and given meaning to modern people. Students will work on their own storytelling project (either visual or textual; although music has been done before) aimed at communicating different aspects of what archaeologists do, or what has been revealed through the archaeological record, 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.

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
- 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
- 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
- Use narrative in both textual and visual media to weave compelling stories for non-archaeological specialists

ASSESSMENT

- 40%:** Engaged participation in lecture, field and laboratory work, and outreach projects
- 20%:** Storytelling project that will be published online to increase public interaction with archaeology
- 20%:** Feature 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 including participating in camp general assemblies

TRAVEL, ROOM & BOARD, & SAFETY LOGISTICS

COVID-19 Disclaimer:

The logistics outlined below for this IFR field school were written according to the most current and accurate information available to IFR. We recognize that the best practices for preventing the transmission of the coronavirus may change in the coming months. The IFR will be revisiting program-specific plans periodically throughout the enrollment period and will update program details according to new developments, new travel protocols, and updates to local policies. Updates to program-specific protocols will be communicated to participants at the pre-program orientation.

An IFR field school is designed to provide safe, positive, and constructive experiences for participating communities, students, and researchers. We are committed to protocols and practices that support the health and well-being of all involved in our field school projects, including the members of the community in which these projects take place. The IFR COVID-19 Policies have been developed with Dr.

Kurt Eifling, the IFR Medical Director. Dr Eifling is a Fellow of the Academy of Wilderness Medicine and a practicing physician (<https://ifrglobal.org/about/staff/>).

We strongly recommend reviewing IFR's COVID-19 policies before enrolling in a program. All IFR students sign an agreement (Student COVID-19 Prevention Agreement) to uphold and abide by all aspects of the IFR COVID-19 policy as published on the website (<https://ifrglobal.org/ifr-covid-19-practices/>) as well as any program-specific protocols. These practices are subject to change as health and risk management experts provide new recommendations and best practices.

PRIOR TO TRAVEL

IFR requires all students participating in IFR programs to be “up to date” with their COVID-19 vaccines, meaning they have completed a COVID-19 vaccine primary series AND received the most recent booster dose recommended by CDC, if eligible. For recommendations and eligibility for booster shots according to age and health status, please consult the [CDC website](#).

Students must take all precautions possible to ensure they remain COVID-19 free prior to and during travel to the field school. Students should plan to travel in the safest manner that they are able (e.g., avoid flights with long layovers and multiple connections). In addition, we require the following from all students: use of a face mask during travel to, from, and on airlines, ferries, trains, busses, and the like; regular washing of hands; and, in so far as possible, maintain social distancing of 6 feet / 2 meters in airports and other spaces.

VISA REQUIREMENTS

Citizens of other countries are asked to check the embassy website page at their home country for specific visa requirements.

TRAVEL (TO AND DURING THE PROGRAM)

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

There are currently no quarantine requirements for travelers arriving in the United States for travelers arriving in New Mexico.

Students and staff will travel from the field camp to the field site (and vice versa) in a 5-passenger truck and a 12-passenger van. Members of the public who are not a part of the field school will not be traveling in these vehicles. Students and staff will be masked while inside of the vehicles and within 6 feet of each other during excavation and survey as well as when in the laboratory building.

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

LOCAL PROTOCOLS, REGULATIONS, & EXPECTATIONS

Currently, the state of New Mexico does not have mask mandates that require masking in public places (interior and exterior), in crowds, and within 6 feet of anyone when outside. Students will be interacting with members of communities in tribal as well as remote rural environments. Many of these

communities have quite varied responses to COVID-19 precautions, but students should wear masks and wash hands (use hand sanitizer) when interacting with community members.

In the case of a COVID outbreak, program participants will be able to isolate themselves from the community and the remaining, non-infected members of the program at the field site. Staff will make sure they are cared for and find activities for them to do that will not create cross-contamination of material for students who have not been infected.

ACCOMMODATIONS

Camp housing will be near La Jara, 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. Conditions at the field house are basic, but safe. Students will be living in tents that can be widely spaced out. They will also have access to communal areas as well as a large, community tent that serves as a dining and lab facility. Camp chores, including cooking, 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 project director if you have severe reactions.

High traffic touch areas and materials (including shared tools/equipment at the field sites) will be cleaned with a bleach solution to protect against potential COVID-19 transmission. This will include the kitchen and lab/school tables that students will use during lectures. If any material is contaminated, it will be stored away from students and staff for five days. Students and staff will have weekly trips to a laundromat to wash clothes as well. The project will have detergent for students to use, but students will be responsible for paying for their washer and dryer cycles. If students have detergent allergies, they should bring a detergent that works best for them.

All participants in a field school, students and staff, should wear masks while indoors (i.e., during lectures, during labs, in shared residential spaces, etc.).

Regular hand washing will be a part of the project's daily schedule.

MANAGING COVID-19 CASES & OUTBREAKS

The closest medical clinic to the field site and the camp site is the Cuba Health Center (<http://www.pmsnm.org/programs-services/medical-care/>), 31 miles away. The closest urgent care is Aspen Medical Center Urgent Care in Española, NM (<https://aspenmedicalcenter.com/urgent-care/>). It is located 79 miles away from the field site and camp site. There is an ICU located at Presbyterian Española Hospital, just a couple of miles from Aspen Medical Center. The field school will give students rides to any nearby health care center. If students need to isolate, as noted above, they can isolate at the camp site and food and other necessities can be delivered to them. Laundry service will also be supplied by a staff member wearing protective gloves and a mask. Field school staff can isolate and monitor several students at once.

HEALTH/MEDICAL INFORMATION

- Please fill out the survey that you will have received.
- Tetanus and Hepatitis A vaccinations are not required, but are encouraged
- Tap water is potable

- 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
- We will also be working around poisonous animals/insects (not on purpose). Make sure you always can see where you are placing your hands or feet so that you can avoid getting bit by things like a western diamondback rattlesnake, scorpion, desert centipede, black widow spider, or brown recluse spider. If you see them, tell Dr. Borck and avoid them. The same goes for the local population of black bears and mountain lions. Avoid slapping and killing bees as well. We have Africanized bee populations and that can create a deadly swarm. We'll go over safety on our first day. Honestly, it sounds worse than it is.
- We will also be working around horses and cattle. While they are usually gentle, please refrain from bothering them as well.
- We are working and living at around 2,100 meters (7,000 feet), but will be up around 3,000m (10,000ft) occasionally, so please pay attention to episodes of dizziness and shortness of breath and communicate to your professor.

Fieldwork Information:

- Space for tents and food will be provided.
 - We will be staying in tents, but will have access to outdoor showers, and kitchens.
 - Power will be from a generator.
 - Phones, cameras, computers, tablets, etc. can be stored inside.
- Alcohol/beer/wine are at your own expense (no hard liquor though, please).
 - Because we are at higher elevations, alcohol will affect people more dramatically if they aren't used to the reduced level of oxygen in their blood. So, drink less than you normally would until you can see how your body responds.
- We are living and working in an arid environment during the dry season and must be careful with smoking and fires. Smoking is allowed only in the designated smoking area at camp. Any smokers must have with them a can filled with wet sand into which the cigarette/cigar is tapped and put out. Absolutely no smoking is allowed during field work, in vehicles, or elsewhere in camp or on ranches. We cannot use flame-producing camp stoves or lanterns; please use flashlights and battery-powered lanterns instead.
- We will be rotating through cooking meals and doing household/camp chores.
- Clothes should be washed at laundromats in either Cuba, Espanola, or Santa Fe on one of your days off. If you don't have a vehicle and can't catch a ride with another student, Dr. Borck can bring you with him to a laundromat.
- We will stop occasionally at the Abiquiu Reservoir after fieldwork to swim in the lake. While we will be in a desert, there is a surprising amount of water.
- There will likely be gnats during the field season. Deet is somewhat effective at dealing with them. Mostly, long sleeve shirts and pants are best, along with a bandana, keffiyeh, or scarf over

your face. Some people even prefer to work with a bug net over their head. Embrace your inner nerd.

- Temperatures will range from 10 C (50 F) at night to 32+ C (90+ F) during the day.

Camp Rules (these are open to change at any time, but we'll try and do any modifications as a group in our weekly general assembly):

We work and live on private and public land, and it is only through the generosity of the landowners/managers that we can do this research. All field school participants must respect this opportunity and be considerate of the landowners/managers.

- 1) Discrimination of any kind is absolutely prohibited. We will respect each other regardless of ethnicity, sexuality, religion, sex, and gender. Dr. Borck's preferred pronouns are he/him. Let him know if you have specific pronouns that you prefer.
- 2) Absolutely no personal weapons (including guns, slingshots, bows and arrows, or hunting knives) are allowed.
- 3) There must be no littering.
- 4) Wildlife (including snakes) must not be harassed or injured. If we have a snake or nuisance animal in camp it will be removed by camp staff or the landowners, but **animals and insects that do not pose a direct threat should not be harmed.**
- 5) Do not approach, touch, feed, or otherwise interact with domestic animals (including livestock and pets) unless the owners are present and give their permission. This is for your safety and theirs, as animals may have behavior issues or health needs only their owners are aware of.
- 6) Gates are **very** important on a working ranch/farm and on Federal ranching land. Always leave gates exactly the way you found them (open, closed, locked/unlocked) and ensure that animals remain on the side they were on when you arrived. If you think an animal or gate might be in the wrong place, please alert the professor but do not attempt to correct the situation yourself.
- 7) You agree to maintain your own medical insurance coverage for the summer. Please bring a copy of your medical history if you have any allergies or medical conditions, even if you have them well under control. Our closest hospital is in Espanola, New Mexico. That is about a two-hour drive from where we will be living.
- 8) No controlled substances will be tolerated at any time during the field season. Use or possession of any illegal or unprescribed drug, in any amount, is grounds for immediate dismissal.
- 9) Crew members 21 or over should limit consumption of alcohol to light amounts that do not interfere with work or camp interactions. Students under 21 should not drink. Field school staff will implement additional restrictions on alcohol if it becomes a problem. Recreational marijuana is legal in New Mexico now. That being said, many of the landowners and land management agencies we will be working on or near and traveling through are either uncomfortable with these new laws or are federal and marijuana is still illegal on those lands.
- 10) Never swim alone. Never swim when it's raining or if you can see it's raining in a nearby area.**

EQUIPMENT LIST

Students must bring these items to the field (buy second hand whenever possible).

- 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). We recommend purchasing cheap clothes from secondhand stores so that you don't ruin a favorite pair of pants/shirt.
- 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 sunscreen
- 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.
- A compass that allows you to set the declination
- Cheap sunglasses with UV protection (they will likely get scratched)
- Insect repellent
- Notebook for field notes and lecture notes
- 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.

COURSE SCHEDULE

Our field school begins with safety orientation. This orientation addresses local and program protocols concerning student behavior, appropriate attire, local practices and sensibilities that may be unfamiliar, potential fauna and flora hazards, harassment and discrimination policies, and 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.

Typical Workday

| | |
|--------------------------------|----------------------------------------------------------------------------------------------------|
| 6:00-7:00am | Breakfast (if folks are struggling with the heat, this schedule might be shifted an hour earlier.) |
| 7:00-8:00am | Transfer to Gallina work sites |
| 8:00am-2:30pm in the field) | Research activities in the field (snack [10:00-10:15 am] and lunch [12:00-12:30]) |
| 2:30-3:00pm | Return to camp |
| 3:00-4:00pm | Rest |
| 4:00-4:30pm | Daily debriefing |
| 4:30-6:00pm | Lab work/blogs/downtime |
| 6:00-7:00pm | Dinner |
| 7:00-8:00pm | (occasionally) invited lectures/blogs/downtime |
| 9:00pm | Lights out/quiet time |

Week 1 (June 12th–June 18th): Daily work schedule is

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

Monday

8:00 am: Introductions and overview

9:00 am - 3:00 pm: orientation at field sites

Afternoon: General camp assembly

Evening: Lecture: "Intro to Storytelling through Archaeology"

Readings: Atalay 2006

Tuesday

Evening: Lecture: "Intro to Southwestern Archaeology I"

Wednesday

Evening: Lecture: "Gallina Archaeology"

Readings: Constan and Bremer 2017, Borck and Simpson 2017, Glowacki 2015a, 2015b, Kocer 2017

Thursday

Evening: Lectures: "The Regional Ceramic Assemblage"

Friday
Evening is free

Saturday Free
Sunday: Free

Week 2-3 (June 19th-July 2nd):

Occasional lectures during the evenings focused on tribal historic preservation practices, goals, and theories with an emphasis on Indigenous methodologies and culturally responsive research practices.

Mondays

Afternoon: General camp assembly

Week 4 (July 3rd-8th):

Mon-Wed Finalize units and survey and lab work in mornings and early afternoon. Work on and finalize storytelling projects with faculty in afternoons. Write unit reports.
Thursday Backfill. Post storytelling projects to field school website.
Friday Backfill. Lab/Housing/Equipment cleaning. BBQ celebration
Saturday Return home/airport

REQUIRED READINGS

PDF files of all mandatory readings will be provided to enrolled students via a shared Drive folder. Students are encouraged to download and/or print readings prior to traveling. Course participants are expected to be prepared to engage the discussions led by facilitators, all of whom will be looking for compelling evidence that students have read and thought about the assigned readings prior to the scheduled day on which they are first discussed.

(https://www.dropbox.com/sh/3fy7bd84eb40j0q/AAAZpJQfSb8hCi4_KngPxl_Ca?dl=0)

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.

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.

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.