

SIGNATURE ROUTING LOG





General Information:

Proposal Type: Course Program Other
 Proposal Name¹ (course prefix & number, pgm major & degree, etc.): ANT 242 (chg mtg pattern)
 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	2/2/11	Deborah L. Crooks / 257-4654 / dlcrooks@uky.edu	
Anthropology, Christopher A. Pool, Chair	2/2/11	Christopher A. Pool / 257-2793 / capool@email.uky.edu	
A&S Ed. Policy Cmte.	2/15/11	Joanna Badagliacco, Soc. Sci. / 7-4335 / jmb@uky.edu	
A&S Dean	2/15/11	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	3/22/2011	Sharon Gill <small>Digitally signed by Sharon Gill DN: cn=Sharon Gill, o=Undergraduate Education, ou=Undergraduate Council, email=sgill@uky.edu, c=US Date: 2011.03.23 13:23:14 -0400</small>	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

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.

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>Feb 2, 2011</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>Deborah L. Crooks</u>	Email: <u>dlcrooks@uky.edu</u>	Phone: <u>7-4654</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>2</u> Lecture	_____ Laboratory	<u>1</u> Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f.	Current Grading System: <input type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail		
	Proposed Grading System: <input type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> 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.)

COURSE CHANGE FORM

h. Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input 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: _____		
<i>Proposed Course Description for Bulletin:</i> _____		
j. Current Prerequisites, if any: _____		
<i>Proposed Prerequisites, if any:</i> _____		
k. Current Distance Learning(DL) Status:	<input 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 type="checkbox"/>
<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input 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: The course is being updated to reflect current issues and perspectives in the discipline, and to align it more closely with Gen Ed learning outcomes.		
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 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 type="checkbox"/>
If YES ⁷ , list the program(s) here: _____		
6. Information to be Placed on Syllabus.		
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 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.

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 – 2 lectures and 1 recitation day. 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
Presentations	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 (5% or 25 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 during week 15 (see Class Schedule below). 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 Mesamerica. 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 week.

D. Course Policy

1. Attendance: Students are expected to attend all classes. Because students receive points for participating in certain class activities, students who are not in class during these activities will not receive the points (see above "Responses during class" and "Questions and answers submitted via Blackboard").

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. Lecturers are indicated by M or W; recitation days vary and are indicated below as “rec”.

Week 1

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

Readings: None

Aug 28 (rec): 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 (rec): 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 (rec): 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 (rec): 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 (rec): 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 (rec): **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 (rec): 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 (rec): 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 (rec): **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 (rec): 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 (w): The Terminal Classic in Western Mesoamerica
Readings: Coe and Koontz, pp. 131-142, 149-173 (blackboard)

Nov. 6 (rec): 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 (rec): 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 (rec): 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 (rec): 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 (rec): 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 (rec): Review of material in the class.

Readings: Diamond 2001

Dec. 16th: final exam - TBA