

## **Anthro 2BB3: Ancient Mesoamerica: Aztecs to Zapotecs**

Instructor: Shanti Morell-Hart [smorell@mcmaster.ca](mailto:smorell@mcmaster.ca)

Teaching Assistants: **TBA**



**Meeting Schedule:** Tuesdays, Wednesdays, & Fridays 12:30-1:20pm

**Meeting Location:** Hamilton Hall, Room 302

**SMH Office Hours:** 11:00-1:00 pm on Thursdays, or by appointment

**SMH Office Location:** Chester New Hall, Room 534

### **Course Description:**

What was the lived daily experience in the ancient Mesoamerican world? How did aspects of material culture-- architecture, food, musical instruments, tools, clothing, etc.-- frame ancient Mesoamerican societies? How were these elements also framed by Mesoamerican societies? How are perceptions of ancient Mesoamericans marshaled in today's politics and policies?

In this course, we will engage with the diverse worlds of pre- and post-contact Mesoamerica, through scholarship that explores the material culture of daily life. The course is arranged around 1) framing questions about the past through ethnographic and ethnohistoric accounts of daily life; 2) using diverse scientific methods and theoretical perspectives to address these questions; and 3) interpreting and possibly re-interpreting daily life of Mesoamerican peoples, focusing on the dynamic interplay between the material and the social.

The course is also designed to provide you with a broad overview of sites and material culture in the Mesoamerican area. Each class meeting, we will focus on one theoretical approach, one aspect of material culture, and the peoples of one region. Broader themes will crosscut these emphases. We will explore:

- different time periods, from the Late Paleolithic to the present;
- different scales of Mesoamerican communities, from large city centers to small hamlets;
- different materials studied by Mesoamerican archaeologists, from architecture to food residues;
- different approaches to Mesoamerican archaeology, from cultural ecology to practice theory.

The course will proceed partly as lecture, and partly as seminar, incorporating hands-on materials, workshops, interactive activities, films, and small field trips. You will be evaluated on reading responses (25%), class participation (20%), a final exhibition (30%, including activity and short teaching module), and a mid-term exam (25%). You will also be expected to maintain a notebook for use during in-class practicums and reflections on course material.

### **Required Texts:**

Most of the readings will be posted online, but there is one required book available for purchase online or in the campus bookstore:

Evans, Susan

2013 *Ancient Mexico and Central America: Archaeology and Culture History (Third Edition)*.

Publisher: Thames & Hudson.

ISBN-10: 0500290652

ISBN-13: 978-0500290651

### **Course Requirements:**

This course meets three times per week. Classes will be divided between informal lectures, discussions, and activities. Your grade in the course will be based on your performance in completing the following assignments:

#### **Class participation: 20% of total grade.**

Class participation is based partially on attendance, and partially on contributions to discussion. You are expected to complete **all** of the required readings before each class. Attendance at all class meetings is expected, and is part of your grade calculation. It is necessary for you to participate in class discussion through substantive questions and comments in the classroom, and/or through posting to the online discussion forums. Online dialogue can be a response to previous postings, or the posting of a new discussion topic.

The goal of class discussion is to draw out your own interests in the course materials, and to regularly and critically engage you, along with your peers, with the central themes of the course.

**\*ALSO REQUIRED\***: Feedback on the final exhibitions of two of your peers.

#### **Reading responses: 25% of total grade.**

You will be responsible for a 300 word (roughly  $\frac{3}{4}$  page, double-spaced) response to **one** of the assigned readings-- *NOT including the textbook readings*-- the evening before the first class meeting of the week. These are to be posted to the Discussions area of Avenue to Learn, before 8 pm (**usually Monday evening**). Everyone is responsible for completing all of the assigned readings for each week's discussion.

Each reading response should include the following:

-Full citation of the assigned reading at the very beginning of the response: author, year, publication, publisher, etc., following the SAA Style Guide:

[http://www.saa.org/Portals/0/SAA/Publications/StyleGuide/StyleGuide\\_Final\\_813.pdf](http://www.saa.org/Portals/0/SAA/Publications/StyleGuide/StyleGuide_Final_813.pdf)

-A set of 5 keywords (list), just below the citation

-Identify the subject, the time period(s), and the location(s) of the study. (1 sentence)

-What do you think is the theoretical position of the author(s)? That is, what *kinds* of questions are the authors asking (e.g., ecological questions, ritual questions, questions of gender, etc.)? (1 sentence)

-What are the primary research objectives/thesis statements/questions asked of the data by the author(s)? That is, what *specific* questions are the authors asking? (3 sentences)

-What types of materials/data/evidence are used to address these objectives? (1 sentence)

-What is one key thing you drew from this reading? (1 sentence)

- What else would you like to see the author address? Where did the article fall short? Was the data really appropriate to the question? Did the authors really answer their own questions? (2 sentences)
- What does this make you reflect on-- in the news, your own daily practice, or your own experiences? or, What other class readings does it remind you of, and why? (1-2 sentences)
- What questions do you have about the reading? (1-2 sentences)
- \*OPTIONAL\*: What are your suggestions for re-interpretation, using the same data set or material? How would you have done the study differently?

The goal of these reading responses is prepare you for class discussion, with your personal and critical reflections on assigned material at the ready. A secondary goal is to leave you with a set of your own annotations on class readings.

**Mid-term exam: 25% of total grade. In-class, Wednesday Feb.28.**

The mid-term exam will be a 45-minute in-class exam.

In preparation for the exam, each research team will devise a set of questions, based on one week's topics, lectures, activities, and readings. Each member of the research team will be responsible for submitting A) one exam question, with B) the correct answer, C) rationale, and D) citations of relevant reading/activity/lectures. All questions are to be posted online, by **Monday Feb. 26th, at 8:00 pm**. Post your combined questions, as a research team, in a single Word document (one for each research team). Submitted questions may be either multiple answer or fill-in-the-blank.

These questions will form the basis for your exam preparation (as well as the exam itself!). I will also lead a review session during class on **Tuesday, Feb.27**, to answer lingering questions about course materials.

**Final Exhibition: 30% of total grade. In-class, Wednesday Apr.4 and Friday Apr.6.**

In this assignment, your research team will put together an interactive exhibit, related to one archaeological site or region in Mesoamerica and geared toward 7<sup>th</sup> grade students. Each member of your research team will be charged with one aspect of life at the site or in the region. You will need to define unique characteristics of your group's site or region, from the standpoint of its artifacts and/or ecology and/or architecture and/or social aspects.

The idea is for you to make the past come alive, with emphasis on lifeways and activities. The exhibit can include music, food, dance, costumes, textiles, drawings, maps, photos, replicas of ceramics or tools found in the readings, powerpoint presentations/movies, snippets of ethnohistoric or ethnographic passages, potted plants from the region, activities such as flintknapping or ceramic making or corn grinding, models, cardboard architecture... etc. etc. etc.

Your **research team** will need to choose a case study (e.g. Copán) or a regional focus (e.g. the Ruta Puuc) by class time on **Monday, Feb.13**. During the exhibitions, **each group** will be responsible for representing the case study as a whole. As a group, you will craft an overview of your archaeological case study (posterboard and/or ~2 min. powerpoint or video). 25% of your grade (identical for each member of the group) will be related to overview of the case study and cohesion of the individual contributions.

**Each individual** in your group will be charged with developing an interactive activity related to one aspect of lifeways in your ancient community or region (e.g. foodways, memorialization, warfare, ritualized landscapes, dance performance, etc.) 75% of your grade will be related to your individual

contribution. As part of your individual contribution to the research team exhibition, you will need to craft a short teaching module (~2 pages, single-spaced). **You will need to post this teaching module online by 8 pm, the evening before your exhibition.** On the day of the exhibitions, you will also need to bring a hard copy. You will need to carefully follow the guidelines in the teaching module template posted on Avenue. Examples of good teaching modules will also be posted online to help you structure your own.

Focus on making your exhibits educational and interactive. You will be evaluated on the accuracy of your representations, as well as your engagement with the materials and scholarship of the case study. I will post an example of the evaluation sheet I will use for your final project online, and discuss the expectations in class, so that you have a better idea of how to structure your exhibition.

**The exhibitions will take place during the class meetings of April 4 and April 6.** Friends, roommates, and family (especially children) are welcome to attend! At the conclusion, please consider donating your materials, activities, and/or ideas to a local school, daycare, or afterschool program.

**\*ALSO REQUIRED\*:** Feedback on the final exhibitions of two other groups in class.

### Expectations and General Guidelines:

Letter <sup>1</sup>	%	GPA <sup>1</sup>	Verbal <sup>2</sup>	Definition <sup>2</sup>
A+	90-100	12	Distinction	Strong evidence of original thinking; good organization; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base
A	85-89	11		
A-	80-84	10		
B+	77-79	9	Superior	Evidence of grasp of subject matter, some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature
B	73-76	8		
B-	70-72	7		
C+	67-69	6	Average	Student who is profiting from his/her university experience; understanding of the subject matter, ability to develop solutions to simple problems in the material
C	63-66	5		
C-	60-62	4		
D+	57-59	3	Marginal	Some evidence of familiarity with subject matter and some evidence that critical analytic skills have been developed
D	53-56	2		
D-	50-52	1		
F	0-49	0	Failure	Little evidence of even superficial understanding of subject matter, weakness in critical and analytic skills; with limited or irrelevant use of literature

[1] See section on General Academic Regulations in McMaster University Undergraduate Calendar 2013/2014;

[2] Definitions by University of Toronto Faculty of Arts and Science

**The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.**

### Academic Dishonesty:

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g., the grade of zero on an assignment, loss of credit with a

notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, Appendix 3, <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g., the submission of work that is not one’s own for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

In this course we will be using a software package designed to reveal plagiarism. Students will be required to submit their work electronically so that it can be checked for academic dishonesty.

### **Faculty of Social Sciences E-mail Communication Policy:**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Email Forwarding in MUGSI:

<http://www.mcmaster.ca/uts/support/email/emailforward.html>

\*Forwarding will take effect 24-hours after students complete the process at the above link

### **Special accommodations:**

If you have any special accommodations, such as additional resource requirements and/or adjustments to your schedule due to athletic events or religious holidays, send me an email detailing your needs within the first two weeks of the course. It is not necessary to explain the context or background— just describe your necessary accommodations clearly. Student Accessibility Services (link below) can help to guide you in this process.

### **Student Accessibility Services:**

Student Accessibility Services (SAS) supports students who have been diagnosed with a disability or disorder, such as a learning disability, ADHD, mental health diagnosis, chronic medical condition, sensory, neurological or mobility limitation. Students who require accommodation should contact SAS as early in the term as possible. <http://sas.mcmaster.ca>

### **AODA:**

If you require this information in an alternate/accessible format, please contact Delia Hutchinson at 905-525-9140 extension 24523 or email [hutchin@mcmaster.ca](mailto:hutchin@mcmaster.ca)

### **Office of Human Rights and Equity Services:**

McMaster recently launched MACcessibility, part of the Office of Human Rights and Equity Services, to help advance the University's goal of building an inclusive community with a shared purpose. HRES works with campus and community partners to ensure that McMaster University is a place where all students, staff and faculty are treated equitably and respectfully in all areas of campus life. <http://www.mcmaster.ca/hres/index.html>

### **Personal Counselling and Mental Health at the Student Wellness Center:**

If you believe that you are in imminent danger or that harm to yourself or someone else exists, immediately call the police for assistance. For other situations of emotional distress, please contact a health or wellness specialist. The SWC offers individual counselling at the SWC, group programming at the SWC, community referrals, crisis referrals, and connections to community/campus resources.

<http://wellness.mcmaster.ca/counselling.html>

### **Requests for Relief for Missed Academic Term Work:**

The University recognizes that students periodically require relief from academic work for medical or personal situations. In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work."

The MSAF policy can be found in the Undergraduate Calendar under General Academic Regulations > Requests for Relief for Missed Academic Term Work:

[http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests for Relief for Missed Academic Term Work](http://academiccalendars.romcmaster.ca/content.php?catoid=11&navoid=1698#Requests_for_Relief_for_Missed_Academic_Term_Work)

For missed academic work worth up to 25% of the course weight, use the MSAF mechanism to report absences due to medical or personal situations that last up to three calendar days. You may submit requests for relief using the MSAF only **once** per term. As per the policy, an automated email will be sent to the course instructor, who will determine the appropriate relief. It is your responsibility to immediately follow up with each of your instructors (normally within two working days) regarding the nature of the accommodation. Failure to do so may negate the relief.

<https://www.mcmaster.ca/msaf/index.html>

If you are absent for more than 3 days, have missed academic work worth more than 25% of the final grade, or exceed one request per term you **MUST** visit your Associate Dean's Office. You may be required to provide supporting documentation. It is the prerogative of the instructor in each of your courses to determine the appropriate relief for missed term work.

### **Writing Support Services:**

If you need help researching, structuring, writing, or proofreading your paper, contact Writing Support Services early in the term and consult with them often. Trained upper-year and graduate Writing Assistants are available to provide help with particular assignments or specific questions related to academic writing.

<http://studentsuccess.mcmaster.ca/students/academic-skills/writing-support-services.html>

### **Research Help**

A Service Desk is located near the entrance of each library on campus. Students may drop-by in person, call or email to get help finding library resources. Students may also get online research help by using the "Ask a Librarian" virtual reference service: <https://library.mcmaster.ca/justask>

### **Research Consultations**

Faculty, students and staff who require in-depth information on resources may request a one-on-one consultation with a librarian. Before making a request, ask for help at one of the Service Desks.

<https://library.mcmaster.ca/forms/research-consultation-request>



## **Course Schedule:**

(Reminder: You are responsible for a 300 word response to **one** of the assigned readings—*NOT including the textbook*-- the evening before the first class meeting of the week.)

### **Week 1: Jan.5. Introduction to Mesoamerica, syllabus, requirements, and each other.**

**Lecture:** Mesoamerica: an overview. Theoretical approaches and analyses of material culture. Boasian, Durkheimian, and archaeological approaches to Mesoamerica. Mesoamerica as a concept: history and boundedness.

**Read:** Evans Ch.1: 'Ancient Mesoamerica' pp.15-44; Joyce 2004 ('Working Model Mesoamerica')

### **Week 2: Jan.9, 10, 12. Geography, ecology, and environment.**

**\*Research Teams selected in-class\***

**Lecture:** Late Pleistocene peoples and Archaic peoples; the Hoyo Negro site and the Valley of Tehuacán; ecology and the natural setting; flora and paleoenvironmental studies; approaches to landscape.

**Discuss:** Evans Ch. 2: 'Ecology and Culture' pp. 45-70; Evans Ch. 3: 'Archaic Foragers, Collectors, and Farmers' pp. 71-98; Fedick 1996; Voorhies and Lohse 2012

**Activity:** Paleoethnobotany in Mesoamerica

### **Week 3: Jan.16, 17, 19. Early theoretical approaches and theorizations of Mesoamerican societies.**

**Lecture:** Neoevolutionary approaches, the progress narrative, and cultural relativism. Olmec peoples; architecture; evolutionary approaches and functionalist approaches.

**Discuss:** Evans Ch. 4: 'The Initial Formative' pp. 99-131; Evans Ch. 6: 'The Late Olmecs' pp. 163-188; Joyce 2004 ('Unintended Consequences'); Lesure 2004

**Film:** *Popol Vuh: The Creation Myth of the Maya*

### **Week 4: Jan.23, 24, 26. Religion, cosmology, and ritualized practice.**

**Lecture:** Zapotec peoples; lithic materials, Marxist approaches; approaches to ritual and religion.

**Discuss:** Evans Ch.7 'Middle to Late Formative' pp. 189-209; Blomster 2012; Joyce et al. 2015; León-Portilla and Shorris 2001 'Moral philosophy and proverbs' pp. 267-271 **AND** 'Zapotec Historical legend' pp.629-631

**Activity:** Ancestor Veneration and Sacred Stones activity

### **Week 5: Jan.30, 31, Feb. 2. Individual identities: social axes and the presentation of self.**

**Lecture:** The archaeology of death. Teotihuacán peoples; the body; bioarchaeology; relational approaches and axes of identity.

**Discuss:** Evans Ch.9 'The Terminal Formative' pp. 239-264; Evans Ch.10 'Teotihuacán and Its International Influence' pp. 265-298; Joyce 2000; Manzanilla 2004

**Presentation:** Dr. Andrew Scherer: "Bioarchaeology in Mesoamerica"

**Workshop:** Final Exhibitions

### **Week 6: Feb.6, 7, 9. Language, symbolism, and semiosis.**

**Lecture:** Southern Maya peoples; iconography and epigraphy; approaches to agency.

**Discuss:** Evans Ch. 11 'Maya in the Early Classic' pp. 297-324; Fash 2002; Saturno et al. 2006 **AND** Vargas et al. 2009; León-Portilla and Shorris 2001 'Four Pre-Colombian Documents' pp. 43-69

**Film:** *Breaking the Maya Code*, 2 parts (116 minutes); no in-class discussion

**\*\*Select archaeological site or cultural case study (as a research team) by class time, Feb.13\*\***

### **Week 7: Feb.13, 14, 16. Cultural identities: politics of inclusion and exclusion.**

**Lecture:** Northern Maya peoples; approaches to kinship; settlement and site planning; "Collapse" narratives; approaches to demography.

**Discuss:** Evans Ch.12 'Lowland Maya: Apogee and Collapse' pp.325-358; Evans Ch. 14 'Maya Collapse and Survival' pp. 387-408; Aveni 2010; Aimers 2007; León-Portilla and Shorris 2001 'Secret History of the Itza—Chilam Balam of Tizimin' p.505-513

**Activity:** Demography and settlement studies in Mesoamerica

**\*\* MID TERM BREAK: Feb.17-25 \*\***

**\*\*Final Exam questions: posted by 8 pm on Monday Feb.26 to Avenue\*\***

**\*\*Complete Mayan glyph name activity; bring copy to class on Tuesday Feb.27\*\***

**Week 8: Feb.27, 28, Mar.2.**

**Tuesday, Feb.27:** Mid-term review session

**Wednesday, Feb.28:** Mid-term exam

**Friday, Mar.2 Workshop:** Final paper and final exhibitions

**Week 9: Mar.6, 7, 9. Cultural interactions: politics, trade, and territories.**

**Lecture:** Northern Crossroads: Mogollon and Chichimeca peoples; ceramics; approaches to trade, political economy, and cross-cultural interaction.

**Discuss:** Evans Ch.15: 'Rise of Tula' pp.409-432; Crown et al. 2009; Douglas 1992; Joyce et al. 2014

**Activity:** Ceramic analysis in Mesoamerica

**Week 10: Mar.13, 14, 16. Household activities, economies, and social memory.**

**Lecture:** Southern Crossroads: the site of Joya de Cerén and Lenca ancestors; analysis of features and activity areas; Geographic Information systems (GIS); household archaeology.

**Discuss:** Evans Ch.16 'The Middle Postclassic' pp. 433-456; Farahani et al. 2017; Robin 2004; Sheets 2000

**Activity:** Geographic Information Systems (GIS) in Mesoamerica

**Week 11: Mar. 20, 21, 23. Foodways and practical knowledge.**

**Lecture:** Mixtec peoples; analyses of fauna; approaches to practice and structuration.

**Discuss:** Evans Ch. 17 'The Aztec Empire' pp.457-484; Emery 2002; Soleri and Cleveland 2007; Warinner et al. 2012; León-Portilla and Shorris 2001 'Mixtec creation myth' 619-620 (**NOT** for reading response)

**Workshop:** Exhibitions and teaching modules

**BONUS:** sampling of Mixtec foodways

**Week 12: Mar. 27, 28, 30. Migration: contact, colonialism, and resistance.**

**Lecture:** Aztec and Mexica peoples; systems approaches; ethnohistory and direct-historical approaches; culture contact and warfare.

**Discuss:** Evans Ch.19 'The Aztec Empire at its Height' pp. 515-536; Evans Ch. 20 'Conquest of Mexico' pp.539-565; Brumfiel 1991; León-Portilla and Shorris 2001 'Founding of Tenochtitlán' pp. 192-204 **AND** 'Conquest of Tenochtitlán' pp. 286-309

**Activity:** Ethnohistory and Direct-History in Mesoamerica

**Week 13: Apr 3. Heritage, anthropology, and archaeology in Mesoamerica.**

**Lecture:** The anthropology of archaeology in Mesoamerica; Garifuna peoples; uses and abuses of heritage; impacts of archaeology and archaeological practice in Mesoamerica.

**Discuss:** Ardren 2006 **AND** Freidel 2007 **AND** León-Portilla and Shorris 2001 'Coyotes of Today' pp. 383-385 **AND** Nicholas 2006; Carrasco and Sessions 2011; Joyce 2008

**Film clips:** *Apocalypto*



**Week 13: Apr.4, 6. \*\*Research Team Exhibitions (Project Module due)\*\***

**Course Readings:**

Aimers, James J.

2007 What Maya Collapse? Terminal Classic Variation in the Maya Lowlands. *Journal of Archaeological Research* 15:329-377.

Ardren, Traci

2006 Is "Apocalypto" Pornography? *Archaeology Online*:  
<http://www.archaeology.org/online/reviews/apocalypto.html>.

Aveni, Anthony F

2010 Cosmology and Cultural Landscape: The Late Postclassic Maya of North Yucatán. In *Astronomers, Scribes, and Priests: Intellectual Interchange between the Northern Maya Lowlands and Highland Mexico in the Late Postclassic Period*, edited by G. Vail and C. L. Hernández, pp. 115-132. Dumbarton Oaks, Washington, D.C.

Brumfiel, Elizabeth M.

1991 Weaving and Cooking: Women's Production in Aztec Mexico. In *Engendering Archaeology: Women and Prehistory*, edited by J. Gero, pp. 224-251. Blackwell.

Carrasco, David and Scott Sessions

2011 The Long Event of Aztec Culture. In *Daily Life of the Aztecs*, pp. 239-263. 2nd ed. Greenwood, Oxford, England.

Crown, Patricia L, and W Jeffrey Hurst

2009 Evidence of cacao use in the Prehispanic American Southwest. *Proceedings of the National Academy of Sciences* 106 (7):2110-2113.

Douglas, John E.

1992 Distant sources, local contexts: Interpreting nonlocal ceramics at Paquime (Casas Grandes), Chihuahua. *Journal of Anthropological Research* 48(1):1-24.

Emery, Kitty F.

2002 The Noble Beast: Status and Differential Access to Animals in the Maya World. *World Archaeology* 34:498-515.

Farahani, Alan, Katherine L. Chiou, Rob Q. Cuthrell, Anna Harkey, Shanti Morell-Hart, Christine A. Hastorf, and Payson D. Sheets

2017 Exploring Culinary Practices Through GIS Modeling at Joya de Cerén, El Salvador. In *Social Perspectives on Ancient Lives from Paleoethnobotanical Data*, 101-120. Springer Press.

Fash, William L.

2002 Religion and human agency in Ancient Maya history: Tales from the Hieroglyphic Stairway. *Cambridge Archaeological Journal* 12:5-19.

Fedick, Scott L.

1996 Introduction: New Perspectives on Ancient Maya Agriculture and Resource Use. In *The Managed Mosaic: Ancient Maya Agriculture and Resource Use*, edited by S. L. Fedick. University of Utah Press, Salt Lake City, UT.

Freidel, David

2007 Betraying the Maya. *Archaeology Magazine* March/April Vol.60(2):1-2.

Joyce, Arthur A., and Sarah B. Barber

2015 Ensoulment, Entrapment, and Political Centralization. *Current Anthropology* 56(6):819-847.

Joyce, Rosemary A.

2000 Girling the girl and boyng the boy: The production of adulthood in ancient Mesoamerica. *World Archaeology* 31(3):473-483.

2004a Mesoamerica: A Working Model for Archaeology. In *Mesoamerican Archaeology: Theory and Practice*, edited by J. Hendon and R. Joyce, pp. 1–42.

2004b Unintended Consequences? Monumentality as a Novel Experience in Formative Mesoamerica. *Journal of Archaeological Method and Theory* 11(1):5-29.

2008 Critical Histories of Archaeological Practice: Latin American and North American Interpretations in a Honduran Context. In *Evaluating Multiple Narratives*, pp. 56-68.

Joyce, Rosemary A., Julia A. Hendon and Jeanne Lopiparo

2014 Working with Clay. *Ancient Mesoamerica* 25(2014):411-420.

Leon-Portilla, Miguel and Earl Shorris

2001 *In the Language of Kings: An Anthology of Mesoamerican Literature-- Pre-Columbian to the Present*. W. W. Norton and Company, New York, NY.

Lesure, Richard G.

2004 Shared Art Styles and Long-Distance Contact in Early Mesoamerica. In *Mesoamerican Archaeology: Theory and Practice*, edited by J. A. Hendon and R. A. Joyce. Blackwell Publishing London, UK.

Lohse, Jon and Barbara Voorhies

2012 Mesoamerica: Archaic Period in Mesoamerica. In *The Oxford Companion to Archaeology*, edited by N. A. Silberman. 2nd ed. vol. 2. Oxford University Press.

Manzanilla, Linda

2004 Social Identity and Daily Life at Classic Teotihuacan. In *Mesoamerican Archaeology: Theory and Practice*, edited by J. A. Hendon and R. A. Joyce, pp. 124–147. Blackwell Publishers, London, UK.

Nicholas, George P.

2006 Editor's Notes: On historical relativity in archaeology, pp. iii-v. vol. 30. Canadian Archeological Association.

Robin, Cynthia

2004 Social Diversity and Everyday Life within Classic Maya Settlements. In *Mesoamerican Archaeology: Theory and Practice*, edited by J. A. Hendon and R. A. Joyce. Blackwell Publishing, London, UK.

Saturno, WA, D Stuart and B Beltran

2006 Early Maya Writing at San Bartolo, Guatemala. *Science* 311(5765):1281.

Sheets, Payson D.

2000 Provisioning the Ceren Household: The Vertical Economy, Village Economy, and Household Economy in the Southeastern Maya Periphery. *Ancient Mesoamerica* 11(02):217-230.

Soleri, Daniela and David A. Cleveland

2007 Tejate: *Theobroma cacao* and *T. bicolor* in a Traditional Beverage from Oaxaca, Mexico. *Food and Foodways* 15:107-118.

Vargas, Ramon Carrasco, Veronica Vazquez Lopez and Simon Martin

2009 Daily life of the ancient Maya recorded on murals at Calakmul, Mexico. *Proceedings of the National Academy of Sciences* 106(46):19245.

Warinner, Christina, Nelly Robles Garcia, Ronald Spores and Noreen Tuross

2012 Disease, Demography, and Diet in Early Colonial New Spain: Investigation of a Sixteenth-Century Mixtec Cemetery at Teposcolula Yucundaa. *Latin American Antiquity* 23(4):467-489.