Course Syllabus

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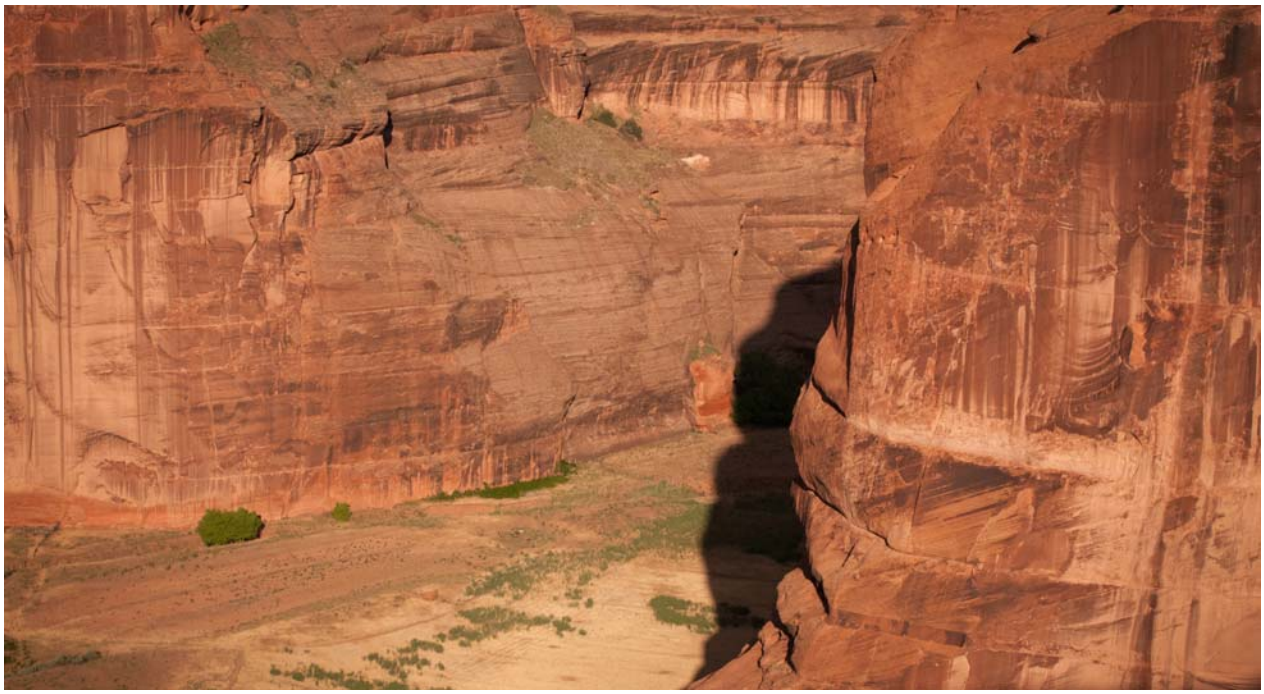

Professor: Stacy Barber

Office: Howard Phillips Hall 309D

Course-Related Email: Webcourses Email Client

Secondary Email: sarah.barber@ucf.edu

Phone: (407) 823-2207

Office Hours: 9:00 – 10:30 am Thursday, 12:30-2:00 pm Friday, or by appointment

Course TA: Abigail Kindler

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Office Hours: 11 AM - 12 PM Tuesdays and Thursdays

Introduction

This course will address the complicated mosaic of human occupation in the US Southwest and Northwest Mexico from 12,000 B.C. to the arrival of the Spanish. The Greater Southwest is a regional of remarkable cultural diversity in a harsh environment. We will tackle this diversity by exploring important cultural developments, including: human adaptation to arid environments, the adoption of agriculture and sedentism, long-distance interaction, and the origins of social complexity.

Objectives

This course has four goals. By the end of the semester, students should be able: 1) to recognize the different geographical, ecological, and cultural entities within the precolumbian Greater Southwest; 2) to understand how humans adapted to arid environments and how societies changed over time in the Greater Southwest; 3) to draw conclusions about the philosophical and ethical implications of studying the past; and 4) to use archaeological data to draw conclusions about the past.

Required Texts

There will also be a number of book chapter and journal article readings assigned throughout the semester. These will be available either through the UCF Library's databases or as PDFs on Webcourses.

Cordell, Linda S. and Maxine E. McBrinn Howard

2012 Archaeology of the Southwest, 3rd ed. Routledge, New York.

Useful Web Sites

- Society for American Archaeology: **saa.org** **(http://www.saa.org/)**
- The Archaeological Conservancy (kind of like the Sierra Club for archaeological sites): **http://www.americanarchaeology.com/aawelcome.html** **(http://www.americanarchaeology.com/aawelcome.html)**
- Shovel Bums (a site to find jobs in archaeology): **shovelbums.org** **(http://www.shovelbums.org/)**
- Chaco Research archive: **http://www.chacoarchive.org/cra/** **(http://www.chacoarchive.org/cra/)**
- Crowy Canyon Archaeological Center: **https://www.crowcanyon.org/** **(https://www.crowcanyon.org/)**
- Archaeology Southwest: **https://www.archaeologysouthwest.org/** **(https://www.archaeologysouthwest.org/)**
- The Digital Archaeological Record (tDAR): **https://core.tdar.org/** **(https://core.tdar.org/)**

Evaluation

Your grade in this course will be derived from two examinations, participation, several assignments, and a final project. The projects will be discussed in class and instructions will also be available on-line. Exams are cumulative. Your grade will be calculated as follows:

Grade Category	**Description of Requirement**	**Weight Toward Final Grade**	**Point Value**
Quiz	Getting Started Module **100% score required to open Module 1** **Due January 12, 2018, at 11:59pm**	1	10
Midterm	Based on first 1/2 of class **February 20, in class**	20	200
Final Exam	Cumulative **Tuesday, May 1 from 1-3:50pm in BA2, Room 207.**	25	250
Participation	Students will be responsible for producing a mini-presentation of a "Special Topic" during one class session. Participation in class discussion is also required.	10	100
Assignments	Assignments associated with the on-line modules (values vary). Due on Wednesdays at 11:59pm, **see schedule.**	14	140
Research Project	8-10 page research project in which students analyze archaeological data. Details will be provided in-class. All associated assignments will be due on Sundays at 11:59pm. **Final draft due April 22 at 11:59pm**	30	300
TOTAL		100	1000

- Note that the final exam is comprehensive, you will be required to apply concepts learned throughout the semester to cases laid out in the final exam. There will be comprehensive reviews prior to each exam.
- The vast majority of your grade in this class is derived from assignments and not exams, schedule your use of time accordingly.
- If you send the course TA an email through the *Webcourses email client* with the word "sneaky" in the subject line by 11:59pm on Sunday, January 15, you'll get an extra credit point
- Letter grades are based on raw point value, I do not adjust grades according to a curve.

The following percentages will be used for determining grades. All percentages are rounded up or down to the nearest whole number:

Letter Grade	Percentage
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	60-66
F	0-59

Policies

Contacting Dr. Barber	In this class our official mode of communication is through the email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently. Teaching this course is my job, so I reserve the right not to respond after business hours and on weekends. If you email me during those times, you may not receive a response until the next business day.
Webcourses@UCF	This is Mixed-Mode course, meaning that some classroom time has been replaced with on-line content. You are responsible for making sure that you are able to access the internet and use the UCF on-line software, **Webcourses@UCF (mailto:Webcourses@UCF)** . Please think of the on-line component as a replacement for Tuesday's class, this means you are expected to look at the module *before* you come to class.Note in the schedule where in-class activities are planned. These may take place in the Anthropology Teaching Laboratory, outside the Classroom 1 Building, or the UCF Arboretum. You are expected to complete assignments on-time regardless of technological difficulties.
Accessing On-line Course Content	Online course content is delivered through modules. To open Module 1, you must first complete the “Getting Started” Module and receive 100% on the 10-point Getting Started quiz. Each week’s module opens at 8am Sunday of that week. Modules will close 12 hours before the exam. Take notes on module content if you want to study the material after that time!
Quizzes and Examinations	Because there is no way to proctor an on-line quiz, all quizzes for this course are open-book. There will also be two examinations in class. Please bring a #2 pencil and a ***brown*** scantron for each exam.
Grading and evaluation	**All assignments are due at 11:59 pm on their due date unless otherwise stated.** Graded materials will be returned to you within 10 business days of their due date, unless you are informed otherwise through a class-wide announcement. The grading scale used in this course is on the “Evaluation” page of this syllabus. Note that your final grade is based on the total points you accumulated over the course of the semester. Grades will be posted on-line and available to you through the “My Grades” link on Webcourses. You are responsible for calculating your own grade. The Webcourses gradebook is glitchy and the grade

	shown there may not be accurate because things like extra credit mess up grade averages.
Attendance and Participation	Participation is an important component of this class. While debate and differing opinions are encouraged in this class, remember that this is a professional setting: please be respectful and polite to your classmates. Your participation grade has two components: 60% comes from your "mini-presentation" and 40% from in-class discussion and attendance. There are 10 course sessions for which your participation and attendance are expected, which works out to 3 points a class.
Deadlines and Make-ups	If you miss a deadline, you lose one letter grade for every 24-hour period that the assignment is late. This means that 10% will be taken off of your total points every day. If an assignment is 5 days late: 50% deduction, plus any deductions taken based on the quality of your work. That said, I am not completely evil. If you have an issue, email me **before** the assignment is due (if you can) and we can work something out. Students who have serious extenuating circumstances will be given the opportunity to make up missed work. You will be required to provide written documentation of said circumstance. You will have **one week** to make up an assignment once you contact the professor after missing a deadline.
Academic integrity	UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior, notably plagiarism and cheating. When necessary, the course TA and I will respond to infringements of academic integrity. Penalties can include a failing grade on an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see **http://z.ucf.edu/ (http://z.ucf.edu)** . I will also adhere to the highest standards of academic integrity. Please do not ask me to change your grade illegitimately or to bend or break rules for one person that will not apply to everyone.
Special Needs	It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact me as soon as possible to discuss various access options. Students should also connect with **Student Accessibility Services (http://sas.sdes.ucf.edu/)** (Ferrell Commons, 7F, Room 185, **sas@ucf.edu (mailto:sas@ucf.edu)** , phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

Schedule of Topics and Readings

Please note that this schedule is tentative and can be changed at the discretion of the professor.

Class Date:	Topic and readings for class:	Learning Module:	Assignments Due at 11:59 pm on:
Do this	**Getting Started**	Getting Started	**Jan 15**

first	**Module**		100% score on quiz required to open Module 1
Jan 9	Course Introduction	Module 1: Environments and Resources of the Southwest	
Jan 16	Cultural Geography of the Southwest Read: Cordell and McBrinn, Chapter 1	Module 2: Archaeological Dating in the Southwest	**Jan 17:** Module 1 Map Assignment
Jan 23	Archaeology, its methods, and applications to the Greater Southwest Read: Cordell and McBrinn 61-67, 73-95	Module 3: Paleoindian and Archaic Southwest	**Jan 24:** Dating techniques discussion
Jan 30	The Adoption of Agriculture Skim: Cordell and McBrinn 129-136 Read: Cordell and McBrinn136-154	Module 4: Post-Archaic Archaeological Cultures of the Southwest	
Feb 6	Early Village Life Read: Cordell and McBrinn 155-177; be ready to discuss the material in class! **Special topic: Ceramics** **Special topic: Pithouse-to-pueblo**	Module 5: Complex Society in the Southwest	**Feb 7**: Archaeological Cultures Map Assignment
Feb 13	Review	Module 6: Review Materials	

Feb 20	**First exam in class, February 20**	Work on your projects	
Feb 27	Chaco Canyon is cool Read: Cordell and McBrinn 185-197 **Special topic: Student projects!**	Module 7: Long-distance Exchange	**Feb 27:** Possible project topics due in class
March 6	The Chaco World Read: Cordell and McBrinn 197-202; additional reading to be announced **Special Topic: What was Chaco?** **Special Topic: Gender in the Southwest**	Module 8: Mimbres Mogollon	
March 13	**Woo-Hoo Spring Break!**		**March 11:** Preliminary bibliography due
March 20	Hohokam Complex Societies Read: Cordell and McBrinn 202-208 **Special Topic: The Ethics of Collecting** **Special Topic: Warfare**	Module 9: After Chaco	**March 21:** Resource map assignment due
March 27	Mobility and Depopulation	Module 10: Hohokam Classic	

	Read: Cordell and McBrinn Chapter 8; be prepared to discuss readings in class **Special Topic: Chaco Collapse**		**March 28:** Violence discussion post
April 3	Paquime Read: Cordell and McBrinn 273-277 **Special Topic: The Katsina Cult**	Module 11:The Rio Grande Pueblos	
April 10	The Colonial Period Read: Cordell and McBrinn 284-299	Module 12: Athapaskan Speakers	**April 8:** Data set due
April 17	Course summary and review	Module 13: Review	**April 22: (%24CANVAS_OBJECT_REFERENCE%24/assignments/i5b27bd1397c2eb9cc6f99f6201805ff0)** Final Project due
April 27	**Final Exam 1pm, Classroom 1-309**	**Exam**	

Course Summary:

Date	Details