

ARKY 537: Formative Mesoamerica
Tuesdays and Thursdays 12:30-1:45

Professor Kathryn Reese-Taylor
850 Earth Sciences
Office hours: Tuesdays 11:00-12:00
Office phone: 403-220-6369
E-mail: kreeseta@ucalgary.ca

Course description:

This class is a seminar class that focuses on the emergence of complex societies in Mesoamerica. We will examine how cultures developed from hunters and foragers to well-stratified societies with centralized governments. The class format includes some lecture, but the focus is on discussion of articles. Consequently, class participation is very important.

Required Readings: posted on Blackboard

Course Grading:

- Research Paper 30%
- Presentation 20%
- Five Summaries 30%
- Class Participation 20%

Readings:

Each week, you will be given a list of readings that you will be expected to read for discussion the following week. Each of you will be asked to lead the discussion on individual articles; however, you will be expected to be prepared for and contribute to the discussion of all articles. We will read between four and five articles a week depending on their size. This is the equivalent of approximately 100-150 pages a week. Readings and discussion will be split between the two class periods, with some articles addressed on Tuesday and others on Thursday. You must be prepared to discuss the readings at each class. I will be calling on people who have not participated regularly.

Summaries:

Five times during the semester, you are required to submit a summary of the weekly readings (both Tuesday and Thursday). This summary should highlight the common thread among the articles. It should also note any major flaws in the articles. These summaries should be approximately 1000 words in length. They are due on the Tuesday following the week we discuss the readings, so you have the benefit of the discussion to help you with your paper.

Presentations:

The final presentation is topical and should be 20 minutes in length. The presentation should be a thorough study of some aspect of formative culture discussed in class.

Final Research Paper:

Your final paper should be approximately 18-20 pages in length and address the same topic as your presentation. Your paper is due on the last day of class.

Your paper should present a strong thesis statement. This is a question or a problem that you intend to address in your paper. Your paper should be thoroughly researched, well organized, and well written. Your argument should be supported with points from the literature and your conclusions should be based on the data you present in your paper.

The sooner you start the better. You may find that you will need to order some sources through Interlibrary Loans, but consult with me first as I may have the reference you are seeking in my library.

If you have never written a research paper like this before, please make an appointment to see me or go to the writing center in Mac Hall for help.

Grading Scale:

A+	4.0	B+	3.4-3.2	C+	2.4-2.2	D+	1.4-1.2
A	3.9-3.8	B	3.1-2.8	C	3.1-1.8	D	1.1-0.5
A-	3.7-3.5	B-	3.7-3.5	C-	1.7-1.5	F	<0.5

Student Accommodations:

“It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.”

DEPARTMENT OF ARCHAEOLOGY**STATEMENT OF INTELLECTUAL HONESTY**

(With thanks to the Department of Anthropology for use of their Statement of Intellectual Honesty as our guide.)

Intellectual honesty is the cornerstone of the development and acquisition of knowledge. Knowledge is cumulative and further advances are predicated on the contributions of others. In the normal course of scholarship, these contributions are apprehended, critically evaluated and utilized as a foundation for further inquiry. Intellectual honesty demands that the contribution of others be acknowledged.

Essentially, plagiarism is a form of cheating that involves submitting or presenting work in a course as if it were the student's own done expressly for that particular course when, in fact, it is not. Most commonly, plagiarism exists when:

- The work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another person impersonate the student or otherwise substituting the work of another for one's own in an examination or test).
- Parts of the work are taken from another source without references to the original

- author.
- the whole work is copied from another source and/or
 - A student submits or presents work in one course which has also been submitted in another course (even though it may be entirely the work of that student) without the express consent of the instructors of the courses concerned.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offense.

The elementary rules of quotation and paraphrase are given below. There are further details and conventions of punctuation that you will need to look up in a manual of style, but observance of these rules should assure compliance with contemporary standards of intellectual honesty.

- If you use more than four words from any source, put them in quotation marks and identify the source with a reference.

EXAMPLE:

It has been observed that “many tribes are, in a sense, ethnographic fictions” (Leach 1954: 291).

- If your direct quotation is more than three lines long, put it in block form, that is, left and right indented and single-spaced, without quotation marks and with a reference.

EXAMPLE:

Malinowski thought of tribes as social systems with well defined boundaries. This conception of tribe was later to be challenged by one of his students, who observed that:

The ethnographer has often only managed to discern that existence of ‘a tribe’ because he took it as axiomatic that this kind of cultural entity must exist (Leach 1954: 291).

- To paraphrase the work of another means to present the same train of thought and evidence, but rephrased into your own words. Whenever you do this, you must include a note or reference to the source. A common mistake is to break up an author’s words, and rearrange them slightly, passing them off as your own. This is wrong, even if you include a note or reference to the source. To do this for more than a few words is to commit plagiarism.

Below are three passages. The first is an excerpt from E.A. Leach, *Political Systems of Highland Burma*. The second is an improper paraphrase of the passage that would be considered plagiarism. The third is a proper paraphrase.

- It is largely an academic fiction to suppose that in a ‘normal’ ethnographic situation one ordinarily finds distinct ‘tribes’ distributed on the map in orderly fashion with clear-cut boundaries between them. I agree of course that ethnographic monographs frequently

suggest that this is the case, but are the facts proved? My own view is that the ethnographer has often only managed to discern the existence of 'a tribe' because he took it as axiomatic that this kind of cultural entity must exist. Many such tribes are, in a sense, ethnographic fictions (Leach 1954: 290-1). **(source)**

- It is an academic misconception to think that in a typical ethnographic situation tribes with clear-cut boundaries can be found distributed in an orderly fashion on the map. Ethnographic monographs often imply that this is so, but what are the facts? The ethnographer is often able to find a 'tribe' only because she takes it for granted that this kind of group must exist. Many tribes are figments of the anthropologist's imagination. **(plagiarism)**

Ethnographic monographs often suggest that it is normally the case that there exist in the real world contiguous tribes with clearly discernible boundaries: however, it is Leach's view that such units are found only because the ethnographer has taken their existence for granted (Leach 1954: 290-1). **(proper paraphrase)**¹

ADDITIONAL CONTENT OF THE COURSE OUTLINE

Writing Across the Curriculum

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, instructors can and may use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Centre in the Effective Writing Office can be utilized by all undergraduate and graduate students who feel they require further assistance.

Academic Accommodation Policy

The purpose of academic accommodation is to provide students with documented disabilities equal opportunity to master the essentials of a post-secondary education. Students with disabilities at the University of Calgary have met all admission requirements but may have done so with the use of accommodations. Similarly, they are expected to meet all academic and non-academic requirements. Adaptive technology and other academic accommodations do not relieve students of their responsibility to develop the essential skills and abilities expected of all students.

Please refer to the following web link for detailed information: <http://www.ucalgary.ca/drc/node/71>

Disability Resource Centre Accommodations

It is the responsibility of the student to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at (403)220-8237.

Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. Students are also required to discuss their needs with the instructor no later than fourteen (14) days after the start of the course.

Freedom of Information and Protection of Privacy Act

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act.

Please refer to the following link for detailed information:

<http://www.ucalgary.ca/secretariat/system/files/foip%20overview.pdf>

Academic Misconduct

Academic dishonesty is an unacceptable activity at the University of Calgary and students are **strongly advised** to read the Student Misconduct section of the University Calendar. Quite often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are:

- 1) Presenting another student's work as your own
- 2) Presenting an author's work or ideas as you own without proper referencing
- 3) Using work completed for another course

This activity will not be tolerated and students conducting themselves in this manner will be dealt with according to the procedures outlined in the University Calendar.

For detailed information on what constitutes academic misconduct, please refer to the following link:

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Emergency Evacuation Assembly Points

In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk Information

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS110, call us at 403-220-3580 or email us at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.
- For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them in their new space on the 3rd Floor of the Taylor Family Digital Library.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contact Information for Student and Faculty Representation

Student Union Vice President – Academic

Phone: (403) 220-3911

Email: suypaca@ucalgary.ca

Student Union Faculty Representative

Phone: (403) 220-3913

Email: socilscirep@su.ucalgary.ca

Student Ombudsman's Office

<http://www.su.ucalgary.ca/services/student-services/students-rights.html>

Students Union Representatives for the Faculty of Arts

arts1@su.ucalgary.ca

arts2@su.ucalgary.ca

arts3@su.ucalgary.ca

arts4@su.ucalgary.ca