

**ARCHAEOLOGY AND ETHNOHISTORY OF CONTACT PERIOD LATIN AMERICA**  
**ANT 380K/LAS 391**  
**31830/39980**

Fall 2018

Meeting: SAC 4.120, Thursdays, 2-5:00 pm

Instructor: Professor R. Alan Covey

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Office Hours: T 8:30-10 am, and by appointment. Please schedule by email.

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**I. Rationale:** Spanish exploration and colonization in the Americas took place on diverse landscapes and unfolded over several centuries. This class will use key case studies of interest to students to track the arc of Spanish expansion, emphasizing the diverse indigenous societies that it affected. After considering medieval Iberian motivations for conquest and growth, we will move through a series of regional cases, reading on the archaeology of indigenous societies in the late precontact period, as well as primary sources from the time of first contact. This approach will emphasize long-term developments in Spanish expansion strategies, as well as the responses of local societies.

**II. Course Aims and Objectives:**

**Aims:** I will work with students to develop reading lists that offer both structure and flexibility as we discuss broad themes of Spanish-indigenous contact in Latin America. Two core aims are to consider how Spanish motivations for, and representations of, peripheral incursions changed over time, as well as to evaluate how the material remains of indigenous populations compare with documentary descriptions of these groups in Spanish eyewitness documents.

***Specific Learning Objectives:***

By the end of this course, students will:

- demonstrate a familiarity with multiple regional cases of Spanish-indigenous contact in Latin America by reading extensively, posting critical responses to class topics, and actively discussing course topics during seminar meetings
- show a strong comprehension of a specific case of culture contact by designing a reading list and leading discussion for one or two class meetings

- possess a stronger critical sense of the archaeological and historical records of the contact era, based on broad readings and seminar discussions

**III. Format and Procedures:** This is a seminar course, and its success depends on the active participation of each student. Individual preparation is fundamental to the success of the course, so each student is responsible for selecting her readings in advance of a class meeting (usually by the Friday before a class), and for posting an *annotated bibliography* and *discussion questions* by Wednesday evening. Students should review the postings of classmates prior to the class meeting, so that class time will be driven by discussion of core issues. I will generate reading lists for the first weeks of the semester, moving through case studies in chronological order. For cases of personal interest to a student's research, that student will take responsibility for compiling a reading list and key questions for the week, and will facilitate discussion during that class. I encourage students to consult with me at least *two weeks prior to the class meeting* to discuss the proposed reading list and topics. See below for a description of these graded components.

**IV. Tentative Course Schedule:** *\*\*This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.*

Week 1 (August 30): Course introduction, discussion of medieval Iberian expansion

Week 2 (September 6): Iberian Colonization in the North Atlantic

Week 3 (September 13): Archaeology of Pre-Contact Caribbean

Week 4 (September 20): Voyages of Columbus

Week 5 (September 27): Archaeology of the Intermediate Zone

Week 6 (October 4): Panamanian and Central American Expeditions

Week 7 (October 11): Archaeology of Late Postclassic Mesoamerica

Week 8 (October 18): Cortés and Alvarado in Mexico and Guatemala

Week 9 (October 25): Archaeology of the Late Horizon Andes

Week 10 (November 1): The Pizarro Expedition and Its Aftermath

Week 11 (November 8): Archaeology of the Southern Cone

Week 12 (November 15): Expeditions to Chile and Paraguay

Week 13 (November 29): Archaeology of the US Southwest and California

Week 14 (December 6): From Coronado to the Missions

FINAL EXAM: There is no final exam for this course

## V. My Assumptions

I approach a graduate seminar with the assumption that students are passionately driven to become working professionals, but not necessarily anthropological archaeologists focused on a single region or period. I also assume that students divide their time between their other coursework, teaching appointments, and research. I assume that students want to maximize learning, to use the seminar as much as possible to accentuate individual areas of interest, and to spend time in class in engaging discussions of topics of relevance to their own work.

## VI. Course Requirements:

1. Class attendance and participation policy: Attendance and active participation are fundamental to the success of this seminar, and attendance at *all* class meetings is required unless prior arrangements have been made with me. Everyone is expected to arrive punctually, prepared for a professional discussion of class topics. Because the course is discussion-based, there is no reason for laptops, tablets, or phones to be used during the class, unless arrangements have been made with me.

### Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

2. Course Readings/Materials: Students will read from a long list of recommended readings, posted on Canvas. Most sources are electronic journal articles that are available free of charge through the UT libraries. Some sources are books that are available through Google Books, and some sources, if selected, will require a student to access material at the library or via interlibrary loan.
3. Assignments, Assessment, and Evaluation: Beginning in Week 2, each student will be evaluated weekly on three aspects of class performance: an *annotated bibliography*, *discussion questions*, and attendance/participation in class. The *annotated bibliography* should concisely summarize the weekly reading completed by the student, intended to provide a very rough overview of the source for seminar participants who have not read it. The *discussion questions* will be a list of any questions or themes that the student would like to bring up in class, and these can be added at the end of the annotated bibliography. Both of these products are to be posted on Canvas by 5 pm on the Monday prior to a class meeting. NB: Work that is posted *after* the 5 pm deadline on Monday and *before* the start of class on Tuesday (2 pm) will receive a 10% deduction. Late work will not be accepted after the start of class, unless prior arrangements have been made.
4. Use of *Canvas* in class: This class uses *Canvas* for a number of Web-based course management functions. *Canvas* can be accessed at <http://canvas.utexas.edu/>. The university provides support and tutorials for interested students—it is your responsibility to learn and access the site in order to prepare for classes, labs, and exams. For this course, *Canvas* will be used primarily as a place to post the course syllabus, reading lists, and student article summaries and critical responses.

## VII. Grading Procedures: Grades will be based on:

(a) **Attendance/Participation (25%).** Punctual attendance and active participation are necessary to attain a high score. Students needing to miss class for appropriate reasons should arrange in advance with the professor so that the absence can be approved.

(b) **Annotated Bibliography/Discussion Questions (50%).** Starting Week 2, each student will post these on Canvas by 5 pm on Monday.

**(c) Organization of Class Meeting (25%).** Each student will work to develop a class topic and reading list for one of our seminar meetings. Students will be evaluated based on the clarity of the topic, appropriateness of the reading list, and quality of discussion questions used to structure the class meeting.

I will provide feedback for students whose performance is not satisfactory at regular intervals, but am willing to score and comment on student work as requested.

<i>Grade Scale:</i>	<i>B-: 80.00-82.99</i>	<i>D: 63.00-66.99</i>
<i>A: 93.0+</i>	<i>C+: 77.00-79.99</i>	<i>D-: 60.00-62.99</i>
<i>A-: 90.00-92.99</i>	<i>C: 73.00-76.99</i>	<i>F: Below 60.00</i>
<i>B+: 87.00-89.99</i>	<i>C-: 70.00-72.99</i>	<i>Note: Grades will <u>not</u> be</i>
<i>B: 83.00-86.99</i>	<i>D+: 67.00-69.99</i>	<i>rounded</i>

## **VIII. Academic Integrity**

### **University of Texas Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Any work submitted by a student in this course for academic credit must be the student's own work. Collaboration is an important part of this course, and it is important to state precisely when collaboration is acceptable.

**Reading Summaries:** Each reading summary is to be prepared individually by each student on the basis of their own reading of a selected source. The summary should be a page-by-page overview of the source, and it should provide substantially more information than an abstract would.

**Critical Responses:** Critical responses are to be written by each student on the basis of their own reading for a given class. Students are expected to prepare and post their critical responses prior to consulting those of other students.

**Class Meeting Development:** Students will collaborate actively with another student to fill each student-directed class meeting, and may consult with other students and the professor while engaged in this work.

## **IX. Other University Notices and Policies**

### **Excused Absences for University Extracurricular Activities**

Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination lab for making up the work.

### **Use of E-mail for Official Correspondence to Students**

- All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/help/utmail/1564>.

## **Documented Disability Statement**

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD.

- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).
- Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).
- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD's website for more disability-related information:  
[http://www.utexas.edu/diversity/ddce/ssd/for\\_cstudents.php](http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php)

## **Behavior Concerns Advice Line (BCAL)**

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

## **Q drop Policy**

The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231:

“Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.”

## **Emergency Evacuation Policy**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.

Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

