

ANTH 5349: Archaeology of Sustainability
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 12:30, 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 (96672)

Time and Place of Class Meetings: University Hall, Room 09, Monday 7:00 to 9:50 pm

Description of Course Content: In this course we investigate the concept of social and environmental sustainability. We examine if and how we can employ thousands of years of human (pre)history in our efforts to understand and achieve sustainability. Modern sustainability studies often rely on data representing recent time periods of short duration. Using archaeological case studies from around the world we consider periods of social and environmental stability and change in our exploration of sustainability and ask, "What can be learned; can the past inform the future?"

Student Learning Outcomes: As a result of this course, you should be able to:

- 1) Define and critically evaluate the concept of "sustainability" from multiple perspectives in order to understand and engage in informed discussions, actions, and/or research that might influence socio-environmental sustainability.
- 2) Describe and evaluate examples of how archaeology, anthropology, and/or long-term studies of human-environment interactions can be used to inform modern sustainability studies in order to attempt similar efforts in this course.
- 3) Employ (in writing and verbally) an archaeologically/anthropologically-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.
- 4) Improve your ability to construct, evaluate, and communicate a scientific-style argument.
- 5) Use concept and argument mapping to improve your critical thinking skills, knowledge, and understanding of any subject.

Required Textbooks and Other Course Materials: None. You may wish to purchase argument mapping software. Free versions are also available.

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

Date		Topics and Readings	Discussion Leader	Learning Activities and Other
Please Note: This Schedule is Subject to Change and "Adaptive Management"				
Articles and Chapters Noted Below Located at the "Readings" Tab on the Course Website				
27-Aug		Topic: What will the course be like? What is at stake with the issue of sustainability? What is argument mapping?	Ingram	Introductory Lecture, Video, Discussion, Introduction to argument mapping

You can start the argument mapping tutorial before class but this is not expected. Complete the tutorial before 10 Sept.

3 Sept	Labor Day Holiday - No Class		
10 Sept	Topic: What is sustainability?		
	Kates, Parris, Leiserowitz (2005)	student	Argument mapping
	Walker (2007) Evolution of a Contemporary Myth	student	Student leadership of discussion of readings
	Bettencourt and Kaur (2011)	student	Ingram, Presentation on sustainability
	Kates (2011) - read after Bettencourt and Kaur	student	
	Dresner (2002)	student	
	World Commission on Envir. and Dev't (skim, don't map)		
17 Sept	Topic: What is resilience and how does it relate to sustainability?		
	Folke et al. (2002) - ok to divide up to map	student	Argument mapping
	Turner (2010)	student	Student leadership of discussion of readings
	Resilience Alliance: Key Concepts (website)	student	Decide on sustainability topics for next meeting
	The Craft of Research (begin, don't map)		Ingram, Presentation on resilience
24 Sept	Topic: What are the specifics regarding particular sustainability issues (e.g., climate change, biodiversity, energy, etc.?)		
	Rockstrom et al. (2009)	student	Student presentations on sustainability topics
	Commentary on Rockstrom et al. (2009)	student	Argument mapping
	Encyclopedia of Earth (skim, don't map)		Student leadership of discussion of readings
	Millennium Ecosystem Assessment (skim, don't map)		
	IPCC Report (skim, don't map)		
1-Oct	Topic: Can archaeologists/anthropologists contribute to sustainability studies?		
	van der Leeuw and Redman (2002)	student	Argument mapping
	Smith (2010)	student	Student leadership of discussion of readings
	Rogers (2004)	student	Ingram presentation on research projects
	Turchin (2008)	student	
	Wells (2011)	student	
	Nash (2011)	student	
	Minnis (2006)	student	
8-Oct	Topic: What are some methodological approaches for using the past to inform sustainability studies?		
	Diamond and Robinson, Natural Experiments (2010)	student	Argument mapping

	Diamond and Robinson, Using Comparative Methods (2010)	student	Student leadership of discussion of readings
	Liu et al. (2007)	student	
	Dearing (2007) plus skim IHOPE website	student	
	Bell and Morse (2003)	student	
15-Oct	Topic: What are some examples of how the past has been used to inform the present?		
	Sheets and Cooper (2012) pp. 1-18, and the policy implications at the end of each chapter	student	Argument mapping Student leadership of discussion of readings
	Huebert (2011, 2012), Part 1, 2, 3	student	
	Hassan (2009)	student	
22-Oct	Topic: How did Diamond use the past to inform the present?		
	Diamond (2005), Prologue	student	Argument mapping Student leadership of discussion of readings
	Diamond (2005), Greenland	student	
	Diamond (2005), Anasazi	student	
29-Oct	Topic: How successful was Diamond?		
	McAnany and Yoffee (2010)	student	Argument mapping Student leadership of discussion of readings
	Berglund (2010)	student	
	McNeill (2010)	student	
	Golub (2010), Re: Questioning Collapse	student	
	Dugmore (2012)	student	
	Acemoglu and Robinson (2012)	student	
5-Nov	Overflow	Ingram	Review of poster, presentation, and final paper criteria
12-Nov		Ingram	Draft Poster Presentations and Critique - all students
19-Nov		Ingram	Graded Final Poster Presentations and Critique - all students
26-Nov		Ingram	Practice Oral Presentation of Final Paper and Critique - all students
3-Dec		Ingram	Graded Oral Presentation of Final Paper and Critique- all students, Course Wrap up
TBD	Day/time as set by university		Final Paper due

Learning Activities

- 1) Argument Mapping. We will "argument map" many of the readings in the course. This is a very useful skill that will improve your thinking and writing. You are not required to purchase the Rationale software. Free options are available (e.g., [CMAP](#)) and can be adapted for argument mapping. The discussion leader's map will be shared among the class so that by the end of the course each student will have maps for each reading.
- 2) Discussion Leadership. The readings will be divided equally among all students with one person assigned to each reading. You must argument map the article/chapter you will lead the discussion of and provide everyone in the class a copy of your map. I will post and we will discuss how to lead an effective discussion of the readings.
- 3) Poster Appropriate for a Scientific Conference. Each student will develop and present a poster appropriate for a professional conference in your area of interest. Class time will be devoted to

thorough critique of your effort.

Note: I will meet with each of you individually to discuss your research topic. My hope is that your poster, presentation, and paper can contribute to your thesis or some other project you are working on. For example, you may want to consider a chapter in your thesis that addresses the contemporary or "broader" impacts of your research. Can your work inform a contemporary sustainability issue?

- 4) Oral Presentation Appropriate for a Scientific Conference. Each student will develop a 15 minute presentation appropriate for a professional conference in your area of interest. Class time will be devoted to thorough critique of your effort.
- 5) Final Research Paper. Each student will develop a research paper. The main focus of the paper is the structure and quality of your argument not the significance of the new knowledge you are creating.

Grading

There are six primary learning activities in this course:

1. Constructing argument maps
2. Leading discussions of the assigned readings
3. Developing a poster appropriate for a scientific conference
4. Delivering an oral presentation of the results of your research
5. Conducting original research and writing a research paper on an approved topic
6. Attending class (not used to calculate your grade but if you miss more than 3 classes, you will not pass the class).

Activities 1-5 are equally weighted at 20 points each for a total of 100 points available in the course. An "A" grade requires that you accrue 90 to 100 points, "B," 80 to 89 points, "C," 70 to 79 points, "D," 60-69 points, and "F" less than 60 points.

Argument mapping is graded based on the quantity of argument maps you complete and their quality (graded: acceptable, marginal, unacceptable). You will receive one point for each argument map you complete that receives an "acceptable" evaluation. You can accrue up to 30 points and the additional points will be added to your total points. Argument maps are due in class the day the associated reading is to be discussed.

Leading discussions of the assigned readings and topics is also graded on an acceptable, marginal, unacceptable scale. This activity will be divided equally among the class. You will lead approximately five discussions. An "acceptable" evaluation will earn four points. A "marginal" evaluation will earn two points. An "unacceptable" evaluation or missing a day you are scheduled to lead a discussion will result in no points.

Your poster, oral presentation, and research paper will be evaluated on a traditional "A, B, C..." scale: A=20 points, B=18 points, C=16 points, D=14, F=12.

I will provide the expectations (criteria) for each grade and evaluation.

All activities have specific due dates (see course schedule). Late work (defined as not ready at the start of the class in which it is due) or missing a day in which you are to present your poster or paper will cause those activities to lose total point value. Specifically, you will lose a letter grade for each week you are unavailable or unable to present your poster or final paper. If you are unprepared to lead a discussion of your assigned reading you will receive no points for that activity.

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

Please keep track of your performance throughout the semester and seek guidance from available sources (including the instructor) if your performance drops below satisfactory levels.

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 discussions, activities, presentations, and the assigned readings.

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 8-10 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