

SYLLABUS
Archaeology of Central and South America

Instructor: Jean Hudson
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Class time: weekly modules online
Class location: where you will
Class web site: via UWM Canvas site



COURSE DESCRIPTION

The archaeology of Central and South America is rich with examples of the diversity of human cultures, from 5000-year-old fishing villages on the coast, to royal Moche tombs at the desert pyramids of Sipan, to the famous stone-walled Inca site of Machu Picchu high in the Andes. Long-distance trade, high degrees of art and craft specialization, elaborate systems of ritual and public works - these are all part of the heritage of Latin America.

The archaeology of Latin America has also inspired many new ideas about how cultures develop, including debates about when and how people first came to the Americas, and models for the rise of social inequality, for ecological complementarity between communities, for sedentary life without agriculture, and for the organization of empires.

In this class we will use the archaeological record to discover some of the details of Central and South American heritage, to explore how archaeology works to give us a window into the past, and to better understand some of the interesting debates which define archaeology today. Given the time limits of a single semester, our primary focus will be on the Peruvian core of the Andean world, with briefer looks at other parts of South America, Central America, and the Caribbean.

This class is completely online. It is organized in weekly modules, with specific due-dates each week. It assumes you have viable and reliable access to the internet. It assumes you can access our Canvas site and the UWM library web site and that you can open and save documents in pdf format. You should expect to spend 9 to 12 hours a week to complete the work for each module, including reading, lectures, studying for and taking quizzes, and preparing for and participating in discussion posts. Graduate students will have the additional responsibility of a literature review.

LEARNING GOALS

This class is designed to help you build:

- knowledge of human cultural diversity, with special emphasis on Latin America
- knowledge of archaeology as a social science, including its theories and methods
- skills in critical thinking
- skills in written communication

REQUIRED READINGS

Our required readings are available as **pdf files via the class Canvas site or ebook access via the UWM library website** at no extra cost to you. Each week we have one or more required articles or chapters; the weekly quizzes will assess your comprehension of these core readings and the lectures. Our core text is:

Moore, JD (2014) *A Prehistory of South America*. University Press of Colorado, Boulder.
<https://uwi-primoalma-prod.hosted.exlibrisgroup.com/permalink/f/1766211/UWI51471362450002121>

Each undergraduate will have an additional “expert” reading responsibilities during one week – you will sign up for your week at the beginning of the course. These readings are available to all in pdf form on our D2L site, but the expert will prepare a summary, using the provided powerpoint template, and bring this additional perspective into the their discussion forum group.



RESPONSIBILITIES & THEIR CONTRIBUTION TO YOUR COURSE GRADE

Item	Undergraduate	Graduate
weekly quizzes (multiple choice format)	30%	30%
weekly discussion forum (1 st & 2 nd posts)	30%	30%
expert reading responsibilities	10%	
final exam (short answer w/citations to readings)	30%	
“publishable” journal-length literature review (grads only)		40%
Course Grade	100%	100%

Course Grading Scale (also applies to multiple choice parts of quizzes, midterm, and exam)

A = 93-100%	B+ = 87-89%	C+ = 77-79%	D+ = 67-69%	F = < 60%
A- = 90-92%	B = 83-86%	C = 73-76%	D = 63-66%	
	B- = 80-82%	C- = 70-72%	D- = 60-62%	



RESPONSIBILITIES - UNDERGRADUATE

Your course grade will be based on a combination of weekly quizzes, weekly participation in a class discussion forum, a shared powerpoint summary of your expert reading, and a final exam.

Quizzes. Most modules have a quiz to assess your understanding of the readings and the lectures, with an emphasis on basic details of time and space and types of evidence. Expect 10 multiple choice questions; use the list of learning goals for each module to guide your study for the quiz. Each quiz will open Monday at 6:00 am and close the following Sunday at 11:30 pm; you will have a 10-minute window within which to complete the quiz once you start it.

You should expect questions about sites and their interpretations, about cultures, about time-lines, and about the mapped locations of particular cultures, sites, and major environmental features (mountains, rivers, lakes), as well as modern political boundaries/countries. I highly recommend using the blank maps, time charts, and culture/site charts provided on our Canvas site to build your own study guides. You are welcome to have your study guides with you when you take the quizzes, just keep in mind that the quiz is timed – you have time to use them as a quick reminder, but not more than that. All quizzes are taken online; it is up to you to make sure you have a very stable internet connection when you take them.

Discussion Forum. Most modules will have a discussion forum, the goal of which is to exchange ideas that are comparative or creative or synthetic, and to chat a bit about the nature of archaeological interpretations. The class will be split into forum groups of 8 to 12 students to create a manageable size for good discussions. You will typically make **two posts each week**, following the directions given in the forum. These should be well-written, substantial, reflective posts that integrate the class material for the week while giving you a chance to add your own thoughts; they will usually require you to support your ideas with evidence and cite your source (the reading and page number, or the lecture and slide number). **The first post is due no later than Friday 11:30pm** – this deadline is vital to allow real exchange of ideas! The second post requires that you read others' posts and reply to expand the discussion in a thoughtful way. The second post is due no later than Sunday 11:30pm.

Expert reading responsibilities. There will be two weeks (Module 7 and Module 12) when we focus on expert readings, and use them as a way to highlight key themes and review the previous weeks. The expert readings are articles that deal with specific sites or types of archaeological evidence. You will sign up for one week in which you will be the expert on one reading in the list. This gives you practice reading a bit more deeply about a particular case study. You will have the job of summarizing the reading to your discussion forum group, using the powerpoint template provided.

Grading Rubric for Expert Reading Responsibilities & Discussion Posts

2	on time and complete and comprehension of key concepts demonstrated well
1	submitted late or partial work or comprehension of key concepts not well demonstrated
0	nothing submitted by deadline or less than half complete or directions not followed

Final Exam. The final exam is in the format of a short essay – you will choose one question from a set of options and frame a thoughtful answer that includes relevant citations to class readings. Answer length of 1 to 2 pages. Here the goal is to be able to compare across the three regions we have studied – South America, southern Central America, and the Caribbean – following a single theme among diverse cultural expressions and demonstrating your ability to link our specific cases to larger questions. Ideally your work throughout the semester in the discussion forum will give you a good foundation for this type of comparison and synthesis. You are also welcome to incorporate your expert reading if it is appropriate to the theme. The question options will be provided the last day of class; your answer will be submitted via Canvas no later than Dec.19.

Grading Rubric for Final Exam

8.7-10	follows directions, demonstrates understanding of concepts and debates, cites supporting evidence, chooses examples well-suited to the theme, writes clearly and professionally, includes an unusual level of insight or imagination
7-8.6	demonstrates partial understanding of key concepts and debates, makes some appropriate use of cited evidence, writing shows some lack of clarity or lack professional attention to grammar and spelling, and/or includes some inaccurate data or unsupported generalizations
5-6.9	makes some attempt but does not follow directions, does not clearly address the question, does not demonstrate understanding of key concepts and debates, does not cite appropriate sources, uses a writing style that is difficult to follow, includes abundant inaccurate data or unsupported generalizations
0	nothing submitted



RESPONSIBILITIES - GRADUATE

Graduate students will take the weekly quizzes and participate in a weekly discussion forum with other grads. You will be expected to read the two sets of Expert Readings during the appropriate weeks and discuss them in the forum, but you will not be required to complete the powerpoint summaries for them. Grads will not take the final exam; the literature review assignment will be submitted instead.

The following assignments are required of graduate students only: You will write a professional literature review in a style suitable either for inclusion in a thesis or submission to a journal. Consult the guides provided on Canvas.

By the end of the 2nd week: Submit a draft title and paragraph-length abstract (docx or pdf). Choose a research topic of interest to you that can be addressed with archaeological remains from our study region (Central and South America and the Caribbean). If it connects to your thesis or dissertation, so much the better. A fill-in-the-blank abstract template is available to help you get started. It should be obvious in your abstract what questions you wish to answer and what kinds of archaeological data you will seek to answer them. You will also likely provide some limits to your scope to keep it the right size for this assignment. This abstract will provide the framework for your literature search & annotated bibliography. I am glad to discuss your ideas with you via email or a virtual meeting.

By the end of the 7th week: Perform a digital literature search and submit a list of 20 citations with their published abstracts. Put these together and submit as a single document (docx or pdf). Choose thoughtfully – do not just take the first 20 you find – evaluate the relevance – if you could only read 20, which ones would be best? It is fine to include older classics as well as current publications, but there should be at least as many citations from the last 10 years as there are older ones. This is supposed to be an exercise that pulls you into the archaeological literature of this region and makes you more aware of where to look for those kinds of articles and how to look for them (including specialized vocabulary), so avoid items you were familiar with prior to this class. For your citation format follow the SAA guidelines (see our web site).

By the end of the 12th week: Read at least 10 items carefully and show how you plan to link them together in your review. From your literature search, select 10 items and read them well. Create either a mind map (a visual representation of how ideas connect) or a standard hierarchical outline to illustrate how you will connect these 10 items in your literature review. It should be clear which sources fit where in your plan and what they contribute. The goal here is to think through how these ideas and examples are connected, and how you want to present those connections. Submit your mind map or outline (docx or pdf or pptx).

By Dec 19th: Write and submit your literature review, including a title, an abstract, up to 10 pages of double-spaced text (presumably following the organizational plan you submitted earlier, although some revisions are to be expected), and a references cited page.

Grading Rubric for Grad Student Literature Review

0-10	interim deadlines met (abstract, 20 citations, organization plan)
0-10	formatting of final document, including citations in-text and on references cited page
0-10	relevance and clarity of title and abstract
0-10	intro paragraphs clearly establish topic, scope, significance, key issues of interest
0-10	early pages clearly establish structure of the article, identify any key prior reviews on topic
0-10	the bulk of the paper is devoted to explaining the contributions of each of the reviewed works to the topic in a coherent way
0-10	the original context of the reviewed items is explained as relevant to understanding their contribution or any critiques of the work (a lit review is about the flow of ideas over time)
0-10	the selection of items to include in the review is well-matched to the intended scope
0-10	concluding paragraphs succinctly recap essential ideas (original topic, evolving and current answers, key debates, future research directions)
0-10	there is logical flow and organizational clarity throughout; phrasing is grammatically clear
100 pts	maximum possible

OTHER MATTERS

See the **Class Reading Schedule** for the specific reading assignments and for complete citations of of the pdfs assigned.

See the weekly **Modules on the Canvas site** for the weekly to-do list and learning goals, and links to readings, lectures, quizzes, discussion posts, and other relevant materials.

If you have any questions about the class or the assignments, feel free to email me directly at jhudson@uwm.edu. If some aspect of our Canvas site does not appear to be functioning properly, please email me as well. I usually respond to emails within 24 hours.

Please make sure the **Announcements** on our Canvas site are set to go to the email you check regularly. I will use the Announcements to provide updates, to remind you know of upcoming deadlines, and to share general feedback.

If you have an accommodation plan in place with ARC, please use their protocols to let me know as soon as possible so we can make this class work well for you.

UNIVERSITY POLICIES can be found at: <http://www4.uwm.edu/secu/SyllabusLinks.pdf>