

ANTH 4358: Prehistory of the North American Southwest
Fall 2012

Instructor: Scott Ingram, Ph.D.

Office Number: University Hall, Room 416

Office Telephone Number: Department office: 817-272-2661 (I do not have a phone in my office)

Email Address: singram@uta.edu **Office Hours:** T, TH 11:00 to 12:15, 3:30 to 4:00 or by appointment

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

Section Information: 001-LEC(82144)

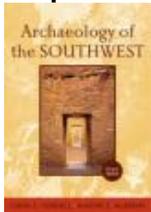
Time and Place of Class Meetings: Life Science Building 424, Tuesday and Thursday 2:00 to 3:20 pm

Description of Course Content: The secluded cliff dwellings of Mesa Verde and the stunning architecture of Chaco Canyon beg the questions: "Who built and lived in these places? What were their lives like? Why did they vanish—or did they?" In this course you will investigate the peoples and places of the prehistoric North American Southwest—one of the most archaeologically studied places on earth. Our examination includes the initial settlement of the region about 12,000 years ago and concludes with the Pueblo Revolt of 1680 C.E. This course is also designed to help you develop your critical thinking, scientific-style writing, and oral presentation skills through the study of archaeology. These are essential skills you can use in any academic discipline, career, and in life.

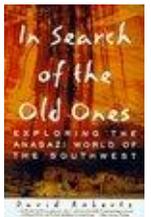
Student Learning Outcomes: By the end of this course, you should be able to:

- 1) Describe the similarities, differences, and connections among the peoples and places of the Southwest prior to 1600 CE.
- 2) Describe and have ideas about the causes for cultural and environmental change in the prehistoric Southwest
- 3) Understand and evaluate "how we know what we know" about the past through archaeological research
- 4) Construct, evaluate, and communicate a scientific-style argument
- 5) Identify the value and uses of the past for the present
- 6) Use concept and argument mapping to improve your critical thinking skills, knowledge, and understanding of any subject
- 7) Know how to continue learning about Southwestern peoples and places.

Required Textbooks and Other Course Materials:



Archaeology of the Southwest, Third Edition, by Linda S. Cordell
Left Coast Press, 2012
There's an ebook version available at the publisher's website.



In Search of the Old Ones by David Roberts
Simon and Schuster, 1997
(There is only one edition so don't worry about getting the wrong edition if you buy a used one)

Course Learning Activities (See the course website for a description of concept mapping and each Activity.)

Date	Topics	Learning activities (all due in class)
23-Aug	Introduction to class	Begin reading, "In Search of the Old Ones"
28-Aug	Introduction to SW archaeology, Introduction to concept mapping	Continue reading "In Search of the Old Ones"
30-Aug	Concept mapping in-class activity	Activity 1 due, continue reading "In Search of the Old Ones"
4-Sep	The Place and its Peoples	Concept map of Chapter 1 due, continue reading "In Search of the Old Ones"
6-Sep	Discussion of book, "In Search of the Old Ones"	Finish reading "In Search of the Old Ones" before class, Activity 2 due (required)
11-Sep	Discussion of book, "In Search of the Old Ones"	
13-Sep	Natural Environments of the Cultural Southwest	Concept map of Chapter 2 due
18-Sep	Natural Environments of the Cultural Southwest	Activity 3 due
20-Sep	Chaco video (Ingram out of town)	
25-Sep	Tools for Digging into the Past	Concept map of Chapter 3 due
27-Sep	Tools for Digging into the Past	Activity 4 due
2-Oct	"Paper Excavation," in-class activity	
4-Oct	"Paper Excavation," in-class activity	Activity 5 due
9-Oct	Paleoindian and Early Archaic Archaeology	Concept map of Chapter 4 due
11-Oct	Transitions to Agriculture	Concept map of Chapter 5 due
16-Oct	Transitions to Agriculture	Activity 6 and 7 due
18-Oct	Settlements, Farming, and Increasing Diversity	Concept map of Chapter 6 due
23-Oct	Social and Political Organization	Concept map of Chapter 7 due
25-Oct	Social and Political Organization	Activity 8 due
30-Oct	Movement and Change during Turbulent Times	Concept map of Chapter 8 due
1-Nov	Movement and Change during Turbulent Times	Activity 9 due
6-Nov	Coming Together, Making Communities	Concept map of Chapter 9 due
8-Nov	Coming Together, Making Communities	Activity 10 due
13-Nov	Transitions, Resistance, Accommodations, and Lessons	Concept map of Chapter 10 due
15-Nov	Transitions, Resistance, Accommodations, and Lessons	Activity 11 due
20-Nov	Looking to the Future	Concept map of Chapter 11 due
27-Nov	Student presentations (required for an "A")	Activity 12 and 13 due
29-Nov	Student presentations (required for an "A")	Activity 12 and 14 due
4-Dec	Student presentations (required for an "A")	Activity 12 and 15 due
6-12 Dec	Final activity due at Final Exam day/time determined by university	Activity 16 (required)

This schedule is subject to change; please check back often.

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.

Grade	Learning Activities*
A	<ol style="list-style-type: none"> 1. Concept map 8 chapters in your textbook, "Archaeology of the Southwest" 2. Complete 10 activities 3. Attend at least 90% of our class meetings (miss no more than three classes).
B	<ol style="list-style-type: none"> 1. Concept map 6 chapters of your textbook, "Archaeology of the Southwest" 2. Complete 8 activities 3. Attend at least 85% of our class meetings (miss no more than four classes).
C	<ol style="list-style-type: none"> 1. Concept map 5 chapters of your textbook, "Archaeology of the Southwest" 2. Complete 7 activities 3. Attend at least 80% of classes (miss no more than six classes).
D	<ol style="list-style-type: none"> 1. Concept map 4 chapters of your textbook, "Archaeology of the Southwest" 2. Complete 6 activities 3. Attend at least 80% of classes (miss no more than six classes).
F	<ol style="list-style-type: none"> 1. Concept map less than 4 chapters 2. Complete less than 6 activities 3. Attend less than 80% of classes (miss more than six classes).

*See the course website for a description of concept mapping and each activity.

Grading Rationale and Specifics

The rationale of this grading system is that in this course, as in life, the harder and more effectively you work the better you will do. Specifically, select the grade you want and complete all of the associated activities. There are no exams in this course.

All activities (note: concept maps are considered activities) will be evaluated on the following scale: "acceptable," "marginal," or "not acceptable." I will provide the criteria that define each of these terms. For an activity to count toward your grade, it must receive an "acceptable" evaluation. You may revise and re-submit an activity once to improve your evaluation. You may improve the evaluation of your activity by submitting a revision no later than one week from when the activity was returned in class. If you missed the class when your activity was returned, you are responsible for picking up your activity during my regular office hours so you do not miss the one-week deadline.

All activities have specific due dates (please see the course schedule). The activities are due at the start of a class and must be typed and printed out (not sent electronically to me). If you must miss class on a day when an activity is due, you may email the activity to me no later than the start of class (e.g., by 2:00 pm for a class that begins at 2:00 pm).

Early submission of your activities is always accepted; late work will not be accepted. Please note that there are more activities and due dates than required to receive an 'A' in the course. Thus, it is expected that you will not complete all listed activities.

There are three parts of each grade; each part must be completed to receive the associated grade. For example, if you concept map 10 chapters (evaluated "acceptable"), complete 10 activities (evaluated "acceptable") but do not attend 90% of our class meetings (but do attend at least 85% of the meetings), you will receive a "B" grade for the course.

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

Attendance: You are expected to attend every class meeting. I will keep track of attendance and your attendance record will affect your grade (see above). 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 activities. This knowledge and understanding will come from class lectures, discussions, activities, and the assigned readings. Under extenuating circumstances and with

instructor approval, you may be permitted to submit an additional concept map to replace a missed class.

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.

Other Requirements: There are generally no prerequisites for enrolling in one of my courses but if you have questions about your ability to learn and actively participate in a course, please contact me prior to enrolling in the course.

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://wweb.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://wweb.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