

## ANTH 22/LAS 43: Olmecs, Maya, and Toltecs Ancient Civilizations of Mesoamerica – Spring 2020

**Professor Ryan H. Collins**

**9L:** M, W, F 8:50am - 9:55am\*

**X-Hour:** Thursday 9:05 am – 9:55 am\*\*

**Office:** A studio in Boston (Usually 316 Silsby)

[Ryan.H.Collins@dartmouth.edu](mailto:Ryan.H.Collins@dartmouth.edu)

**Office Hours:** T+TH 5–6 pm EDT; By Appointment



“Gazing on such wonderful sights, we did not know what to say, or whether what appeared before us was real, for on one side, on the land, there were great cities, and in the lake ever so many more, and the lake itself was crowded with canoes, and in the Causeway were many bridges at intervals, and in front of us stood the great City of Mexico.” Bernal Diaz del Castillo on entering Mexico Tenochtitlan in November of 1519.

When Europeans first arrived at what is today Mexico and Central America, they encountered indigenous cities and bustling markets that rivaled or surpassed in size those of Europe at the time. The splendor of these cities drew comparisons to Venice, Florence, and Constantinople – the wealthiest cities known to the Spanish, though places where none had visited. This course provides a broad overview of the builders of these civilizations—the peoples of Mesoamerica—focusing on cultures of the Olmec, Maya, Zapotec, Teotihuacan, and the Toltec. It is designed to provide students with a deeper understanding and appreciation of indigenous cultures of Pre-Columbian and colonial period Mesoamerica. Topics include the diversity of Mesoamerican peoples and ethnolinguistic groups; the origin of food production and foodways; the rise of cities and urbanism; cosmivision and religious traditions; how individuals of these diverse cultures were nested into groups defined by gender, lifecycle, ethnicity, city-state, and empire.

## MEETING TIMES AND LOCATION

*\*Zoom sessions run during the 9L Block, recorded lessons posted to Canvas for asynchronous viewing.*

*\*\*X-Hour time slots will not be used for class/Zoom time. Students may wish to use this time to view weekly videos for reflection assignments.*

### **ANTH 22/LAS43 Class Meeting**

(Monday / Wednesday / Fridays, 8:30am-10:00am EDT through May 29)

*\*First 20 minutes are reserved for drop-in office hours, lecture begins at 8:50am*

Join URL: <https://dartmouth.zoom.us/j/143994412>

Meeting ID 143-994-412

### **ANTH 22/LAS43 Office Hours**

(Tues / Thursdays, 5-6pm EDT through May 28)

*\*Advance registration is required. Zoom link is automatically emailed to registrants after they sign up. To ensure privacy, students will be kept in a virtual "waiting room" until the instructor is ready to let the next student in.*

Registration

URL: <https://dartmouth.zoom.us/meeting/register/tJludOuppjgtlNeKoBJNnay7ZZhJHnEmDQ>

Meeting ID

963-321-837

*\*While the class will be held live for ZOOM sessions during the 9L EDT time, the administration and I recognize that this is not possible for many students who are in restrictive time zones. As such, class lectures and discussion will be recorded via Zoom and hosted on Canvas thereafter for asynchronous attendance. In addition, I will be offering open "office hours" twice a week on Tuesdays and Thursdays from 5:00 to 6:00 pm EDT for students who cannot make it to class in real-time. These Tuesday and Thursday sessions are intended to facilitate additive discussion and to review items covered in the lecture sessions or readings if time permits. I am always available by way of appointment to meet with students individually over Zoom.*

### **RESPONSE TO EMAILS (Prioritizing Health and Wellbeing)**

Because this class is asynchronous and hosts students in several time zones around the globe, I expect flexibility and autonomy with when and how students work. The world is your oyster! But, the "always-on" nature of the coursework, does make it important for one to establish boundaries for health and wellbeing. That being said, emails received by me on Mondays through Fridays between the hours of 8:00 am, and 8:00 pm EDT will receive priority on a given day. Within this 12-hour window, you can expect a response in most cases within a half-hour to one-hours' time. Emails received by me outside of that window can expect a response when the next window opens (usually the next day). Know that I am happy to respond to emails, questions, or concerns over the weekend. I am even happy to host appointment office hours. But my responses will vary on weekends as I prioritize time to disconnect from the computer, enjoy a long-distance run, or explore remote trails out in nature. Students may wish to schedule in their own time for wellness (and I encourage you to do so).

## LEARNING OBJECTIVES

- Establish a baseline understanding of the archaeology, cultures, and legacies of ancient Mesoamerica.
- Provide archaeological tools for approaching and contextualizing environmental science data within broader social, historical, economic, and political landscapes.
- Refine student abilities to connect micro-scale realities, facts, and details to large-scale environmental and geopolitical processes.
- Improve students' ability to engage scientific data and academic sources through a critical but balanced lens, via regular written reading discussions.

### **Week 1 – 3/30/2020:** Mesoamerica in Ethnographic Perspectives – Religion, Identity and Legacy

**Video:** Mayan Renaissance - The Untold Story of the Maya

**Exercise:** Imagining Ancient Mesoamerican Cultures

*3/30 - Session 1 Reading:* Watanabe, John, "Unimagining the Maya"

*4/1 - Session 2 Reading:* Astor-Aguilera, Miguel, "Mesoamerican Communicating Objects: Mayan Worldviews Before, During, and After Spanish Contact."

*4/3 - Session 3 Reading:* A. Magnoni, T. Ardren, and S. Hutson 2007, Tourism in the Mundo Maya: Inventions and (Mis)Representations of Maya Identities and Heritage

### **Week 2:** The Earliest Mesoamericans: The Peopling of the Americas to Early Agriculture

**Video:** First Face of America, NOVA PBS

**Assignment:** Object/Material Culture Research Proposal (4/10)

*4/6 - Session 1 Reading:* Prufer, Keith M., et al. 2019, "Linking late Paleoindian stone tool technologies and populations in North, Central, and South America."

*4/8 - Session 2 Reading:* Marcus, Joyce, and Kent Flannery 2004, "The coevolution of ritual and society: New 14C dates from ancient Mexico."

*4/10 - Session 3 Reading:* Rosenswig, Robert M. 2011, "An Early Mesoamerican Archipelago of Complexity"

### **Week 3:** Early Chiefdoms of The Olmec – Colossal Heads, Were-Baby Jaguars, and a curious Ballgame

**Video:** BBC Lost Kingdoms of Central America: Episode 1, Kingdom of the Jaguar: The Olmecs (Available on YouTube - <https://www.youtube.com/watch?v=gTuab0SNuPA>)

**Exercise:** Identifying the Olmec

*4/13 - Session 1 Reading:* Pool Chapter 4

*4/15 - Session 2 Reading:* Pool Chapter 5

*4/17 - Session 3 Reading:* Pool Chapter 6

### **Week 4:** Cities of Maize: Intensive Agriculture, Political Centralization, Calendar Systems, and Early Writing Systems

**Video:** Popol Vuh

**Exercise:** Writing Your Name

*4/20 - Session 1 Reading:* Urcid, Javier and Arthur Joyce 2014, "Early Transformations of Monte-Alban's Main Plaza and their Political Implications, 500 BC to 200 AD."

*4/22 – NO CLASS – EARTH DAY – Virtual Teach-In*

[https://docs.google.com/forms/d/e/1FAIpQLSfzZQZguLSpfoiDTfif7oqqThf\\_pdiistI92DnHJ3ipUIvaEw/viewform](https://docs.google.com/forms/d/e/1FAIpQLSfzZQZguLSpfoiDTfif7oqqThf_pdiistI92DnHJ3ipUIvaEw/viewform)

*4/24 - Session 3 Reading:* Urquizú, Monica and Heather Hurst 2011, “The Murals of San Bartolo: A Window into the Art and Cosmivision of Pre-Columbian Man.”

**Week 5: The Early Classic: The Dominion of Teotihuacan – The first Mesoamerican Megacity, Spear-Thrower Owl, and the evidence of Empire**

**Video:** Secrets of the Dead: Teotihuacan’s Lost Kings

**Assignment:** Midterm Research Paper (**DUE 5/1**)

*4/27 - Session 1 Reading:* Sugiyama, Saburo 2004, Governance and Polity at Classic Teotihuacan.

*4/29 - Session 2 Reading:* Taube, Karl 1992, “The Temple of Quetzalcoatl and the cult of sacred of War at Teotihuacan.”

*5/1 - Session 3 Reading:* Wade, Lizzie 2020, “Astounding new finds’ suggest ancient empire may be hiding in plain sight.” <https://www.sciencemag.org/news/2020/02/astounding-new-finds-suggest-ancient-empire-may-be-hiding-plain-sight#>

**Week 6: Reading Classic Maya Glyphs: From Icons to History**

**Video:** Breaking the Maya Code (extended version)

**Exercise:** Decipherment

*5/4 - Session 1 Reading:* Houston and Inomata Chapter 5

*5/6 - Session 2 Reading:* Houston and Inomata Chapter 7

*5/8 - Session 3 Reading:* Houston and Inomata Chapter 9 (Focus on Artists and Scribes)

**Week 7: Late (and Epi) Classic Art and Influence – The Power Vacuum in a Post Teotihuacan World, the**

**Video:** Out of the Maya Tombs: The Study of Maya Art

**Exercise:** MFA Scavenger Hunt

*5/11 - Session 1 Reading:* Kubler, George 1980, “Eclecticism at Cacaxtla

*5/13 - Session 2 Reading:* McVicker 1985, The Mayanized Mexicans

*5/15 - Session 3 Reading:* McCafferty and McCafferty 1994, The Conquered Women of Cacaxtla

**Week 8: Classic Maya Collapses: Fall of Divine Kingship – The Turbulence of Territory, Trust, and Religion amidst Environmental Change**

*5/18 - Session 1 Reading:* Houston and Inomata Chapter 10

*5/20 - Session 2 Reading:* Golden, Charles, and Andrew Scherer 2013, “Territory, Trust, Growth, and Collapse in Classic Period Maya Kingdoms.”

*5/22 - Session 3 Reading:* Diamond, Jared 2005, The Maya Collapses. Chapter 5 in, Collapse, Viking Press.

**Week 9: Twin Tollans: The Toltec of History and Myth – Twin Capitals of the East and West – Mythical Feathered Serpents and Historical Rulers, Both named Quetzalcoatl**

**Podcast:** Mythology by Parcast, Episode: Quetzalcoatl! <https://www.parcast.com/mythology>

**Assignment:** Sharing Digital Projects

*5/25 – NO CLASS – MEMORIAL DAY*

*5/27 - Session 2 Reading:* Gillespie, Susan 2007, “Toltecs, Tula, and Chichen Itza: The Development of an Archaeological Myth.” In, Jeff Karl Kowalski and Cynthia Kristan-Graham eds. Twin Tollans: Chichén Itzá, Tula, and the Epiclassic to Early Postclassic Mesoamerican World, Dumbarton Oaks.

*5/29 - Session 3 Reading:* Smith, M. E. 2007, “Tula and Chichén Itza Are We asking the Right Questions.” In, Jeff Karl Kowalski and Cynthia Kristan-Graham eds. Twin Tollans: Chichén Itzá, Tula, and the Epiclassic to Early Postclassic Mesoamerican World, Dumbarton Oaks.

**\*\*\*FINAL PROJECTS TO BE SUBMITTED NO LATER THAN FRIDAY JUNE 5<sup>th</sup>\*\*\***

## COURSE TEXTS

### TEXTBOOKS

1. Olmec Archaeology and Early Mesoamerica (2007) by Christopher Pool, Part of Cambridge World Archaeology ISBN: 9780521788823; List Price new paperback on Amazon: \$22.49 (**eBook Available as a Course Reserve through the Dartmouth College Library**).

2. The Classic Maya (2009) by Stephen Houston and Takeshi Inomata, Part of Cambridge World Archaeology ISBN: 9780521669726; List Price new paperback on Amazon: \$19.49 (**Chapters required made available as PDF's on Canvas in Files by the Dartmouth College Library**).

**\*\*\* If you encounter financial challenges related to this class, please let me know.\*\*\***

### READINGS ON CANVAS

Astor-Aguilera, Miguel

2009, "Mesoamerican Communicating Objects: Mayan Worldviews Before, During, and After Spanish Contact."

Diamond, Jared

2005, The Maya Collapses. Chapter 5 in, Collapse, Viking Press

Golden, Charles and Andrew Scherer

2013, "Territory, Trust, Growth, and Collapse in Classic Period Maya Kingdoms." *Current Anthropology*, Volume 54, Number 4.

Kubler, George

1980, "Eclecticism at Cacaxtla." In Merle Greene Robertson ed., Third Palenque Round Table, 1978, University of Texas, Austin.

Magnoni, A., T. Ardren, and S. Hutson

2007, Tourism in the Mundo Maya: Inventions and (Mis)Representations of Maya Identities and Heritage

Marcus, Joyce and Kent Flannery

2004, "The coevolution of ritual and society: New 14C dates from ancient Mexico." PNAS 2004;101;18257-18261; originally published online Dec 15, 2004

McVicker, Donald

1985, The Mayanized Mexicans, *American Antiquity*, Volume 50, Issue 1.

McCafferty, Sharisse D., and Geoffrey G. McCafferty

1994, The Conquered Women of Cacaxtla, *Ancient Mesoamerica* Vol. 5, No. 2 (Fall 1994), pp. 159-172.

Prufer, Keith M., et al.

2019, "Linking late Paleoindian stone tool technologies and populations in North, Central, and South America." PLOS ONE

Rosenswig, Robert M. 2011, "An Early Mesoamerican Archipelago of Complexity"

Taube, Karl

1992, "The Temple of Quetzalcoatl and the cult of sacred of War at Teotihuacan." Res 21, Spring.

Watanabe, John M.

1995, "Unimagining the Maya: Anthropologists, others, and the inescapable hubris of authorship." *Bulletin of Latin American Research*, Volume 14, Issue 1, January 1995, Pages 25-45

Urcid, Javier and Arthur Joyce

2014, "Early Transformations of Monte-Alban's Main Plaza and their Political Implications, 500 BC to 200 AD." Tsukamoto, Kenichiro, and Takeshi Inomata eds. *Mesoamerican Plazas: Arenas of Community and Power*, The University of Arizona Press.

Urquizú, Monica and Heather Hurst

2011, "The Murals of San Bartolo: A Window into the Art and Cosmvision of Pre-Columbian Man." *PARI Journal* 12(2), 8 -13.

#### **VIDEOS ON KANOPY (UNLESS OTHERWISE NOTED)**

Mayan Renaissance - The Untold Story of the Maya

First Face of America, NOVA PBS

BBC Lost Kingdoms of Central America: Episode 1, Kingdom of the Jaguar: The Olmecs (Available on YouTube - <https://www.youtube.com/watch?v=gTuab0SNuPA>)

Popol Vuh

Secrets of the Dead: Teotihuacan's Lost Kings

Breaking the Maya Code: Discovering Remnants of the Mayans

Out of the Maya Tombs: The Study of Maya Art

#### **TEACHING METHODS AND PHILOSOPHY**

I believe that the classroom can be an exploratory forum for intellectual growth and an empowering platform for community building. It can also be a safe space to be candid, allowing students to test and develop emerging skill sets. To develop critical thinking, I have designed this class with an emphasis on scaffolding to first cultivate and then apply the toolkits students will develop over the course of the quarter. Many of my assignments have a creative and experimental component pushing students to pursue research and fieldwork outside of the classroom. These situations grant students much autonomy, empowering them to navigate challenging situations, and providing invaluable opportunities to engage in creative problem-solving. Thus, experiential learning plays a prominent role in my approach to teaching because I believe students learn best when activities are hands-on and transcend traditional classroom boundaries. Thus, our typical sessions include a mix of lecture, discussion, small group work, active learning, web-based learning, and experiential learning, and outside research.

## CONSENT TO RECORD

### **(1) Consent to the recording of course and group office hours**

- a) I affirm my understanding that this course and any associated group meetings involving students and the instructor, including but not limited to scheduled and ad hoc office hours and other consultations, may be recorded within any digital platform used to offer remote instruction for this course;
- b) I further affirm that the instructor owns the copyright to their instructional materials, of which these recordings constitute a part, and distribution of any of these recordings in whole or in part without prior written consent of the instructor may be subject to discipline by Dartmouth up to and including expulsion;
- b) I authorize Dartmouth and anyone acting on behalf of Dartmouth to record my participation and appearance in any medium, and to use my name, likeness, and voice in connection with such recording; and
- c) I authorize Dartmouth and anyone acting on behalf of Dartmouth to use, reproduce, or distribute such recording without restrictions or limitation for any educational purpose deemed appropriate by Dartmouth and anyone acting on behalf of Dartmouth.

### **(2) Requirement of consent to one-on-one recordings**

By enrolling in this course, I hereby affirm that I will not under any circumstance make a recording in any medium of any one-on-one meeting with the instructor without obtaining the prior written consent of all those participating, and I understand that if I violate this prohibition, I will be subject to discipline by Dartmouth up to and including expulsion, as well as any other civil or criminal penalties under applicable law.

## EVALUATION AND REQUIREMENTS

Spring term 2020 courses are offered on a Credit/No Credit basis. All students receive a final grade of CT (Credit) or NC (No Credit) in each of their courses. A grade of NC is defined as failure to complete the course satisfactorily according to criteria announced by the instructor at the beginning of the term. Such a course will be counted, if the grade is CT, toward the minimum of thirty-five needed for graduation. Courses earned spring 2020 may be used to satisfy a General Education requirement and counted toward the Major Requirement.

Courses under this system carry no grade units and are not used in establishing a cumulative average. If a student receives a grade of NC, the course is recorded as such, and the student will not receive credit for the course. As in regularly graded courses, there can be a temporary standing of Incomplete.

The grade of Credit (CT) earned spring 2020 will not be counted against the usual total of 27 required letter grades that students must have on their record or use of the NRO option in future terms.

To earn a grade of Credit (CT) in this course, students are expected to complete all weekly readings reflections and responses by the sessions for which they are listed. Students are tasked with completing all assignments and exercises by the asked for dates. All assignments will be evaluated by a system of:

**Check +** (above and beyond expectations, usually an A)

**Check** (meets requirements, usually a B)

**Check –** (does not meet requirements, usually a C)

**No Credit** (no effort/insufficient effort, usually D and lower)

Students who receive regular evaluations of Checks and Check +'s will earn a grade of Credit (CT)

Students receiving Check – evaluations (or No Credit) will be contacted by the instructor.

## ASSIGNMENTS AND EXPECTATIONS

### WEEKLY READING GROUPS (15%) – WEEKLY

Each week students are asked to participate in reading groups starting WEEK 2. In WEEK 1, students will be assigned a reading group chats on CANVAS. Each week, a group's discussion will be moderated by a LEADER who will be alternated from week to week. The student LEADER for a given week will be responsible for guiding members of their group in a dialogue about the week's readings. The LEADER may wish to ask questions on the theme, arguments, culture, artifacts, or something else relevant to the topics. Students will respond to the prompt of the LEADER. Since reading groups will be small, I hope that students will form ongoing conversations within their groups that carry over the quarter. As the instructor, I will also comment on discussions and guide them when necessary. Minimum initial responses to a LEADER's prompt should be between 100 and 200 words (each student must have a reply). Though there is no limit to how much you choose to engage. In these discussion groups, students should feel free to share relevant links to media, podcasts, video, material collections, or anything else they find useful. Weekly reading group discussions should be concluded before the weekend each (due Friday night at midnight each week). While being late to participate on one occasion will not count against a student, successive late responses will be noted and will impact the evaluation of a student.

### VIDEO REFLECTIONS (15%) – WEEKS 1 through 7

Most weeks have an assigned video. Our class videos are meant to supplement, not substitute, content that we cover. As such, assigned videos will take the place of our X-Hour and can be viewed at one's leisure. As some Videos are long, I only ask that you watch an hours' worth of content (that of an X-hour). But if you enjoy the content, please carry on! Reflections are open-ended, but a response should be between 150 and 300 words (roughly half to a whole page of writing). In the reflections, students may choose to discuss portions of a film they found intriguing or perhaps revealing, express how the film relates to topics covered in class or readings, and even elaborate on shortcomings the film may have. Video reflections are due by the end of each week (Sundays at Midnight). Like reading participation, being late in submitting a video reflection on one occasion will not count against a student, successive late responses will be noted. They will impact the evaluation of a student.

### EXERCISES (15%) – WEEKS 1, 3, 4, 6, and 7

Class exercises occur on four occasions and count toward class participation that week. Exercises should be completed to the best of each student's ability. Though, the idea with exercises is not necessarily to produce work in quality. Instead, our exercises present creative opportunities for students to get a more (digital) hand-on feel for the subjects we explore over the quarter. Exercises should be completed by the end of the week for which they are assigned (Sundays at Midnight).

### PROPOSAL (15%) – DUE 4/10

Student project proposals are the first in a three-part assignment intended to foster (digitally) direct engagement with an artifact, object, material, or subject about ancient Mesoamerican lifeways. Topics to explore are open-ended but should be grounded in a material object. That is, students are asked to explore digital museum collections on Mesoamerican materials as a starting point for our Final Project to create and curate a Digital Mesoamerican Museum. A strong proposal should have an image of an object, a link to where (which museum) the object belongs, and a brief statement (no more than 250 words)

expressing how the student would like to research further the object or ideas represented by the object (i.e., ritual, feasting, funerary rites, the work of artists and scribes, chocolate production, etc.).

**MIDTERM RESEARCH ESSAY (20%) – DUE 5/1**

The Midterm Research Essay builds upon a student’s proposal. A persuasive essay should be well researched (with four to six peer-reviewed sources), contain a clear argument, or a well-written object narrative in the form of biography or exposition on educational use and practice. Midterm papers are due by the end of Week 5 (by Friday at Midnight).

The Midterm research essay should be completed in no fewer than four full pages and no greater than six total pages. Figures, tables, maps, and images should be listed only at the end of the essay and do not count as part of the page count. Likewise, citations do not count towards your page count, and bibliographic sources must be listed at the end of each student’s paper.

**FINAL DIGITAL MUSEUM PROJECT (20%) – DUE NO LATER THAN JUNE 5th**

The student’s final product is a Digital Museum Project. The final project asks the student to put themselves into the shoes of a digital museumgoer and ask, how can I create an engaging way to teach the public about the object, culture, and history I have studied? In doing so, students are tasked with transforming their research into a digital exhibit. The project can take many forms, including a podcast, video, interactive image, or something else. Through this project, the student will work towards our collective goal of curating and crafting an exhibit intended to celebrate Mesoamerican legacies and heritage.

**ASSIGNED READING EXPECTATIONS**

Readings assigned are critical for the course, and content from them will be used on exams and should be drawn upon for essays. As such, reflecting critically on readings is a responsibility shared by each student. After completing a text, students should be prepared to answer these questions discussions.

<i>Questions on the readings for each class include:</i>	
1.	What <u>evidence was used by the authors</u> to make their argument?
2.	Why is this reading <u>important</u> ?
3.	How does this reading <u>relate to ideas presented in class</u> discussion or lecture?
4.	What is <u>one term you do not recognize</u> in the text or need to look up to understand?

**CLASS CLIMATE AND INCLUSIVITY**

Following the charge of renown anthropologist Ruth Benedict, that “The purpose of anthropology is to make the world safe for human differences,” I believe that our classroom should be a safe space to express intellectual issues on culture, heritage, and the human condition. Social difference, for example, should

be anticipated as a fundamental thread weaving its way into each of our sessions. I believe it is up to the instructor to set the tone early on and guide students to feel open, comfortable, and safe, asking critical questions they might otherwise shy away from. As I prepare my students to encounter their world through new, unfamiliar perspectives, I strive to build a sense of rapport and trust within our classroom, working to instill community and collegiality to help students recognize each other as resources and not rivals. My goal in doing so is to create an environment where students can develop meaningful relationships with me and one other so that they will be comfortable asking difficult questions and come to recognize the value of collaboration.

### **STUDENT ACCESSIBILITY AND ACCOMMODATIONS**

Students requesting disability-related accommodations and services for this course are encouraged to schedule a phone/video meeting with me as early in the term as possible. This conversation will help to establish what supports are built into my online course. In order for accommodations to be authorized, students are required to consult with Student Accessibility Services (SAS; [student.accessibility.services@dartmouth.edu](mailto:student.accessibility.services@dartmouth.edu); SAS website; 603-646-9900) and to email me their SAS accommodation form. We will then work together with SAS if accommodations need to be modified based on the online learning environment. If students have questions about whether they are eligible for accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

I encourage students with disabilities to be in contact with me by email or during Zoom office hours by the end of the second week of the term about accommodations that might be helpful to them.

### **RELIGIOUS OBSERVANCES**

Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me before the end of the second week of the term to discuss appropriate accommodations.

Should you have a religious observance that conflicts with your participation in the course, please speak with me before the end of the second week of the term to discuss appropriate accommodations.

### **MENTAL HEALTH AND WELLNESS**

The academic environment at Dartmouth is challenging, our terms are intensive, and classes are not the only demanding part of your life. There are a number of resources available to you on campus to support your wellness, including your undergraduate dean (<https://students.dartmouth.edu/undergraduate-deans/>), Counseling and Human Development (<https://students.dartmouth.edu/health-service/counseling/about>), and the Student Wellness Center (<https://students.dartmouth.edu/wellness-center/>). I encourage you to use these resources to take care of yourself throughout the term, and to come speak to me if you experience any difficulties.

### OUTSIDE WEBSITES FOR FURTHER RESEARCH

- David Stuart's Maya Decipherment Blog: <https://mayadecipherment.com/>
- FAMSI (Foundation for the Advancement of Mesoamerican Studies): <http://www.famsi.org/>
- Latin American Antiquity (Journal) - Please note that LAA volumes before 2002 can be found on JSTOR (accessible through logging into the Dartmouth Library).
- Ancient Mesoamerica (Journal) (available through logging into the Dartmouth Library).
- Maya Vase Database: <http://www.mayavase.com/>
- MESOWEB: <http://www.mesoweb.com/>
- PARI Journal: <http://www.mesoweb.com/pari/journal.html>
- For artifacts, see any number of museum websites, including Dumbarton Oaks, Harvard Peabody Museum, Boston Museum of Fine Arts, the MET, the American Museum of Natural History, and the National Museum of the American Indian.

### DARTMOUTH LINKS FOR FURTHER RESEARCH

[Academic Skills Center](#) (ASC): Open to the entire Dartmouth community, the ASC assists students in achieving their academic goals through tutoring and learning skills trainings.

[Research Center for Writing, and Information Technology](#) (RWIT): RWIT is a free service dedicated to helping members of the Dartmouth community develop more effective strategies for generating and organizing their ideas, finding and evaluating research sources, and presenting and revising compositions in a variety of media.

[Dartmouth College Library](#): The Dartmouth College Library provides support through subject area specialization, course materials and reserves, reservable learning spaces, workshops & classes for students, research, scholarly publication, copyright, media, book arts, and more.

### HONOR PRINCIPLE

You are reminded that the Honor Principle applies to all work done outside of class, as well as in-class exams. Research papers and take home-essays, if applicable, should contain citations to the work of others used in preparing your paper/essay following the guidelines laid out in Sources. You are encouraged to discuss the course material with other students outside of class. Still, the work you submit for exams, essays, and papers must be written by you and reflect your ideas and conclusions and contain citations to other sources where appropriate. <https://students.dartmouth.edu/community-standards/policy/academic-honor-principle>

For more on Community Standards & Accountability, visit: <https://students.dartmouth.edu/community-standards/>