

**ANTH 4358.001: Collapse: An Examination of Societal Collapse and
Sustainability in (Pre) History
Spring 2013**

Instructor: Scott Ingram, Ph.D.

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Office Hours: Monday 2:00 to 3:00, Wednesday 2:00 to 4:00, Friday 2:00 to 3:00 or by appointment

Course website: www.ingramanthropology.com The website is the primary syllabus, schedule, and resource for the course. Please check it often. All course changes will be noted there first.

Section Information: 001-LEC(21966)

Time and Place of Class Meetings: University Hall, Room 09; M, W, F 10:00 to 10:50 am

Description of Course Content: In this course we investigate the concept of social and environmental sustainability and collapse by considering potential examples of both in prehistory (e.g., Rapa Nui, Norse Greenland, Puebloan U.S. Southwest). Our examination ranges across a diverse intellectual landscape: from the interdisciplinary concepts of resilience and complex adaptive systems to traditional archaeological considerations of the influence of climate change and warfare on human populations. The impacts of a changing climate on human events (past and future) will receive specific attention in this course. There is also a strong emphasis on research methods and interdisciplinary collaboration among students. The central question you will consider throughout the course is: "Can an understanding of the past inform the future?" The course neither begins nor ends with an answer; you must come to your own thoughtful (evidence-based) conclusion. A primary learning activity in this course is the development of a public website focused on evaluating the past for insights into present concerns. Websites will be developed by interdisciplinary teams of students.

Student Learning Outcomes: There are five sections of this course with specific learning outcomes for each section (please see website). After completing the course, you will be able to:

- Define and critically evaluate the concept of "sustainability" and collapse from multiple perspectives in order to understand and engage in informed discussions or actions that influence socio-environmental sustainability.
- Understand the concept of resilience of socio-ecological systems to: (1) understand and evaluate how some scientists are investigating and promoting solutions to the problem of sustainability; and, (2) recognize and use some new concepts to address sustainability issues now and in the past.
- Understand sustainability-related issues (e.g., climate change, biodiversity loss, energy, population growth, etc.) in order to inform your understanding of potential problems in the past and what course of action, if any, should be pursued to address these issues in the future.
- Identify resources for your study of sustainability and collapse.
- understand the research process so you can conduct your own original research and improve your ability to evaluate the research of others.
- Describe how archaeology and long-term studies of human-environment interactions can be used to inform modern sustainability studies in order to attempt similar efforts in this course.

- Employ (in writing and verbally) an archaeologically-known case study to inform modern sustainability studies so that you develop your own perspective on how (if and to what extent) the past can be used to gain insights about sustainability.

Textbooks and Other Course Materials:



REQUIRED:

Environmental Social Science: Human-Environment Interactions and Social Science by Emilio F. Moran
First Edition
ISBN: 978-1-4051-0574-3

Paperback and electronic formats are available.

OPTIONAL:



The Craft of Research by Wayne C. Booth, Gregory, G. Colomb, and Joseph M. Williams
Third Edition
ISBN: 978-0-226-06566-3

Other Requirements: You will need regular and frequent access to a computer and printer and the ability to download (free) software ([CMAP](#)) to this computer to complete this course. There are generally no course prerequisites for enrollment but if you have questions about your ability to learn and actively participate in a course, please contact me before enrolling in the course. Class time will be provided for team meetings but additional out-of-class team meetings should also be expected. Dates and times of these meetings will be determined by each student group.

Description of major assignments. The course is comprised of eight learning activities. Please see the course website for specific descriptions of each and the dates assignments are due. A list of activities is provided below in the section on grading.

Course Schedule: Please see the course website (www.ingramanthropology.com) for the due date of each assignment and the daily class schedule. This schedule may change throughout the semester as I adapt the daily activities to the needs of the class. Email notice will be given if the due dates of any assignment is changed. The website is always up-to-date.

Attendance: You are expected to attend every class meeting. I will keep track of attendance and your attendance record will affect your grade (see below). With an exceptional attendance record, you will have the opportunity to acquire the necessary knowledge and understanding to fulfill the course learning outcomes. You will need to demonstrate your knowledge and understanding through your course assignments and activities. This knowledge and understanding will come from class lectures, discussions, and the assigned readings. The university's policy on "authorized" absences is found [here](#). Unless you are absent for an authorized activity (as defined by the university), you do not need to notify me of your reasons for missing class. If you are more than 15 minutes late to class (for any reason) your attendance will not be recorded for that day.

Late Work: Early submission of your assignments is always accepted. Late work will always result in a loss of at least 10% of the total point value of the assignment for each 24 hour period the assignment is late. This is an issue of fairness; I cannot grant an exception for one student without granting everyone an exception. Letting someone turn in a late assignment can be demoralizing to those who went to

extraordinary efforts to complete an assignment on time. I don't want any student to think, "why did I bother to get this in on time if he wasn't serious about the due date/time?" Unless otherwise specified, all assignments are due at the beginning of class on the day the assignment is due. If you must miss class on a day when an activity is due, you may email the assignment to me no later than the start of class (e.g., by 9:30 am for a class that begins at 9:30 am). Concept maps and argument maps that are turned in after the day/time they are due will receive zero points.

Grading: Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Component	Point Value
Argument maps of assigned readings	5
Research proposal	10
Meet with instructor	5
Research argument map	5
Research report	20
Website of research report	25
Team evaluation	10
Attendance	20
Total Points	100
*Points earned individually. The rest are earned by your team.	

Total Point Range	Course Grade
90 to 100	A
80 to 89	B
70 to 79	C
60 to 69	D
<60	F

Attendance Rubric	Points
Attend 38 or more classes	20 points
Attend 35 to 37 classes	15 points
Attend 31 to 34 classes	5 points
Attend 32 to 33 classes	0 points
Attend < 32 classes	Fail course
I will start taking attendance on 23 January (after registration). There are 41 total class meetings from 23 Jan to 3 May	

If you have any questions, please let me know. I am here to help you!

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 6-9 hours per week of their own time in course-related activities, including reading required materials and completing activities, etc.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog. For undergraduate courses, see

http://www.uta.edu/catalog/content/general/academic_regulations.aspx#10; for graduate courses, see <http://www.uta.edu/gradcatalog/2012/general/regulations/#grades>

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this

account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Scott E. Ingram