Imagine yourself in a large library, on an upper floor, amid long shelves of books. What can you do here? What can’t you do?

Now picture yourself in front of the Statue of Liberty. Look up at her crown, her torch. What are you thinking about?

Put yourself in the most beautiful natural place you have ever known. What does the air feel like? How do you feel about yourself here?

How does the built and natural environment affect our behavior, modify our perceptions, and shape our understanding of ourselves? This course will explore the significance of constructed and natural spaces in the lives of prehistoric peoples. Drawing from a broad range of social thinkers, we will consider investigations of landscape, phenomenology, movement, identity, memory, and performance as they are grounded in the physical world of spaces and places. We will examine case studies from around the world, from Classic Maya cities and Inca shrines to Ancestral Pueblo trails and Neolithic monuments like Stonehenge.

Course Structure: This will be a reading- and writing-intensive course taught in a seminar format. You are expected to attend class regularly, read all assignments before class, and participate in each class discussion. Weekly readings will typically exceed 100 pages. Each week you will be asked to complete a short writing assignment. In addition, you will write three short topic papers, one of which you will expand into a final project that you will present to the class at the end of the semester. You will also be responsible for moderating the class discussion during one meeting time.

If you are not willing to read the assigned materials, complete the weekly writing assignments, and participate meaningfully in each class, this is likely not the course for you. Students who routinely skip class or arrive unprepared may be asked to leave the class.
COURSE REQUIREMENTS

Class Participation and Attendance 10%
Class attendance is mandatory. Regular class attendance and active participation in class discussion are vital to your success in this course. At each class you should be prepared to raise questions and offer comments based upon your readings and previous experiences. You should bring copies of the week’s readings and detailed notes about them to use during class discussion.

This is an upper-division seminar course; therefore, you will be expected to complete the readings and participate in all class discussions. Arriving unprepared for class is detrimental to the dynamic of class discussions, and will be reflected in your grade. You may miss up to two (2) class meeting times without penalty.

Discussion Points 10%
To improve in-class discussions, I ask that you formulate several discussion points based on your readings. These discussion points must be typed and turned in at the end of the Thursday class period. You may also turn them in via email before the class period (ahkeller@uta.edu). Each student may choose not to turn in (2) two sets of discussion points without penalty. Those of you who turn in all of the discussion points will get extra credit toward your final grade.

In-Class Exercises 10%
During most Tuesday class meetings, we will complete and discuss directed exercises, some of which may require outside work before the class time (i.e., homework). These assignments will be given in class, typically on the preceding Thursday. You may miss (2) two exercises without penalty.

Short Topic Papers 30%
Each of you will write three short topic papers on topics of your choosing. This will require independent library research incorporating books, professional journals, and other types of sources as warranted. I will provide specific guidance when the paper assignments are made. Late papers will be graded down one full letter grade each day that they are late.

Class Discussion Leaders 10%
As the semester progresses, a student or small group of students (2-5) will be asked to lead the discussion for each class period. Discussion leaders are expected to prepare a brief written synopsis of the readings for that week, and compile a list of issues and questions to discuss during class time. The discussion leaders should not attempt to talk for the entire class period, rather, they should strive to facilitate a lively discussion among their peers.

Final Project & Presentation 20%
For your final project, each of you will choose one of your short topic papers to revise and expand. You will write a longer version of the topic paper incorporating additional research and responding to professor and peer comments. In the last three weeks of the semester, each student will present his or her project to the class in a professional manner with Powerpoints, handouts, and/or other supporting materials.
COURSE SCHEDULE

You are expected to read the assigned readings before the class time devoted to that topic. Your ability to participate meaningfully in class depends upon your timely completion of the assigned readings. Readings will be available online or on reserve.

WEEK 1  (1/18, 1/20)
Introduction to the Course: First Exercise

WEEK 2  (1/25, 1/27)
Thinking about Space and Place

WEEK 3  (2/1, 2/3)
Units of Analysis: Artifacts, Features, Sites, Regions

WEEK 4  (2/8, 2/10)
NO READING – Snow Day Make Up

WEEK 5  (2/15, 2/17)
Activity in the World
_Mesoamerican Archaeology: Theory and Practice_, edited by Julia A. Hendon, Rosemary A. Joyce, 

**Suggested**

**WEEK 6 (2/22, 2/24)**

_Landscape Archaeology and Landscape Approaches: A Brief History_
Patterson, Thomas C. (2008). A Brief History of Landscape Archaeology in the Americas. In _Handbook of Landscape Archaeology_, edited by Bruno David and Julian Thomas, pp. 77-84. Left Coast Press, Walnut Creek, CA.

**WEEK 7 (3/1, 3/3)**

_Key Thinkers in Space and Place (for Archaeologists)_

**WEEK 8 (3/8, 3/10)**

_A Phenomenology of Place_

**WEEK 9  (3/15, 3/17)**

*SPRING BREAK*

**WEEK 10  (3/22, 3/24)**

**Landscapes of Memory**


**WEEK 11  (3/29, 3/31)**

**Things and Bodies in Space**


***Thurs (3/31) – Society for American Archaeology Meetings – NO CLASS***

**WEEK 12  (4/5, 4/7)**

**Locating Gender**


**WEEK 13 (4/12, 4/14)**

**Sacred and Cosmic Landscapes**


**WEEK 14 (4/19, 4/21)**

**Thinking Through Monumentality**


[Pauletat, Timothy – Cahokia]
[Clark, John – Paso de la Amada]

**WEEK 15 (4/26, 4/28)**

Project Presentations

**WEEK 16 (5/3, 5/5)**

Project Presentations

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**FINAL EXAM – Final Project Papers DUE**

**Thursday, May 12, 2011**

4:30 p.m.

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**Syllabus Changes**

Any element or elements of this syllabus may be changed or amended by the instructor in consultation with the members of the class.
Important University Policies

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

Americans with Disabilities Act: The University of Texas at Arlington is committed to the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: The University of Texas at Arlington deems academic dishonesty to be a completely unacceptable mode of conduct that will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. According to the UT System Regents’ Rule 50101, §2.2, "scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." Documented instances of academic dishonesty will be reported to the Office of Student Conduct (www.uta.edu/studentaffairs/conduct) for review and resolution.

Student Support Services Available: The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. These resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals to these resources, students may contact the Maverick Resource Hotline at 817-272-6107 or visit www.uta.edu/resources for more information.

Electronic Communication Policy: The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. Students are responsible for checking their MavMail regularly. Information about activating and using MavMail is available at http://www.uta.edu/oit/email/. There is no additional charge to students for using this account, and it remains active even after graduation from UT Arlington.

Cheating and plagiarism will not be tolerated, and will be reported to the Office of Student Conduct (www.uta.edu/studentaffairs/conduct).