



Class Location & Time: Online

Instructor: Christine Jones, PhD

Faculty blog: <http://anthrowarrior.blogspot.com>

Office: FH 217K

Office Hours: M&W 12:45-3:45 (use Scheduler on Canvas to sign up for appointment)

Contact me: Bioarchjones@tamuct.edu

Catalog Course Description:

This course explores the major pre-Columbian cultures of Mesoamerica, from Olmec to Aztec periods, with a focus on the ancient Maya. Archaeological and bioarchaeological studies are emphasized during a chronological overview of the prehistory and history of these cultures up to and beyond the point of European contact.

Mode of instruction and course access:

This is a 100% online course. This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>]. Please check the course website daily for updates and announcements.

Student-instructor interaction

During the week (Mon-Fri) I usually check emails often and respond within 24 hours. I may not respond to weekend emails until Monday or Tuesday. Email is a better way to reach me than Canvas message. If you plan to come to my office hours and want to reserve a time, use the Scheduler tool in the Canvas calendar to make an appointment (see <https://community.canvaslms.com/docs/DOC-10482-4212354555>).

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

Required Textbook

Ancient Mexico and Central America:
Archaeology and Culture History

<u>Year</u>	<u>Author</u>	<u>ISBN</u>	<u>Ed.</u>	<u>Publisher</u>
2013	Evans, Susan	9780500290651	3rd	Thames & Hudson

Course Objectives:

Students will learn the

- Geography and environmental setting of Mesoamerica through time
- Chronology and characteristics of major pre-Columbian cultures in Mesoamerica including the Olmec, Maya and Aztec
- How archaeological and bioarchaeological studies contribute to our knowledge of ancient civilizations of Mesoamerica
- The timeline and important events surrounding European arrival and first contact in Mesoamerica and cultural changes after contact.

Course requirements:

1. Reading assignments and weekly online folders: Readings from the textbook are listed in the course schedule below and in our weekly folders. Please complete the weekly readings before you attempt to submit a journal response or discussion post. Films and websites are also posted in the weekly folders and these materials should be referred to when completing your journal responses. **For weeks when discussion posts are due there will be additional readings available in our E-reserves course folder.**
 - a. To access e-reserves go to the TAMUCT library home page. <http://tamuct.libguides.com/index>. Under the heading "Library Information," look for the blue hyperlink link to E-Reserves. Click on this hyperlink. Use the search box to locate our course either using your instructor's name (Jones) or the course name (Ancient Civ) or number (type "ANTH 4320"). The readings will be listed in folders by discussion number. **The e-reserves password is "maya"**
2. Journal Responses (10 pts each)—Open Tuesdays 8 am and due Sundays at 11:59 PM
There are a total of 10 journal responses due in the course, with some weeks having more than one journal response (usually related to a film, see schedule). Journal responses should be between 250-300 words. Responses much shorter or much longer than this will have points deducted. Journal entry question prompts will be embedded within short lecture videos within the weekly folders. Responses that appear to be copied and pasted verbatim from the textbook will not receive points as journal entries should be in the student's own words. Students should use these responses to stay on top of the readings and engaged with the course; as such the tone of responses can be informal and first person, so long as they have proofread for spelling and grammar. Journal responses are private and can only be seen by the student and instructor. There are no makeups for journal responses.
3. Discussion postings: There will be 5 discussion postings due consisting of one primary response and two secondary responses (100 pts total per discussion). You will be required to submit YOUR OWN post to the discussion question(s) provided by me that week and then respond to TWO other of your classmates posts. Guidelines are as follows:
 - A. Initial, Primary Response (50 pts each)—due Thursdays at 11:59 PM**
Students are expected to read the assigned materials *prior* to responding to

threaded discussions, typically at the beginning of each week (Sun/Mon/Tues). The student should inspect the Course Calendar and see what readings are assigned for that week. Early in the week (Mon/Tue), the discussion question will be made available if not sooner. **The student should devote the first part of the week to reading and understanding the assigned reading. Note taking and outlining is recommended. The student should then be ready toward the middle (Wed/Thurs) of the week to post his response.**

This initial, primary response should reflect familiarity with the readings, and should answer the question as completely as possible. This response should be at least a half page in length (about 250 words). A response that is not at least 250 words cannot receive full points. A response that has not been proofread (ex: is filled with excessive spelling and grammatical errors) cannot receive full points. Most importantly, responses should have some substance beyond the student's agreement with a statement or the mere expression of his opinions. **The student should support his/her responses in some way with references to the assigned readings.**

****A note on QUOTATIONS/CITATION: Discussion posts should be in your own words.** You can assume everyone has done the readings, so there is no need to re-state large portions of the reading material in your posts. Please use quotations sparingly, i.e., only to orient one another to specific, brief passages in the readings (with page numbers cited in parentheses). Note that quotations do not count toward your 250 word minimum; only your own words count. Posts that include mostly quotations or lengthy quotations will not receive any credit.

B. Additional Responses/Comments (25 pts each)—due Sundays at 11:59 PM
After another student has made his/her own initial response, the student must make *TWO additional secondary responses to what some student wrote*. Do not be eager to post your secondary response. Wait to respond to a post that appears inadequate in some way. This secondary response need not be a half page in length, but it should entail at least a couple of sentences or more. This secondary response should be substantive, and you should attempt to support your response in some way from the readings. **Your response is primarily concerned with whether the student responded adequately to my original question.** Simply stating that you agree with someone is unacceptable: you must provide some reasons for this agreement. **Also remember that your primary task is not to agree but to analyze another's post in a critical way.** After you submit your three responses for a discussion week, you have complied with the requirements of the course. You may post as many comments as you like to discussion threads, and I encourage you to do so especially to foster discussion.

****IMPORTANT INFORMATION ABOUT SUBMITTING YOUR DISCUSSION POSTS****

- Treat these discussion postings as if they were essay questions on an exam. Your tone should always be formal and professional, even when commenting to another student's post.
- Do not be fooled by the due dates and deadlines automatically generated by CANVAS entries in discussion forums and exams. **The only due dates and deadlines which matter are those contained in this syllabus. Do not rely on CANVAS to indicate the due date or time for an assignment, consult the syllabus!** For example, CANVAS indicates the discussion boards are open indefinitely. This does not mean you can submit discussion posts at any time for points.
- Posts submitted after the Thursday 11:59PM primary response deadline are pointed as secondary responses and only two responses will be counted for points (max. points 25 points each) regardless of how many posts are submitted. There are no makeups for discussion posts

C. My Responses

I will grade and give feedback for journal responses as soon as I can after they are submitted. I will grade these usually by the end of that week after they are due, though sometimes it may take two weeks. For discussion posts I will grade and respond to selected discussions in the same way. It is the student's responsibility to read my responses to these posts. Sometimes inaccurate information is presented by students that should be corrected, and the purpose of some of my replies is to alert the class to such information. Generally, grading feedback is most detailed in the first third of the class and then will diminish as students become more familiar with the course. Students may ask relevant questions regarding my responses within the discussion to clarify information however **my intent is to make sure the concept has been covered adequately not to engage in a debate on the topic.** Students can always email me regarding grading feedback or lack thereof in journals or discussions.

D. Grading Criteria for Discussion Boards: The following rubric outlines how discussion boards will be graded. Note that assessments will focus on the *quality* of your discussion posts and not the *quantity* (i.e. I am not looking for "good idea" or "Yeah, I agree."). Quality participation pertains to a student's responding in relevant, meaningful ways, **based upon the assigned readings for that week.**

E. Grading Criteria for Discussion Posts

Point Value
(100 pts total)

Explanation of issues: In the primary post, the student focuses on explaining issues by answering the discussion questions for the week. The primary post clearly demonstrates that the student has read and comprehended the sources. The issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.

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Analysis of evidence: In the primary post, the student takes information from sources with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. It is clear the student is considering the *evidence* presented by authors to support their claims. Viewpoints of experts are questioned thoroughly. 10

Message Coherence: Posts MUST be cited appropriately and written in clear, grammatically correct, and properly spelled English. Stream-of-consciousness posts will lose points. 5

Response (secondary) Posts: Responses elaborate, contradict, modify, or explain the original message and stay on topic, drawing on the readings and other course materials as appropriate. (Note: Response posts are worth 25 points each. If you only write a primary post, the maximum points you can earn for the discussion is 25 if you submit one secondary post and 50 if you submit two.) 25/post

F. Netiquette: All students are expected to follow rules of common courtesy in all messages and threaded discussions. Students may wish to refer to the Student Handbook (located under Student Affairs/Student Conduct on the Texas A&M University-Central Texas website) for further information along these lines. Inappropriate or offensive messages or remarks may result in expulsion from the course.

4. **Exams:** There will be three exams (100 pts each) that primarily cover readings from the textbook. Films, websites and supplementary readings will be assessed using journal responses or discussion posts. The exam may be multiple choice, short answer, or essay format, but typically limited to 20-25 questions within a 1 hour time limit. **Exams are open for a period of 2-3 days and these dates/times are listed in the course schedule.** Students can makeup an exam if they have a documented excuse such as illness or injury (see full policy below). FYI WHEN TAKING THE EXAM:

- a. If you press back by accident, your internet or power cuts off, or some other known reason locks you out of your exam and you need your exam reset, please email me immediately so I can resolve the problem BEFORE THE EXAM WINDOW CLOSES.
- b. If you have a technical problem that is unknown or not resolvable by you such as CANVAS gives you errors when you try to submit questions, or you can't get into CANVAS at all because your password suddenly doesn't work, you'll have to call the help desk as that's something I can't fix (see technology requirements towards the end of

- the syllabus for the number). If this happens you will be required to submit proof of contact with the help desk (case #, email fwd, etc.) in order to qualify for a makeup.
- c. If you decide to take your exam one hour before the exam window closes you are not allowing yourself enough time in case a. or b. happens so plan accordingly.

Course Policies

Modification of the Syllabus

This syllabus may be revised in minor ways at the discretion of the instructor. The student is responsible for noting any changes in the syllabus. More than likely, a change in the syllabus will pertain to events in the Course Schedule. If so, a revised course schedule will be posted.

Makeup work and missed assignments:

Absolutely no makeups will be provided for missed discussion posts and journal responses. **There are no makeups for discussions, because we have moved on after the deadlines and because these assessments are usually open for more than 3 days.** A student may request a makeup for a missed exam if the student misses the exam window due to an illness or hospital stay for example.

To successfully makeup an exam a student **MUST** 1. Contact the instructor prior to the missed exam (or within 24 hours of having missed the assignment in the case of emergencies) for purposes of making it up; 2. Schedule with the instructor ASAP to take a makeup no later than 2 weeks after the original excused absence; and 3. Provide documentation (ex: doctor's note, police report) verifying the reason for your excuse. If you don't follow through on all three of these requirements you may be denied the request to makeup the exam. Students who miss an exam with no excused absence will receive a zero on the exam. If you miss an exam due to technical difficulties you must provide proof (email with case number) that you contacted the help desk or other tech support entity as the supporting documentation required above.

Diversity in the Classroom: Respect for cultural and human biological diversity are core concepts within the Social Sciences. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. In this course we welcome individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

Coursework	Points
Exams (3 @ 100)	300
Discussion (5 @ 100)	500
Journal Responses (10 @ 20)	200
Total:	1000

Points	%	Grade
900 – 1000	90 – 100%	A
800 – 899	80 – 89%	B
700 – 799	70 – 79%	C
600 – 699	60 – 69%	D
0 – 599	0 – 59%	F

Ancient Civ Mesoamerica (ANTK 4320)
Spring 2018

COURSE SCHEDULE					
Week	Day	Topics	Readings: Chapter	Discussion	Journal response
1	Jan 16 Tue Jan 21 S	Introduction Environment/Geography	Evans 1 & 2		1
2	Jan 22 M Jan 28 S	Archaic & Formative Early agriculture	Evans 3 & 4 FILM (Olmecs)		2, 3
3	Jan 29 M Feb 4 S	Olmecs & Early Complexity	Evans 5 & 6, E-reserves articles: 1. Pugh (1981) 2. Reilly	1	
4	Feb 5 M Feb 11 S	Exam #1 Opens 2/8 @8am closes 2/11 @11:59 pm	Exam covers chapters 1-6 and lecture videos only		
5	Feb 12 M Feb 18 S	Emergence of states: Oaxaca	Evans 7 & 8, E-reserves articles: 1. Marcus & Flannery 2. Barber & Sanchez (2012)	2	
6	Feb 19 M Feb 25 S	Emergence of states: Maya	Evans 9 FILM (Teotihuacan)		4
7	Feb 26 M Mar 4 S	Teotihuacan Urban lifestyles	Evans 10, E-reserves articles: 1. Sugiyama & Lujan (2007) 2. Mandell (2015)	3	
8	Mar 5 M Mar 11 S	Early classic Maya centers	Evans 11		5
☺	Mar 12 M Mar 18 S	SPRING BREAK	SPRING BREAK	SPRING BREAK	☺
9	Mar 19 M Mar 25 S	Exam #2 Opens 3/22 @8am closes 3/25 @11:59 pm	Covers Chapters 7-11 and lecture videos only		
10	Mar 26 M Apr 1 S	Late Classic Maya Southern Lowlands	Evans 12		6
11	Apr 2 M Apr 8 S	Late Classic Maya: N Lowlands	Evans 14 FILM (Maya)		7,8
12	Apr 9 M Apr 15 S	Classic Maya : Lifestyles	E-Reserves readings only: 1. Ardren 2. Geller 3. Prufer & Hurst	4	
13	Apr 16 M Apr 22 S	Postclassic Yucatan	Evans 17		9
14	Apr 23 M Apr 29 S	Aztec empire	Evans 18 E-reserves: Carrasco (2011) Ch 4	5	
15	May 30 M May 6 S	Aztecs & colonial resistance	Evans 19 & 20		10
16	May 7 M May 9 W	Exam #3 Opens 5/7 @ 8am, closes 5/9 @ 11:59p	Covers chapters 12-20		

Grade posting: All grades will be posted online; it usually takes about 1 week for me to grade your work. Be assured that I am grading your work as fast as I possibly can.

Late Work is Not Accepted

Discussion posts and journal responses submitted after the listed deadlines are NOT considered late work they are considered missed assignments. Late work posted after the time deadlines listed in the syllabus will receive a zero. Occasionally students attempt to post their primary and secondary posts together, before the Sunday 11:59pm deadline. In this case the secondary posts are on time but the primary post is not and points will be deducted accordingly.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.
24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY POLICIES

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf]. Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such. For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html]. Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at imdavis@tamuct.edu. Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help! If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders. Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments. Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

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