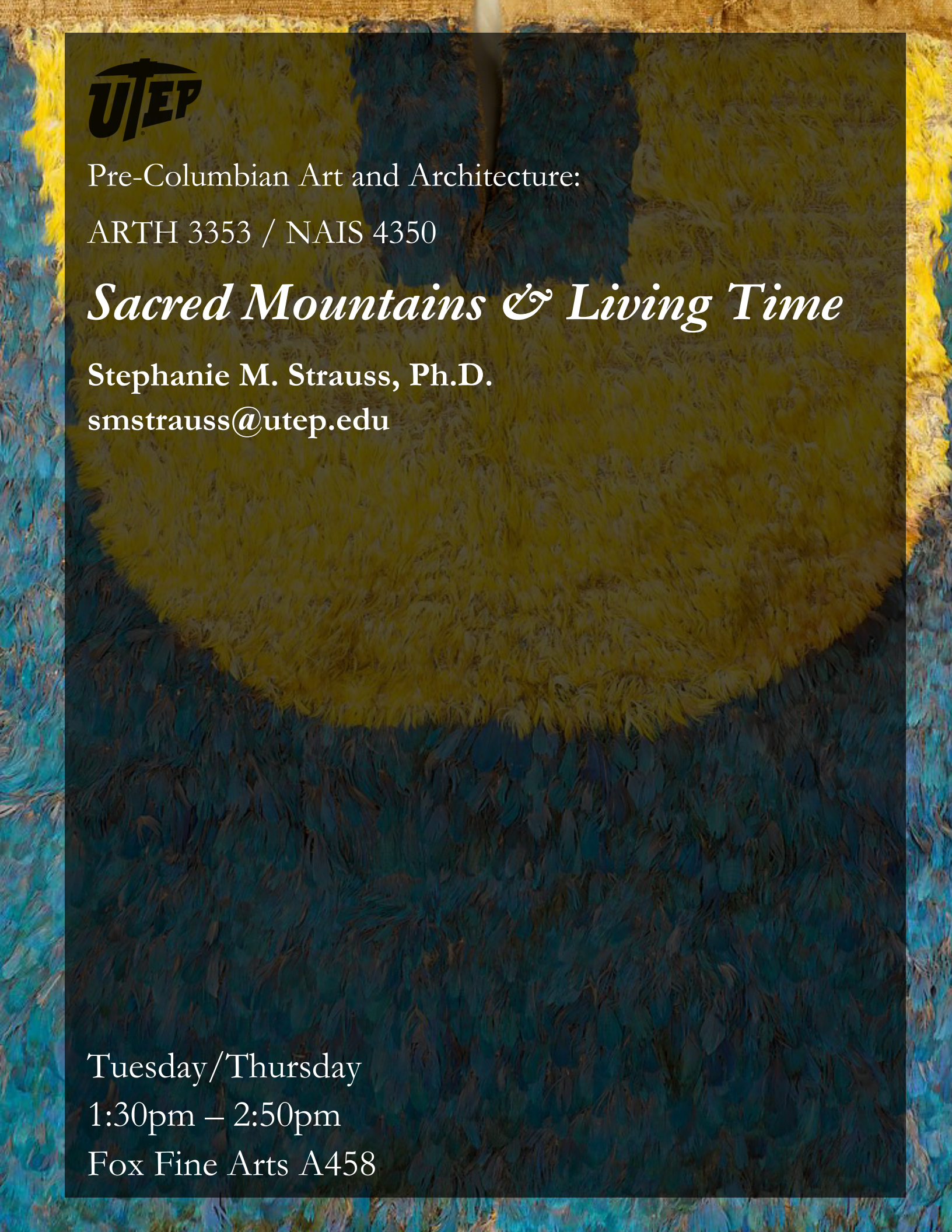

Pre-Columbian Art and Architecture:

ARTH 3353 / NAIS 4350

Sacred Mountains & Living Time

Stephanie M. Strauss, Ph.D.
smstrauss@utep.edu

Tuesday/Thursday
1:30pm – 2:50pm
Fox Fine Arts A458

The University of Texas at El Paso
Department of Art – Art History Division

PRE-COLUMBIAN ART & ARCHITECTURE: SACRED MOUNTAINS AND LIVING TIME

COURSE INFORMATION:

Pre-Columbian Art and Architecture: ARTH 3353 (CRN 10996) / NAIS 4350 (CRN 18296)
Term: Fall 2026
Delivery Method: In-person
Meeting Day and Time: Tuesdays and Thursdays, 1:30pm – 2:50pm
Location: Fox Fine Arts – Art – A458

PROFESSOR INFORMATION:

Stephanie M. Strauss, Ph.D.
Written Communication: Email (smstrauss@utep.edu)
Office Location: Fox Fine Arts Center - Art A354 (FFA A354)
Office Hours (In-person, with Zoom option): Mondays & Wednesdays, 11:00am – 1:00pm

UTEP COURSE DESCRIPTION:

An historical survey of the art and architecture of several Mesoamerican and South American cultures of the Pre-Classic through Postclassic periods. Large scale monuments, painting, sculpture and ceramics of the Aztecs, Maya, Inca and their predecessors will be examined in terms of their original socio-political and sacred contexts.

COURSE GOALS and LEARNING OUTCOMES:

- Students will develop the visual literacy and critical reading strategies required to explore the messages embedded in the visual culture production of the ancient Americas.
- Students will work to gain fluency in the terms used in Pre-Columbian art historical analysis.
- Students will become proficient with sources and techniques required for assessing and incorporating academic material into their own research.
- By the end of each course meeting, students should feel a marked improvement in their "visual fluency" with the art of ancient Mesoamerica and/or the Andes.
- Over the course of the semester, students will develop a visual appreciation for and analytical understanding of Mesoamerican and Andean art and architecture.
- Ultimately, students should be able to a) identify the culture and general time period of art produced in the great visual traditions of Mesoamerica and the Andes and b) discuss, in

depth, the style and subject of significant works of art from across the Pre-Columbian landscape.

EDGE EXPERIENCE:

The Museum Exhibition Project – the final project for this course – guides students in creating in an immersive Capstone experience that integrates and applies what they have learned in the classroom to a public setting. Students will develop a Museum Exhibition Proposal on one assigned culture from the course, designed for the Centennial Museum. Students will produce work ranging from Gallery Maps, to Social Media/Press Releases, to Graphic Design Boards, to Object Labels and Exhibition Text. Throughout the semester, students will present their proposals to their classmates for Peer Review and, in their final form, for evaluation by the "Centennial Museum Board" (the full class) to vote on a winning Exhibition proposal.

EDGE ADVANTAGES:

This course is designed to equip students with essential Edge Advantages that extend through and beyond the discipline of Art History, contributing to their personal growth and professional development. Through the completion of course requirements and assignments, such as Immersive Learning Opportunities and the Capstone Project, students will develop the following Edge Advantages:

	Communication	Students will demonstrate effective interpretation, development, and application of oral communication strategies appropriate to purpose, genre, context, and audience.
	Confidence	Students will articulate gains in self-confidence by identifying, evaluating, and building on their talents, abilities, strengths, and skills.
	Critical Thinking	Students will analyze information from multiple relevant sources that reflect contrasting viewpoints and will articulate a well-reasoned conclusion or position.
	Global Awareness	Students will analyze and evaluate global, interconnected systems to determine how those systems affect personal and/or community outcomes.

REQUIRED MATERIALS:

- The Art of Mesoamerica: From Olmec to Aztec (World of Art) [2019, 6th Edition]
  - Author: Mary E. Miller
  - ISBN: 978-0500204504
- Art of the Andes: From Chavín to Inca (World of Art) [2012, 3rd Edition]
  - Author: Rebecca Stone
  - ISBN: 978-0500204153
- A set of colored pencils for sketching - must be brought to each course meeting.

GRADING OPPORTUNITIES:

Assignment expectations in this course will be outlined in detailed Assignment Guides and graded with clear and detailed rubrics, all available on Blackboard. Assignments are weighted as outlined:

ASSIGNMENT	WEIGHT
Museum Exhibition Project ▪ Exhibition Plan and Design: 40% ▪ Museum Object Labels: 40% ▪ Final Pitch Presentation: 20%	30%
Close Reading Assignments ▪ Read 3 academic articles and complete corresponding Close Reading Worksheets ▪ Each weighted equally ▪ Lowest grade may be replaced by completing an optional 4th article and its corresponding worksheet at the end of the semester	20%
Formal Assessments ▪ Midterm 1 [10/1] ▪ Midterm 2 [11/3] ▪ Final Exam [12/10, 1pm] ▪ Each weighted equally, lowest grade will be dropped	35%
Immersive Learning ▪ Includes enthusiastic completion of the Immersive Learning Activities (ILA) during class; regular and positive verbal contributions to weekly course meetings, and engagement in course enrichment experiences (i.e. the Blackboard Scavenger Hunt; Syllabus Quiz; Self-guided Field Trip(s); Extra Help Sessions; and the ARTH 3353 Extended Learning Opportunity).	15%
Total Weight	100%

GRADING STANDARDS	GRADE
100 – 90 [Excellent]	A
89 – 80 [Good]	B
79 – 70 [Passable]	C
69 – 60 [Unsatisfactory]	D
59 – 0 [Failing]	F

EXTRA CREDIT:

Students will have the option of completing three or more Extra Credit opportunities over the course of the Semester. At least one will relate to a self-guided Field Trip event and will earn bonus points on Midterm 1. The second is tied to the ARTH 3353 Extended Learning Opportunity – a film screening related to Art of the Pre-Columbian World – and will earn bonus points on Midterm 2. The third will be announced during the last unit of the semester and will earn bonus points on the Museum Exhibition Project. Further instructions will be provided on Blackboard.

TECHNOLOGY REQUIREMENTS:

Blackboard is your headquarters for this course – through our Blackboard course page you will be able to access Announcements, Assignment Guides, Rubrics, Lecture Slides, Handouts from Class Meetings, Extra Learning Opportunities, the Gradebook, and other materials. Ensure your UTEP e-mail account is working and that you have internet access and a stable browser (Google Chrome and Mozilla Firefox are the most compatible with Blackboard). When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop. While many students use Google Drive for their word-processing and slide-design needs, I strongly suggest you take advantage of UTEP's free Microsoft Office Portal to download Word, PowerPoint, Excel, and other Microsoft Office programs to your personal devices.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Technology Support as they are trained specifically in assisting with technological needs of students. They can also provide you with a case/ticket number and assessment to share with me, if documentation is needed.

COURSE COMMUNICATION:

We will keep clear and professional communication channels open throughout the semester:

- Email:
    - Create a habit of checking your UTEP email account once per day.
    - Email me using your official UTEP email address.
        - Subject Line: Pre-Columbian Art: Lastname Question (or Lastname Absence, or Lastname Letter of Recommendation Request, etc)
        - Professional Salutation: Dear Prof. Strauss or Hello Dr. Strauss, etc.
        - Body: Clearly state your question/concern/request/etc
        - Professional Sign-off: Best, Firstname or Sincerely, Firstname, etc.
    - All emails that follow the above format will be replied to within 24 hours. If emails arrive before 5:30pm, they might receive a reply that same day. Emails that arrive after 5:30 pm will receive a reply the following day.
    - Emails that do not follow the above format will receive a bounce-back reply with instructions to review Course Communication guidelines, edit, and resend.
- Office Hours:
    - These are set day(s) and times where you can come meet with me for (typically) 20 – 30 minutes to discuss academic and professional topics. My in-person Office Hours are listed one page 1 of this syllabus. You are free to drop-by during this time frame, or you may email me in advance to arrange a specific time within that window, or to share what you wish to discuss (especially if this helps set you at ease).
    - If you have made a request via email that requires more in-depth discussion, or if there are concerns about your progress in the course, I may email you to suggest we meet during my Office Hours to discuss and strategize further.

    - Virtual Appointments: if you cannot make it to campus during my Office Hours, you may set up a Zoom "Office Hours" appointment during that same time frame. Please email me in advance to request a Zoom link.
- Blackboard Announcements:
    - Check Blackboard frequently (at least every other day) for important Announcements regarding course updates, reminders, deadlines, and other key information.
    - All Blackboard Announcements will be pushed to your UTEP email accounts, as well. Remember to create a habit of checking your UTEP email once per day.

EXTRA HELP SESSIONS:

These focused work sessions are designed to facilitate your success in the course, by providing protected time to build your skills or brainstorm issues in the presence of the professor.

- Extra Help Session #1: Note-Taking 101
    - Friday 9/4, 9am–11am (Room TBA) [bring your recent lecture notes]
- Extra Help Session #2: Trouble-shooting the Museum Revision Project
    - Friday 11/13, 9am–11am (Room TBA) [bring your laptop with recent project work]

ATTENDANCE AND PARTICIPATION:

If you want to pass, you must come to class. *Again, if you want to PASS, you must COME TO CLASS*.

Our class meetings are predominantly in-person. ***Expect the class to run the full 1hr and 20 mins*** Strive to be in our classroom several minutes prior to the start time, to get settled, ask questions, and enjoy any pre-class viewing or audio. Unfortunate timing issues arise for everyone, every once in a while: if you are running a little late, I would rather you come to class slightly tardy than not at all. Do not make it a habit, but if you arrive after the start of lecture, please be discrete: quickly find a seat and quietly set up your note-taking devices to join in as smoothly as possible. *To take the Final Exam for a grade, you must arrive on time. If you do not arrive and begin working on your Final Exam packet *within 30 minutes of the start of the testing window*, you will forfeit your ability to sit for the Final Exam and you will not be allowed to enter the testing room.

Commit to active learning in our class. All Post-Class Readings must be completed before we gather for the next class. Hold yourself accountable to speaking out at least once every week. If you are a little more reserved, prepare a comment or a question in advance to read aloud until you feel more comfortable sharing your thoughts extemporaneously. I aim for us to build a creative, welcoming, and dynamic community within our course, and hope that all students will feel comfortable sharing thoughts, questions, and observations every class meeting after only a few course gatherings.

The MOST IMPORTANT thing you can do to succeed in this course is to attend all of the classes. We cover so much ground in one class that it can be hard to keep up if you have to miss a lecture. If you are absent (see absence policies, below), follow this five-step procedure:

1. Read the Post-class Reading assigned for that day extra carefully.

2. Watch any In-class Viewings (posted on Blackboard after we watch them in class).
3. Ask a classmate (or two) to borrow their notes from lecture and copy them out yourself.
4. Compare these notes to the Class Visuals (i.e. PowerPoint Slides) posted on Blackboard.
5. After steps 1 through 4, if you still have further questions, come see me in Office Hours to discuss your specific questions about the missed class content.

LACK OF EFFORT ATTENDANCE DROP POLICY *(Per the College of Liberal Arts & UTEP Catalog):*

"At the discretion of the instructor, a student can be dropped from a course because of ***excessive absences or lack of effort***" (emphasis added). The student is expected to attend all classes and laboratory sessions. It is the responsibility of the student to inform each instructor of extended absences. When in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." For our course:

→ If you accumulate ***6 absences*** on or before October 30 [the course drop deadline], or otherwise demonstrate what the UTEP catalog describes as a ***lack of effort***, you will be dropped from the course with a grade of W.
→ If you accumulate ***10 absences*** on or before December 3 [the last day of class], or otherwise demonstrate what the UTEP catalog describes as a ***lack of effort***, you will receive a grade of F in the course.
→ I will provide advance notice via email in either of the above cases.

HONEST SELF-ASSESSMENT: if the October drop deadline has passed but you feel as though you are unable to complete the course successfully (or to your level of grade satisfaction) due to extreme and unusual circumstances, please let me know immediately and then contact the Registration and Records Office to initiate the drop process. In this case, I may assign a grade of W at my discretion.

INCOMPLETE POLICY: Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements (exceptional circumstances include severe extended illness, such as a flaring of a chronic condition; prolonged hospitalization; an emergency extended-care situation with a dependent; or a physical accident resulting in inability to attend classes). Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

ILLNESS PRECAUTIONS:

Please stay home if you have active symptoms of any communicable disease. Unless you miss more than two consecutive classes in a row, a doctor's note and/or specific details are not necessary. If you have been sick recently but your symptoms have lessened and you feel able to attend class, please wear a mask until you are clear of all symptoms for several days.

EXCUSED ABSENCES:

The following constitute the only allowable/excused absences at UTEP, as outlined in the UTEP Catalog (see below). If your absence falls into one of these categories and is PROPERLY DOCUMENTED, it will not be counted toward the "Lack of Effort Attendance Drop Policy" above.

- *University-sponsored Activity*: students who will be absent while representing the University in officially recognized University activities (sports, band, professional conferences, etc.) must notify the Dean of Students not less than ten days prior to the absence. The Dean of Students will provide the student with a letter of excuse for the professors. It is the student's responsibility to give the letter to the professors prior to the official recognized activity. Students following these procedures will be permitted to make up both assignments and examinations in consultation with faculty.
- *Religious Holy Days:* "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. Section 51.925 of the Texas Education Code related to absences by students for observance of religious holy days states that the institution shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. The student must provide written notice to the instructor of each course that he/she will be absent for a religious holy day not less than 10 days prior to the absence
- *Military Leave:* Section 51.9111, Texas Education Code, provides that students be excused from scheduled classes or other required activities if the student is called to and participates in active military service for a reasonably brief period and that the student shall be allowed to complete an assignment or exam within a reasonable time after the absence. Students called to active military service must provide a copy of their military orders to the instructor of each course.

DEADLINES and LATE WORK:

Assignments are to be turned in at the START of class on the day they are due. If you are absent on the day an assignment is due, you must email me a copy of your work by the start of class.

- If a student is late to class or completely absent, but still submits their assignment before the end of the class period, a 10-point deduction will be applied to whatever score is assessed.
- Submitted by 24 hours after due date and time: -20 points
- Submitted by 48 hours after due date and time: -35 points
- Submitted by 72 hours after due date and time: -50 points
- Submitted more than 72 hours after due date and time: assignment receives a zero (0).

No make-up Midterms or Final Assessments will be given. If you have a UTEP-defined Excused Absence conflict (see above) with the dates of the Midterms or Final, this must be reported by the end of the second week of classes. In that case, an option to take the assessment EARLY (not late) will be considered.

ACCOMMODATIONS POLICY:

The University is committed to providing reasonable accommodations to students with documented disabilities. Students who become pregnant may also request reasonable accommodations, in accordance with state and federal laws and regulations and University policy. Accommodations that constitute undue hardship are not reasonable. To make a request, please register with the UTEP Center for Accommodations and Support Services (CASS). Contact CASS at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

SCHOLASTIC INTEGRITY:

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. In this course, use of AI is Strictly Prohibited (see below), and thus falls under UTEP's broad official policy that use of AI (Artificial Intelligence) is a form of plagiarism. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Community Standards for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

Cheating on Assessments: you are permitted to bring a single 8.5" x 11" computer-paper sized Memory Aid to class assessments. The Memory Aid must follow all provided format specifications listed on this syllabus as well as any others listed on the Midterm and Final Exam Review Sheets. Your Memory Aid ***must include ONLY written or typed information*** (on the front and the back of the paper) and it ***may NOT include ANY pictures, images, diagrams, or similar graphic notations of any kind***. It cannot be larger than the specified size and it cannot contain more pages than allowed. Your Memory Aid must be turned in with your exam packet for additional review. If you forget your Memory Aid on the day of the exam, you must declare that to me before you begin the exam and sign an attestation to that effect. If any of these considerations are not met, your exam will be rendered invalid, and you will be given a zero.

If you are observed to have any other material of any kind, on any subject, visible during the exam (this includes physical resources like additional notes, a cell phone, smart glasses, a smart watch, or any other electronic or analog device or tangible resource beyond the Memory Aid), your exam will be rendered invalid and you will have committed a serious Academic Integrity Violation, reportable to UTEP's Office of Community Standards. You will be given a zero and that zero will NOT be dropped from your overall grade calculation (i.e. all three of your Assessment Grades will be counted, including the zero).

GUIDANCE ON ARTIFICAL INTELLIGENCE:

AI Prohibited:

Use of AI technologies or automated tools, particularly LLMs (Large Language Models) and generative AI such as ChatGPT or DALL-E, is ***not allowed*** for assignments in this class. Each student is expected to use critical and creative thinking skills to complete tasks and not rely on computer-generated ideas. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Community Standards. This includes using AI for brainstorming, as in the context of our course, it inhibits your ability to think critically and creatively about your assignments. It also extends to the use of heavy-handed editing programs and tools, such as Grammarly. The "Spelling and Grammar Check" function in Word and Google Docs is sufficient for this purpose and does not rewrite your sentences for you or change your personal voice. If you need grammatical assistance beyond this simple software, you may visit the Writing Center on campus for in-person help.

AI and PLAGIARISM DETECTING SOFTWARE:

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality. While a high score is grounds for an academic integrity violation, a lower-mid tier score can be illustrative and help you learn how to properly attribute sources rather than paraphrase too close to the original text. Some of your course work and assessments may also be run through AI-detecting software and/or your documents' version history and related user data may be reviewed for AI-suggestive activity. A preponderance of evidence toward AI-generated work will constitute a reportable academic integrity violation.

SUPPORT RESOURCES:

UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources or visit https://www.utep.edu/advising/student_resources/student-success-resource-hub.html.

CLASS MEETING SCHEDULE:

MONTH	DATE	CONTENT AND RESPONSIBILITIES
AUGUST		
Class 1	Tues 8/25	The Art of the Americas ▪ Welcome and Material Preview ▪ Course Orientation, Syllabus Review, Blackboard Insights

Class 2	Thurs 8/27	**Building Our Toolkit – New Frameworks & Specialty Terms** ▪ Practice Formal Analysis ▪ Post-class Reading: Miller pp. 11 – 23, Stone pp. 9 – 19
Class 3	Tues 9/1	**Designing the First Cities** ▪ Lecture: Olmec I – San Lorenzo I ▪ Post-class Reading: Miller pp. 24 – 35 ▪ Extra Help Session #1: Note-taking 101, Friday 94, 9am – 11am (Room TBA)
Class 4	Thurs 9/3	**Masterworks of Stone Sculpture** ▪ Lecture: Olmec II – San Lorenzo II and La Venta I ▪ Post-class Reading: Miller pp. 35 – 52; read Article 1 and begin Close Reading Worksheet 1
SEPTEMBER		
Class 5	Tues 9/8	**The First Great "End"** ▪ Lecture: Olmec III: La Venta II, Epi-Olmec, & Beyond ▪ Post-class Reading: Miller: pp. 52 – 58; 120 – 128
Class 6	Thurs 9/10	**Maya Foundations: Mountains, Caves, and Blood** ▪ Lecture: Preclassic and Early Classic Maya ▪ DUE: Close Reading Worksheet 1 ▪ Post-class Reading: Miller pp. 64 – 72; 129 – 152 ▪ Extra Help Session #1: Note-Taking 101, Friday 9/12 10am – 12pm in ARTH A458
Class 7	Tues 9/15**	**Asynchronous Lecture: The Cloud People** ▪ Lecture: Zapotec I – Monte Alban I and Valley Neighbors ▪ Post-class Reading: Miller pp. 59 – 64
Class 8	Thurs 9/17	**The World Below: Ancestral Tomb Art** ▪ Pre-recorded Lecture: Zapotec II – Monte Alban II ▪ Post-lecture Reading: Miller pp. 108 – 120
Class 9	Tues 9/22	**The City of the Gods** ▪ Lecture: Teotihuacan I: Architecture and Urban Planning ▪ Post-class Reading: Miller pp. 82 – 94
Class 10	Thurs 9/24	**Art of a Metropolis** ▪ Lecture: Teotihuacan II: Murals and Cached Objects ▪ Post-class Reading: Miller pp. 94 – 107 ▪ Midterm 1 Review Sheet Released
Class 11	Tues 9/29	**In-class Review and Study Session**
OCTOBER		
Class 12	Thurs 10/1	**In-Class: Midterm 1** ▪ Covers Classes 1 – 10 ▪ Covers Article 1 ▪ Self-Guided Field Trip: Centennial Museum
Class 13	Tues 10/6	**Southern Worlds: Introduction to the Andes** ▪ Lecture: Foundations & Early Horizon – Chavín de Huantar

		▪ Post-class Reading: Stone pp. 20 – 55; read Article 2 and begin work on Close Reading Worksheet 2
Class 14	Thurs 10/8	**Ritual Across Stone and Fabric** ▪ Lecture: Early Intermediate Period I: Paracas & Nasca ▪ Post-class Reading: Stone pp. 56 – 90
Class 15	Tues 10/13**	**Huacas, Burials, and All That Glitters** ▪ Lecture: Early Intermediate Period II: Moche I ▪ Post-class Reading: Stone pp. 91 – 110 ▪ DUE: Close Reading Worksheet 2
Class 16	Thurs 10/15	**Sculptural Genuis: Moche Ceramic Arts** ▪ Lecture: EIP to Middle Horizon I: Moche II ▪ Post-class Reading: Stone pp. 110 – 126
Class 17	Tues 10/20	**Statecraft in the Andes** ▪ Lecture: Middle Horizon II – Tiwanaku and Wari I ▪ Post-class Reading: Stone pp. 127 – 153
Class 18	Thurs 10/22	**Meaning in the Fabric** ▪ Lecture: Middle Horizon to Late Intermediate Period I – Wari Conclusion and Lambayeque Introduction ▪ Post-class Reading: Stone pp. 153 – 162
Class 19	Tues 10/27	**Replication and Power** ▪ Lecture: LIP II – Lambayeque Conclusion and Chimú ▪ Post-class Reading: Stone pp. 163 – 186 ▪ Midterm 2 Review Sheet Released
Class 20	Thurs 10/29	**Zoom Review and Study Session** Link posted on Blackboard (attendance via Log-in Optional)
NOVEMBER		
Class 21	Tues 11/3	**In-Class: Midterm 2** ▪ Covers Classes 13 – 19 ▪ Covers Article 2
Class 22	Thurs 11/5	**City-States and Art for an Audience** ▪ Lecture: Classic Maya I, Monumental Art ▪ Post-class Reading: Miller pp. 153; 164 – 192; read Article 3 and begin Close Reading Worksheet 3
Class 23	Tues 11/10	**The Mural Tradition Continues** ▪ Lecture: Classic Maya II, Painterly Traditions ▪ Post-class Reading: Miller pp. 154 – 164; 192 – 198
Class 24	Thurs 11/12	**The Mexica** ▪ Lecture: Aztec I, Philosophies and Histories ▪ Post-class Reading: Miller pp. 212 – 219 (Tula Orientation); 238 – 257 ▪ DUE: Close Reading Worksheet 3 ▪ Extra Help Session #2: Trouble-shooting the Museum Revision Project, Friday 11/13, 9am – 11am (Room TBA)
Class 25	Tues 11/17	**Tenochtitlán: Crafting an Empire**

		▪ Lecture: Aztec II, Urban Art and Architecture ▪ Post-class Reading: Miller pp. 257 – 273
Class 26	Thurs 11/19	**Tawantinsuyu** ▪ Lecture: Inka I, Philosophies and Statecraft ▪ Post-class Reading: Stone pp. 194 – 217
Class 27	Tues 11/24	**Woven Empires** ▪ Lecture: Inka II, Stone and Thread ▪ Post-class Reading: None
	Thurs 11/26	**NO CLASS** – Thanksgiving, University Closed
DECEMBER		
Class 28	Tues 12/1	**Museum Exhibition Project Presentations Day 1** ▪ DUE: MEP Presentation for Day 1 Presenters ▪ In-class Extra Credit Opportunity ▪ Lecture: Contact – The Arrival of Spain in Mexico & Peru ▪ Post-class Reading: Miller pp. 273 – 277; Stone 217 – 218 ▪ Final Exam Review Sheet Released
Class 29	Thurs 12/3	**Museum Exhibition Project Presentations Day 2** ▪ DUE: MEP Presentation for Day 2 Presenters ▪ In-class Extra Credit Opportunity ▪ Lecture: Weaving Loose Threads: Course Conclusion ▪ Post-class Reading: Optional Article 4 [may complete Close Reading Worksheet 4 to replace lowest Close Reading grade]
	Fri 12/4 by 11:59pm	**DUE: All Components of Museum Exhibition Project**
	Thurs 12/10 1:00pm-3:45pm	**Final Exam** ▪ Covers Classes 22 – 29 ▪ Covers Article 3

*Due to the natural ebb and flow of a semester, all course content, due dates, and assigned readings are subject to adjustment at the professor's discretion. Any changes will be announced in class, posted to Blackboard, and confirmed via email at least 72 hours in advance, when applicable.
**Denotes online lesson plan