

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other





Proposal Name¹ (course prefix & number, pgm major & degree, etc.): ANT 242 (chg.: add DL)

Proposal Contact Person Name: Deborah L. Crooks Phone: 7-4654 Email: dlcrooks@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
Anthropology Deborah L. Crooks, Chair, Curriculum Committee	9/27/10	Deborah L. Crooks / 257-4654 / dlcrooks@uky.edu	
Anthropology, Christopher A. Pool, Chair	xx/xx/xx	Christopher A. Pool / 257-2793 / capool@email.uky.edu	
(xx/xx/xx	name / ph / email	
(xx/xx/xx	name / ph / email	
A&S Ed. Policy Cmte.	11/29/10	Joanna Badagliacco, Soc. Sci. / 7-4335 / jmb@uky.edu	
A&S Dean	11/29/10	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

*12/1/10
to UGC*

Comments:

¹ Proposal name used here must match name entered on corresponding course or program form.

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

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: A&S Today's Date: 10/21/10
- b. Department/Division: Anthropology
- c. Is there a change in "ownership" of the course? YES NO
 If YES, what college/department will offer the course instead? _____
- d. What type of change is being proposed? Major Minor¹ (place cursor here for minor change definition)
- e. Contact Person Name: Deborah L. Crooks Email: dlcrooks@uky.edu Phone: 7-4654
- f. Requested Effective Date: Semester Following Approval OR Specific Term²: Su 11

2. Designation and Description of Proposed Course.

- a. Current Prefix and Number: ANT 242 Proposed Prefix & Number: _____
- b. Full Title: Origins of New World Civilizations Proposed Title: _____
- c. Current Transcript Title (if full title is more than 40 characters): ORIGINS-NEW WORLD CIVIL
- d. Proposed Transcript Title (if full title is more than 40 characters): _____
- e. Current Cross-listing: N/A OR Currently³ Cross-listed with (Prefix & Number): _____
 Proposed – ADD³ Cross-listing (Prefix & Number): _____
 Proposed – REMOVE^{3,4} Cross-listing (Prefix & Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.
- | | | | | | |
|-----------|----------------|-------------------------------|-------------------------------------|------------------|--------------------|
| Current: | _____ Lecture | _____ Laboratory ⁵ | _____ Recitation | _____ Discussion | _____ Indep. Study |
| | _____ Clinical | _____ Colloquium | _____ Practicum | _____ Research | _____ Residency |
| | _____ Seminar | _____ Studio | _____ Other – Please explain: _____ | | |
| Proposed: | _____ Lecture | _____ Laboratory | _____ Recitation | _____ Discussion | _____ Indep. Study |
| | _____ Clinical | _____ Colloquium | _____ Practicum | _____ Research | _____ Residency |
| | _____ Seminar | _____ Studio | _____ Other – Please explain: _____ | | |
- f. Current Grading System: Letter (A, B, C, etc.) Pass/Fail
 Proposed Grading System: Letter (A, B, C, etc.) Pass/Fail
- g. Current number of credit hours: _____ Proposed number of credit hours: _____

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.)

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

- h. **Currently, is this course repeatable for additional credit?** YES NO
Proposed to be repeatable for additional credit? YES NO

If YES: Maximum number of credit hours: _____

- If YES: Will this course allow multiple registrations during the same semester? YES NO

i. **Current Course Description for Bulletin:** _____

Proposed Course Description for Bulletin: _____

j. **Current Prerequisites, if any:** _____

Proposed Prerequisites, if any: _____

- k. **Current Distance Learning(DL) Status:** N/A Already approved for DL* Please Add⁶ Please Drop

*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed changes do not affect DL delivery.

- l. **Current Supplementary Teaching Component, if any:** Community-Based Experience Service Learning Both

Proposed Supplementary Teaching Component: Community-Based Experience Service Learning Both

3. **Currently, is this course taught off campus?** YES NO

Proposed to be taught off campus? YES NO

4. **Are significant changes in content/teaching objectives of the course being proposed?** YES NO

If YES, explain and offer brief rationale:

5. Course Relationship to Program(s).

- a. **Are there other depts and/or pgms that could be affected by the proposed change?** YES NO

If YES, identify the depts. and/or pgms: _____

- b. **Will modifying this course result in a new requirement⁷ for ANY program?** YES NO

If YES⁷, list the program(s) here: _____

6. Information to be Placed on Syllabus.

- a. Check box if **changed to 400G or 500.** If **changed to** 400G- or 500-level course you must send in a syllabus and you must include the *differentiation* 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 SR 3.1.4.)

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.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: ANT 242	Date: Oct 21 2010
Instructor Name: Scott Hutson	Instructor Email: scotthutson@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input type="checkbox"/>	

Curriculum and Instruction	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>The course uses blackboard, Connect Pro, email, chat and other digital packages for interaction between students and faculty. As many online professors stated at the Technology and Teaching Workshop Series, sponsored by the College of Arts and Sciences, interaction between faculty and students tends to be higher for online classes.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>Course goals are the same, though DL student experiences will be enriched by additional media. Tests, papers and presentations will be used in a similar manner to the classroom-based version of the class, thus successfully assessing learning outcomes.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>Integrity of test taking and participation in online forums is ensured by password protected access to Blackboard. Students will pledge to comply with an honor code designed specifically for the course.</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p> <p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a</p>

Distance Learning Form

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	<p>student taking the class in a traditional classroom setting?</p> <p>Following the University-Level DL Statements, students will have adequate access to services. Students will be encouraged to contact the career center and the Arts and Sciences advisors for information about careers in the subject matter.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>For their research presentation a majority of research sources must originate from the library's web portal. Students will be made aware of DL Library Services.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>The class does not require special laboratories or facilities.</p>
<i>Student Services</i>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>The syllabus will contain a statement regarding technical complaints. All software required for the class can be downloaded free of cost. Students are encouraged to take advantage of resources available at TASC and IT. The TA will work closely with the Online education office in the College of Arts and Sciences to resolve issues with students on an individual basis.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.<input type="checkbox"/> The technological requirements for the course.<input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).<input type="checkbox"/> Procedure for resolving technical complaints.<input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.<input type="checkbox"/> Maximum timeframe for responding to student communications.<input type="checkbox"/> Language pertaining academic accommodations:<ul style="list-style-type: none">o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."<input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)<ul style="list-style-type: none">o Carla Cantagallo, DL Librariano Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)o Email: dllservice@email.uky.eduo DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lilib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Scott R. Hutson <i>Scott R Hutson</i> Instructor Signature: <i>Scott R Hutson</i></p>

University Senate Syllabi Guidelines

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.
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for *undergraduate* students.
- 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.
- 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.
- Professional preparations.
- Group work & student collaboration.

A. General Course Information

Origins of New World Civilizations, ONLINE VERSION
Department of Anthropology, College of Arts and Sciences
ANT 242-001
Course meeting times: asynchronous
Course locations: n/a

B. 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: Asynchronous through email

C. 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:

--**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.

--**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.

--**Explain** the origins of social inequality.

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

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

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

--**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.

Required Materials

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 Mesomerica. 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 Archeology*, 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.

Outline of content

The content of the class is outlined in great detail, week by week, in the "Course Schedule" at the end of this syllabus

Components which contribute to the determination of course grade

Test 1	50 points
Test 2	65 points
Test 3	80 points
Test 4	80 points
Five page paper (due August 1):	50 points
Quizzes	50 points
Class participation:	50 points
Research project	75 points

Tentative course schedule: A tentative course schedule can be found at the end of this syllabus.

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

Numerical Grading Scale

- 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

Relative Value given to each activity

Tests (55% or 275 points): 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. See attached proctoring form for information on exam security.

Paper (10% or 50 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.

Quizzes (10% or 50 points)

Class participation (10% or 50 points) consists of two activities: 1) Response question to the professor's content 2) response to student presentations.

Responses questions (40 points): After consuming each unit of the professor's content, students must submit a question to blackboard. Students must also submit a response

to another student's question.

Response to student presentations (10 points): Each student will vote on which of the dueling presentations they preferred and why.

Research Project (15% or 75 points)

Note: Students will be provided with a Mid-term Evaluation based on the average of test 1, test 2, and quizzes and class participation through the first half of the class.

Policy on Academic accommodations due to disability: Students with disabilities should contact the professor as soon as possible as well as Disability Resource Center. The Disability Resource Center is the appropriate office "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>)

The Disability Resource Center is located in Room 2 of the Alumni Gym. The phone number and email address are 257-2754, jkarnes@email.uky.edu. The Disability Resource Center will provide you with a Letter of Accommodation. Present a copy of the letter to the professor.

D. Course Policy

1. Attendance: Since this is an asynchronous class, attendance consists of watching the media provided by the professor on a prompt timeline, and posting a single question within a 48 hour window of availability.

2. Excused Absences/Verification: If a student must delay the taking of a test, this will be excused if the delay results from 1) serious illness, 2) death in the family, 3) University-related trips, or 4) major religious holidays

3. Makeup Opportunity: If you have an excused absence 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. Verification of absence: In the case of University-related trips and major religious holidays, an absence will only be excused if the student notifies the TA **BEFORE** 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.

5. Submission of Assignments: Assignments must be submitted to the professor on or prior to the day and hour in which they are due.

6. Academic Integrity, cheating, and plagiarism: 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>

7. Classroom Behavior, Decorum and Civility.

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 virtual 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.

8. Professional Preparations: n/a.

9. Group Work and Student collaborations: Group work and student collaborations will be monitored on Blackboard.

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

(SCHEDULE HAS NOT YET BEEN MODIFIED FOR 8-week session schedule)

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 Schrieber, **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

THREE 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.

**College of Arts and Sciences
University of Kentucky
Online Proctoring Agreement Form**

Please fill this form out completely and return it to the Christian Ecker as instructed below.

Course:	
Student Name:	
Student Email:	
Proctor's Name:	
Proctors Position:	
Proctors Place of Employment:	
Proctor's Employment Address:	
Proctor Phone:	
Proctor's Email:	
Proctor Signature:	
	By signing, I indicate that the above information is correct, that I meet the criteria described below for a test proctor, and that I will ensure that the student follows the instructions included below.

Acceptable proctoring locations could include a public library, a local school or university, or a local place of worship. Other locations are possible and can be discussed with the instructor. Your proctor could be selected from the following categories. Other possibilities can be discussed with your instructor.

- Military testing, training or education officer
- Military commander two ranks above student
- National College Testing Association Location (www.ncta-testing.org)
- Community or Area Learning Center staff
- Training/testing agency staff
- College/school/institute education staff
- Human Resources staff
- Workplace supervisor two levels above student
- Library staff
- Ordained Clergy
- Law Enforcement training or education office

Please note: The examination proctor may not be related to the student or live at the same residence.

To the Examination Proctor:

The student named above has submitted your name as one who would assist him/her in completing an online course from University of Kentucky by serving as an examination proctor. We recognize the commitment required of you to serve in this capacity and appreciate your willingness to help this student work toward an important educational objective.

Please return the completed form to Christian Ecker at the address below and retain this page for your use.

The following list of instructions is extremely important to maintaining the integrity of this online course. It is important that they be **followed as written**. If questions arise during the time you are serving as an examination proctor, please feel free to contact Christian Ecker for clarification.

Instructions:

1. The examination is to be completed as nearly as possible under conditions normally found in a classroom testing environment. Interruptions to the student should be avoided. The student is not allowed to have access to any books, manuals, notes, etc., during any examination unless noted by the university instructor directly to the examination proctor. Since this is a mathematics course, the student will be allowed a calculator on all exams. Any exception would accompany the examination copy sent to the proctor.
2. The university instructor will notify the proctor about the maximum time limit for completing the examination. Normally, Ma 123 exams are two-hour exams.
3. The student is not to be left unsupervised at any time while completing an examination.
4. Students are not allowed to keep or make copies of any part of an examination.
5. After taking the exam, the student should hand in the exam to the proctor who will then place the exam in a pre-addressed envelope provided by the student, seal the envelope, and sign across the top with the time and date. The proctor will then mail the envelope to the Ma 123 instructor as soon as possible.

If the examination proctor finds these arrangements agreeable, please sign the attached form, provide the complete mailing address where correspondence should be sent, and return the form to the address below:

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