

General Education Course Submission Form

Date of Submission: 5/14/2010

1. Check which area(s) this course applies to.

Inquiry – Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry – Humanities	<input type="checkbox"/>	Quant Reasoning – Math	<input type="checkbox"/>
Inquiry – Nat/Math/Phys Sci	<input type="checkbox"/>	Quant Reasoning – Stat	<input type="checkbox"/>
Inquiry – Social Sciences	<input type="checkbox"/>	Citizenship – USA	<input type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Citizenship - Global	<input checked="" type="checkbox"/>

2. Provide Course and Department Information.

Department: Anthropology

Course Prefix and Number: Ant 242 Credit hours: 3

Course Title: Origins of New World Civilizations

Expected Number of Students per Section: 90 Course Required for Majors in your Program? no

Prerequisite(s) for Course? none

This request is for (check one): A New Course An Existing Course

Departmental Contact Information


Name: Scott R. Hutson Email: scotthutson@uky.edu


Office Address: 211 Lafferty Hall Phone: 859 257 9642

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative (2-3 pages max) that explains: 1) how the course will address the General Education and Course Template Learning outcomes; and 2) a description of the type(s) of course assignment(s) that could be used for Gen Ed assessment.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair:  Date: 5/14/10

Dean: **Anna R. K. Bosch**  Date: 8/10/10

College Deans: Submit all approved proposals electronically to:
Sharon Gill Sharon.Gill@uky.edu
 Office of Undergraduate Education

**Course Review Form
Global Dynamics**

Reviewer Recommendation

Accept Revisions Needed

Course: Ant 242

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Course activities which enable students to demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in the world.

Date/location on syllabus of assignment:

Lessons on 9/11, 9/18, 9/21, 9/25, 10/5, 10/9, 10/12, 10/16, 10/19, 10/26, 10/28, 10/30, 11/6, 11/16, 11/18, 11/20

Brief Description:

Human diversity and issues of equality and inequality are central to this class. We explore diversity in each of the four units. The class covers a total of 31 different cultures in the Americas and takes every opportunity possible to compare how different cultures respond differently when facing similar challenges. For example, both the Aztecs and Inca built massive empires but went about it differently given the shaping forces of the divergent historical and cultural traditions from which they arose. The course explores the nature of egalitarian societies and the mechanisms that lead to the breakdown of egalitarianism and the rise of inequality. Such mechanisms include population pressure, warfare, aggrandizing, environmental change and religion.

Course activities which enable students to demonstrate an understanding of the civic and other complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

Date/location on syllabus of assignment:

A portion of the class presentations and the class paper address the conditions of living in a multiethnic world, as well as lessons from the following dates: 9/4, 9/9, 9/21, 9/28, 10/5, 10/16, 10/19, 11/2, 11/6

Brief Description:

There were many multiethnic situations in the indigenous world. This class the encounter between Dorset and Thule cultures (9/4), the encounter between Inuit and Norse (9/9), the encounter between Ancestral Puebloans and Hohokam (9/21), the encounter between Plains Indians and Euro/Americans (French traders, US army and settlers, 9/28), commerce between fishermen and farmers in coastal Peru during the Preceramic (10/5), ethnic interactions between natives and Tiwanaku colonists in the Moquegua valley, Peru (10/16), the incorporation fo diverse peoples into single empires (10/19, 11/6), etc. In these lessons, we define ethnicity, discuss the ways that ancient societies managed (or failed to manage) diversity, and make comparisons to contemporary societies. In the final paper, the students must make a convincing argument why US taxpayers should support National Science Foundation research into the diverse cultures of Ancient Mesoamerica.

Course activities which enable students to demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.

Date/location on syllabus of assignment:

Certain class presentations, lectures and tests.

Brief Description:

In the discussion of incipient social hierarchy in Formative mesoamerica, we discuss how the first steps toward institutional inequality resulted from the unintended consequences of aggrandizing individuals simply seeking personal renown (Oct 26). In the discussion of contact between the pilgrims and the Algonquians in what would become Massachusetts, we explore how the sachem Massasoit's decision to send aid to the pilgrims in the persona of Tisquantum (Squanto), protected the Wampanoag from more powerful tribes not yet decimated by disease, but ultimately allowed English settlers to get a permanent foothold (Sept 30). A similar scenario played out between the Crow tribe and the US army (Sept 28), and Spanish conquistadors and Inca and Aztec emperors (Atahualpa, Motecuhzoma, Oct 19, Nov. 13).

Course activities which enable students to demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. This does not preclude a studied examination of the historical evolution of such issues, or an emphasis on one prominent time period.

Date/location on syllabus of assignment:

Final paper and every day, with particular emphasis on 12/4, 12/7 and 12/9.

Brief Description:

This class focuses almost entirely on non-US cultures. In the final week of the class we pay explicit attention to how contemporary Maya cultures are impacted by global economic systems and identity politics in the 21st century. In other segments of the class, we focus on topics (warfare, military occupation, taxation, environmental degradation) that are of direct concern to 21st century societies and politics. In the final paper, students must discuss precisely how the study of ancient civilizations is relevant to their contemporary lives..

Course activities which enable students to demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that mutually shape one another.

Date/location on syllabus of assignment:

9/9, 9/21, 9/23, 9/25, 10/19, 11/2, 11/9

Brief Description:

The class contains several specific discussions of the connections between the local and the global. We discuss how global climate change in the 14th century AD (the "Little Ice Age"), affected Arctic cultures of Greenland and the foundations of the Inca empire (9/9, 10/19). We discuss how long distance trade in preciousities between Mesoamerica and the American Southwest shaped the cultural trajectory of the Hohokam in southern Arizona (9/21). We discuss how long distance trade stretching from Yellowstone to Florida enabled the kinds of status distinctions and elite networking that promoted incipient class distinctions among the

Hopewell and the Mississippians (9/23, 9/25). The course also focuses on how the cultures of Mesoamerica adapted to conquest by the Aztec and influence from Teotihuacan (11/2, 11/9)

Evidence that this course's learning environment encourages students to actively learn about, and gain understanding of, at least two of the following:

- social, cultural, and institutional change;
- civic engagement;
- regional, national or cross-national comparisons;
- power and resistance.

Date/location on syllabus of such evidence:

8/26, 8/28, 10/30 11/23, 11/30

Brief description:

Students learn about three of the four categories above (we do not address civic engagement. Power and resistance are discussed in the construction, negotiation, and collapse of Mesoamerican states (Maya, Monte Alban, 10/30 11/23, 11/30). Social and institutional change is a central facet of the course discussed in almost every class, with a particular focus on increases in complexity (complexity defined as horizontal differentiation, vertical differentiation, and scale; 8/26, 8/28). Regional comparison takes place at many points (Aztec versus Inca empire building; US Southwest versus Titicaca Basin ethnic interactions; early complexity among farmers versus hunters).

An assignment, constituting a minimum of 15% of the course grade, which can be submitted as an artifact of the above set of six student learning outcomes.

Date/location on syllabus of such an assignment:

Five page paper, due Nov 30th.

Brief description:

In the five page paper, each student must discuss two lessons that research on ancient Mesoamerica can teach us about being responsible members of a global community. How is what they have learned about ancient Mesoamerica relevant to issues facing their own society today? For each of the three lessons, students use details from three particular Mesoamerican cultures, including: Archaic foragers and collectors, Formative Period Oaxaca, Olmecs, Zapotecs of Monte Alban, Teotihuacan, terminal Classic cultures of western Mesoamerica, Aztecs, Formative/Preclassic Maya, Early Classic Maya, and Late Classic Maya. In their paper, students must consider the sources of power and authority, uses (or abuses) of the environment and subsistence resources, the organization of the economy, the organization of the household, gender roles, warfare, etc

The non-US focus constitutes at least 50% of the course.

Brief Description:

Non-US component make up 95% of the content. We discuss English settlers on one day and the US exploration and settlement of the West on one day.

Palpable evidence that students make effective use of library facilities or information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

Class presentations.

Brief description:

For the class presentations, students must conduct research beyond the class readings and lecture, and flimsy internet sources are not allowed. The assignment has a specific rubric outlining which sources the students must use and how they must use the library to access them.

Reviewer Comments:

Pending Senate Review

Narrative for ANT 242: Origins of New World Civilization

1) How will the course address the General Education and Course Template Learning outcomes?

The learning outcomes for this class are presented in the syllabus. These learning outcomes satisfy those found in the Course Template. In the narrative below, I go into more detail about how the content of the class addresses these outcomes.

This class emphasizes that global processes are not new to the modern world and traces the origins of global phenomena, such as long distance trade, environmental change, cultural contact among diverse regions, warfare, imperialism, the spread of infectious diseases, and more. Given that the class focuses on two continents (with particular attention to the Andes, the Arctic, the US southwest, the Pacific Northwest, The Eastern Woodlands, the Mexican highlands, and the Central American Lowlands), we have available to us the geographic breadth to make cross-cultural comparison and to trace inter-regional processes.

With regard to the first and sixth learning outcomes of the Course Template, students in the class will develop a very firm grasp of the origins of diversity and inequality as well as societal, cultural, and institutional change over time. With regard to the fourth learning outcome, students will develop an awareness of major elements of several indigenous cultures in North and South America. The relationship of indigenous American cultures to the 21st century will be explored explicitly in a concluding section focusing on the modern Maya or another contemporaneous group, depending on the expertise of the instructor.

Diversity is of course overdetermined in the sense that we cannot reduce cultural difference to specific factors such as subsistence practices, climate, geography, political structure, etc. However, by looking at the origins and development of distinct civilization in several key regions, students will get a sense of how diversity results from complex intermingling of natural, historical, and social relations. The origins of inequality is a key topic of the class, and we consider how agricultural surplus, demography, charisma, access to the sacred and other factors contribute to the origins of status differentiation and class systems.

One particular practice—trade—that has direct bearing on the global experience took root in pre-agricultural societies. Here, exchange networks that permitted the circulation of marriage partners and raw materials took place over long distances, resulting in elements of cultural homogenization across thousands of kilometers. For example, in the Arctic, shared carving styles among dispersed and very low density Dorset (pre 1000 AD) settlements all the way from Baffin Island to the Mackenzie River (near the Alaskan border) provide an example to compare and contrast with commodity flows in more recent history.

Pandemics such as H1N1 are also not unique to the modern era. We will explore the catastrophic consequences of cross-Atlantic contact in the 16th century. The spread of old world diseases in the new world can be considered one of the two most decisive factors that enabled the Spanish Conquest. More important than the loss of life, however, are how natives responded to the crisis with political strategies that would also have long-lasting effects. For example, the Pilgrims were only allowed to survive at Plymouth because the Wamponoag, on whose land the Pilgrims had intruded, were more devastated by disease than their western rivals the Narragansett. Vulnerable to Narragansett attack, Massasoit, the Wamponoag leader, permitted the Pilgrims to settle because he saw them as potential allies.

This kind of native diplomacy is the second of the two decisive factors in the Spanish Conquest (for example, native Mexicans allied with the Spaniards against the Aztec) and it emerges across the new world in multiple cases. An excellent case study of this kind of diplomacy concerns the Classic period Maya (250 – 850 AD). The nature of interaction among Maya polities provides a fruitful example to compare and contrast with the modern experience, particularly with regard to the interpenetration of global politics and economics. Maya kings regularly fought with each other, but recent decipherments of Maya glyphs show that isolated battles between one Maya city state and another were in fact part of broader alliances that pitted one superstate (Tikal) against another (Calakmul). The alliances of Tikal and Calakmul have been compared to those of NATO and the Soviet bloc. This analogy is far from exact, but is useful for getting students to make connections. Despite rivalries and contested boundaries between cities, religion, artifact styles, courtly behavior crossed such borders easily. Thus, much like today, political boundaries were permeable to cultural and economic flows.

ANT 242 also stresses how societies throughout the Americas faced problems caused by environmental degradation and climate change. One of the lessons learned from the American Southwest, from the Maya area, and from Cahokia, Illinois, is that subsistence systems and political systems are interconnected at a regional scale. Thus, subsistence developments that were sustainable in some periods can become unsustainable in others, leading to the collapse of political, economic, ritual and social complexity across entire regions. Though proximate causes of such collapses include droughts and deforestation, some societies survive droughts. Thus, just as in the contemporary world, problems of famine and environmental degradation are human problems whose solution (or failure) can depend upon the nature of linkages between societies and between institutions within societies.

An important ecological case study in the class is the development of extensive mountainside terracing systems in Peru that helped Andean societies endure the Little Ice age of the 14th century, AD. In fact, the technological and management skills associated with terracing provided the Inca with a subsistence foundation that allowed them to build the largest empire in the New World.

The Inca empire provides an abundance of material pertinent to global dynamics. With regard to creating a far flung empire and integrating a bewildering diversity of regions, the Inca deployed different administrative strategies in different areas. The factors that influenced how the Inca chose to administer a newly acquired region included the kinds of local resources available, the degree of pre-existing local political complexity, the degree of ethnic homogeneity, how sharply the region resisted Inca takeover, etc. When compared to the very different conditions in the construction of the Aztec empire, students gain a critical context for understanding the current far-flung extension of the US military and how the cultural and political dynamics of occupied regions in the Middle East can have unintended effects on regional stability.

In exploring new world social organization, students will compare units such as lineages and moieties to their own social units—fraternities, sororities, nuclear families, dorm groups—and put these into historical and global context by recognizing that processes such as the institutionalization of rulership and political expansion via foreign conquest can both erode pre-existing social units (kingship versus kinship) or co-opt them (as a means of organizing tribute burdens).

2) What “active learning activities for students” does this course contain?

There are three opportunities for active learning. The first involves a research paper where students will choose one of three topics (environmental degradation, warfare, or long distance trade), discuss a pair of case studies regarding this topic in the New World prior to European contact, and evaluate the usefulness of these case studies for making an analogy with a case study regarding this topic in the contemporary world. Students will therefore research the source side (pre-European New World) and the subject side (contemporary world) of the analogy. In some cases the analogy will provide useful perspectives on processes affecting students today. In other cases the analogy may not be useful. The students will assess the usefulness of the analogy. The goal in having students juxtapose processes from ancient and contemporary times is to get them to think critically about history and its role.

The second active learning activity occurs nearly every day in class as students respond to questions with their remote clickers and see immediately how their opinions compare to that of the rest of the class. In responding to these questions, students will be given a chance to discuss the answers with their neighbors. Follow-up questions give them a chance to rethink their initial responses if they find that their initial answers were much different than those of other students. Thus, in two ways, students can learn from their peers. Though some questions will have correct answers, answers to questions submitted via the remote clickers will not be graded as a quiz. The goal of the questions using the remote clickers is to get students to think

about the material presented in class, rather than simply transfer it into their notebooks for regurgitation at test time.

The third active learning activity comes prior to test time when students come up with their own questions for the test. These questions may be mock test questions, in which students identify what they feel are the most important concepts and frame them as a test question, or they can be actual questions about material that students are unsure of and would like to have clarified before the test. Part of this activity involves students responding to the questions that other students have submitted. Questions and responses will be submitted on blackboard so that everyone in class can get a sense of what others believe is important to study and also get answers to questions that confuse them.

3) How will course assignments be used for Gen Ed course assessment?

The research paper directly assesses learning outcome number 4 on the Global Dynamics Course Template. The four tests will each contain short answers and essay questions that give students the opportunity to demonstrate that, as an outcome of the class, they have learned about the origins of human diversity and inequality, the complexities that accompany interaction between ethnic groups, the consequences that localized decisions have on regional development, processes of economic and social change over time, and the trajectory of centralization of power and its discontents.

University Senate Syllabi Guidelines

ANT 242

General Course Information

- Full and accurate title of the course.
- Departmental and college prefix.
- Course prefix, number and section number.
- Scheduled meeting day(s), time and place.

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name.
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor.
- Office phone number.
- Office address.
- UK email address.
- Times of regularly scheduled office hours and if prior appointment is required.

Course Description

- Reasonably detailed overview of the course.
- Student learning outcomes.
- Course goals/objectives.
- Required materials (textbook, lab materials, etc.).
- Outline of the content, which must conform to the Bulletin description.
- Summary description of the components that contribute to the determination of course grade.
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s).
- Final examination information: date, time, duration and location. *found at end of "class schedule" and "grade" component*
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for *undergraduate* students.
- N/A* For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for *graduate* students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.).
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus. *unable to find*
- Policy on academic accommodations due to disability. Standard language is below:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies

- Attendance.
- Excused absences.
- Make-up opportunities.
- Verification of absences.
- Submission of assignments.
- Academic integrity, cheating & plagiarism.
- Classroom behavior, decorum and civility.
- N/A* Professional preparations.
- N/A* Group work & student collaboration.

A. General Course Information

Origins of New World Civilizations
Department of Anthropology, College of Arts and Sciences
ANT 242-001
Course meeting times: MWF 11:00 to 11:50
Course locations: Slone Research Building 303

Instructor Contact Information

Professor: Scott R. Hutson,
Teaching Assistant: TBA
Preferred Method for Contacting Instructor: Office hours
Office phone: 859 257 9642
Office: 208 Lafferty Hall
Email address: scotthutson@uky.edu
Office hours: M, T, F 9:00-12:00

B. Course Description

Overview:

This class explores cultural diversity in the ancient New World, which includes North America, Central America, and South America. These continents were home to several complex societies that thrived for thousands of years before European colonization and, in many cases, survive with vibrancy today. In particular, one of the largest empires (Inca), some of the largest pyramids (Central Mexico), and one of the most advanced writing, math, and astronomical systems (The Maya) in human history can be found in the New World.

The course will focus on many themes that arise in the history of complex societies in the new world. We begin with pre-agricultural societies and explore how trade and exchange (of marriage partners and raw materials for tools) over hundreds and even thousands of kilometers was an important characteristic of ancient societies well before globalization. We then look at the origins of agriculture and discuss its affects on the rise of social inequality and political complexity. We will also look at social organization, comparing concepts of household, lineage, moiety, *calpulli*, *ayllu*, etc. to forms of social organization close to students' lives. Other major topics of discussion include warfare, political diplomacy, disease, and environmental degradation.

Well into the 1990s, many high school textbooks in American history portrayed new world societies prior to European contact as noble savages living lightly on the land. Research on Inca terracing, raised fields among the Aztec, and environmental degradation among the Maya show that native American civilizations drastically altered their environments, for better and for worse. This class explores pre-hispanic ecology and what it can tell us about contemporary environmental management. The class also explores environmental management as a factor in the collapse of complex societies. Other causes of collapse that we

will consider include climate change, social inequality, disease, and the unintended consequences of political strategies.

Student Learning Outcomes:

--Students will be able to **Analyze** the ways in which the decisions and actions of leaders lead to unintended consequences and conflicts that lead to the transformation of their societies.

-- Students will be able to **Judge and critique** models of interaction between ethnic groups of distant regions, such as the Olmecs and the Oaxacans in ancient Mexico, or Wari and Tiwanaku in ancient Peru.

-- Students will be able to **Explain** the origins of social inequality.

- Students will be able to **Apply** multiple interdisciplinary methods (archaeology, history, physical sciences, art history) to make inferences about the distant past.

-- Students will be able to **Appreciate** the fact that historical processes witnessed over 500 years ago are still relevant to 21st century issues in Latin American.

-- Students will be able to **Develop** an understanding the different kinds of long distance contacts that evolve over time within and between culture areas.

-- Students will be able to **Demonstrate** an understanding of the centralization of power and how people resist such centralization.

Course Goals:

Beyond the student learning outcome stated above, this class has several major goals. The first major goal is the correct stereotypes about pre-European cultural traditions in the New World. Many contributors to debates about Native American sovereignty or about immigration policy along the border with Mexico overlook the depth and dignity of the cultural traditions of those with pre-contact heritage. An important step in humanizing these debates involves recognizing the extensive achievements of native cultures, including writing, architecture, the arts, urbanism, cuisine, mathematics, astronomy, and more.

A second major goal of the class is to appreciate the diversity of life in the New World. There are infinite ways to live one's life; the central essence of being human is the creation and maintenance of unique and ingenious aesthetic systems, forms of subsistence, ways of relating to the supernatural, and structures for managing interpersonal relations. The New World has a rich ancient history that can teach us lessons about warfare, environmental degradation, social inequality, and other topics relevant in today's world.

A third major goal is to develop a non-judgmental framework for comparing different societies. The key concept in this framework is complexity, a feature found in all ancient

societies in varying degrees. Complexity refers to the degree of occupational specialization, the degree of social inequality, and the demographic scale of society. The goal is not to survey each and every indigenous culture of the ancient Americas. Rather, the goal is to focus on a selection of regions (Mesoamerica, The Andes, The American Southwest, and the Arctic, among others) with the intent of understanding the processes that contributed to the rise of complex societies.

Finally, I hope that, in the course of this semester, students will come to enjoy learning about the ways of life of ancient Americans, to imagine forms of existence different from our own, and to see in these differences a respectable and viable way of being in the world as well as the grounds for constructively comparing and criticizing our own ways of life.

Format of class

The class meets three times a week for one fifty minutes. During these class meetings, students will play an active role in the learning process. Only a portion of the class will be consumed by lectures. For the rest of the class, students will interact directly with the subject matter by discussing readings, debating the central themes, and giving presentations. The lectures themselves will be animated by slide shows using Powerpoint. For students interested in spending more time looking at the slides, the slideshows will be available on the blackboard website. I will also distribute hard copies of lecture notes before each class to help you follow along and take notes. The outlines will also be available on blackboard. For extra credit, I have arranged for you to volunteer in a real archaeology laboratory.

Grading

Grade components:

Test 1 (September 21st)	50 points
Test 2 (October 10th)	70 points
Test 3 (October 31st)	90 points
Test 4 (December, exam week, exact time TBA):	90 points
Five page paper (due Nov. 30th):	75 points
Class participation:	75 points
Presentation	50 points

Mid-term Evaluation consists of the average of test 1, test 2, and class participation up to October 10th and will be available at the end of the second week of October.

Final Grade Calculation

- A = 450 to 500 points
- B = 400 to 449 points
- C = 350 to 399 points
- D = 300 to 349 points
- E = 299 points or below

Class participation (15% or 75 points) consists of two activities: 1) Responses during class

using remote clickers; and, 2) Questions submitted to blackboard.

Responses during class (66 points): Twenty two times in the course of the semester, I will ask questions. Students will buzz in their answers, which will lead to immediate discussions of the results. For each day that a student participates with the remote clicker, the student will receive 3 points, for a total of 66 points.

Questions and answers submitted on Blackboard (9 points): Once during the semester, each student will submit, via blackboard, a question about class material prior to tests as well as an answer to a question posed by another student. After the deadline for submitting questions, there will be a 24 window to submit answers. These questions and answers will be available to all students as a supplementary study guide. Furthermore, the best questions will be discussed in class.

Tests (60% or 300 points): Tests involve multiple choice questions with immediate feedback and a variety of other exercises (compare and contrast, visual identifications, long answer, etc.). Material from the tests will be drawn mostly from lectures, but will also include readings as well as class presentations. Note that presentations come before each test.

Presentation (10% or 50 points): Students will form groups of 5 and prepare a 15 minute class presentation that explores opposing sides of a critical issue, such as cannibalism in the American southwest, the collapse of the ancient Maya and the rise of complex societies before agriculture on the coast of Peru. The presentations will be staggered throughout the semester, generally taking place on the class before a test.

Paper (15% or 75 points): Each student will write a five page paper on Mesoamerica, due December 7th. You will use materials from assigned readings and lectures to complete the paper. More details will be handed out during the week of November 2nd.

Extra Credit (up to 20 points): There are two ways to earn extra credit in this class. First, you can attend and report on archaeology talks on campus. Lectures are one hour long and you will need to hand in a one page summary of the presentation. For every talk you attend and report on, you will get 4 points of extra credit. Reports are due in class one week after the talk. Below is the schedule of presentations. The schedule of talks will be announced soon. Second, you can volunteer in the University of Kentucky Archaeology Research Facility. For every two hours you volunteer, you will get 5 points of extra credit. Volunteering takes place on Wednesday nights at 6:00 pm at 1020A Export Street. You can find this on the UK campus map (<http://www.uky.edu/CampusGuide/>) by searching for Archaeology Research Facility. Or just Mapquest it. But if you go by car, DO NOT PARK BEHIND THE BUILDING or you will get towed. Park on Simpson Ave., at the end of Export St.

Readings

There are two textbooks for this class as well as a series of individual essays. There will be assigned readings for almost every class meeting. The readings listed for a particular class period **must be read before you come to class that day**. The schedule (see below) contains the reading assignments for each class period.

Textbooks:

--1491, by Charles Mann (2005), ISBN: 1400032059. The book is available at the UK Bookstore, BUT GET IT FOR \$10.85 (or less) at Amazon.com.

--Adena: Woodland Period Moundbuilders of the Bluegrass, by Henderson, G. A. and E. J. Schlarb (2007). You can buy this from me in class for \$5.

Articles: Most will be available as pdfs on blackboard website. Others will be sent via email, or you will find them on the web.

Aveni, A. F.

2000 Solving the Mystery of the Nazca Lines. *Archaeology* 53(3):26-35.

Brown, D. M.

2000 The Fate of the Greenland's Vikings. *Archaeology*.
<http://www.archaeology.org/online/features/greenland/>

Carneiro, R.

1970 A theory of the origin of the state. *Science* 169:733-738.

Clark, J. E. and M. Blake

1994 The power of prestige: competitive generosity and the emergence of rank societies in lowland Mesoamerica. In *Factional Competition and Political Development in the New World*, edited by E. Brumfiel, and Edward Fox. Cambridge University Press, New York.

Coe, M. D. and R. Koontz

2002 *Mexico: From the Olmecs to the Aztecs*. Thames and Hudson, New York. **Parts of Chapters 7 and 8**

D'Altroy, T. N. and K. Schreiber

2004 Andean Empires. In *Andean Archaeology*, edited by H. Silverman, pp. 255-279. Blackwell, Malden, MA.

Diamond, J. M.

2001 *Why Did Human History Unfold Differently on Different Continents for the Last 13,000 Years*. Rand, Santa Monica, CA.

Diamond, J. M.

2005 *Collapse: How Societies Choose to Fail or Succeed*. Penguin, New York. **Chapter 4**

Kembel, S. R. and J. W. Rick

2004 Building Authority at Chavin de Huantar: Models of social Organization and development in the Initial Period and Early Horizon. In *Andean Archeology*, edited by H. Silverman, pp. 51-76. Blackwell, Malden, MA.

Martin, S. and N. Grube
1995 Maya Superstates. *Archaeology* 48(6):41-46.

Moseley, M. E.
2001 *The Incas and their Ancestors*. Thames and Hudson, London.

Murray, M.
1999 Local Heroes. Long Term Effects of Short-Term Prosperity: An Example from the Canadian Arctic. *World Archaeology* 30(3):466-483.

Price, T. D. and G. Feinman
2008 *Images of the Past, Fifth Edition*. McGraw Hill, New York. **Selected sections.**

Rathje, W. L.
1971 The Origin and Development of Lowland Classic Maya Civilization. *American Antiquity* 36:275-285.

Smith, M. E.
1997 Life in the Provinces of the Aztec Empire. *Scientific American*:76-83.

Sugiyama, S.
2004 Governance and Polity at Classic Teotihuacan. In *Mesoamerican Archaeology*, edited by J. A. Hendon and R. A. Joyce, pp. 97-123. Blackwell, Malden, MA.

C. Dead Week

No tests or unscheduled assignments will be due during dead weak.

D. Course Policy

1. Attendance: students who do not attend class regularly will receive low grades for class participation.

2. Excused Absences/Verification: A planned absence can be excused if you notify me **BEFORE** the day you plan to be absent. The only excused absences are those that result from 1) serious illness 2) death in the family 3) University-related trips 4) major religious holidays. In the case of University related trips and major religious holidays, the absence will only be excused if the student notifies the TA prior to the anticipated absence. A medical absence does not require

notification prior to the absence but will later require medical documentation (a date-stamped form from the University Health Services). Any absence requires paper copies of official documentation. For a death in the family, the appropriate documentation consists of an obituary. For serious medical illness, appropriate documentation consists of a date-stamped statement from University Health Services. Documentation of serious illnesses or deaths in the family must be submitted no later than one week after the day of the missed class. If a single illness causes you to miss more than one class, you need to turn in a note from a doctor explaining this.

3. Makeup Opportunity: If you have an excused absence on a day when a test occurs or an assignment is due, you will be permitted to arrange a make-up opportunity on a case by case basis.

4. Submission of Assignments: Assignments must be submitted to the processor in class on the day in which they are due.

5. Academic Integrity: All of the assignments and the paper must be your own work, expressed in your own words, and organized under a plan of your own devising. If you submit work that was copied from another student or from an already published source such as a book or a website and fail to fully acknowledge the source, you will receive an automatic E for the assignment and may suffer broader repercussions. For guidelines about what constitutes plagiarism, I will be giving every student the first two pages of the Academic Ombudsman's statement on plagiarism. The full document is available on the course Blackboard website or can be found at <http://www.uky.edu/Ombud/Plagiarism.pdf> For the University Senate Rules regarding procedures and penalties for academic offenses, please see <http://www.uky.edu/USC/New/SenateRulesMain.htm>

6. Classroom Behavior, Decorum and Civility.

a) We are all required to respect the rights of others in the classroom. Please come to class on time, and if you must be late, enter the room quietly and take the first available seat. Please do not read the newspaper or other course materials during class time, and do NOT chat with your classmates – this is disruptive to others. Please TURN OFF all cell phones prior to the start of class and store them away, along with any other electronic equipment with one exception (next sentence) during the class period. Students are allowed to take notes on a computer rather than on paper if they prefer, but they must refrain from other types of computer activities during class.

b) This instructor, department, college and university respect the dignity of all individuals and we value differences among members of the academic community. We also recognize the importance of discussion and scholarly debate in academic discovery, and understand that differences of opinion will be expressed from time to time, including differences among students and between students and instructor. In this classroom, we will conduct ALL discussions with respect, civility and responsibility. Personal attacks or any other acts of

denigration will not be tolerated, and anyone acting in this manner or any other manner detrimental to the atmosphere and function of the class will be asked to leave the room. THERE CAN BE NO DEVIATION from this rule. Persistent problems will be reported to the Dean of Students. We are all responsible for creating a safe space for the healthy exchange of ideas, as well as maintaining proper classroom decorum.

7. Student with disabilities: Students with disabilities should contact the Disability Resource Center as soon as possible in order “to request specific assistance so that the required medical or psychological documentation can be reviewed and reasonable accommodations can be provided from the beginning of class work in order to achieve the greatest benefit” (Quoted from DRC url: [student.http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/index.html](http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/index.html))

8. Blackboard: Important class announcements will be posted and emailed through Blackboard, so every student must affirm that the email account listed on blackboard is the right one. The blackboard site will also contain lecture outlines, Powerpoint slide shows, the syllabus and other materials. To get to the blackboard, go to www.uky.edu, select “Link blue” at the top left portion of the screen. Then select either “myUK” or “blackboard” from the menu at the left. Then sign in. If you select “myUK”, you need to click the blackboard tab at the top.

Class Schedule

The class is divided into four units:

Unit 1: **Peopling the new world, Hunter-gatherers (Arctic and western US as examples), and agriculture and social complexity**

Unit 2: **Prehistory of the United States**

Unit 3: **South America**

Unit 4: **Mesoamerica**

UNIT 1: Peopling the new world, Hunter-gatherers, and agriculture and social complexity

Week 1

Aug 26 (w): Get familiar! What is a Civilization? What (and When) is the New World?

Readings: None

Aug 28 (f): Continuation of class introduction and Peopling of the New World

Readings: *1491* Chapter 1

Week 2

Aug. 31 (m): Peopling of the New World

Readings: *1491* Chapter 5

Sept. 2 (w): Settlement of the Arctic

Readings: none

Sept. 4 (f): Arctic hunters

Readings: Murray 1999 (blackboard)

Week 3

Sept. 7 (m): **NO CLASS.** Labor Day

Sept. 9 (w): Vikings versus Inuit,

Readings: McKenzie (<http://www.archaeology.org/online/features/greenland/>)

Sept. 11 (f): Complex foragers of the Pacific Northwest

Readings: Carneiro (on blackboard)

Week 4

Sept. 14 (m): **Test 1**

UNIT 2: Prehistory of the United States

Sept. 16 (w): Domestication

Readings: *1491* pp. 212-227

Sept. 18 (f): American Southwest, part 1

Readings: Carneiro 1970 (Blackboard), Price and Feinman pp. 296-301 (Blackboard)

Week 5

Sept. 21 (m): American Southwest, part 2

Readings: Diamond 2005 (Blackboard)

Sept. 23 (w): Eastern Woodland part 1: Archaic, Adena, Hopewell

Readings: Henderson and Schlarb 2007

Sept. 25 (f): Eastern Woodland part 2: Cahokia

Readings: *1491*, pp. 279 to 300

Week 6

Sept. 28 (m): The Plains NDNs.

Readings: *1491* Chapters 10 and 11

Sept. 30 (w): Iroquoian/Algonkian

Readings: *1491* Chapter 2

Oct. 2 (f): **Test 2**

UNIT 3: South America

Week 7

Oct. 5 (m): South American Paleoindians and the Archaic

Readings: *1491*, chapter 6 (up to "Tiny cobs")

Oct. 7(w): The Initial period and early horizon: Sechin and Chavin

Readings: *Andean Archaeology*, chapter 4: Kembel and Rick

Oct. 9 (f): Chavin and its Successors

Readings: Moseley part 1

Week 8:

Oct. 12 (m): North coast Kingdoms: Moche and Chimu

Readings: Moseley 2001, part 2

Oct. 14 (w): South coast Kingdoms: Nazca and Paracas

Readings: Aveni 2000 (Blackboard)

Oct. 16 (f): The Middle Horizon: Wari and Tiwanaku

Readings: Moseley 2001, part 3, D'Altroy and Schreiber 2004, **PP 271-278**

Week 9:

Oct. 19 (m): The Inca

Readings: *Andean Archaeology*, Chapter 13: D'Altroy and Schreiber, **PP 255-270**

Oct. 21 (w): Presentations

Readings: *1491*, Chapter 3

Oct. 23 (f): **Test 3**

Unit 4: Mesoamerica

Week 10:

Oct. 26 (m): Archaic Mesoamerica

Readings: Clark and Blake 1994 (Blackboard)

Oct. 28 (w): The Olmec:

Readings: *1491*, pp. 228-238.

Oct. 30 (f): The Valley of Oaxaca: San Jose Mogote, Monte Alban, and the Zapotecs

Readings: *1491*, pp. 238-251

Week 11:

Nov. 2 (m): Teotihuacan

Readings: Sugiyama 2004 (blackboard)

Nov. 4 (f): The Terminal Classic in Western Mesoamerica

Readings: Coe and Koontz, pp. 131-142, 149-173 (blackboard)

Nov. 6 (w): The Aztecs part 1

Readings: *1491* Chapter 4

Week 12

Nov. 9 (m): Aztecs part 2

Readings: Smith 1997 (blackboard)

Nov. 11 (w): Aztecs part 3

Readings TBA

Nov. 13 (f): The Conquest of Mexico

Readings, TBA

Week 13

Nov. 16 (m): The Formative Maya, part 1

Readings: Rathje 1971 (blackboard)

Nov 18 (w): The Formative Maya, part 2

Readings: none

Nov. 20 (f): Early Classic Maya

Readings: Price and Feinman, pp. 335-338, 353-366 (Blackboard)

Week 14

Nov. 23 (m): The Late Classic Maya

Readings: Martin and Grube 1994 (Blackboard)

Nov. 25 (w): Fall Break, **NO CLASS**

Nov. 27 (f): Thanksgiving Academic Holiday, **NO CLASS**

Week 15

Nov. 30 (m): The Maya Collapse

Readings: *1491*, pp. 273-279, 300-314

FIVE PAGE PAPER DUE

Dec. 2 (w): Postclassic Maya

Readings: none

Dec. 4 (f): Contemporary Maya in a Global World part 1

Readings: TBA

Week 16

Dec. 7: Contemporary Maya in a Global World part 2

Readings: TBA

Dec. 9: Contemporary Maya in a Global World part 3

Readings: TBA

Dec. 11 (f): Review of material in the class.

Readings: Diamond 2001

Dec. 16th: final test, 10:30 am, Slone 303.

Suggestions for finding legitimate outside sources:

Remember that in your proposal, you must use five peer-reviewed academic sources accessed via the library or its website. Here are five successful strategies for finding such sources (they may be books, book chapters, or articles in an academic journal).

- 1) Ask a librarian. These librarians are super helpful and friendly. Just go to the library website (<http://www.uky.edu/Libraries/>) and click “ask a librarian”. Or walk over to the library and go to reference desk on the second floor.
- 2) Go to Anthropology Plus on the library website (<http://www.uky.edu/Libraries/>). To access this resource, you need to be on a university computer. Click on electronic resources, then type in anthropology plus. Select either of the two things that come up (they are both the same) then when you get to the search screen, do a keyword search on whatever topic you that interests you. This will turn up articles which you can then find in the library or download right then and there.
- 3) Ancient Mesoamerica. This is a scholarly journal with articles on a variety of topics in Mesoamerica. The library subscribes to the print version of this journal as well as the digital version. To search for articles, go to the library website (<http://www.uky.edu/Libraries/>), select online full text e-journals, and then search for ancient Mesoamerica. This takes you to the Ancient Mesoamerica website and from there you can look at tables of contents or search using keywords.
- 4) Google scholar. Search for peer-reviewed articles using keywords from your topic.
- 5) Infokat, the University of Kentucky online library catalog. For those students who have never looked for books in a library (I come to know more of you every years!), books are shelved according to call numbers. Infokat, which is available on the UK libraries website (<http://www.uky.edu/Libraries/>), is the resource for finding books possessed by the library and getting the call number for a book so that you can find it on the library shelves (shelves are sometimes called “stacks”). Once you find a book on the shelves, bring it to the main circulation desk and the clerk will check the book out to you (provided you bring your student ID/library card) so that you can take it home. Remember to find out when you must return the book to the library. You will risk getting charged a fee or losing your ability to check out books if you do not return the books on time.

Bibliography.

Providing the full bibliographic citation for your peer-reviewed sources in the “reference cited” section (due on the day of your presentation) is an important part of your grade. Here are some examples of how to format your references:

Journal article

Beach, Tim, Sheryl Luzzadder-Beach, Nicholas Dunning, Duncan Cook

2008 “Human and natural impacts on fluvial and karst depressions of the Maya Lowlands.” *Geomorphology* 101:308-331

Book

Demarest, A.

2004 *Ancient Maya: The Rise and Fall of a Rainforest Civilization*. Cambridge University Press, Cambridge.

Book chapter

Demarest, A.

1992 Ideology in Ancient Maya Cultural Evolution: The Dynamics of Galactic Polities. In *Ideology and PreColumbian Civilizations*, edited by A. Demarest, and Geoffrey Conrad, pp. 135-158. School of American Research Press, Santa Fe.

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.					
a.	Submitted by the College of: <u>Arts and Sciences</u>	Today's Date:	<u>May 4, 2010</u>		
b.	Department/Division: <u>Anthropology</u>				
c.	Is there a change in "ownership" of the course?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, what college/department will offer the course instead? _____				
d.	What type of change is being proposed?		<input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor ¹ (place cursor here for minor change definition)		
e.	Contact Person Name: <u>Scott Hutson</u>	Email: <u>scotthutson@uky.edu</u>	Phone: <u>7-9642</u>		
f.	Requested Effective Date: <input type="checkbox"/> Semester Following Approval		OR	<input checked="" type="checkbox"/> Specific Term ² : <u>Fall 2011</u>	
2. Designation and Description of Proposed Course.					
a.	Current Prefix and Number: <u>ANT 242</u>	Proposed Prefix & Number:	<u>n.a.</u>		
b.	Full Title: <u>Origins of New World Civilizations</u>	Proposed Title:	<u>n.a.</u>		
c.	Current Transcript Title (if full title is more than 40 characters): _____				
c.	Proposed Transcript Title (if full title is more than 40 characters): _____				
d.	Current Cross-listing: <input checked="" type="checkbox"/> N/A	OR	Currently ³ Cross-listed with (Prefix & Number): _____		
	Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____				
	Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____				
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.				
Current:	<u>3</u> Lecture	_____ Laboratory ⁵	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
Proposed:	<u>3</u> Lecture	_____ Laboratory	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f.	Current Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail	
	Proposed Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail	
g.	Current number of credit hours: <u>3</u>	Proposed number of credit hours: <u>3</u>			

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

COURSE CHANGE FORM

h. Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<i>If YES: Maximum number of credit hours: _____</i>		
<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i. Current Course Description for Bulletin:	<u>Survey of the origins and growth of ancient peoples of the Americas as revealed by archaeological data.</u>	
<i>Proposed Course Description for Bulletin:</i>	<u><i>This course discusses warfare, commerce, social organization, political diplomacy, disease, demographics, religion, and environmental degradation among the ancient peoples of the Americas as revealed by archaeological, art historical, and textual data. Students will gain an appreciation of the diversity of human life in the New World as well as an understanding of the tremendous cultural achievements of the Inca, the Aztec, the Maya, and their neighbors. We will use the concept of complexity as a framework for comparing different societies and for contextualizing the relevance of ancient civilizations for understanding global processes in the contemporary world.</i></u>	
j. Current Prerequisites, if any:	<u>none</u>	
<i>Proposed Prerequisites, if any:</i>	_____	
k. Current Distance Learning (DL) Status:	<input checked="" type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l. Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3. Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
If YES, explain and offer brief rationale:		
<u><i>The course satisfied a USP requirement and we are converting it so that it will satisfy the Global Dynamics General Eduaction requirement. Therefore, course learning outcomes have been shifted to some degree in order to focus more closely on inter-regional interaction.</i></u>		
5. Course Relationship to Program(s).		
a. Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, identify the depts. and/or pgms: _____		
b. Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES ⁷ , list the program(s) here: _____		
6. Information to be Placed on Syllabus.		

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

a.	<input type="checkbox"/>	Check box if <u>changed to</u> 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i>)
----	--------------------------	---	--

COURSE CHANGE FORM

Signature Routing Log

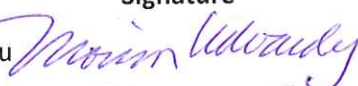


General Information:

Course Prefix and Number: Ant 242 (updating course description to reflect Gen Ed)
 Proposal Contact Person Name: Scott Hutson Phone: 7-9642 Email: scotthutson@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Curriculum committee	June 2010	Monica Udvardy / 76919 / udvardy@uky.edu	
Department Chair	August 2010	Chris Pool / 72793 / capool0@uky.edu	
		/ /	
		/ /	
A&S Associate Dean	8/10/10	Anna Bosch / 7-6689 / bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council	2/1/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.