Course Syllabus

Jump to Today Edit

Course Information

Course name:	The Americas before Columbus
Course ID:	ANT 3160 (0M01)
Credit hours:	3.0 hours
Semester/year:	Spring 2020
Location/time:	MW 1:30-2:20, BA1 121
Course GTA:	Rodrigo Guzman
GTA hours:	TBA
GTA e-mail:	via WebCourses Inbox

Professor Contact

Instructor:	Dr. Michael Callaghan
Main office:	Howard Phillips Hall 409L
Phone:	407-823-4964
Office Hours	MW 9-11 and appointment
E-mail:	michael.callaghan@ucf.edu

University Catalog Description

Archaeological developments of North, Central, and South America from the hemisphere's initial peopling through the advent of European cultures. No pre-requisites required.

What is this course about?

This course introduces you to the archaeology of the New World prior to European contact. Course material will span nearly 10,000 years beginning with the initial peopling of the Americas and continuing through the arrival of the first Europeans in the early 16th century. Geographically, course material includes the archaeology of peoples from North, Central, and South America. We will specifically be focusing on complex societies of the New World. We begin with the initial peopling of the Americas and move quickly to the American Southwest where we will focus on the rise of the great Pueblos. We then move on to the American Midwest and South, which was home to the mound-building Mississippian cultures of the 11-13th centuries AD. From North America we move to Central America and the heartland of the Olmec, Maya, and Aztec. The class concludes in South America with a study of the coastal and highland cultures of Peru and Bolivia including the Moche, Nazca, Huari, and Inca.

Throughout the course, we will examine ancient practices and attempt to make sense of them in the context of their specific society and worldview. For example, why did Maya kings pierce their tongues and genitals with stingray spines to draw their own blood? Why did the Aztecs perform massive human sacrifices that sometimes numbered in the thousands? Why did the Inca dance with their dead ancestors? These “peculiar” practices are addressed as scientific questions, and as we move along we’ll discuss some of the various methods archaeologists use- deciphering ancient languages, interpreting native art, examining indigenous landscapes, reading primary conquest accounts, and of course, archaeological excavation itself. We will emphasize recent discoveries and current controversies, and lectures will include plenty of slides and films to illustrate significant finds. We will seek insights into the process of cultural evolution and the meaning of human difference.

After successfully completing this course, you should be able to:

- Recognize the diversity of human societies in the Americas
- Explain how archaeologists study human behavior in the past using material remains
- Identify the types of interactions and influences that led to the rise and fall of social complexity in the Americas prior to the 16th century AD

What reading materials and supplies will I need?

Textbooks include:

- ***The Ancient Maya: New Perspectives***. Heather McKillop. W.W. Norton and Company, New York 2006.
- ***The Aztecs***, third edition. Michael Smith. Wiley-Blackwell, Malden, MA 2012.
- ***The Incas and their Ancestors: The Archaeology of Peru***, revised edition. Michael E. Moseley. Thames and Hudson, London, 2001.

Additional readings (labeled “AR” on the syllabus) will also be available in webcourses.

How should I plan my time for this course?

During the next 16 weeks, you should expect to spend around **1.5 hours of class time each week engaging in face-to-face lectures.** You should also plan on setting aside at least **two to three hours each week for reading and your assigned coursework** posted in each learning module. This will greatly assist you in keeping up with

the materials and course due dates each week, but keep in mind, these are 'estimates' of time that you should devote to this course.

Please do not be tempted to skip lecture and expect to catch up easily. You will need to attend lecture on a regular basis to learn the material for all required assignments and exams. If you need any assistance with assignments or study tips for exams, please visit my **office hours on Mondays and Wednesdays from 9:00-11am** in my office in Howard Philips Hall 409L. If you have a scheduling conflict, please contact me to set an appointment. You can also visit our GTA (see menu on the left for access).

How do I get started in the course?

UCF faculty members are required to document all students' academic activity at the beginning of each course. In order to document that you began this course, please complete the **REQUIRED ACTIVITY: Academic Survey** by **11:59pm EST** on **January 10, 2019**, or as soon as possible after adding the course. Failure to do so may result in a **delay in disbursement of your financial aid**.

What are the course requirements?

Summary

This course begins on **January 6, 2020** and ends on **April 27, 2020**. Over this period, you will be expected to:

- complete a required academic activity at the start of the course
- attend class lectures
- review learning module materials, including any assigned media, learning activities and readings
- complete 8 out of 10 online quizzes
- complete 8 out of 10 online assignments
- Engage in an original research project about some aspect of culture in the Americas before Western contact

Academic Activity Assessment (week 1 only)

This is a simple survey available through the webcourse page. **Failure to complete this assessment will result in delay of financial aid disbursements.**

Modules

In each learning module, you will find an Introduction page outlining the expectations, readings, activities and assignments for that module. The modules contain your readings, assessments, links to information websites, and media content. All written work submitted online for grading will be evaluated for plagiarism during the grading process.

Readings

Readings are due on the day assigned. It is imperative that you do the readings **before** you come to class, so that you will be prepared to understand the lectures and participate in discussions.

Attendance (5% of final grade)

Attendance will be taken using the new "UCF here" app available for all smart phones. If you do not have a smart phone, come see me before the second week of classes. We will begin taking attendance the second week of classes once enrollments become stable.

Reading Quizzes (15% of final grade)

You will be assigned **10 reading quizzes** of which **8 will count for your final grade** (lowest 2 scores dropped). Questions for quizzes assess your knowledge of the readings will usually be due on Sunday night before class each Monday.. The timing and content of quizzes are designed to prepare you for lecture and activities during the face-to-face class experience.

Weekly Assignments (15% of final grade)

You will be assigned **10 online assignments** of which **8 will count for your final grade** (lowest 2 scores dropped). The assignments will ask you to respond, reflect, or research an issue relevant to the course each week. These assignments are designed to help you keep up with, comprehend, and apply material from the class lectures and readings.

Research Project (65% of final grade)

You will be asked to engage in an original research project by choosing any topic from any time period or complex society we discuss in the class. The project will be scaffolded throughout the semester and result in the following products worth varying amounts of points:

- Project prospectus
- Annotated bibliography
- First draft
- Critique of a colleague's draft
- Final draft
- Final Presentation

The main product will be an original research paper associated with your topic (10 pages, double-spaced, 12 point font) where you state your thesis, present your argument with multiple examples from the societies we have

studied, and offer your interpretations and conclusions. You are required to submit a draft of your paper well in advance of the final paper deadline. I will comment on your draft and send it back to you for revision. You will also be required to comment on one of your colleague's papers. While it requires more work for everyone, I have found this exercise is extremely beneficial to students. It allows you to experience the revision process, creates a better paper, and leads to a better grade.

Finally, you will also present your topic, study, and findings to the rest of the class in a brief 5-8 minute presentation. The presentation can take any form you would like – for example, a PowerPoint presentation and lecture, presentation and guided discussion or group activity, or even a short film (e.g., digital storytelling) of your own making.

How will I be evaluated and graded?

Your final grade for the course is weighted and will be based on your performance on the following:

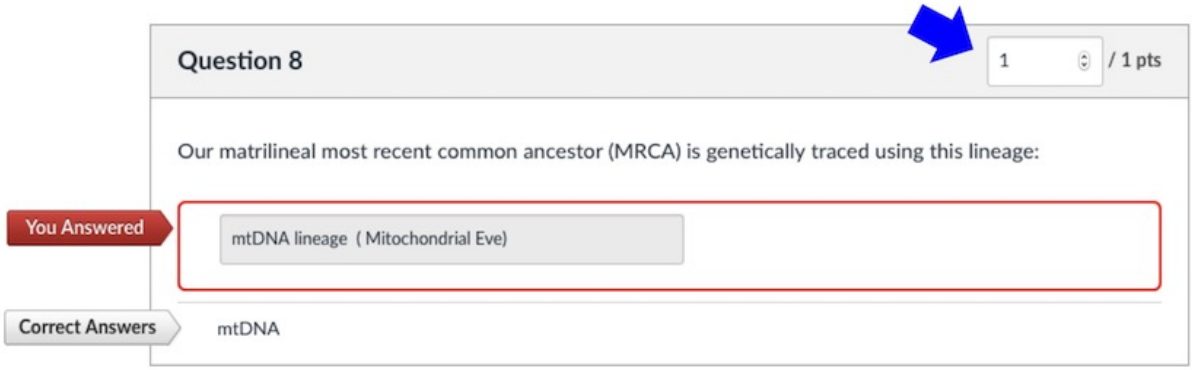
Assessment:	**Points Possible**	**% Final Grade**
Academic Activity	1	<1%
Attendance	25	5%
Reading Quizzes (8 of 10)	80	15%
Assignments (8 of 10)	80	15%
Project Prospectus	25	5%
Project Bibliography	25	5%
Project Draft	50	9%
Project Critique	50	9%
Final Paper	100	19%
Presentation	100	19%
TOTAL	536	100

As you can see, because this is a mixed mode course **there is no scheduled final exam** for the class. Final papers will be due on Friday April 24 by 11:59pm the first week of finals.

You can access your grades for assignments and exams through the 'Grades' link in the course menu on the left. It is **your responsibility to regularly check on your grades** throughout the course. Please allow for a reasonable amount of time to pass for the grading process to occur. When an assignment, quiz or exam score is posted, you will receive a notification that grades have been released (unmuted). If you have any questions about your score **after a grade has been released**, please notify me or your graduate teaching assistant (GTA) using WebCourses Inbox, and we will address the concern as soon as possible. Questions regarding individual scores must be addressed **within one week of the grade being released**.

The WebCourses system automatically grades all multiple-choice, true-false and fill-in questions; however, it will mark fill-in and short answer questions as incorrect when your answer does not exactly match the correct answer provided in the grading key. **Your GTA will be 'hand-grading' each assignment, quiz and exam to ensure that you receive points for any answers not automatically recognized by the system as being correct**. If point corrections are applied by the GTA during grading, the question will still show a 'red' flag indicating it is incorrect,

but the **point value listed at the top right corner of the question** will show the value awarded for a correct answer, like the example shown here:



The following +/- grading scale will be used in this course:

Letter Grade	Percentage	Letter Grade	Percentage
A	94 - 100%	C+	76 - 79%
A-	90 - 93%	C	70 - 75%
B+	87 - 89%	D	60 - 69%
B	84 - 86%	F	59% or less
B-	80 - 83%		

Incomplete grades for this course are only given in situations where **unexpected and documented medical or family emergencies prevent an enrolled student in good standing** from completing the remaining work. Your instructor is the final authority on whether you qualify for an incomplete grade. Incomplete work must be finished by the end of the subsequent semester or the 'I' grade will automatically be recorded as an 'F' on your transcript.

What if I miss an assignment, quiz, or exam due date?

Time management, problem solving, responsibility and personal accountability are among the most important things you can learn during your university education. **Missed or late quizzes and assignments are not accepted after their due date without a valid, verifiable excuse.** Please contact the professor via WebCourses Inbox if you need to have an excuse verified and approved for make-up work.

To be fair to everyone in the course, and to the GTA who will be completing the grading, **only work submitted on time will be graded unless late submission is properly approved** by the professor. It is your responsibility to check the course schedule for assignment and exam due dates.

- If you are **participating in an official UCF event** (e.g., sports, ROTC or academic events), please provide the proper documentation **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.
- Students **observing a holy day** of their religious faith are expected to notify their instructor **in advance** of a quiz, assignment or exam opening online to receive any extension on due dates.

- If you are a **deployed active duty or a reservist military** student, please **contact your instructor** to discuss your circumstances and set any special accommodation due to your unique status.
- If you find yourself in a situation where you are **going to miss an exam**, you must notify me as soon as possible by telephone, e-mail, in person, or by leaving a message with the department secretary (407-823-2227) **in advance** of the exam closing online. You must also provide valid, verifiable documentation explaining your absence. If you are provided the opportunity to take a make-up exam, it must be scheduled and completed online **within five days of the missed exam due date** (if medically possible).

Is the course accessible for students with disabilities?

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 the professor 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.

If you receive learning accommodations through SAS, please feel free to speak with me about any related concerns. It is always best if we can speak early about the possible need for any accessibility modifications to exams or assignments, and I will happily work with you and SAS to ensure that your needs are reasonably met in a timely fashion. **If your SAS-approved accommodations include a specialized environment or equipment for testing, it is your responsibility to make the necessary arrangements to write your exams** within the SAS facilities.

How is respect for diversity maintained?

This course will be conducted in a way that respects **all aspects of diversity**. The very nature of this course requires us to delve into topics that may make some students uncomfortable and/or discuss topics with which some students may strongly disagree. I expect everyone to show respect for one another and the diverse issues presented and discussed. While various opinions and emotions are tied to some of the topics covered, **the greater purpose is to educate, not judge**. Everyone must be given a chance to express their thoughts in discussion without interruption or ridicule.

Any student who acts inappropriately, makes crude, suggestive, culturally insensitive, or otherwise juvenile comments, or becomes disruptive **will be blocked from participating in online and open class discussions**. If you do encounter materials in the course that you find offensive or disconcerting, take a moment to explore why you are offended or unsettled and then rationally explain your concerns so we can address the issue further through class discussion or privately during office hours.

How is academic integrity maintained?

Students should familiarize themselves with UCF's Rules of Conduct at **http://osc.sdes.ucf.edu/process/roc (http://osc.sdes.ucf.edu/process/roc)** . According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity **http://academicintegrity.org (http://academicintegrity.org)** .

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" **http://wpacouncil.org/node/9 (http://wpacouncil.org/node/9)** .

Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (http://www.goldenrule.sdes.ucf.edu/) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade or a Z grade for the course. Confirmation of such incidents can also result in expulsion from the University.

Why should I use WebCourses Inbox?

In this course, our **official mode of communication is through the secure WebCourses Inbox system**. This is to ensure the safety of your personal information. It is your responsibility to check the WebCourses Inbox and course announcements at least two or three times per week. You may also use your UCF Knight's Email account to communicate with the professor and/or the GTA. However, **if you use the UCF Knights Mail system**, please use the course number in your email reference so it is easily recognized, and please do not forget to add your name at the end of the email.

When using the proper channels of communication, you can generally **expect a response to your message through WebCourses Inbox within 24 hours**. Please keep in mind that I, and your GTA, may only check our UCF email once, if at all, during the weekend hours (unless an exam is open) or on holidays. If you send an email on a Friday afternoon or over the weekend, you may not receive a response until the following Monday.

All communication between student and professor (or GTA) and between student and student should be respectful and professional. Please be aware that any **online correspondence regarding assignments, grades, or course materials must utilize the WebCourses Inbox or UCF Knight's Mail systems**. Your GTA and I will not respond to messages sent by other means, such as your Smartphone or iPad. For example, we will not respond to:

> FM: partaymnstr18@gmail.com
> "Hey! When are exam grades posted? Did I do ok? ATM AFC!"
>
> Sent from iPhone.

What are the technology and software requirements?

You must have access to a **reliable computer and a reliable internet connection at least three times a week** for this course. If you do not own a computer, there are student accessible computers in all of UCF's computer labs. For further information on UCF computer labs and a campus schedule, please see the following website: **http://guides.ucf.edu/content.php?pid=137016&sid=1173345. (http://guides.ucf.edu/content.php?pid=137016&sid=1173345)**

You are expected to have compatible versions of Adobe Reader, Adobe Flash, and PowerPoint Viewer (or the equivalent) installed on the computer commonly accessed so that you may properly view multimedia materials linked to the weekly content of the course. Please visit the following websites to access and install or upgrade to the most current versions of these products:

http://get.adobe.com/reader/ (http://get.adobe.com/reader/)

http://get.adobe.com/flashplayer/ (http://get.adobe.com/flashplayer/)

http://www.microsoft.com/en-eg/download/details.aspx?id=13 (http://www.microsoft.com/en-eg/download/details.aspx?id=13)

WebCourses has an **online tracking system** where professors can review a student's progress and activities while logged into the course. This assists students and professors in instances where computer 'glitches' or

'Internet speed bumps' occur when submitting assignments, taking exams, etc. If you experience technical issues with WebCourses while submitting and assignment or taking an exam, it will show up in your online activity report. Therefore, the "Bill Gates ate my homework" or "I took the exam, but . . ." excuses **can be traced and verified.**

If you are experiencing problems accessing materials or submitting your work, please contact your professor or GTA so we can point you in the proper direction for assistance. The quickest way to receive assistance is through the 'Help' button located in the lower, left-hand corner, and then clicking on the most appropriate menu item.

What should I know about copyright and third-party software?

This course contains copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance your learning environment. Do not copy, duplicate, download or distribute these items. The **use of these materials is strictly reserved for this online course environment and your use only**. All copyright materials are credited to the copyright holder.

In addition, third party sites (e.g., Study Blue, Koofers, CourseHero, etc.) may be selling or requiring log-in access to class notes and other materials from current or past versions of this course **without my authorization**. Please be aware that this is a **violation of copyright**, and these materials and previous student submissions always contain extensive errors and outdated information, which could greatly affect your performance (and therefore your grade) in this course. **Use these materials at your own risk**.

During this course you might also encounter public online services and/or software applications, sometimes called third-party software, such as a blog or wiki. While some of these might be related to required course materials, **you will not need to release any personally identifying information on any public site**. **Do not post or provide any private information about yourself or your classmates.** If you have any concerns about this, please contact your professor or GTA for assistance.

What if there is an Emergency on campus?

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at **http://emergency.ucf.edu/emergency_guide.html** **(http://emergency.ucf.edu/emergency_guide.html)** .
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see **http://www.ehs.ucf.edu/AEDlocations-UCF** **(http://www.ehs.ucf.edu/AEDlocations-UCF)** (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to **https://my.ucf.edu** **(https://my.ucf.edu)** and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center

screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video
  You CAN Survive an Active Shooter **(https://www.youtube.com/watch?v=NlKYajEx4pk&feature=youtu.be)**

(https://www.youtube.com/watch?v=NlKYajEx4pk&feature=youtu.be)

What is the course lecture and assignment schedule?

Changes to the course lecture and assignment schedules are not expected but may occur. Your professor reserves the right to make reasonable adjustments to the lecture and assignment schedule. You will be notified of any changes through Announcements in WebCourses.

Your lecture schedule and course materials may be accessed through the 'Modules' button in the course menu on the left.

- **Due dates for graded work** are listed in the table below and in the INTRODUCTION page of each learning module.
- **Assigned readings** are listed in the INTRODUCTION page of each learning module.

Week	Date	Topic	Readings	Assignment
1	6-Jan	Introduction and Orientation		
	8-Jan	How do we do Archaeology?	**Callaghan and Williams, 2019 (ch 5)**	**Academic Activity Survey**
2	13-Jan	What is a Complex Society?	**Callaghan and Williams, 2019 (ch 6, pp. 165-182)**	**Reading Quiz 1**
	15-Jan	Where did the First Americans come from?	**AR: Adovasio and Pedler, 2005.pdf**	**Assignment 1**
3	20-Jan	**NO CLASS - MLK DAY**		
	22-Jan	Origins of Complexity in the Southwest US	AR: Kantner, 2004	
4	27-Jan	The Southwestern Pueblos	AR: Lekson, 2005.pdf	Reading Quiz 2
	29-Jan	Mesoamerica and the Rise of the Olmec	McKillop: Chapters 2 and 3 (skim); AR: Reilly, 1995;	Assignment 2

			AR: Coe and Koontz, 2013.pdf	
5	3-Feb	The Olmec: Shamanism, Sacred Objects, and Elite Power	McKillop: Chapters 2 and 3 (skim); AR: Reilly, 1995; AR: Coe and Koontz, 2013.pdf	Reading Quiz 3
	5-Feb	The Origins of Maya Civilization (***Dawn of the Maya***)	McKillop: Chapter 4	Assignment 3
6	10-Feb	The Preclassic Maya	TBA	Reading Quiz 4
	12-Feb	Classic Period Maya Ideology, Religion, and Politics	McKillop: Chapter 8, AR: Schele and Freidel, 1992.pdf	Assignment 4
7	17-Feb	Maya Intellectual Achievements (***Cracking the Maya Code***)	McKillop: Chapter 10; McKillop: Chapters 5 and 7	Reading Quiz 5
	19-Feb	The Classic Maya Collapse and Terminal Classic Transformation	McKillop: Chapter 6, Chapter 11 pp. 307-312; AR: Aimers, 2007 (collapse).pdf	Assignment 5
8	24-Feb	Chichen Itza, Tula, and the Toltecs	AR: Wren and Schmidt, 1991	Reading Quiz 6
	26-Feb	Library Research Day		Assignment 6
9	2-Mar	Rise of the Aztecs	Smith: Chapters 1 and 2	Reading Quiz 7
	4-Mar	Aztec Politics and Religion	Smith: Chapters 7 and 8	Assignment 7
10	9-Mar	**NO CLASS - SPRING BREAK**		
	11-Mar	**NO CLASS - SPRING BREAK**		
11	16-Mar	Aztec Religion	Smith: Chapters 9 and 10	Reading Quiz 8
	18-Mar	Aztec Religion and Society	Smith: Chapter 5	Assignment 8 Prospectus
12	23-Mar	Aztec Patolli	TBA	
	25-Mar	The Aztec Conquest	Smith: Chapter 13	
13	30-Mar	Early Civilizations of the Andes	Moseley: Chapters 5 and 6	Reading Quiz 9
	1-Apr	The Early Intermediate Period: Moche, Huari, and Nazca	Moseley: Chapters 7 and 8	Assignment 9
14	6-Apr	Moche Looting (***Raiders of the Lost Civilization***)		Reading Quiz 10
	8-Apr	The Middle Horizon and Late Intermediate	Moseley: Chapter 9	Assignment 10

		Period		
15	13-Apr	The Inca	Moseley: Chapters 1, 2, and 3;	Paper Draft
	15-Apr	Student Presentations		
16	20-Apr	Student Presentations		Critique
	24-Apr	**NO CLASS - FINAL PAPERS DUE BY 11:59PM**		Final Paper

Course Summary:

Date	Details	
Fri Jan 10, 2020	**Academic Activity Survey** (https://webcourses.ucf.edu/courses/1347156/assignments/6455462)	due by 11:59pm
Sun Jan 12, 2020	**Reading Quiz 1** (https://webcourses.ucf.edu/courses/1347156/assignments/6456026)	due by 11:59pm
Fri Jan 17, 2020	**Assignment 1: Archaeology of a Room** (https://webcourses.ucf.edu/courses/1347156/assignments/6456027)	due by 11:59pm