

## SIGNATURE ROUTING LOG


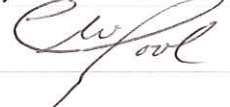
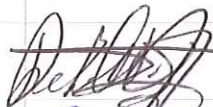


**General Information:**

Proposal Type: Course  Program  Other   
 Proposal Name<sup>1</sup> (course prefix & number, pgm major & degree, etc.): ANT 738 new  
 Proposal Contact Person Name: Chris Pool Phone: 257-2710 Email: capool0@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
dpt, curriculum cmte chair	10/20/10	Deborah L. Crooks / 257-4654 / dlcrooks@uky.edu	
dpt, Chair	10/19/10	Chris Pool / 257-2710 / capool0@uky.edu	
dpt, DGS	10/20/10	Richard Jefferies / 257-2860 / rwjeff1@uky.edu	
A&S Ed. Policy Cmte.	11/2/10	Joanna Badagliacco, Soc. Sci. / 7-4335 / jmb@uky.edu	
A&S Dean	11/2/10	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>2</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

*11/2/10 sent to GC*

Comments:

<sup>1</sup> Proposal name used here must match name entered on corresponding course or program form.

<sup>2</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the

# NEW COURSE FORM

## 1. General Information.

- a. Submitted by the College of: Arts & Sciences Today's Date: 9/28/10
- b. Department/Division: Anthropology
- c. Contact person name: Deborah L. Crooks Email: dlcrooks@uky.edu Phone: 7-4654
- d. Requested Effective Date:  Semester following approval OR  Specific Term/Year<sup>1</sup>: Fall/2011

## 2. Designation and Description of Proposed Course.

- a. Prefix and Number: ANT 738
- b. Full Title: Seminar in regional Archaeology
- c. Transcript Title (if full title is more than 40 characters): Seminar in regional Archaeology
- d. To be Cross-Listed<sup>2</sup> with (Prefix and Number): \_\_\_\_\_
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.

\_\_\_\_\_ Lecture    \_\_\_\_\_ Laboratory<sup>1</sup>    \_\_\_\_\_ Recitation    \_\_\_\_\_ Discussion    \_\_\_\_\_ Indep. Study  
\_\_\_\_\_ Clinical    \_\_\_\_\_ Colloquium    \_\_\_\_\_ Practicum    \_\_\_\_\_ Research    \_\_\_\_\_ Residency  
3 Seminar    \_\_\_\_\_ Studio    \_\_\_\_\_ Other – Please explain: \_\_\_\_\_

- f. Identify a grading system:  Letter (A, B, C, etc.)     Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES  NO   
If YES: Maximum number of credit hours: 9  
If YES: Will this course allow multiple registrations during the same semester? YES  NO
- i. Course Description for Bulletin: This course examines contemporary issues and theory in the archaeology of a particular region of the world. Students may take this course up to 9 credit hours under a different region each time course is offered.
- j. Prerequisites, if any: Graduate Standing in Anthropology or permission of instructor.
- k. Will this course also be offered through Distance Learning? YES<sup>4</sup>  NO
- l. Supplementary teaching component, if any:  Community-Based Experience     Service Learning     Both

3. Will this course be taught off campus? YES  NO

## 4. Frequency of Course Offering.

- a. Course will be offered (check all that apply):  Fall     Spring     Summer

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

## NEW COURSE FORM

- b. Will the course be offered every year? YES  NO   
If NO, explain: The course will be offered in alternate years.
5. Are facilities and personnel necessary for the proposed new course available? YES  NO   
If NO, explain: \_\_\_\_\_
6. What enrollment (per section per semester) may reasonably be expected? 10-15
7. Anticipated Student Demand.
- a. Will this course serve students primarily within the degree program? YES  NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES  NO   
If YES, explain: \_\_\_\_\_
8. Check the category most applicable to this course:
- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities
9. Course Relationship to Program(s).
- a. Is this course part of a proposed new program? YES  NO   
If YES, name the proposed new program: \_\_\_\_\_
- b. Will this course be a new requirement<sup>5</sup> for ANY program? YES  NO   
If YES<sup>5</sup>, list affected programs: \_\_\_\_\_
10. Information to be Placed on Syllabus.
- a. Is the course 400G or 500? YES  NO   
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)
- b.  The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# 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](mailto: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**

ANT 738: Seminar in regional Archaeology  
Department of Anthropology, College of Arts and Sciences  
Course meeting times: W 1:00-3:30  
Course location: Lafferty Hall room 104

## **B. Instructor Contact Information**

Professor: TBA  
Preferred method of contact: TBA  
Office hours: TBA  
Office phone: TBA  
Office location: TBA  
Email address: TBA

Teaching Assistant: none

## **C. Course Description**

### **Overview:**

This course examines contemporary issues and theory in the archaeology of a particular region of the world. Students may take this course more than once, as the course will cover a different region each time it is offered. The current iteration of the course focuses on the origins and development of social complexity in Mesoamerica through the Formative period. Stretching across the southern two-thirds of Mexico and the northern half of Central America, the culture area of Mesoamerica encompasses a vastly diverse set of environments ranging from rainforest to desert and from tropical lowlands to tundra-like mountaintops, with virtually every environmental type in North America represented in between. Partly as a result of the close juxtaposition of contrasting environments and resource zones, the cultures of Mesoamerica evolved from egalitarian mobile hunting-gathering bands to stratified urban states and empires. Consequently, Mesoamerica has constituted one of the prime settings for the development of evolutionary theory, including cultural ecology, political economy, and actor-based models. In addition, the rich ethnographic, ethnohistoric, epigraphic and iconographic data bases of Mesoamerica encourage historical approaches and impart a particular concern with cognitive systems, giving Mesoamerican archaeology a strongly multidisciplinary character.

The course is organized thematically into eight topics, generally of two week's duration. Following the general course introduction, we will review the general cultural sequence in Mesoamerica, with particular attention to the explanatory paradigms ca. 20 years ago. In the rest of the course we will discuss the more recent development of approaches to and interpretations of ecology and subsistence, economic organization, social organization, political organization and cognitive/ideological systems. Following

presentations of student research, we will close with an assessment of the current state of research on the rise of Social complexity in Mesoamerica.

The course will be conducted as a seminar. Most information will come from readings and in-class discussions, with occasional lectures to provide supplementary data and context. I will provide a weekly biography for each topic.

### **Student Learning Outcomes:**

--**Produce** a research paper that will serve as a first draft toward a conference paper thesis chapter.

--**Judge and critique** the most recent professional academic literature in the region.

--**Explain** the origins of social complexity in the region.

--**Apply** multiple theoretical perspectives to the analysis of economic systems, environmental adaptation, warfare, and social inequality and social identity.

--**Succeed** in preparing for the primary or secondary culture area segment of the qualifying exams or pseudo-archaeology when students see it.

--**Develop** the pedagogical skills and voice for leading an academic seminar or undergraduate discussion sections.

### **Course Goals/Objectives**

Our principal objective in this course will be to examine representative examples of evolutionary and historical perspectives with the aim of evaluating the current state of research on the emergence of cultural complexity in Mesoamerica. It is also intended that this course will allow students to investigate in depth the archaeology of a particular region or theoretical topic in Mesoamerican archaeology, with an eye toward including Mesoamerica as a primary or secondary culture area for their qualifying examinations.

The seminar format is designed to foster critical and creative thinking in a setting that encourages the exchange of information, sharpens analytical logic and develops communication skills. Therefore, come to class prepared to discuss the weekly topics and ask questions! As you read the material, critique it and be prepared to share your views on the content of the articles.

### **Required Materials**

There is a textbook for this class as well as a series of individual essays. There will be assigned readings for every class meeting. The readings listed for a particular class period **must be read before you come to class that day**. Unless specifically designated otherwise, readings are required readings. The professor will, on occasion, designate some readings as “choice readings”, meaning that you may choose one reading from among those so designated. I may also provide a list of supplementary “Recommended” readings for those who wish to pursue a particular issue in greater

depth.

*Required Text*

Pool, Christopher A.  
2007 *Olmec Archaeology and Early Mesoamerica*. Cambridge University Press,  
Cambridge.

**Outline of the Content**

- 1/22 Class Introduction: Definition of Culture Area, Physical Geography, Cultural Geography, Time-Space Frameworks
- 1/29 Overview of Mesoamerican Cultural Evolution and Theoretical Frameworks
- 2/5 Ecology, Subsistence and Population I. Archaic Adaptations and Domestication (two para
- 2/12 Ecology, Subsistence and Population II. Intensification and Population Dynamics
- 2/19 Social Organization I. Household and Community
- 2/26 Social Organization II. Stratification and Urbanism
- 3/5 Economic Organization I. Craft Production
- 3/12 **Spring Break**
- 3/19 Economic Organization II. Exchange and Interregional Interaction
- 3/26 Political Organization I. Tribal formations and the emergence of political hierarchy
- 4/2 Political Organization II. State formation and the character of empire
- 4/9 Cognitive Systems I.
- 4/16 Student Presentations
- 4/23 Cognitive Systems II.
- 4/30 Contemporary Method and Theory for the Mesoamerican Formative: An Assessment. Papers due.

**Grading**

**Grade components:**

Paper	40 points (40%)
Presentation	20 points (20%)
critiques of readings	20 points (20%)
Class participation:	20 points (20%)

**Mid-term Evaluation** consists of the critiques of readings and class participation up to the week prior to when mid-term grades are due.

**Final Grade Calculation**

- A = 90 to 100 points
- B = 80 to 89 points
- C = 70 to 79 points
- E = 69 points or below

**Research paper (40 points = 40%)** The research paper should be an assessment of research in the last decade on a particular issue or spatiotemporal unit (region/time period). All topics must be approved by the instructor. A preliminary statement concerning the paper topic (1-2 paragraphs long) must be turned in during class on 2/5. A finalized prospectus with preliminary bibliography is due during the week of 3/26. The final paper is due by 4:30 on 5/1. I encourage you to consult with me during the development of your topic.

**Presentation of the seminar research paper (20 points = 20%).** Evaluation of oral presentation will be based on classroom discussions, comments, and questions raised in the seminar. Quality counts!

**Critiques of weekly readings (20 points = 20%):** Each week following the third class meeting, students will be responsible for preparing a written critique of one or more assigned readings and leading discussion on the material they contain. Critiques must be typed and distributed to all members of the class no later than 10:00 on the day of the scheduled class meeting. *CRITIQUES SHOULD BRIEFLY SUMMARIZE AND EVALUATE THE MAJOR ARGUMENT(S) IN THE READINGS.* They should normally be about 500 words or 2 double-spaced pages in length. Written critiques will serve as a springboard for the student-led discussion during the seminar meeting.

**Class participation (20 points = 20%):** You will be required to lead discussion during one or two class meetings, depending on the size of the class. For the class meeting(s) you lead, I will also ask you to find and assign one additional recent article on the topic for the reading list, to be provided the week before the class when you lead discussion, **DO NOT** summarize the readings for the class. Rather, I expect you to identify the major themes and issues in the readings as you see them and to draw out the class on these themes. You are also expected to make comments during each class meeting.

**Tentative course schedule:** The tentative course schedule is provided above in the section entitled "Outline of Course Content."

**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](mailto: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.

### **Dead Week**

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

### **D. Course Policies**

**1. Attendance:** Students who do not attend class regularly will receive low grades for class participation and may be in danger of failing the class.

**2. Excused Absences/Verification:** The only excused absences are those that result 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 on a day when a reading critique is due, you will be permitted to make-up the assignment.

**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 in class on the day 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.**

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.

**8. Professional Preparations:** All students must comport themselves as professionals, which means being prepared for every class meeting.

**9. Group Work and Student collaborations:** There is no formal group work in this class.