



HI 214: History and Archaeology of Ancient Latin America (Spring 2021)

COURSE DETAILS

GENERAL INFORMATION

Professor: Dr. Alicia McGill; **Email:** aemcgill@ncsu.edu; **Office Phone:** 919-513-2212

Teaching Assistant (TA): Ian Harrison; **Email:** ipharris@ncsu.edu

Class Time and Location: Tuesday and Thursday 10:15-11:30 am; Online through Zoom

* Class will meet synchronously on Zoom unless indicated otherwise in the syllabus. The meeting link, ID, and password for our weekly meetings will be posted on Moodle. More details about Zoom are below in the “Electronic Course Components” section of the syllabus.

Class Number: 7361 (3 credit units)

OFFICE HOURS *This is the **best** time to connect with Dr. McGill or Ian.

When scheduling meetings, always try office hours before requesting other options.

Professor McGill’s Office Hours: Wednesdays 1:30-3:00 pm; Thursdays 11:30 am-1:00 pm

During these times I will be available for text conversations through Google Chat – just look me up through your NC State email with my NC State user name. If students would prefer a virtual face-to-face meeting during office hours, they can schedule a Zoom meeting. If you do not have availability during office hours contact me to schedule a meeting at another time.

Office Location: Withers 249 – I will often work off-campus during the semester. If you need to drop off something and/or have something signed, please contact me to make arrangements.

Ian’s Office Hours: Tuesdays 12:00 pm – 2:00 pm

Ian will be available for email and text conversations through Google Chat for his office hours as well. If students would prefer a virtual face-to-face meeting they can schedule a Zoom meeting during office hours. If you are not available during Ian’s office hours, contact him to schedule a meeting at a different time.

PREREQUISITES:

None

GENERAL EDUCATION PROGRAM DESIGNATION:

Humanities (History), Global Knowledge General Education

COURSE OVERVIEW

This course is an introduction to ancient civilizations, cultures, and the early history of Latin America. We will learn about a range of forms of evidence that are used to develop an understanding of past cultures and history in Latin America including: material culture, iconography and artistic representations, architecture, historical documents, and connections with contemporary groups of people. We will also discuss aspects of complex societies in this region, including the development of agriculture, writing systems, interregional trade networks, and political infrastructures. Through the study of ancient groups who lived throughout Central and South America and historic events that affected the development of modern Latin America, we will address questions like: When did the first people arrive in Latin America? How did early cultural groups and civilizations develop and change over time? What were the impacts of European contact? What are some current political, cultural, and economic issues related to studying the past through archaeology and history in Latin America today? We will use lectures, online forums, primary source activities, and videos to facilitate learning in the classroom.

STUDENT LEARNING OUTCOMES

By the end of the semester you will:

- ❖ Understand and identify various methods and forms of evidence that archaeologists and historians use to study past cultures and events
- ❖ Evaluate, critique, and interpret primary and secondary historical sources
- ❖ Be familiar with the diversity of ancient civilizations that lived throughout Latin America before the arrival of Europeans.
- ❖ Identify and compare cultural characteristics of pre-Columbian groups in Latin America
- ❖ Identify major historical forces and events that have shaped Latin America and analyze and explain the impacts of these forces and events
- ❖ Evaluate the ways historical issues continue to affect the region today
- ❖ Evaluate and critique myths and misconceptions about ancient Latin America
- ❖ Identify, analyze, and evaluate political, cultural, and economic issues related to archaeological practice and historical studies in the region today and develop and articulate opinions about ways to address these issues
- ❖ Hone and practice fundamental literacies, including: critical thinking, information literacy, verbal articulation, and writing

ELECTRONIC COURSE COMPONENTS

Moodle: We will use Moodle extensively in this class. Materials posted on Moodle may include: readings, announcements, forums, quizzes, activities, and assignment descriptions. All assignments will be submitted on Moodle. When using Moodle, “students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.”¹ Moodle can be accessed through [Wolfware](https://wolfware.ncsu.edu) [URL: <https://wolfware.ncsu.edu>]. Enter your login information and select the HI 214 001 course.

Zoom meetings: All of our synchronous class meetings will occur through Zoom. If you have not already done so, you will need to download the [Zoom desktop client](#)

¹ Materials in quotations in the syllabus are from various NC State policies, regulations, and offices.

[URL: <https://zoom.us/support/download>] and, using the SSO (single sign-on option) enter “ncsu” as the company domain name. When doing this for the first time you will likely need to log into your NC State account with your NC State Unity ID and password. If you already have Zoom installed, be sure you are using the most updated version. To do this, open the Zoom client, click on the drop-down arrow next to your name and select “Check for Updates.” I set up a recurring Zoom meeting to take place during our regular class times and will provide a link for our meetings as well as the meeting ID and password on Moodle. A few minutes before it is time for class you should sign-on to Zoom. You will be able to access the meetings by clicking on the link provided on Moodle or by opening the Zoom app or visiting [NC State’s Zoom page](#) [URL: <https://ncsu.zoom.us/>] and entering in the meeting ID and password. Students will need to “register” to participate in the class meetings and you will need to sign-in as an authenticated NC State user (e.g. with your NC State account). You will need to have a stable internet connection for class meetings so you may need to experiment with devices and locations for meetings. I do not recommend joining class meetings from public locations, such as coffee shops, as those connections tend to be slow and unreliable. You can test your internet connection by [joining a test meeting](#) [URL: <https://zoom.us/test>].

Zoom resources: If you are unfamiliar with Zoom, be sure to watch this video about how to [Join a Meeting](#) (1 min, 9 sec) [URL: <https://youtu.be/hlkCmbvAHQQ>] and review this page about your [Attendee Controls](#) within a meeting [URL: <https://support.zoom.us/hc/en-us/articles/200941109-Attendee-controls-in-a-meeting>]. I also recommend you visit the [Zoom Help Center](#) [URL: <https://support.zoom.us/hc/en-us>] which has many helpful resources including tutorial videos.

Technical Assistance: If you have technical issues, contact NC State’s LearnTech Help Desk at learntech@ncsu.edu, 919-513-7094, or [submit your questions using this form](#) [URL: <https://delta.ncsu.edu/learntech-request/>]. Or contact Zoom Support [URL: <https://support.zoom.us/hc/en-us/articles/201362003>] and use an option for Education plan subscribers.²

Class activities: On occasion we may do activities which require you to type information into a digital document or do web searches. A cell phone will not suffice for completing these activities so make sure you have access to some kind of computer during class meetings.

* **Other class meetings:** On several occasions throughout the semester, we will not meet synchronously. The format of each class meeting is indicated in the syllabus as well as on Moodle. For classes when we do not meet synchronously, students are expected to complete readings and often watch a video. For most of these classes, there is an associated Forum assignment – you will need to have completed any listed readings or videos before completing the forum assignment. I recommend you do not wait until last minute to do the work for the postings. There are also three classes listed as “synchronous on Zoom, but not required.” During these class meetings, students will have the opportunity to work on the primary source assignments and ask questions.

READINGS

The assigned readings will help you understand the material we talk about in class and will sometimes cover material not discussed in class. Additionally, I will frequently incorporate the readings into class activities, lectures, discussions, and forums. All readings listed on a

² Some of the text in this section came from resources from NC State’s Distance Education and Learning Technology Applications (DELTA).

particular day should be done before class that day and all readings are required even if we do not meet synchronously on the days they are listed.

There is one required book. Required readings other than those in the book will be made available on the course Moodle site in the Class Resources section in a folder titled: "Readings" as well as in the Moodle section for each week.

The required text is:

- Seven Myths of the Spanish Conquest, By Matthew Restall, 2004, Publisher: Oxford University Press. ISBN-10: 0195176111

This book will be referred to as "Restall" in the syllabus.

EXPECTATIONS for the PROFESSOR, TA, and STUDENTS and NETIQUETTE

Professor Expectations: In addition to teaching class materials and engaging students, I am committed to the creation of a tolerant classroom and will treat students fairly and with respect. In addition to keeping up with readings, preparing lectures, activities, and grading, I want to be as accessible to my students as is appropriate. I can most easily be reached through email, my office phone, and Google Chat during my office hours. I will try to respond to students within 48 hours. On the weekends it may take longer for me to respond. Please post general questions that you think will be helpful to other students in the "General Course Questions and Interesting Information" forum on the Moodle site.

TA Expectations: Ian Harrison is the TA for this course and a great resource. Contact Ian with all general questions about our class. Ian will attend virtual class meetings, facilitate activities and discussion, and do most of the grading for the course. Ian will take class notes - if you miss a class you can have access to the notes if you make an appointment with him to discuss material you missed.

Student Expectations: I expect students to treat each other, the TA, the professor, and any guests with respect during class and in virtual communications related to class. Additionally, I expect students to actively engage in class discussions and activities. Thus, you need to keep up with readings and review class topics before every class. I also expect students to frequently check announcements and email. Email; Moodle; the syllabus; and virtual chats, meetings, and classes are considered **official forms of communication** by the university. I have a **three before me** rule. Most information you need in this class will be provided through course resources. When you have a question, please try each of the following before contacting me: 1) Check course resources e.g. the syllabus, Moodle, email, PPTs; 2) Ask a classmate; 3) Ask Ian, the TA.

General Rights and Responsibilities: As a member of the NC State University academic community, you have rights and responsibilities in regards to academic and personal conduct. All work in this course should be conducted in accordance with the North Carolina State University Code of Student Conduct. This Code exists to help facilitate a safe and engaging environment for education and professional development and to protect all members of the university community. I provide some information here, but more details on academic integrity, counseling, and more are provided at the end of the syllabus.

Netiquette: As a distance education class, it is important to consider some details about class engagement and environment that we may not have to consider in face-to-face classes. We will discuss specifics about how students should engage in class and ask questions as well as the use of the video and audio components of their computers for class meetings but I wanted to address some things here. Be aware that our class meetings may be recorded and your names are

displayed in the group chat panel. For any of our regular class meetings as well as meetings you have in groups or with the professor or TA, consider the following: be mindful of your surroundings – make sure there is no inappropriate imagery or content in the background of your screen, participate in our class meetings in a space with limited distractions and no other people in background if possible, dress in clothing you would wear to a face-to-face class, consider the content you have open on your computer as students will occasionally share their screens in groups, with the professor, or with the class. Only use your computer and cell phone for class-related activities during class meetings.

Disorderly Conduct, including disruptive class behavior, the use of electronic devices during class other than for class activities, and “Computer and Network Abuse” such as disrespectful or disruptive uses of NC State IT resources (e.g. harassment, disrespectful online posts or emails or ones that interfere with others’ work) are all forms of **Non-Academic Misconduct**, and a violation of the Code of Student Conduct.

COVID-19 Community Standards: We are all responsible for protecting ourselves and our community. Please see the [community standards](https://www.ncsu.edu/coronavirus/community-standards/) [URL: <https://www.ncsu.edu/coronavirus/community-standards/>] and Rule 04.21.01 regarding Personal Safety Requirements Related to COVID-19 [RUL 04.21.01 – Personal Safety Requirements Related to COVID-19 – Policies, Regulations & Rules](https://policies.ncsu.edu/rule/rul-04-21-01/) [URL: <https://policies.ncsu.edu/rule/rul-04-21-01/>]

LATE AND INCOMPLETE WORK POLICY

I understand emergencies happen and extenuating circumstances can on occasion affect students’ abilities to submit work on time. I also recognize that in the current global health climate there is increased uncertainty for many people. I will accept late assignments under special circumstances, but students should inform me about their situation as soon as possible. Late assignments may be penalized but keep in mind - it is better to get some credit than a 0 for an assignment. I have a “no questions asked” policy that students can use on **1 assignment** (that is not the final exam). With this policy, students do not need to give me a heads-up or explain their situation and can turn in the assignment up to 72 hours late, no penalty, no questions asked. If you are unsure whether you have already used your 1 chance, please contact me or Ian.

Incomplete grades for the semester will only be given to students in exceptional cases. I will determine this after consultation with the student. An Incomplete Grade is only appropriate when a student has been regularly attending class and completing work and the student’s academic record in the course is such that the successful completion of particular assignments missed as a result of their situation would enable the student to pass the course. For information about the designation of an incomplete grade visit the [Grades and Grade Point Average and incomplete grades](https://policies.ncsu.edu/regulation/reg-02-50-03/) [URL: <https://policies.ncsu.edu/regulation/reg-02-50-03/>].

ATTENDANCE POLICY

Full participation in classes, forums, tests, and assignments is expected of **all** NC State students. For HI 214 you are expected to attend every Synchronous virtual class meeting. Missing class will affect your performance in many aspects of class and will affect your grade. Zoom records when people log on to a meeting and when they log out. In order to make sure you are counted as present, sign-in to Zoom through your NC account and make sure your full name is part of your profile. Additionally, as soon as you join the Zoom meeting, type your first and last name in the chatroom. Arriving late or leaving early (without a reasonable explanation) three

or more times will result in receiving an “unexcused absence” (more details on “unexcused absences” below).

Unexcused Absences: I understand things come up that you have no control over - please let me and/or Ian know about any unexpected absences as soon as possible. After **three** unexcused absences, I will file a formal [Academic Progress Report](#) [URL: <https://dasa.ncsu.edu/facultystaff/academic-progress-reporting/>] through MyPack and your advisor will receive an email with your Progress Report. Additionally, any students who have **three** or more unexcused absences will not be allowed to receive credit for extra credit work except in extreme circumstances which have been discussed with me.

Excused Absences: Verification that a student has a legitimate medical or personal reason for missing class will be necessary to qualify for an excused absence. If you are unsure whether an absence is excused, please consult me. Instructors must grant excused absences according to the [University Attendance Regulations](#) [URL: <http://policies.ncsu.edu/regulation/reg-02-20-03>].

For anticipated absences, provide appropriate documentation to me and Ian. This applies to the following situations: representing the University in an official capacity, interviews and exams for professional programs (e.g., medical and law school) and graduate programs, official class field trips, serving as a member of an athletic team, attending a professional meeting, military service, religious observance, and required court attendance—with certified documentation.

For short-term illness (colds) or injury: provide a doctor’s note that includes the date of your absence(s) to me. **For a family emergency and/or serious personal illness:** Please contact me as soon as possible.

What to do if you miss a class? If you know you will be absent from a class meeting, please tell me and Ian ahead of time so you can make-up missed work. Based on the details of an assignment or the specific day you miss it may not be possible to make up credit for the assignment or activities you missed. Regardless of the reason for the absence, students are responsible for acquiring missed content. I encourage students who have missed class to schedule a meeting with Ian or me to review missed material and to complete missed work.

COVID-19 and NC STATE RESOURCES

- Please take care of yourself and follow recommendations and steps from the [Centers for Disease Control and Prevention](#) (CDC) [URL: <https://www.cdc.gov/coronavirus/2019-nCoV/index.html>] and [NC State COVID-19 Personal Precautions site](#) [URL: <https://www.ncsu.edu/coronavirus/personal-precautions/>]
- If you think you have been in contact with someone with COVID-19 and/or become sick, please contact your healthcare provider as soon as possible
- Please follow the [NC State Community Standards for COVID-19](#) [URL: <https://www.ncsu.edu/coronavirus/community-standards/>]
- Please [self-report](#) through the NC State system [URL: <https://www.ncsu.edu/coronavirus/what-you-can-do/self-report/>]
- For more [NC State COVID-19 information and resources](#) see [URL: <https://www.ncsu.edu/coronavirus/>]
- I recognize that the situation with COVID-19 can be extreme and unpredictable and people may be incapacitated for long periods of time. If you become ill, please update

- me and your academic advisor about your situation as soon as you can. Or have a friend, family member, or NC State representation update me about your situation.
- I will work with students on a case-by-case basis with regards to the details of completing work for HI 214 if a student becomes sick and/or is affected significantly by COVID-19.

GRADES and ASSIGNMENTS

GRADE BREAKDOWN:

150 Points (33.3%) – Online Forums: Six forums over the semester (25 points each)
 40 Points (~8.9%) – Syllabus Quiz
 120 Points (~26.7%) – Primary Source Assignments: Three over the semester (40 points each)
 40 Points (~8.9%) plus 10 potential extra credit points – Pop Zoom Quizzes: Five over the semester (4 required quizzes (10 points each), plus 10 potential extra points – details below).
 50 Points (~11.1%) – Archaeological Site Brochure / Archaeological Documentary Review
 50 Points (~11.1%) – Final Exam

For a total of 450 Points

**** Failure to attend class or to do any of the assignments, quizzes, or tests may lead to a failing grade in this course regardless of the student’s overall course grade.**

GRADING SCALE:

97-100=A+; 93-96=A; 90-92=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; 67-69=D+; 63-66=D; 60-62=D-

IMPORTANT DUE DATES	
ASSIGNMENTS and TESTS	FORUM POSTS DUE
Syllabus Quiz – January 27	Forum #1 – February 2
Primary Source Assignment 1 – March 7	Forum #2 – February 21
Primary Source Assignment 2 – April 6	Forum #3 – March 10
Primary Source Assignment 2 – April 18	Forum #4 – March 16
Archaeological Site Brochure / Documentary Review: Choose site or film by March 1; Assignment Due – March 28	Forum #5 – April 25 Forum #6 – May 3
Final Exam – May 9	Extra Credit Post – May 9

ASSIGNMENTS

Online Forum Participation – 25 Points Each (150 Points Total):

Because we are not meeting face-to-face, I want to create some community for our class online. Additionally, I want to encourage discussion of course materials outside of class. Students will have to do six individual forum postings on Moodle this semester. The forums will help students work through course material. Dr. McGill and Ian will respond to posts on occasion but will not respond to all them.

All forums correspond with asynchronous classes identified in the syllabus. Students must complete any readings and additional materials (e.g. watching a film or visiting a website) that correspond with the specific class and topic listed before doing the forums. In addition to

responding to a series of questions posted by Dr. McGill or Ian in an individual forum post, students must also respond to at least one classmate's post for each forum.

Forum participation will be assessed on 1) thoughtful engagement with course materials, 2) original and thoughtful reflection about course materials, 3) connections made across course topics and to class content, and 3) constructive responses to classmates' posts. Forum postings should be about 2 paragraphs long (~12-20 sentences). Here are some guidelines:

-- **25-23 points** will be given to students who address all of the questions in the forum prompt, make clear connections with course materials like readings, films, and online resources (e.g. make it obvious that you did the readings and looked at other assigned materials and use them to support your answers), make connections across course topics and/or to other course content, reflect about course materials (e.g. pose thoughtful questions or commentary about the forum and assigned materials), and offer constructive commentary about their classmate's post (e.g. "I liked how the student made A point and connected with B material. I had not thought about C but that makes me think differently about things. The student could have also considered D. I disagree with E point because...").

-- **22-20 points** will be given to students who do not address all of questions in the forum prompt, shallowly or only generally connect with course materials and topics, do not contribute original thoughts, reflection, or questions, and/or only offer shallow positive or negative feedback about their classmate's post (e.g. "X student's post was great." "Y student was totally wrong in their assessment of the materials." "I completely agree with Z student.").

-- **19 or fewer points** will be given to students who do not address the majority of the questions in the forum prompt, do not directly connect with class or demonstrate knowledge of related course materials, do not offer additional thoughts or reflection, are unthinkingly and uncritically reactionary, disrespectful, or dismissive of their classmate's post, or do not write any response to a classmate's post.

Syllabus Quiz – 40 Points:

Students must complete a "Syllabus Quiz" on Moodle which will gauge their knowledge about aspects of our course such as course materials, structure, assignments, and policies. The quiz is timed (30 minutes) and Moodle will allow you to take it multiple times. Students must receive 100% on the quiz in order to receive the full credit. You must complete the quiz by January 27.

Primary Source Assignments – 40 Points Each (120 Points Total):

Three times in the semester, students will work on exercises that incorporate primary sources from Ancient Latin American civilizations and/or early Europeans in the region. Students will evaluate and analyze written texts, artwork, and other sources and answer questions about related readings and what can be learned about historical processes and cultural practices from various sources. Students will have the option of working on these assignments during identified class periods.

Pop Zoom Quizzes – 10 Points Each (40 Points Total, plus 10 potential extra credit points):

On five random dates in the semester there will be pop quizzes with 2-4 brief questions during Zoom meetings. The quizzes will be based on recent class materials (including course readings, forums, films, and class lectures). Students must complete four of the quizzes. If you

complete all five for full credit, the fifth one will count as extra credit. You cannot make up the pop quizzes unless you have an excused absence and discuss your situation with Dr. McGill.

Archaeological Site Brochure OR Archaeological Documentary Review and Paper – 50 Points:

In this class we will talk about a variety of ancient civilizations, cultural groups, and archaeological sites in Central and South America. We will also watch some films about ancient sites and cultural groups. Unfortunately, we cannot learn about all of them in-depth and cannot watch all of the educational videos that have been produced. For this assignment, you will either

- 1) Choose and research an archaeological site in Latin America, develop a tourism brochure for it, and write a short paper about the site OR
- 2) Choose an educational film about an archaeological site or ancient cultural group in Latin America, research and evaluate the information in the film, and write a review and short paper about the film.

You must choose the site you will focus on OR the film you will watch by March 1 – the assignment is due on March 28. I will provide the class with a list of sites and films to choose from. You will receive an assignment description with more details about this assignment closer to the due date.

Final Exam – 50 Points:

Students will take the final online on their own time. The final will be open for a period of time of at least 48 hours and is due on May 9, 11:59 pm. Questions will be drawn from lectures, readings, student presentations, and activities. You will receive more details about the final exam closer to the test date.

Extra Credit Forum Post about Virtual Field-Trips – worth up to 10 Points:

Our class will do two virtual field-trips this semester. One to the [North Carolina Museum of Art](https://ncartmuseum.org/) [URL: <https://ncartmuseum.org/>] to learn about their [collection of Ancient American Art](https://ncartmuseum.org/art/view/ancient_american) [URL: https://ncartmuseum.org/art/view/ancient_american] and one to the NC State Gregg Museum of Art & Design [URL: <https://gregg.arts.ncsu.edu/>] to learn about Ancient South American textiles in their [permanent collection](https://gregg.arts.ncsu.edu/collections/) [URL: <https://gregg.arts.ncsu.edu/collections/>]. Students can post a forum post on Moodle about these field-trips for consideration of up to 10 extra credit points. This post must be completed by May 9.

COURSE SCHEDULE

On the following pages are details about class meetings, topics to be discussed, required readings and assignments. Note that the course schedule is subject to change but not without prior notice.

COURSE SCHEDULE		
FORMAT and THEMES	READINGS	WORK DUE
THEMES: Archaeological and Historical Methods Studying Latin America as a Region, Concept, and Cultural Area		
Tuesday January 19 <u>Synchronous on Zoom</u> - Intro to course and people		

<p>Thursday January 21 <u>Synchronous on Zoom</u> - How do we study the past? - Archaeological and historical methods</p>	<ul style="list-style-type: none"> ▪ Bingham “Adventure at Machu Picchu” 	
<p>Tuesday January 26 <u>Synchronous on Zoom</u> - Methods continued - Studying Latin America as a region, concept, cultural area</p>	<ul style="list-style-type: none"> ▪ Restall pp. xii-xix 	<p>Syllabus Quiz Due 1/27</p>
<p>Thursday January 28 <u>Synchronous on Zoom</u> - Latin America as concept continued</p>		
<p>THEMES: Migration, Early Settlements, the Olmecs, Early Urban Centers and the Site of Teotihuacán</p>		
<p>Tuesday February 2 <i>Asynchronous</i> - When and how did people arrive in the Americas?</p>	<ul style="list-style-type: none"> ▪ Watch film (to be announced) about early migration to and settlements in the Americas ▪ Readings on Migration and Culture in Early Latin America 	<p>Forum #1 due 2/2</p>
<p>Thursday February 4 <u>Synchronous on Zoom</u> - When and how did people arrive in the Americas? - Domestication and early settlements</p>	<ul style="list-style-type: none"> ▪ Review readings from 2/2 	
<p style="text-align: center;">Tuesday February 9 NO CLASS – NC State WELLNESS DAY</p>		
<p>Thursday February 11 <i>Asynchronous</i> - Who are the Olmecs? What are their cultural legacies?</p>	<ul style="list-style-type: none"> ▪ Watch film - BBC Lost Kingdoms of Central America (Episode 1: Kingdom of the Jaguar, Olmecs) [URL: https://www.youtube.com/watch?v=gTuab0SNuPA] 	
<p>Tuesday February 16 <u>Synchronous on Zoom</u> - Domestication, early settlements, and Olmecs continued</p>	<ul style="list-style-type: none"> ▪ To be announced 	
<p>Thursday February 18 <i>Asynchronous</i> - Teotihuacán: What do we know about various aspects of culture at this site? How?</p>	<ul style="list-style-type: none"> ▪ Manzanilla “Social Identity and Daily Life at Classic Teotihuacan” 	<p>Forum #2 due 2/21</p>
<p>Tuesday February 23 <u>Synchronous on Zoom</u> - Teotihuacán continued</p>	<ul style="list-style-type: none"> ▪ Be prepared to discuss Manzanilla “Social Identity and Daily Life at Classic Teotihuacan” 	

THEMES: The Ancient Maya: Culture and Social Organization, Political Transformations, The Post-Classic Period, Popular Representations of the Ancient Maya		
Thursday February 25 <u>Synchronous on Zoom</u> - Major cultural centers, social organization, site structure	<ul style="list-style-type: none"> ▪ Robin “6: Social Diversity and Everyday Life within Classic Maya Settlements” 	Choose site to research or video to watch by 3/1
Tuesday March 2 <u>Synchronous on Zoom, but not required</u> - Work on Primary Source Assignment #1	<ul style="list-style-type: none"> ▪ Grube “Maya Writing” 	Primary Source Assignment #1 due 3/7
Thursday March 4 <u>Synchronous on Zoom</u> - Maya maintenance of power, religion, art, trade, social and economic changes	<ul style="list-style-type: none"> ▪ Coe “The Birth of Cacao” 	
Tuesday March 9 <i>Asynchronous</i> - Unpacking and challenging The Maya “Collapse”	<ul style="list-style-type: none"> ▪ To be announced 	Forum #3 due 3/10
Thursday March 11 <u>Synchronous on Zoom</u> - Unpacking and challenging The Maya “Collapse” continued	<ul style="list-style-type: none"> ▪ Review readings from 3/9 	
Tuesday March 16 <i>Asynchronous</i> - Popular representations of Ancient Maya history and culture	<ul style="list-style-type: none"> ▪ Watch pop culture film showing representations of Ancient Maya culture and history ▪ Archaeology Magazine “Apocalypto Readings” ▪ Restall Chapter 6, only pp. 100-107 ▪ Ren “Maya Archaeology and the Political and Cultural Identity of Contemporary Maya in Guatemala” 	Forum #4 due 3/16
Thursday March 18 <u>Synchronous on Zoom</u> - Maya cultural and political reorganization - Sites and characteristics of Post-Classic Mesoamerica	<ul style="list-style-type: none"> ▪ Hendon “Postclassic and Colonial Period Sources on Maya Society and History” 	
THEMES: The Aztecs: Culture and Social Organization, European Contact and Impacts, Aztec and European Historical Sources		
Tuesday March 23 <u>Synchronous on Zoom</u> - Aztec origins, culture and social organization	<ul style="list-style-type: none"> ▪ Ferguson “The Birth of the Blue Hummingbird” 	

<p>Thursday March 25 <u>Synchronous on Zoom</u> - Virtual visit to the North Carolina Museum of Art</p>	<ul style="list-style-type: none"> ▪ To be announced 	<p>Archaeological Site Brochure / Documentary Review due 3/28</p>
<p>Tuesday March 30 <u>Synchronous on Zoom</u> - Aztec culture and social organization continued</p>	<ul style="list-style-type: none"> ▪ Diel “Nahua and Mixtec Pictorial Books: Religion and History Through Visual Text” 	
<p>Thursday April 1 <u>Synchronous on Zoom, but not required</u> - Work on Primary Source Assignment #2</p>	<ul style="list-style-type: none"> ▪ Oudijk “The Conquest of Mexico” ▪ “Accounts of Spanish exploits in Mesoamerica” 	<p>Primary Source Assignment #2 due 4/6</p>
<p>THEMES: The Ancient Andes, the Incas: Culture and Social Organization, European Contact and Impacts, Ancient Textiles</p>		
<p>Tuesday April 6 <u>Synchronous on Zoom</u> - Cultural groups that preceded and overlapped with the Incas</p>	<ul style="list-style-type: none"> ▪ Moseley et al “Burning Down the Brewery” OR ▪ Weismantal “Moche Sex Pots” 	
<p>Thursday April 8 <u>Synchronous on Zoom</u> - Inca social organization, culture, and European contact</p>	<ul style="list-style-type: none"> ▪ Besom “Inka Sacrifice and the Mummy of Salinas Grandes” 	
<p>Tuesday April 13 <u>Synchronous on Zoom, but not required</u> - Work on Primary Source Assignment #3</p>	<ul style="list-style-type: none"> ▪ Excerpts from Guaman Poma “New Chronicle and Good Government” 	<p>Primary Source Assignment #3 due 4/18</p>
<p>Thursday April 15 NO CLASS – NC State WELLNESS DAY</p>		
<p>Tuesday April 20 <u>Synchronous on Zoom</u> - Virtual visit to the NC State Gregg Museum of Art</p>	<ul style="list-style-type: none"> ▪ To be announced 	
<p>THEMES: Studying Ancient Latin America through Archaeology and History Today Introduction to European Contact in Latin America: Conditions, Impacts, and Interpretations</p>		
<p>Thursday April 22 <i>Asynchronous</i> - Contemporary issues related to studying the past in Latin America</p>	<ul style="list-style-type: none"> ▪ Watch film (to be announced) about contemporary archaeology in Latin America ▪ Readings to be announced 	<p>Forum #5 due 4/25</p>
<p>Tuesday April 27 <u>Synchronous on Zoom</u> - Conditions and impacts of</p>	<ul style="list-style-type: none"> ▪ Restall Chapter 3 and Chapter 6, pp. 108-130 	

European contact: Columbian Encounter, colonialism, resistance		
Thursday April 29 <i>Asynchronous</i> - Perspectives about history of European contact in Latin America	<ul style="list-style-type: none"> ▪ Storey “Population Decline During and After Conquest” ▪ Restall Chapters 1 ▪ Trouillot “Chapter 4: Good Day, Columbus” 	Forum #6 due 5/3
May 3-10: Final Exam Period – NO CLASS		
- Final Exam due 5/9 - Extra Credit Forum posting about museum virtual field-trips due 5/9		

ACADEMIC INTEGRITY and CAMPUS RESOURCES

ACADEMIC INTEGRITY

All work in this course should be conducted in accordance with the North Carolina State University Code of Student Conduct. This Code exists to help facilitate a safe and engaging environment for education and professional development and to protect all members of the university community.

Some forms of **Academic Misconduct** are discussed here to provide examples of violations of the Code of Student Conduct but this discussion is not meant to be exhaustive.

Academic Misconduct includes (but is not limited to) personally cheating, conducting plagiarism, destroying or removing academic materials, working with another individual on an assignment or test when not part of the assignment, violating course rules and/or aiding and abetting individual(s) in any form of misconduct. “Cheating is the giving, taking, or presenting of information or material by a student that unethically or fraudulently aids oneself or another person on any work which is to be considered in the determination of a grade or the completion of academic requirements or the enhancement of that student’s record or academic career.” “Plagiarism is the use or close imitation of the language and thoughts of another and the representation of the other’s work as their own. The act of submitting work for evaluation or to meet a requirement is regarded as assurance that the work is the result of the student’s own thought and study, produced without assistance, and stated in that student’s own words, except as quotation marks, references, or footnotes acknowledge the use of other sources. Any ideas or materials taken from another source for either written or oral use must be fully and correctly acknowledged.” Plagiarism includes (but is not limited to) the offering of someone else’s work (words, ideas, research findings, theories, ideas, images) (including a classmate’s or the instructor’s) as your own and/or using someone else’s work without proper citation. This includes using material (even a few sentences) from books, articles, web pages, handouts from class, and class Powerpoints without citation.

Seeking Advice?: If you have questions about general standards of academic integrity and citing resources for assignments in this course, please consult me or Ian as soon as possible and before submitting your work. If you are not sure about whether you should cite something, it is always better to cite it just in case. The [Department of History resources on identifying what plagiarism is and avoiding it](#) are useful

[URL: <https://history.ncsu.edu/undergrad/plagiarism.php>]. Also consult [other helpful resources from the NC State Libraries](#) [URL: <https://www.lib.ncsu.edu/plagiarism>] and [NC State Plagiarism Resources and Tutorials](#) [URL: <https://research.ncsu.edu/sparcs/compliance/integrity/plagiarism/>]. The NC State Libraries also have a very helpful [online History Research guide with links to history resources](#) [URL: <https://www.lib.ncsu.edu/guide/history>].

Procedures: If you are suspected of any form of **academic misconduct** I will request a meeting with you and you will be informed of the situation and given opportunity to respond. Depending on the situation, the incident may be reported to the Head of the Department of History or higher authorities. Further disciplinary action will be determined depending on the situation and the regulations and procedures of the NC State Office of Student Conduct. Confirmed incidents of academic misconduct always result in a student being placed on academic integrity probation for the remainder of his or her career at NC State and incidents may result in a reduction in grade or a zero on an assignment or exam, a failing course grade, the creation of a disciplinary file, a hearing, suspension, or expulsion. For information about the procedures at NC State for addressing a situation of misconduct please consult the [Student Discipline Procedures](#) [URL: <http://policies.ncsu.edu/regulation/reg-11-35-02>].

If you have questions or concerns about your rights and responsibilities or different forms of misconduct, please contact the Office of Student Conduct, Phone: 919-515-2963 and consult the [Code of Student Conduct](#) [URL: <http://policies.ncsu.edu/policy/pol-11-35-01>].

STATEMENT FOR STUDENTS WITH DISABILITIES AND SPECIAL NEEDS

University Disability Resources: If you think or know you have a learning difficulty that might require special accommodation for this class there are many services on campus that can help. It is up to you to take the initiative to access these resources, but I can point you in the right direction. Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Resource Office (DRO), Phone: 919-515-7653, Email: disability@ncsu.edu.

General information about the DRO can be found on the [DRO Website](#) [URL: <https://dro.dasa.ncsu.edu/>]. [Details about registering with the DRO](#) can be accessed on their site [URL: <https://dro.dasa.ncsu.edu/enrolled-students/>]. For more information on NC State's policy on working with students with disabilities, please visit the [Academic Accommodations for Students with Disabilities Regulation \(REG02.20.01\)](#) [URL: <https://policies.ncsu.edu/regulation/reg-02-20-01/>]. The Director of the DRO is Mark Newmiller (Email: manewmil@ncsu.edu, Phone: 919-513-3768).

Other Concerns: If you think that you have a learning difference or anything else that puts you at a disadvantage in this class and you would like to discuss this situation please contact me as soon as possible. I recognize that students have different learning abilities and styles and I want all of my students to have an equal opportunity of succeeding.

NC STATE POLICIES, REGULATIONS, AND RULES

“Students are responsible for reviewing the NC State University PRR’s which pertains to their course rights and responsibilities.” This includes the [Equal Opportunity and Non-Discrimination Policy Statement](#) [URL: <https://policies.ncsu.edu/policy/pol-04-25-05>] and information about [Equity at NC State](#) [URL: <https://oied.ncsu.edu/divweb/policies/>], the [Code of Student Conduct](#) [URL: <https://policies.ncsu.edu/policy/pol-11-35-01>].

EQUITY AND DIVERSITY

NC State has resources related to diversity, equity, and engagement. Visit the [Office for Institutional Equity and Diversity](https://oied.ncsu.edu/divweb/#) [URL: <https://oied.ncsu.edu/divweb/#>] for information about additional policies, training and education, engagement, campus community centers, and more.

COUNSELING CENTER

Studies have shown that students facing difficult situations are more likely to graduate and succeed in college when they take advantage of counseling services. During your time at NC State, if you find that life stressors are interfering with your academic or personal success, please consider contacting the Counseling Center - Phone: 919-515-2423, visiting the [Counseling Center Website](https://counseling.dasa.ncsu.edu/) [URL: <https://counseling.dasa.ncsu.edu/>] and consulting information about the [Counseling Center's current services and resources about COVID-19](https://counseling.dasa.ncsu.edu/coronavirus/) [URL: <https://counseling.dasa.ncsu.edu/coronavirus/>] The Counseling Center offers support and resources for a range of needs and concerns related to: college transition, test anxiety, couples counseling, COVID-19, family challenges, relationship stress, meditation, harassment and abuse, addictive behaviors, career concerns, psychiatric services, sex and sexuality, time management, study skills, services for veterans, financial concerns, healthy living, suicide, and more.

SUPPORTING STUDENTS IN DISTRESS

As members of the NC State Wolfpack community, we share a responsibility to express concern for one another and ensure that campus and virtual learning spaces remain safe environments for learning. Occasionally, you may come across a classmate whose personal behavior worries you. I encourage you to report concerning behavior to [NC State Share a Concern Website](https://cm.maxient.com/reportingform.php?NCStateUniv&layout_id=2) [URL: https://cm.maxient.com/reportingform.php?NCStateUniv&layout_id=2] and to notify me and/or Ian if you feel comfortable doing so. You can report anonymously, but it is preferred that you share your contact information so someone can follow-up with you personally and provide the most appropriate help for the student of concern. More resources about helping fellow students can be found at the [NC State Cares Website](https://ncstatecares.dasa.ncsu.edu/) [URL: <https://ncstatecares.dasa.ncsu.edu/>].

STUDENT OMBUDS

The Student Ombuds is a confidential resource (to the extent allowable by law), that provides a sounding board to discuss concerns related to your university experience - be they academic, personal or interpersonal, if it is important to you, it is an issue you can discuss with the Ombuds. The Student Ombuds provides information, discusses university policies and procedures, and helps students navigate their time at NC State. You can learn more about Student Ombuds Services and schedule an appointment by visiting the [Student Ombuds Services website](https://ombuds.dasa.ncsu.edu/) [URL: <https://ombuds.dasa.ncsu.edu/>].

CONCERNS about FOOD and HOUSING INSECURITY

If you are facing food, housing, and/or other financial challenges that are affecting your livelihood and university experience please come talk to me if you are comfortable doing so. Alternatively or additionally, you can learn more about basic needs resources available on campus by visiting the [Pack Essentials program Website](https://dasa.ncsu.edu/pack-essentials/) [URL: <https://dasa.ncsu.edu/pack-essentials/>].