

## SAA Syllabus Submission Form

### ANT 351: New World Archaeology: A Prehistory of South America

Fall 2014

Dr. Jerry Moore

TTh 11:30 – 12:45 pm  
SBS F-101

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**Overview:** This course examines the diversity of ancient societies in the prehispanic South America. The course is a combination lecture and seminar format organized into two major sections. The first segment of the course is an overview of South American prehistory. Beginning with an introduction to South American environments and chronological frameworks, we briefly summarize evidence for the peopling of the continent, the hunting and gathering adaptations across South America, and the Formative transition to agricultural societies. We then survey the variations in cultural traditions, chiefdoms, states and empires that developed in South America between ca. 3,000 BC and AD 1500.

The second segment of the course is focused on directed student research projects, culminating in a written research paper. The papers are based on specific topics (to be provided). A series of student activities—a bibliography, a research précis, and a research presentation—culminates in a final paper (see Section V.) Each research topic has been devised to expand a hypothesis or apply an analytical method to a site or series of sites discussed in the first segment of the course. Please note: these presentations and final papers are not essay questions designed to get a “right” answer, but innovative research in which you explore unknown territory.

**I. Texts:** The required text for the course is J. Moore (2014) *A Prehistory of South America: Ancient Cultural Diversity on the Least Known Continent* (University Press of Colorado); additional readings will be required for student research projects.

<u>Date</u>	<u>Topic</u>	<u>Readings/Due Dates</u>
Week 1 8/26	Intro to Course	Preface; Chapter 1
Week 1 8/28	The Brave New World	Chap. 2
Week 2 9/2	The Last Ancient Homeland: Peopling South America	Chap. 3
Week 2 9/4	Archaic Adaptations	Chap. 4;
Week 3 9/9	Archaic Adaptations	Chap. 4 <b>Choose Paper Topics</b>
Week 3 9/11	Origins and Consequences of Agriculture in South America	Chap 5
Week 4 9/16	Social Complexities: Part I	Chap. 6

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Week 4	9/18	Social Complexities: Part I	
Week 5	9/23	Social Complexities: Part II	Chap. 7 <b>Bibliography</b>
		<b>Due</b>	
Week 5	9/25	Social Complexities: Part II	
Week 6			9/30
Week 6	10/2	Regional Florescences	Regional Florescences
Week 7	10/7	Age of States and Empires	Chap. 9
Week 7	10/9	CLASS CANCELLED	
Week 8	10/14	Age of States Empires	
Week 8	10/16	Twilight of Prehistory	Chap. 10
Week 9	10/21	Twilight of Prehistory	
Week 9	10/23	Empire of the Four Quarters	Chap. 11
Week 10	10/28	Empire of the Four Quarters	
Week 10	10/30	<b>MIDTERM</b>	
Week 11	11/4	The Past in the Present; re Seminar and Participation	Chap. 12; <b>Précis</b>
		<b>Due, Distributed</b>	
Week 11	11/6	<b>Précis--Discussion</b>	
Week 12	11/11	<b>Holiday</b>	
Week 12	11/13	<b>Précis--Discussion</b>	
Week 13	11/18	<b>Student Presentations</b>	
Week 13	11/20		<b>Student Presentations</b>
Week 14	11/25		<b>Student Presentations</b>
Week 14	12/2	<b>Student Presentations</b>	
Week 15	12/4	<b>Student Presentations</b>	
Week 15	12/5	<b>Student Presentations</b>	

**FINAL PAPER Due Thursday December 11 at 4 pm**

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**III Readings:** J. Moore (2014) *A Prehistory of South America: Ancient Cultural Diversity on the Least Known Continent*. This book is written for several different purposes—to provide background information and overviews of South American prehistory, to introduce specific theoretical issues, and to provide a starting-point for your additional bibliographic research. Additional readings will be necessary for your research.

**IV. Grading:** The course grade is based on a midterm (25 pts), bibliography (10 pts), research précis (15 pts), a student presentation (20 pts) and a final paper (30 pts). Final grades are based on the following scale: A= 100 – 93, A- =92 – 90, B+=89 – 87, B= 86-83, B- =82 – 80, C+ =79 – 77, C=76-73, C- =72 – 70, D+= 69 – 67, D= 66 – 60, F = 59  $\geq$  .

### V. Methods of Evaluation.

**Midterm:** The midterm is an in-class, “objective” exam involving site identifications, definitions, and short answers. It is not a multiple choice exam. A study guide will be distributed at the beginning of the 3<sup>rd</sup> week.

**Bibliography:** The bibliography must consist of a minimum of 10 references relevant to your chosen paper topic. The bibliography must be typed and follow *American Anthropologist* guidelines (available at [www.aaanet.org/pubs/style\\_guide.htm](http://www.aaanet.org/pubs/style_guide.htm).)

**Evaluation:** Does the bibliography contain 10 or more references? (2 pts) Are all the references clearly relevant to the topic? (4pts) Does the bibliography follow *American Anthropologist* style guides? (4pts)

**Précis:** The précis is a brief, 2-3 page statement of a) your paper topic and the hypothesis you are testing, b) a summary of method, c) synopsis or graphic showing the data to be analyzed, and d) a statement regarding possible outcomes of your research. The précis must be typed in 11-12 pt font, double-spaced with 1” margins. Your name should appear on the front page.

**Evaluation:** Does the précis follow guidelines? (5pts) Does it address all the issues listed above? (5pts) Is it clearly written and well organized? (5pts)

**Presentation:** You will present the results of your research in a 15 minute presentation; 10 minute for the presentation and 5 minutes for questions and answers. Although the setting is non-confrontational, you should be prepared to answer questions or criticisms of your approach. You may assign brief readings or announce in advance that you will be discussing a specific passage from the book or article. If you use graphics—handouts, overheads, or PowerPoint—they should enhance your presentation, not distract from it.

**Paper:** The final research paper is 8 - 10 pages (minimum, not including bibliography or illustrations), double-spaced, with 1” margins. Minimally the paper should contain the following sections with separate headings: Introduction, Background to the Problem, Analysis/Discussion, Summary and Conclusion. A detailed guide to the papers will be available early in the semester (circa 3<sup>rd</sup> week of September).

**VI. Office Hours** TTh 1- 2 p.m. or by appointment. Contact by email or phone for appointment. You may email me with questions, but please note that my answers will be brief and please allow 36 hours for a reply (i.e., don’t email me an hour before the midterm.) Also, I do not discuss grades via email as I cannot guarantee confidentiality.

### VII. Course Objectives, Learning Outcomes and Means of Assessment

#### Course Objectives

1. Survey issues and data from selected regions and time periods of the prehistoric Andes.
2. Summarize key analytical issues regarding food production and sedentism, religious and political authority and the archaeological record, and the nature and study of empires.
3. Development and enhancement of critical thinking, analytical reading, and writing skills.

#### Course Objectives Are Met By

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1. Lectures on selected topics.
2. Assigned readings and discussions on specific issues.
3. Faculty-led and student-led presentations on specific topics.
4. Discussion of final paper topics, issues and problems in class.

### Learning Outcomes

At the end of this course, students should be able to:

1. Broadly outline the chronology and geographical zones of the Andes.
2. Discuss the criteria used to evaluate archaeological sites
3. Identify the relevant period and region for select prehispanic South American sites and cultures such as: Fell's Cave, Monte Verde, Valdivia, Huaca Prieta, Kotosh Religious Tradition, Yayamama Religious Tradition, Pukara, Chiripa, Tiwanaku, Paracas, Nazca, western Amazonian earthworks, Huarapa, Wari, Gallinazo, Moche, Chimu, Inka.
4. Discuss key issues regarding the development of complex society and the reflexive relationships between social life and the built environment using archaeological data from the South America.
5. Critically scrutinize published works and summarize and re-evaluate previous findings.
6. Conduct in-depth library research on additional selected topics.
7. Present a 15-minute presentation on the major issues, discoveries, and problems encountered in this research.
8. Prepare a well-written 8-10 page paper that discusses selected topics and is free of stylistic flaws and typographic errors and is prepared according to guidelines.

### Means of Assessment

Student learning outcomes are assessed through the following:

1. An in-class midterm covering South American culture history, major archaeological sites, and the development of regional cultures.
2. Evaluation of student-led presentation.
3. Evaluation of elements of research paper: bibliography and precis.
2. Final paper on specific research topics relating to South American prehistory that documents mastery of key data and critical syntheses.

### **VIII. Plagiarism**

Plagiarism violates the essential elements of a university education. The University Catalog states:

*At the heart of any university are its efforts to encourage critical reading skills, effective communication and, above all, intellectual honesty among its students. Thus all academic work submitted by a student as his or her own should be in his or her own unique style, words, and form. When a student submits work that purports to be his/ her original work, but actually is not, the student has committed plagiarism.*

Avoid plagiarism like the plague. If you quote from another work, use quotation marks. If you study with another student, be absolutely certain your written work is your own and no one else's. Plagiarism is treated very seriously in this class and may result in grade penalties, formal disciplinary actions, and severe academic sanctions.

### **IX. Computer Literacy**

This course assumes students have a basic knowledge of computer programs and practices, including access to Microsoft Word, access to online bibliographic searches (e.g., Google Scholar, WorldCat), and the ability to prepare PowerPoint presentations. If you do not have access to these programs or do not know how to use them, you must discuss this with me so you can gain access and skills.

### **X. Protocols**

The University environment is designed to tolerate a wide range of ideas, behaviors, and personalities. University regulations emphasize the need for student self-discipline and self-control. However, a number of behaviors are not tolerated and may be the basis for expulsion, suspension, probation

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or lesser sanctions. Plagiarism is preeminent among such prohibited behaviors, but also prohibited is "Obstruction or disruption, on- or off-campus property, of the campus educational process, administrative process, or other campus functions" University Catalog 1995-96:56).

Please do not disrupt class while in session. Do not detract from the educational process. Arrive at class on time, but if a late entrance is unavoidable please be discreet and quiet. Sit in the back of the room. Parents, please do not bring children into the classroom on a regular basis unless you can guarantee they will be quiet throughout class and are willing to remove the child at the slightest disruption. As a father, I sympathize with child-care difficulties, but as a teacher I cannot allow a child's presence to distract students or me. Turn off all cell phones and pagers before you enter class. Tell people that you cannot receive calls between 11:30 -12:45, on Tuesdays and Thursdays.

Finally, I expect that you to attend class. This may seem too obvious to state, but if you do not attend class you will not pass. I do not take roll because I think that is for children, and you are adults. Most of the information is in the lecture; I expect you to attend the lecture.

### **X. A Final Note**

This course is meant to be challenging. It is your job to master the materials and skills of this course; it is my job to help you do that. If you have any questions about the readings or lectures, about the course objectives or the best way you can meet your personal grade goals, please come to my office hours, email or call. If you are having problems in the course, come talk to me early in the semester not in the last weeks when there is no longer anything to discuss.