

Part V. Course Proposals

a. New Courses

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		04-48d	Apr 3/22/05	Apr 4/26/05

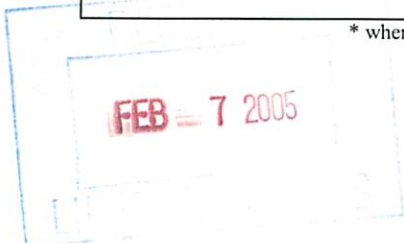
Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Anthropology	Phone 7-2133

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change		
		ANTH 323 Mesoamerican Archaeology
<u>Current Course prefix, number and full title</u>		<u>Proposed course prefix, number and full title, if changing</u>
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.		
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision		
<u>Current program name</u>		<u>Proposed program name, if changing</u>
4. Approvals		
Department Curriculum Committee Chair(s)	<i>Sarah W. Neusius</i>	1/25/05
Department Chair(s)	<i>Phil D. Nevin</i>	1-25-05
College Curriculum Committee Chair	<i>Gail Sechrist</i>	2/2/05
College Dean	<i>Am</i>	2/2/05
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate:		
(include title)		
UWUCC Co-Chairs	<i>Gail Sechrist</i>	3-22-05

* where applicable



Syllabus of Record

I. Catalog Description

ANTH 323 Mesoamerican Archaeology

3c-01-3cr

3 class hours

0 lab hours

3 credit hours

Prerequisites: None

An introduction to the archaeology of Mesoamerica which explores the natural and cultural diversity of the area south of the United States and north of lower Central America. Surveys the history of archaeological research in Mesoamerica and examines some of the specific methods of archaeological research that are unique to Mesoamerican archaeology. The focus is on three areas – The Gulf Coast and the Olmecs; The Valley of Mexico and its long history of settlement from the Tehuacan Valley through the Aztecs, and the southern Highlands and Lowlands inhabited by the Maya, although other regions of Mesoamerica will also be discussed.

II. Course Objectives

Students will be able to

- 1.) Identify the resources and challenges the Mesoamerican environment provided for indigenous people.
- 2.) Describe the major indigenous groups in Mesoamerica in terms of their geographic location and chronology.
- 3.) Describe how Mesoamerican societies were structured and explain how these were similar and how they differed.
- 4.) Explain how Pre-Columbian Mesoamerican people perceived the world around them.
- 5.) Analyze the strengths and weaknesses of archaeology, epigraphy, art history, ethnohistory, and cultural anthropology in providing knowledge about ancient Mesoamerica.
- 6) Understand the ways Westerners have used interpretations of Mesoamerica's past to advance their own cultural and political interests.

III. Course Outline

A. Introduction to Mesoamerica (1 hour)

1. Natural resources and the physical environment
2. Cultural regions

B. Mesoamerica through Western Eyes (3 hours)

1. Conflicting views
2. Issues of Credibility
3. Hypothesis testing through archaeology

C. The Origins of Mesoamerican Civilization (5 hours)

1. Indigenous and Archaeological Views
2. The origins of Mesoamerican agriculture and diet
3. The origins of Social Inequality

Exam 1 (In class essay exam on readings) (1 hour)

D. The Olmec: America's first civilization (4 hours)

1. The Gulf Coast Sites
2. Iconography

3. Trade and the spread of Olmec ideas

E. Teotihuacan: America's largest city (5 hours)

1. Origins
2. Teotihuacan Elite Culture
3. Connections to other parts of Mesoamerica

Exam 2 (1 hour)

F. The Maya (6 hours)

1. The appearance of Kings
2. Writing and iconography
3. Star Wars
4. Household archaeology

G. The Postclassic (6 hours)

1. The Maya area and the disappearance of the mysterious Maya
2. The Toltecs and other Postclassic people

H. The Aztecs (3 hours)

1. Arrival
2. Empire
3. Religion
4. The Spanish Arrive

I. The period of Contact and Conquest (5 hours)

1. Revitalization movements
2. Assimilation

J. Mesoamerican Archaeology Today (2 hours)

Final Exam

IV. Evaluation Methods

The final grade will be determined as follows:

45% Exams. Three in-class exams including one essay exam, one midterm, and one final. The in-class essay exam will be on one of the ethnographies/or ethnohistorical books that students can choose from the list of optional readings. The midterm and final exams will be based primarily on the readings in Ancient Mexico and Central America and other assigned readings and will contain short answer, multiple choice, and essay questions. Each of the three exams will be worth 75 points.

35% Writing Assignment. A major project for the semester will be a writing project in which students use archaeological data to create believable archeological fiction. One goal of this assignment is to prepare students to be able to explain archeological concepts to a non-archaeologist audience. In fact, they will have to have a better understanding of archaeology to do this than to write a typical research reports. One of the assigned readings, *Place of Mirrors* by Jeeni Criscenzo, a fictional account of ancient Maya life, will provide students with an example of historical fiction. This assignment will include the following activities:

1. Completion of personal ethnographic questionnaire to provide detail for development of character thoughts and actions.
2. Three 2-3 page essays on different aspects of a single Mesoamerican cultural institution. The first will explain why the cultural institution was chosen, the other two will be chosen from the following topics "How to Make a [Mesoamerican Artifact of Your Choice]", "Building and Resisting Social

Inequality”, or “ Symbolic Meanings”. These essays will provide students with the archaeological detail needed for their stories.

3. Draft and Final versions of the Writing Assignment – The paper will be between 8 and 10 pages long and will use archaeological data as the basis for fictionalized story about ancient Mesoamerica.

20% Class Participation During the semester, students will be given in-class activities and short discussion papers writing assignments. They will also be expected to participate in class discussions and to provide an oral summary of at least one of the readings.

V. Grading Scale

A: ≥90% B: 80-89% C: 70-79% D: 60-69% F: <60%

VI. Attendance Policy Although there is no formal attendance policy for this course, student learning is enhanced by regular attendance. In class assignments contribute to a substantial portion of the class grade and can not be made up.

VI. Required textbooks, supplemental books and readings

One textbook is required for the course:

Evans, Susan Toby. 2004. *Ancient Mexico and Central America: Archaeology and Culture History*

A second required book is:

Criscenzo, Jeeni 1996. *Place of Mirrors*

In addition, students will be required to choose one of the following books to read for an essay exam on the use of ethnohistorical or ethnographic information for the interpretation of Mesoamerican archaeology. This in depth reading will provide cultural material on one of the different parts of Mesoamerica needed for the writing assignment.

Tedlock, Dennis. 2005. *Rabinal Achi: A Mayan Drama of War and Sacrifice*

Perera, Victor and Robert D. Bruce. 1986. *The Last Lords of Palenque: The Lacandon Mayas of the Mexican Rain Forest*

Knab, T.J. 1998. *A War of Witches: A Journey into the Underworld of the Contemporary Aztecs* .

Other readings:

Caso, Alfonso. 1932. Monte Albán, richest archaeological find in America. *National Geographic Magazine* 62 (4):487-512.

Díaz del Castillo, Bernal. 1956. *The Discovery and Conquest of Mexico*. NY: Noonday.

Landa, Diego de. 1941. *Relación de las Cosas de Yucatan*. A.M. Tozzer, ed. Cambridge: Peabody Museum of American Archaeology and Ethnology, Harvard University, Papers No. XVIII.

Léon-Portilla, Miguel. 1962. *The Broken Spears*. Boston: Beacon.

Roberts, David. 1991. The decipherment of ancient Maya. *The Atlantic Monthly*. September issue, pp. 87-100.

Thompson, Edward Herbert. 1932. Into the sacred well. In *Great Adventures in Archaeology*, R. Silberberg, ed., pp. 375-397. NY: Dial.

VIII. Special Resource Requirements

No special resources are needed.

IX. Bibliography

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- Haviland, William. 1997. Death and gender at Tikal, Guatemala. *Ancient Mesoamerica* 8:1-12.
- Headrick, Annabeth. 1999. The Street of the Dead...it really was. *Ancient Mesoamerica* 10:69-85.
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Course Analysis Questionnaire

Section A: Details of the Course

A1. This course change is designed for majors in the Anthropology Department as well as for non-majors. One of the concerns of the Archaeology faculty in the Anthropology Department has been to provide our students with basic archaeological knowledge on different areas of the world. Mesoamerica is one of the areas that is especially relevant for students in North America because of the close interaction between North America and Mesoamerica, because the area is such an important part of the heritage of Hispanic North Americans, and because of the importance of the area in current archaeological research. This course will expand the department's Latin American focus which includes ANTH 274 Culture Area Studies Latin America, ANTH 370 Latinos and Disaporas. In the future, we will seek to have this course included within the Latin American Studies Minor.

A2. The course description for ANTH 274: Culture Area Studies Latin America indicates that the prehistory of Latin America is included as a course topic. According to the instructor, the coverage of Mesoamerican prehistory is minimal and will not overlap with the in depth treatment offered by this new course.

A3. No.

A4. No.

A5. The course is not to be taken for variable credit.

A6. Examples of similar courses taught at other universities include

University of Pennsylvania ANTH427 Ancient Civilizations of Mesoamerica

Pennsylvania State University ANTH 008 Aztecs, Mayas, and Incas

Florida State University ANT 4163 Mesoamerican Archaeology

A7. The Society for American Archaeology has a NSF funded undergraduate curriculum reform project called "Making Archaeological Teaching Relevant for the 21st Century (MATRIX). The program emphasizes the development and revision of courses that incorporate seven principles for curricular reform developed by a SAA Task Force. This course will incorporate five of the seven SAA principles including the following :

(#2) Foster understanding that archaeological remains are endowed with meaning, and that archaeologists are not the sole proprietors or arbitrators of that meaning because there are diverse interests in the past that archaeologists study. Archaeologists, therefore, share their knowledge with many diverse audiences and engage these audiences in defining the meaning and direction of their projects;

(#3) Recognize diverse interests in the past;

(#4) Promote awareness of the social relevance of archaeological data and its interpretations;

(#5) Infuse the curriculum with professional ethics and values that frame archaeological practice;

(#6) Develop fundamental liberal arts skills in written and oral communication and computer literacy

More information on the Matrix program is available from the project website
<http://www.indiana.edu/~arch/saa/matrix/principles.html>

Section B: Interdisciplinary Implications

B1. The course will be taught only by instructors from the Anthropology Department.

B2. This course will not overlap with the content of courses taught by other departments. While both the History and Geography departments offer courses that mention the pre-Columbian heritage of Latin America, neither provides as in-depth coverage of archaeological topics as this course does.

B3. The course will not be cross-listed.

B4. Seats can be made available to students in the School of Continuing Education on a limited basis.

Section C: Implementation

C1. Faculty resources are adequate due to changes in the Anthropology faculty. This course will be taught as part of the normal course rotation approximately every fourth semester.

C2 a. Current space allocations are adequate to offer this course.

b. No additional laboratory equipment is necessary for this course.

c. No additional supplies are necessary for this course.

d. Library holdings are adequate.

e. There are no travel expenses.

C3. None of the course activities are funded by grants.

C4. We plan to offer the course once every other year, starting in the Fall of 2005.

C5. We plan to offer one section every other year.

C6. Up to 24 students can be accommodated in this class because of the intensity of written assignments

C7. As described above, this course is designed in accordance with the Society for American Archaeology principles for undergraduate education in the 21st Century.

C8. This course is not a distance education course

Section D: Miscellaneous

No additional information is included.