



ANTH 4320 ANCIENT CIV. OF MESOAMERICA

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Christine Jones, PhD

Office: HH 204C

- **Contact me** via Canvas message or email: Bioarchjones@tamuct.edu
- **Office hours: By webex or phone appointment. Email me to set up a virtual meeting!**

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 have questions or concerns about the class and need to talk about them, please email me to request a webex or phone appointment.

Mode of instruction and course access

This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/]. Since this is an online class, most communication between the instructor and students will be electronic in nature; however, all students are welcome and encouraged to attend office hours or make an appointment for an office visit.

COURSE CATALOG 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.

Technology Requirements

- This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.
- Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.
- Username: Your MyCT email 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 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.*

Warrior Shield:

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield 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 Warrior Shield through their myCT email account. Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- Face Coverings— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
 - o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day’s class remotely for all students.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities

have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

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.

Required Textbook	Year	Author	ISBN	Ed.	Publisher
Ancient Mexico and Central America: Archaeology and Culture History	2013	Evans, Susan	9780500290651	3rd	Thames & Hudson

Course requirements

1. Reading assignments and weekly online folders: Readings from the textbook are listed in the course schedule and in the Canvas modules by week. Films and websites are also posted in the weekly folders. **For weeks when discussion posts are due there will be additional readings available in our E-reserves course folder.** The readings will be listed in folders by discussion number. **The e-reserves password is “maya”**
 - A. To access e-reserves you can use this direct link https://tamuct.libguides.com/er.php?course_id=71972 OR go to the TAMUCT library home page. <http://tamuct.libguides.com/index>. Under the heading "Library Information," click on the blue hyperlink link to E-Reserves. 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").
2. Journal Responses (20 pts each)— **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. Journal responses should be between 250-300 words. 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. Journal responses are private and can only be seen by the student and instructor.
3. Discussion postings: There will be 5 discussion postings due consisting of your first post and your comment to another student (100 pts total per discussion). You will be

required to submit YOUR OWN post to the discussion question(s) that week and then respond to ONE other of your classmate's posts. Guidelines are as follows:

A. **First post (75 pts each)—due that Sunday 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). Their *first post* should answer the question as completely as possible. The student should support their response in some way with references to the assigned readings. This response should be at least a half page in length (about 250 words). **Discussion posts should be in your own words.** 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.

B. **Comment to another student (25 pts each)—due the next Sunday at 11:59 PM**

After a student has made his/her own first post, they HAVE A WHOLE WEEK to make *ONE additional response to what some student wrote*. The comment should be at least a couple of sentences long and should be substantive. This means students should add some important information that enriches the original answer is supported by the course readings.

4. **Exams:** There will be three open-book/open-note exams (100 pts each) that primarily cover lectures and readings from the textbook. Films, websites and supplementary readings will be assessed using journal responses or discussion posts. **Exams are online and open for multiple days. These dates/times are listed in the course schedule.** Exams may be multiple choice, short answer, or essay format, but typically are limited to 20-25 questions within a 75-minute time limit.

A. A common complaint about timed exams is that there was not enough time to complete the exam. Open book/open note exams still require that students study and prepare their notes in order to complete the exam in the allotted time. At a minimum, students should create a 1 page or 1 note-card study guide in order to prepare their notes and materials ahead of each exam. Students should contact the instructor if they have questions about preparing for exams.

B. If a student has an accommodation from the office of access and inclusion which requires them to have more time on exams, please inform the instructor so that the exam is set for the required timing.

C. Students can makeup missed exams. See late policy below for guidelines on making up a missed exam.

D. **Special note from your instructor about online exams:** 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. 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 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. If you decide to take your exam one hour before the exam window closes you are not allowing yourself enough time in case life happens, so plan accordingly.

Grading Feedback

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. 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 can always email me regarding grading feedback in journals or discussions. 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. 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.**

Grading Discussion Boards

The following rubric outlines how discussion boards will be graded. Note that the instructor 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.**

<u>Grading Criteria for Discussion Posts</u>	<u>Point Value</u> <u>(100 pts total)</u>
Explanation of issues: In their first post, the student focuses on explaining issues by answering the discussion questions for the week. The primary post clearly demonstrates that the student has <u>read and comprehended the sources</u> . The issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	50
Analysis of evidence: In their first post, the student takes information from sources with and interprets them to develop a comprehensive analysis. It is clear the student is considering the <i>evidence</i> presented by authors to support their claims. Viewpoints of experts are questioned thoroughly.	15
Message Coherence: All discussion board entries MUST be cited appropriately and written in clear, grammatically correct, and properly spelled English. Stream-of-consciousness posts will lose points.	10

Comment (response) Post: Responses elaborate, contradict, modify, or explain the original message of another student and stay on topic, drawing on the readings and other course materials as appropriate.

25

Response posts are due the week after the primary post.

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

COURSE SCHEDULE (Topics listed by week) Subject to revision, if necessary, during the semester. The final due date for the last week of classes is 11:59 on Friday, May 14. All assignments must be completed and/or submitted in Canvas. No other forms of submission will be accepted. Full guidelines for all assignments listed in this schedule are provided in the weekly Canvas course modules.

Week 1. Course Introduction: Environment & Geography (Week of JAN 19)

Readings: Evans 1 and 2

Journal 1 DUE 1/24

Week 2. Archaic & Formative: Early Agriculture (Week of JAN 25)

Readings: Evans 3 and 4

Journal 2 and Journal 3 DUE 1/31

Week 3. Olmecs: Early complexity (Week of FEB 1)

Readings: Evans 5 and 6; ERESERVES: “Intimate view of archaeological exploration” by Pugh (1981) and “Art, Ritual, and Rulership in the Olmec World” by Reilly

DISCUSSION 1 primary response DUE 2/7, secondary response DUE 2/14

Week 4. Exam 1 (Week of FEB 8)

Exam 1 covers chapters 1-6 and lecture videos only

Exam 1 Opens 2/10 @8am closes 2/14 @11:59 pm

Week 5. Emergence of States: Oaxaca (Week of FEB 15)

Readings: Evans 7 and 8; ERESERVES: “Ancient Zapotec Ritual and Religion” by Marcus & Flannery (1994) and “A Divine Wind” by Barber & Sanchez (2012)

DISCUSSION 2 first post DUE 2/21, comment to another student due 2/28

Week 6. Emergence of States: Maya (Week of FEB 22)

Readings: Evans 9

Journal 4 due DUE 2/28

Textbook & Course requirements pg 3, Course schedule pg 6, Late policy last page

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Week 7. Teotihuacan and Urban lifestyles (Week of MAR 1)

Readings: Evans 10; ERESERVES: “Dedicatory Burial at the Moon Pyramid” by Sugiyama & Lujan (2007), “Human trophies worn by sacrificed soldiers” by Spence et al. (2004) and “A New analysis of the Great Goddess” by Mandell (2015)

DISCUSSION 3 first post DUE 3/7, comment DUE 3/14

Week 8. Early Classic Maya centers (Week of MAR 8)

Readings: Evans 11

Journal 5 DUE 3/14

****SPRING BREAK WEEK: MAR 15-MAR 19****

Week 9. Exam 2 (Week of MAR 22)

Exam 2 covers chapters 7-11 and lecture videos only

Exam 2 Opens 3/24 @8am closes 3/28 @11:59 pm

Week 10. Late Classic Maya: S. Lowlands (Week of MAR 29)

Readings: Evans 12

Journal 6 DUE 4/4

Week 11. Late Classic Maya: N. Lowlands(Week of APR 5)

Readings: Evans 14

Journal 7 DUE 4/11

Week 12: Classic Maya lifestyles and Postclassic Yucatan (Week of APR 12)

Readings: Evans 17, ERESERVES: “Household Archaeology” by Gonlin (2020), “Ritual Cave Use” by Holley (2020), and “Maya Bioarchaeology” by Tiesler (2020)

DISCUSSION 4 first post DUE 4/18, comment DUE 4/25

Week 13: Aztec Empire 1 (Week of APR 19)

Readings: Evans 18

Journal 8 DUE 4/25

Week 14: Aztec Empire 2(Week of APR 26)

Readings: Evans 19, ERESERVES: “Cosmivision and Human Sacrifice” CHAPTER 4 ONLY by Carrasco (2011) and “The Emperor” by Berdan and Smith (2020).

DISCUSSION 5 first post DUE by 5/2, comment DUE 5/9

Week 15: Aztecs and Colonial resistance (Week of MAY 3)

Readings: Evans 20

Journal 9 and Journal 10 DUE 5/9

Week 16: Exam 3 (Week of MAY 10)

Exam 3 covers chapters 12-20 and lecture videos only

Exam 3 Opens MONDAY 5/10 @8am closes WEDNESDAY 5/12 @11:59 pm

COURSE PROCEDURES AND POLICIES

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.

Late Work

Canvas deadlines on journals and discussion posts are suggested deadlines. **Late submissions are not accepted for exams.** Class assignments (not exams) will be accepted late without penalty. Late work submitted after the suggested deadline may not receive instructor feedback. No late assignments will be accepted past May 14 at 11:59 pm. If you miss an exam, you can **request a makeup** within 1 week of the missed exam. The instructor will evaluate makeup requests for missed exams on a case-by-case basis. Simply making a request does not mean that you will be permitted to makeup the missed exam. For this class the makeup assignment for a missed exam is a 3-5 page paper assignment due within 2 weeks of the missed exam.

Academic dishonesty

Academic dishonesty will not be tolerated. Any student caught plagiarizing will receive a 0 (zero) for that assignment and may be referred to the university for further discipline. A second incident of plagiarism or other form of academic dishonesty will result in a failing grade for the course and a referral to the university for further discipline.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

All University resources, procedures, and guidelines are available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>] in the modules section.

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