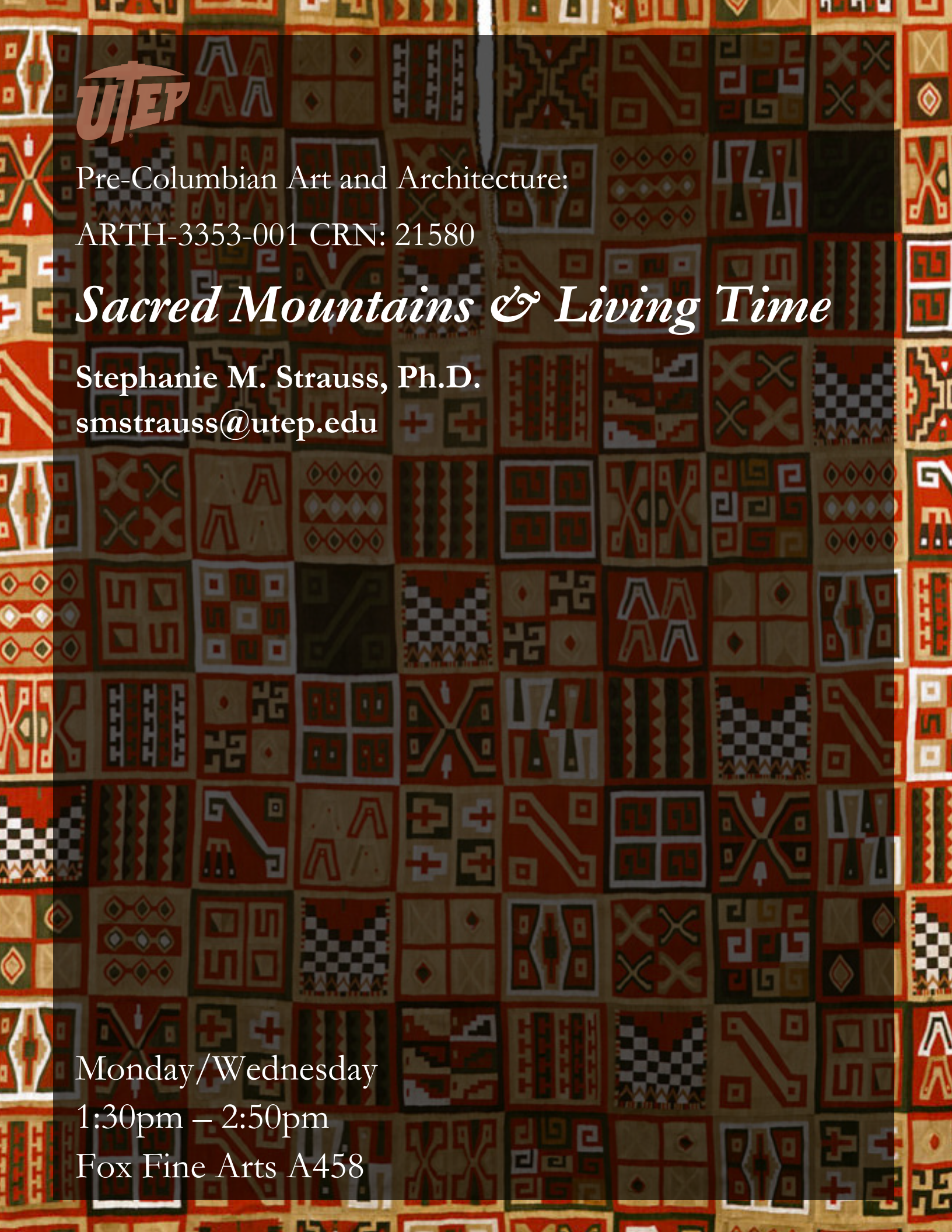

Pre-Columbian Art and Architecture:

ARTH-3353-001 CRN: 21580

Sacred Mountains & Living Time

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

Monday/Wednesday
1:30pm – 2:50pm
Fox Fine Arts A458

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

Pre-Columbian Art and Architecture: Sacred Mountains and Living Time

COURSE INFORMATION:

ARTH 3353: Pre-Columbian Art and Architecture
CRN: 21580
Term: Spring 2026
Delivery Method: In-person
Meeting Day and Time: Mondays and Wednesdays, 1:30pm – 2:50pm
Location: Fox A458

PROFESSOR INFORMATION:

Stephanie M. Strauss, Ph.D.
Written Communication: Email (smstrauss@utep.edu) or Course Blackboard Message
Office Location: Fox Fine Arts A354
Office Hours:

- *Secure an appointment via sign-up portal on Blackboard*
- In-person: Fridays, 11am – 3pm, FFA A354 (in-person drop-ins also welcome)
- Virtual: Fridays, 11am – 3pm, Via Zoom (must have an appointment to receive link)

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 for the Centennial Museum, producing 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: 50% ▪ Museum Object Labels: 25% ▪ Final Pitch Presentation: 25%	30%
Close Reading Assignments ▪ Read 3 academic articles (De La Fuente 2000; Rick 2008; and Inomata 2006) and complete corresponding Close Reading Worksheets ▪ Each weighted equally ▪ Lowest grade may be replaced by completing an optional 4th reading (Dean 2007) and its corresponding worksheet at the end of the semester	20%
Formal Assessments ▪ Midterm 1 [Mon 3/2] ▪ Midterm 2 [Wed 4/8] ▪ Final Exam [Wed 5/13, 4pm] ▪ 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 the Midterm and/or Final Assessments. 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 the Immersive Learning grade. The third will be held in the final two classes and impacts overall course totals. 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 Absence, or Letter of Recommendation, Meeting 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 a set day and time where you can come meet with me for (typically) 20 – 30 minutes to discuss academic or professional topics. My Office Hours are Fridays from 11am–3pm, in my office in Fox Fines Arts (A354). Some dates may be excluded due to required University commitments, such as Departmental Faculty Meetings, or held in the Art History classroom, such as for the semester's assigned Extra Help Sessions or to correspond to a film screening (a sign will be posted on my door in these cases).
    - Sign up for an Office Hours appointment slot on Blackboard. You may also choose a Zoom option in the sign-up portal, if you are unable to come to campus on Fridays.

    - 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 from your end or mine, I may email you to suggest we meet during my Office Hours to discuss and strategize further.
- 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: On the Right Path: Personalized Road-mapping for Success in ARTH 3353, Friday 1/30, 11am – 1pm in ARTH A548
- Extra Help Session #2: Trouble-shooting the Museum Exhibition Project, Friday 4/24, 11am – 1pm in ARTH A458

ATTENDANCE AND PARTICIPATION:

Our class meetings are in-person, Mondays and Wednesdays, 1:30pm – 2:50pm, in Fox Fine Arts A458 from January 21 to May 6 (plus the Final Exam on Wednesday, May 13, 4:00pm – 6:45pm*). *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 and ask questions you may have. 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 the evening after we watch it in class).

3. Ask a classmate (or two) to borrow their notes from lecture.
4. Copy their notes and compare them to the slides ("Class Visuals") 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.

Per the UTEP College of Liberal Arts and 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 ***8 absences*** on or before Thursday, April 2 [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 at any point you go ***more than 2 weeks (14 days) without logging into our Blackboard*** page, this constitutes a ***lack of effort***: you may be dropped from the course with a W.
→ If you accumulate ***12 absences*** on or before Wednesday, May 6 [the last day of class], or otherwise demonstrate what the UTEP catalog describes as a ***lack of effort***, you will be dropped from the course with a grade of F.
→ I will provide 24 hours advance notice via email in any of the above cases.

→ ***SELF-ASSESSMENT:*** if the drop deadline has passed but you feel as though you are unable to complete the course successfully (or to your level of grade satisfaction), 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; an emergency extended-care situation with a dependent; or an 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, to advance to a letter grade in the next sequential semester.

ILLNESS PRECAUTIONS:

Please stay home if you have active symptoms of any communicable disease. If you are feeling unwell and unable to attend two or more classes in a row, please let me know as soon as possible so that we may work on a plan for you to keep up with the material. A doctor's note and/or specific details are not necessary for any basic illness-related absences. If you have been sick recently, your symptoms

are minimal, and/or you feel able to attend class, please wear a mask until you are clear of all symptoms for several days.

OVERALL ABSENCE POLICY:

If you want to pass, you must come to class.

Most class meetings will feature an independent or group activity with a tangible deliverable, submitted during class. These submissions will contribute to your Immersive Learning grade and I will also use them to keep an eye on your attendance. You are personally responsible for making sure you do not come close to the Absenteeism or Lack of Effort Drop Policies outlined in the section above.

Otherwise, you do not need to notify me if you are absent, because, again, ***if you want to pass, you must to come to class.*** You may wish to contact me if you will be absent due to a University-excused event, specifically – in the below cases ONLY, absences will not contribute to your 8/12 Drop Count.

- ***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 each course instructor.
- ***COVID-19 Illness:*** if you then test positive for COVID-19, you may be excused from any of our class meetings that fall in the following 5 days. BUT just any COVID-19 test or doctor's note is insufficient: you must have a positive test result from the UTEP Student Health and Wellness Center (SHWC) "On-Campus Testing Center" located in Union Building East, first floor, and/or communicate your positive test results to covidaction@utep.edu so that the Office of the Dean of Students may support you in communicating with all of your professors. Look here for more details: https://www.utep.edu/ehs/covid/

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 absent, but still submits their assignment during class time, a 10-point deduction will be applied to whatever score is assessed.
- After the end of that class period, if the assignment is turned in sometime during the next 24 hour block, a 20-point deduction will be applied to whatever score is assessed.
- If the 24-hour window is missed, but the assignment is still turned in sometime between 24 and 48 hours after the end of the class in which it was due, the assignment will receive half credit from whatever score is assessed.
- After 48 hours, the submission will not be accepted. The assignment will receive 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 Monday, February 16th (the 20th Class Day in the Spring 2026 semester calendar). An option to take the assessment on an alternate date will then be considered, but not necessarily granted. Any requests submitted after 2/16/2026 will be denied.

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 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.

PLAGIARISM DETECTING SOFTWARE:

Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

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
JANUARY		
Class 1	Wed 1/21	**The Art of the Americas** ▪ Welcome and Material Preview ▪ Course Orientation, Syllabus Review, Blackboard Insights
Class 2	Mon 1/26	**Building Our Toolkit – New Frameworks & Specialty Terms** ▪ Practice Formal Analysis ▪ Post-class Reading: Miller pp. 11 – 23, Stone pp. 9 – 16
Class 3	Wed 1/28	**Designing the First Cities** ▪ Lecture: Olmec I – San Lorenzo I ▪ Post-class Reading: Miller pp. 24 – 35
Extra Help Session #1	Friday 1/30	**On the Right Path: Personalized Road-mapping for Success in ARTH 3353,** 11am – 1pm, ARTH A548
FEBRUARY		
Class 4	Mon 2/2	**Masterworks of Stone Sculpture** ▪ Lecture: Olmec II – San Lorenzo II and La Venta I ▪ Post-class Reading: Miller pp. 35 – 52; read Article 1 (De La Fuente 2000) and begin Close Reading Worksheet 1
Class 5	Wed 2/4	**The First Great "End"** ▪ Lecture: Olmec III: La Venta II, Epi-Olmec, & Beyond ▪ Post-class Reading: Miller: pp. 52 – 58; 120 – 128
Class 6	Mon 2/9	**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
Class 7	Wed 2/11	**The Cloud People** ▪ Lecture: Zapotec I – Monte Alban I and Valley Neighbors ▪ Post-class Reading: Miller pp. 59 – 64
Class 8**	Mon 2/16 ONLINE CLASS	**The World Below: Ancestral Tomb Art** ▪ Pre-recorded Lecture: Zapotec II – Monte Alban II ▪ Post-lecture Reading: Miller pp. 108 – 120
Class 9	Wed 2/18	**The City of the Gods** ▪ Lecture: Teotihuacan I: Architecture and Urban Planning ▪ Post-class Reading: Miller pp. 82 – 94
Class 10	Mon 2/23	**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	Wed 2/25	**In-class Review and Study Session**
MARCH		
Class 12	Mon 3/2	**Midterm 1** ▪ Covers Classes 1 – 10

		▪ Covers Article 1 (De la Fuente 2000) ▪ Self-Guided Field Trip: Centennial Museum – submit reactions by Sun 3/15 at 11:59pm to earn E.C.
Class 13	Wed 3/4	**Southern Worlds: Introduction to the Andes** ▪ Lecture: Foundations & Early Horizon – Chavín de Huantar ▪ Post-class Reading: Stone pp. 17 – 47; read Article 2 (Rick 2008) and begin work on Close Reading Worksheet 2
Class 14	Mon 3/9	**Ritual Across Stone and Fabric** ▪ Lecture: Early Intermediate Period I: Paracas & Nasca ▪ Post-class Reading: Stone pp. 48 – 81
Class 15	Wed 3/11	**Huacas, Burials, and All That Glitters** ▪ Lecture: Early Intermediate Period II: Moche I ▪ Post-class Reading: Stone pp. 82 – 102 ▪ DUE: Close Reading Worksheet 2
Spring Break	Mon 3/16	**Bridging Task:** complete The MET Moche Collection activity and submit response by Mon 3/23 at 1:29pm (instructions on BB)
Spring Break	Wed 3/18	None
Class 16	Mon 3/23	**Sculptural Genuis: Moche Ceramic Arts** ▪ Lecture: EIP to Middle Horizon I: Moche II ▪ Post-class Reading: Stone pp. 103 – 117
Class 17	Wed 3/25	**Statecraft in the Andes** ▪ Lecture: Middle Horizon II – Tiwanaku and Wari I ▪ Post-class Reading: Stone pp. 118 – 144
Class 18	Mon 3/30	**Meaning in the Fabric** ▪ Lecture: Middle Horizon to Late Intermediate Period I – Wari Conclusion and Lambayeque Introduction ▪ Post-class Reading: Stone pp. 144 – 160
APRIL		
Class 19	Wed 4/1	**Replication and Power** ▪ Lecture: LIP II – Lambayeque Conclusion and Chimú ▪ Post-class Reading: Stone pp. 160 – 179 ▪ Midterm 2 Review Sheet Released
Class 20**	Mon 4/6 ONLINE CLASS	**Zoom Review and Study Session** ▪ Link posted on Blackboard (attendance via Log-in Optional)
Class 21	Wed 4/8	**Midterm 2** ▪ Covers Classes 13 – 19 ▪ Covers Article 2 (Rick 2008)
Film Screening	Fri 4/9	**Extended Learning Opportunity, Film Screening:** ***The Emperor's New Groove*** [FFA A458, 1:30pm – 3pm] – attendance and participation earns +7 on Immersive Learning Grade
Class 22	Mon 4/13	**City-States and Art for an Audience** ▪ Lecture: Classic Maya I, Monumental Art

		▪ Post-class Reading: Miller pp. 153; 164 – 192; read Article 3 (Inomata 2006) and begin Close Reading Worksheet 3
Class 23	Wed 4/15	**The Mural Tradition Continues** ▪ Lecture: Classic Maya II, Painterly Traditions ▪ Post-class Reading: Miller pp. 154 – 164; 192 – 198
Class 24	Mon 4/20	**The Mexica** ▪ Lecture: Aztec I, Philosophies and Histories ▪ Post-class Reading: Miller pp. 212 – 219 (Tula Orientation); 238 – 257 ▪ DUE: Close Reading Worksheet 3
Class 25	Wed 4/22	**Tenochtitlán: Crafting an Empire** ▪ Lecture: Aztec II, Urban Art and Architecture ▪ Post-class Reading: Miller pp. 257 – 273
Extra Help Session #2	Friday 4/24	**Trouble-shooting the Final Project: Q/A/Critique for the MEP** 11am – 1pm, ARTH A458
Class 26	Mon 4/27	**Tawantinsuyu** ▪ Lecture: Inka I, Philosophies and Statecraft ▪ Post-class Reading: Stone pp. 180 – 199
Class 27**	Wed 4/29 ONLINE CLASS	**Weaving an Empire** ▪ Pre-recorded Lecture: Inka II, Temples and Textile Arts ▪ Post-class Reading: Stone pp. 199 – 217
MAY		
Class 28	Mon 5/4	**Museum Exhibition Project Presentations Day 1** ▪ DUE: MEP Presentation for 5/4 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	Wed 5/6	**Museum Exhibition Project Presentations Day 2** ▪ DUE: MEP Presentation for 5/6 Presenters ▪ In-class Extra Credit Opportunity ▪ Lecture: Weaving Loose Threads: Course Conclusion ▪ Post-class Reading: Optional Article 4 (Dean 2007) [may complete Close Reading Worksheet 4 to replace lowest Close Reading grade – due 5/13 by 11:59pm]
	Fri 5/8, 11:59pm	**DUE: Museum Exhibition Projects** All Documents: Upload to OneDrive portal linked on Blackboard
	Wed 5/13 4:00pm-6:45pm	**Final Exam** ▪ Covers Classes 22 – 29 ▪ Covers Article 3 (Inomata 2006)

*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