

LSC Use Only Proposal No:

LSC Action-Date: AP- 2/14/13

UWUCC Use Only Proposal No: 12-532

UWUCC Action-Date: POST-10/30/12 Senate Action Date: App-3/26/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit	Latin American Studies	Phone	724-357-2321

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or 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

Current course prefix, number and full title:

Proposed course prefix, number and full title, if changing: LAS 350: The Mayas: Culture, Literature, and Numbers

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

<input type="checkbox"/> Learning Skills	<input type="checkbox"/> Knowledge Area	<input checked="" type="checkbox"/> Global and Multicultural Awareness	<input type="checkbox"/> Writing Across the Curriculum (W Course)
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☒ Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

<input type="checkbox"/> Global Citizenship	<input type="checkbox"/> Information Literacy	<input type="checkbox"/> Oral Communication
<input checked="" type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Scientific Literacy	<input type="checkbox"/> Technological Literacy

3. Other Designations, as appropriate

<input type="checkbox"/> Honors College Course	<input type="checkbox"/> Other: (e.g. Women's Studies, Pan African)
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4. Program Proposals

<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> New Track
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> New Minor Program	<input type="checkbox"/> Liberal Studies Requirement Changes	<input type="checkbox"/> Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	Sarah Wheeler Sarah Wheeler	5/23/12
Department Chairperson(s)	Sarah Wheeler Sarah Wheeler	5/23/12
College Curriculum Committee Chair	Susan McDaniel	6/6/12
College Dean	Sam	6/6/12
Director of Liberal Studies (as needed)	Patricia P. P. P.	2/18/13
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	Gail Sechrist	2/20/13

FEB 20 2013

FEB 15 2013

JAN 31 2013

Received

Liberal Studies

NOV 1 2012

OCT 26 2012

Liberal Studies

Received

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Syllabus of Record
LAS 350 The Mayas: Culture, Literature, and Numbers

I. Catalog Description

LAS 350 The Mayas: Culture, Literature, and Numbers

3c-01-3cr

Explores the world of the ancient and modern Mayan civilization, developing student understanding of a culture that differs from modern society. Through discussion of and hands-on activities involving Mayan geography, religion, calendar, mathematics, food, writing, and literature, students will develop an appreciation of the dimensions of Mayan culture, enabling them to make generalizations about modern cultural development.

II. Course Outcomes

Upon completion of this course, the student will be able to:

Objective 1:

Synthesize the development of the Mayan civilization from its beginning to modern times.

Expected Student Learning Outcomes 1 and 2:

Informed and Empowered Learners

Rationale:

Students, through course discussions and assignments, will relate Mayan cultural development to their own cultural milieu and to critically assess the elements that contribute to high culture. In particular, students will evaluate the contributions that writing, literature, architecture, religion, and science and mathematics make to the development of a society. Furthermore, students will address the implications of each of these elements in their own cultures. Students theorize about the development of Mayan civilization and test those assumptions through the review of course materials and resources authored by experts in the field. Students will then use their findings as part of the culminating reflection in the course.

Objective 2:

Identify the relationship between the natural world and the imagery presented in Mayan culture.

Expected Student Learning Outcomes 1 and 2:

Informed and Empowered Learners

Rationale:

Students will locate and evaluate as well as complete assessments regarding Mayan daily living and their ancient traditions. Through assignments, students will critically examine the Mayan relationship to their natural world and its signification in art, architecture, writing, math and science, and literature. For example, students will relate the Mayan cosmovision to their development of mathematics and the calendar.

Objective 3:

Evaluate the Mayan writing system and its relationship to a high-cultured civilization.

Expected Student Learning Outcomes 1 and 2:

Informed and Empowered

Rationale:

Students will complete assignments in which they demonstrate a basic knowledge of the Mayan writing system and its development. Assignments will require students to evaluate the complexity of the writing system and to critically assess the religious and socio-political significance of written language to cultural development and transmission. Students will analyze, apply, and evaluate Mayan writing, examining its role in the culture from a historical perspective, applying it themselves, and in critically evaluating a piece of Mayan literature.

Objective 4:

Use the Mayan number system to perform mathematical computations.

Expected Student Learning Outcomes 1 and 2:

Informed and Empowered

Rationale:

Students will complete assignments in which they demonstrate basic knowledge of the Mayan number system. Students will apply this understanding to complete addition, subtraction, and multiplication using the Mayan glyphs. Students will critically evaluate the significance of mathematics to astronomy and the concept of time. Furthermore, students will fulfill the requirements of Quantitative Reasoning by solving problems using interpretation of Mayan algorithms and reasoning the solution to numerical problems using the Mayan number system.

Objective 5:

Compare and contrast the development of Mayan culture and modern culture.

Expected Learning Outcomes 3:

Responsible

Rationale:

Students complete a reflection assignment in which they compare their modern culture and/or an element of modern culture with that of the Maya. Through this assignment, students will compare the similarities between the Maya and themselves as situated in and as contributors to a culture. Student learning will be demonstrated through quality of the information, organization of the assignment, and use of evidence and examples.

III. Detailed Course Outline

	Topic	Hours
I.	Introduction to the Course	1 hour
	a. Review of the syllabus	
II.	Overview of the Mayas	2 hours
	a. Assess student knowledge of the Mayas	
	b. <i>Lost Kingdom</i> video and study guide	
	c. Introductory discussion	
III.	Geography and Topography	3 hours
	a. Geography readings from course packet	
	b. Defining Mesoamerica	
	c. Map activity	
	d. Discussion relating the geographic characteristics and cultural elements	
	e. Quiz	
IV.	Mayan Civilization	4 hours
	a. Civilization readings from course packet	
	b. Theories on the origin of the Mayas	
	c. Time periods (Pre-Classic; Classic; and Post-Classic)	
	d. City-State system	
	e. Ceremonial centers	
	f. Rulers and government	
	g. Trade	
	h. Social class and class structures	
	i. Art and architecture	
	j. In-class activity: construct Mayan architectures or artistic models (e.g., buildings or masks). Students should demonstrate an understanding on Mayan artistic form	
	k. Quiz	
V.	Mayan Religion/Time/Space	4 hours
	a. Religion readings from course packet	
	b. Religion in everyday life	
	c. Structure of cosmic space	
	d. Gods	
	e. The role of kings and shamans	
	f. Ritual performance	
	g. Ballgame	
	h. Quiz	

	Topic	Hours
VI.	Mayan Diet	3 hours
	a. Diet readings in course packet	
	b. Diego de Landa's Description of Unknown Edibles	
	c. Food	
	d. Drink	
	e. Mayan Diet Project	
VII.	Mayan Writing	4 hours
	a. Mayan writing readings from course packet	
	b. History of the Maya Glyph	
	c. Decipherment	
	d. Mayan phonetics and writing	
	e. Inscriptions on monuments, vases, objects, etc.	
	f. Codices	
	g. <i>Cracking the Mayan Code</i> video	
	h. Mayan Writing Project	
VIII.	Mayan Calendar	3 hours
	a. Calendar readings in the course packet	
	b. The Tzok'in—Ritual	
	c. The Haab—Solar	
	d. The Calendar Round	
	e. The Long Count	
	f. Other Calendars	
	g. Video Clip: "Ancient Observatories (Pt1): Archaeoastronomy"	
	h. Mayan Calendar Project	
	i. Quiz	
IX.	Mayan Numbers	9 hours
	a. Mayan numbers readings in the course packet	
	b. Numbers	
	c. Positional Values	
	d. Vigesimal System	
	e. Addition	
	f. Subtraction	
	g. Multiplication	
	h. Quiz	
X.	Mayan Literature	9 hours
	a. Reading and discussion of the Popol Vuh	
	b. Mythical Time	
	c. Hun Ahpu and Xbalamque	
	d. The Quiche	
	e. Quiz	
XI.	Culminating Activity (Final Project Paper)	2 Hours

IV. Evaluation Method

Students will be evaluated on the following:

35% Quizzes—Students will complete six quizzes to assess their understanding of the major course topics.

30% Projects—Students will complete three hands-on projects. Each of the projects is described in further detail below:

- **Mayan Diet Project:** Students will prepare and sample a variety of Mayan food items that are discussed in their course packets and in their class discussions. Students will describe their food items, including such factors as taste and texture, and observations and create a written reflection of the experience. Students will be graded on their ability to draw connections between the information presented in the course and their observations regarding the Mayan's rich and varied diet.
- **Writing:** Students will encode English words and phrases using the Mayan syllabary. They will then share their words and messages with their peers. Students will also attempt to decipher other students' encodings. Students will be graded on their ability to use and understand the Mayan way of writing and their reflections on how Mayan writing might prove challenging for archaeologists in trying to understand a complex language.
- **Calendar:** Students will compute and express their birthdates in Mayan Long Count, expressing how their birthdates might have been expressed on Mayan stelae or vases. Students will then share this date and take turns translating their fellow students' birthdates back into our modern (Gregorian) date system. Students will be evaluated on their ability to apply and understand the Mayan date system and on their reflections on the experience.

25% Final Project Paper

Students will write a reflection paper in which they compare their knowledge of their respective disciplines to current understanding of the world to that of the Mayas and their culture. Students will convey how their discipline is reflected in Mayan culture. For example, individuals in the arts may examine how the Mayan aesthetic compares with our current aesthetic and the cultural values that conveys. As another example, a student in the sciences may look at the Mayan understanding of the cosmos and compare our understanding in the present. For students whose discipline may not have been reflected in Mayan culture, they are to theorize why it may not have been practiced or why it might have differed.

Alternately, students may reflect on how the Mayan culture is similar and compares to our modern culture. Thinking in terms of similarities versus differences, for either topic, if there are differences, students must state what they are and theorize about why each difference may exist.

Students will share and submit their papers on the last day of class. Papers will be evaluated based on the quality of the information, organization, and use of evidence and examples.

10% Class Participation

Students will be expected to participate in class discussions and in-class activities. These discussions/activities are designed for students to demonstrate their understanding of the material presented in the course content and resources and so that they may receive feedback regarding course topics. Class participation will be evaluated on their ability to focus on the main ideas discussed in class and to relate ideas and concepts to the course material and their contemporary surroundings.

V. Grading Scale

The student's grade will be determined by the total percentage of points accumulated at the end of the session. The tentative scale to be used is given below.

<i>Grade</i>	<i>Percentage</i>
A	90% to 100%
B	80% to 89%
C	70% to 79%
D	60% to 69%
F	below 60%

VI. Attendance Policy

The university attendance policy will be implemented in class.

VII. Required Textbooks, Supplemental Books, Videos and Readings

Saravia, Albertina. *Popol Vuh*. Editorial Piedra Santa: Guatemala, 2003.

In lieu of a comprehensive text on the topic, the course makes use of a course packet that contains both classic and current readings regarding Mayan culture. Examples of article and excerpted chapters included in the packet are as follows:

Ascher, Marcia. "Before the Conquest." *Mathematics Magazine*. 65.4 (Oct. 1992): 211-218.

Coe, Michael. *Breaking the Maya Code*. 2nd ed. New York: Thames&Hudson, 2005.

---. *The Maya: Ancient Peoples and Places*. 7th ed. New York: Thames&Hudson, 2005.

---. *Reading the Maya Glyphs*. 2nd ed. New York: Thames&Hudson, 2005.

Covo Torres, Javier. *Maya Calendar*. Merida, Mexico: Dante, 2000.

Foster, Lynn. *Handbook to Life in the Ancient Maya World*. Oxford: Oxford UP, 2002.

Landa, Diego de. *The Maya: Diego de Landa's Account of the Affairs of Yucatán*. Trans. A.R.Pagden. Chicago: Philip O'Hara Inc, 1975.

VIII. Special Resource Requirements

Students will need no special resources.

IX. Bibliography Used in Preparing This Proposal

"Ancient Observatories (pt1): Archeoastronomy." Video Clip. NASAconnect, 2007.

"Ancient Observatories (pt3): Indigenous Astronomers." Video Clip. NASAconnect, 2007.

Anderson, French W. "Arithmetic in Maya Numerals." *American Antiquity*. 36.1 (Jan., 1971): 54-63.

Ascher, Marcia. "Before the Conquest." *Mathematics Magazine*. 65.4 (Oct. 1992): 211-218.

Balona, Patricio and Gaspar Pedro Gonzalez. Forward. *The Living Maya: Ancient Wisdom in the Era of 2012*. By Robert Sitler. Berkeley, CA: North Atlantic Books, 2010

Bley, Bonnie. *The Ancient Maya and Their City of Tulum: Uncovering the Mysteries of an Ancient Civilization and Their City of Grandeur*. Bloomington, IN: iUniverse, 2011.

Bonewitz, Ronald L. *Timeless Wisdom of the Maya: A Beginner's Guide*. London: Hodder&Stoughton, 2000.

"City of the Gods." *Digging For The Truth: Season Two*. Host Josh Bernstein. History Channel. 2006. Television.

Coe, Michael. *Breaking the Maya Code*. 2nd ed. New York: Thames&Hudson, 2005.

---. *The Maya: Ancient Peoples and Places*. 7th ed. New York: Thames&Hudson, 2005.

---. *Reading the Maya Glyphs*. 2nd ed. New York: Thames&Hudson, 2005.

Covo Torres, Javier. *Maya Calendar*. Merida, Mexico: Dante, 2000.

Cracking the Maya Code. Prod. Nova. DVD. WGBH Educational Foundation, 2008.

Estrada-Belli, Francisco. *The First Maya Civilization: Ritual and Power Before the Classic Period*. New York, NY: Routledge, 2010.

Everton, Macduff. *The Modern Maya: Incidents of Travel and Friendship in Yucatán*. Austin, TX: University of Texas P., 2012.

Foster, Lynn. *Handbook to Life in the Ancient Maya World*. Oxford: Oxford UP, 2002.

Graham, Elizabeth and Simon Martin. *Secrets in Stone: All About Maya Hieroglyphs*. Toronto: Madison P, 2001.

Hull, Kerry M. and Michael D. Carrasco. *Parallel Worlds: Genre, Discourse, and Poetics in Contemporary, Colonial, and Classic Maya Literature*. Boulder, CO: University P. of Colorado, 2012.

Johns, Chris, ed. *Mysteries of the Maya: The Rise, Glory, and Collapse of an Ancient Civilization*. Collector's edition of *National Geographic*. (2008): 1-112. Washington DC: National Geographic Society, 2008.

Landa, Diego de. *The Maya: Diego de Landa's Account of the Affairs of Yucatán*. Trans. A.R.Pagden. Chicago: Philip O'Hara Inc, 1975.

- Lost Kingdoms of the Maya. DVD. National Geographic, 1997.
- Loewe, Ronald. *Maya or Mestizo?: Nationalism, Modernity, and its Discontents*. Toronto, CAN: University of Toronto P., 2010.
- Maloy, Jackie. *The Ancient Maya*. Canada: Scholastic, Inc, 2010.
- Martin, Simon and Nikolai Grube. *Chronicle of the Maya Kings and Queens: Deciphering the Dynasties of the Ancient Maya*. London: Thames & Hudson, 2000.
- Menchú, Rigoberta. *I Rigoberta Menchú: An Indian Woman in Guatemala*. Trans. Ann Wright. London: Verso 1984.
- Muzika Kahn, Hana. *Modern Guatemalan Mayan literature in cultural context: Bilinguaging in the literary works of bilingual Mayan authors*. Ann Arbor, MI: ProQuest, 2011.
- O'Neil, Megan E. *Engaging Ancient Maya Sculpture at Piedras Negras, Guatemala*. Norman, OK: University of Oklahoma P., 2012
- Popol Vuh: Sacred Book of the Quiché Maya. Prod. Patricia Amlin. Berkeley Media, 1989.
- Salyers, Gary D. "The Number System of the Mayas." *Mathematics Magazine*. 28.1 (Sept.-Oct. 1954): 44-48.
- Sanchez, George I. *Arithmetic in Maya*. Austin, Texas: n.p., 1961.
- Savaravia, ALbertina, trans. *Popol Vuh*. Guatemala: Piedra Santa, 2003.
- Stone, Andrea. *Reading Maya Art: A Hieroglyphic Guide to Ancient Maya Painting and Sculpture*. New York, NY: Thames & Hudson, 2011.
- Tedlock, Dennis. *2000 Years of Mayan Literature*. Berkeley: UC Berkeley P, 2010.
- Way, J. T. *The Mayan in the Mall: Globalization, Development, and the Making of Modern Guatemala*. Durham, NC: Duke University P., 2012.
- White, Christine. *Reconstructing Ancient Maya Diet*. Salt Lake City, UT: University of Utah Press, 2012.

Sample Assignment and Grading Rubric Final Project Paper Guidelines

For your final paper you will be preparing a short reflection (two to three pages, double-spaced) in which you will discuss Mayan culture in relation to your academic discipline and/or modern-day culture. Potential topics might include the following:

- An art major might explore how aesthetics is reflected in Mayan art and architecture.
- A history or political science major might choose to look at how the government of the Mayan city-states functioned in comparison with democracy.
- A student might compare the structure of modern-society (lower, middle, and upper classes) to the structure of Mayan society.
- Compare modern cultural/religious ritual traditions with the rituals of the Maya.

For students whose discipline may not have been reflected in the Mayan culture, you are to theorize why it may not have been practiced or why it might have differed.

Alternately, students may reflect on how the Mayan culture is similar and compares to our modern culture. Thinking in terms of similarities versus differences, for either topic, if there are differences, students must state what they are and theorize about why each difference may exist.

Papers will be submitted on the due date listed in the course syllabus.

When submitting your final papers, the following guidelines should be followed:

- Papers should be in Word format with 1-inch margins.
- Papers should not exceed three pages in length double-spaced.
- Number all pages and include your first and last name in the upper-right corner.



LAS 350
Final Paper Rubric

CATEGORY	4	3	2	1	TOTAL
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.	
Organization	Information is very organized with well-constructed paragraphs and subheadings and meets required page length.	Information is organized with well-constructed paragraphs and meets required page length.	Information is organized, but paragraphs are not well-constructed. Paper does not meet required page length.	The information appears to be disorganized. Paper does not meet required page length.	
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
Evidence and Examples	All of the evidence and examples are specific, relevant, and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Most sentences are not well-constructed or varied.	

Course Analysis Questionnaire

I. Section A: Details of the Course

- A1 *How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.*

How does the course fit into the programs of the department?

The course addresses one of the most important Mesoamerican peoples of Latin America. The Latin American Studies program (LAS) seems like an ideal location to house one of its founding cultures. Moreover, LAS embraces diverse disciplines, ideologies, and interests to provide the student an array of perspectives so that he/she can form his/her own critical opinions about the past and present of Latin America. The course on the Mayas provides a multicultural and interdisciplinary approach that fits into LAS's curriculum, as well as IUP's Liberal Studies.

For what student is the course designed?

The course is designed to serve as an elective for juniors and seniors minoring in LAS. Also, the course is designed to serve as a Liberal Studies elective course with emphasis in the area of Global and Multicultural awareness. The last segment of the course brings awareness to the problems of social injustice and inequality that exist for the modern Mayan people. Throughout the course students are constantly asked to compare and contrast the Mayan tasks with students' modern day tasks in the United States. This repetitive activity allows students to see the world of the unfamiliar Maya from a more familiar and common angle than students believed it to be.

Why can't this content be incorporated into an existing course?

The in-depth exploration of the Mayas and the interdisciplinary approach makes it difficult to integrate the course content into other courses offered at IUP. The Mayas as a people were a multi-dimensional civilization. This course attempts to tap into the various areas that make up a high-cultured society. Exploration of the Mayan culture emphasizes the humanities perspective, as opposed to an anthropological or archaeological viewpoint, though a small portion of the course incorporates knowledge from these fields. While the Maya are discussed in other courses at IUP, this course is designed as a detailed exploration of the culture and its various influences and contributions. Other courses at the university devote a small portion of the allocated course hours to the Maya, meanwhile this course devotes the entire 42 class hours to the Maya, making it difficult to incorporate into an existing course without significantly altering the course content. The exploration of the Mayan culture uses an interdisciplinary approach and is designed to appeal to students from across the university, as opposed to students in a single discipline.

- A2 *Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.*

This course does not require a change in any other courses/programs. The course is intended to be offered as an elective in the Latin American Studies program only and does not represent a change in the program.

- A3 *Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).*

This course has never been offered on a trial basis. However, the course has been offered multiple times both face-to-face and online as an LBST 499: Senior Synthesis course.

- A4 *Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.*

No, this course will not be offered as a dual-level course.

- A5 *If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?*

Variable credit is not offered for this course.

- A6 *Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).*

Courses on the Maya have been taught at other institutions in different departments and/or programs, including Latin American Studies, Anthropology, Art, and Mathematics. Mayan culture provides ample opportunities for exploration from multiple disciplinary viewpoints. While the courses listed are similar to the proposed LAS 350 in some ways, what distinguishes this proposed course from the example courses that follow is its attention to the humanities and interdisciplinary studies, as opposed to emphasizing archaeological and anthropological research and methodologies.

University of Los Angeles (UCLA)

Latin American and Latino Studies LALS

409 Ancient Maya Writing, Language and Culture 3 OR 4 hours. Recent trends in Maya epigraphy, information gained from Maya hieroglyphs, linguistics, and historical ethnographies are applied to anthropological analyses of past lifeways. Same as ANTH 409. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s):* Junior standing or above; and consent of the instructor.

Cornell University

LATA—Latin American Studies

LATA 4215 - Maya History

This course is an exploration of Maya understandings of their own history as it is reflected in ancient texts. We will begin by looking at episodes in Colonial and recent history to illustrate some of the ways Maya thinking about history may differ from more familiar genres. We will then review basic aspects of precolumbian Maya writing, but we will focus mainly on analyzing texts from one or more Classic period Maya cities.

LATA 6256 - Maya History

This course is an exploration of Maya understandings of their own history as it is reflected in ancient texts. We will begin by looking at episodes in Colonial and recent history to illustrate some of the ways Maya thinking about history may differ from more familiar genres. We will then review basic aspects of precolumbian Maya writing, but we will focus mainly on analyzing texts from one or more Classic period Maya cities.

University of Chicago

Latin American Studies

LACS 20400. Intensive Study of a Culture: Lowland Maya History and Ethnography. 100 Units.

The survey encompasses the dynamics of first contact; long-term cultural accommodations achieved during colonial rule; disruptions introduced by state and market forces during the early postcolonial period; the status of indigenous communities in the twentieth century; and new social, economic, and political challenges being faced by the contemporary peoples of the area. We stress a variety of traditional theoretical concerns of the broader Mesoamerican region stressed (e.g., the validity of reconstructive ethnography; theories of agrarian community structure; religious revitalization movements; the constitution of such identity categories as indigenous, Mayan, and Yucatecan). In this respect, the course can serve as a general introduction to the anthropology of the region. The relevance of these area patterns for general anthropological debates about the nature of culture, history, identity, and social change are considered

Instructor(s): J. Lucy Terms Offered: Autumn

Equivalent Course(s): LACS 30401,CHDV 20400,CHDV 30401,ANTH 30705,ANTH 21230,CRES 20400

University of Pennsylvania (Philadelphia)

Department of Latin American and Latino Studies

SM 032 The Rise and the Fall of the Ancient Mayan Civilization. Freshman Seminar.

The civilization of the ancient Maya, which flourished between approximately 1000 B.C. and the Spanish Conquest of the sixteenth century A.D. in what is now southern Mexico and northern Central America, has long been of wide public interest. The soaring temples of Tikal, the beautiful palaces of Palenque, the sophisticated carved monuments and sculpture, and the complex writing, astronomical and mathematical systems of the pre-industrial civilization have been widely photographed and written about. However, revolutionary advances in archaeological research which have provided important new data about the farmers and craftspeople who supported the great Maya rulers, and the decipherment of Maya hieroglyphics writing over the past two decades have led to the overthrow of the traditional model of Lowland Maya civilization and the growth of new understandings of the development of Lowland Maya civilization, the rise of urban states, and the successful adaptation to a difficult and varied tropical environment. Through a series of case studies, this seminar will examine the research that has led to these new insights and will evaluate the exciting new models of Maya civilization and its achievements that have emerged in recent years.

University of Austin

Teresa Lozano Long Institute of Latin American Studies: LAS

324L. Topics in Latin American Anthropology. Topics vary each semester to allow curriculum flexibility for faculty members and visiting scholars. Three lecture hours a week for one semester. May be repeated for credit when the topics vary.

Prerequisite: Varies with the topic and is given in the *Course Schedule*.

Topic 10: The Civilization of the Maya. Same as Anthropology 360K. Maya pre-history and history: the archaeological record, codices and inscriptions, and Spanish conquest writings. Three lecture hours a week for one semester. Prerequisite: Upper-division standing.

A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

This course is not required by a professional society.

II. Section B: Interdisciplinary Implications

- B1** *Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.*

This course is proposed as an elective in the Latin American Studies Program and in the Liberal Studies. As a Latin American Studies elective, this course may be taught only by members of the Latin American Studies Committee.

Dr. Lydia Rodriguez of the Department of Foreign Languages and a member of the Latin American Studies Committee is the proposer of this course and the primary instructor. The course will only be taught in the Winter and Summer sessions. Dr. Francisco Alarcon of the Department of Mathematics and also a member of the Latin American Studies Committee, given his expertise, will assist during the mathematics and numbers portion of the course. Dr. Rodriguez as the primary instructor for the course will assure that all course activities comply with the syllabus of record.

Additionally, the course may make use of guest speakers to reinforce the interdisciplinary nature of the course, providing students with a variety of perspectives.

- B2** *What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).*

The content of this course does not overlap the content of any other courses offered by other departments. Although, units of instruction regarding the Mayas may be discussed in courses in anthropology, the information in the course is covered in a depth that is not covered in any of the other courses. This course is not designed to be an archeological class and, as such, will not be taught from an archeological perspective and/or cover related research concepts, such as dating techniques, stratigraphy, or artifact analysis. There are anthropology courses at IUP that address Pre-Colombian cultures strictly from an archeological approach. Because some course material may be perceived as overlapping with the Department of Anthropology, the course author has obtained the endorsement of the department's chair to proceed with this proposal (as documented by the letter in Appendix A).

- B3** *Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.*

This course will not be cross-listed with other departments.

III. Section C: Implementation

- C1 *Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.*

Faculty resources are currently adequate to teach this course, as it is intended to be taught off load (Winter and Summer sessions).

- C2 *What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:*

The facilities and resources required to teach the course are adequate. The face-to-face version of the course can be offered in existing classroom space equipped with a multimedia teacher's station. The online version of the course makes use of the university's learning management system and its features (e.g., quizzes, discussion forums, and web-conferencing tools).

- C3 *Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)*

None of the resources in this course are grant funded.

- C4 *How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?*

This course is intended to only be offered in the Winter and Summer sessions.

- C5 *How many sections of this course do you anticipate offering in any single semester?*

Only one section is intended to be offered during any given session.

- C6 *How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?*

Student enrollment will be limited to the size of the room where the class is held. Online sections of the course will be limited as university policy regarding online courses dictates.

- C7 *Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.*

No professional society recommends enrollment limits or parameters for this course.

C8 *If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.*

This course has already been approved for distance education under the title LBST 499: The Mayas: Culture, Literature, and Numbers. While the course prefix, number, and catalog description have been updated to reflect the transfer of this course to the Latin American Studies program, the course objectives and the approach to the online course remain the same.

IV. Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

Liberal Studies Course Approval General Information

1. Currently, the course is only intended to be taught by the instructor of record. However, in the event additional instructors would teach the course, the basic equivalency for multiple instructors will be assured by exchange and discussion of individual instructor syllabi and meetings among past and prospective instructors of the course. The overview of this equivalency will be done by the Latin American Studies (LAS) Committee members. The LAS Committee will ensure that the common core of the course objectives is met.
2. LAS 350 meets the criteria of ethnic and racial subject matter. The entire course focuses on a minority culture, the Mayas. The Mayas are a member of an American indigenous people of Mexico, Guatemala, Belize, and Honduras who had a culture characterized by outstanding architecture, a writing system, pottery, astronomy, and mathematics/a number system. The course addresses the Mayas' histories, struggles, and triumphs as people of color on their own terms. LAS 350 delineates the ways the Maya of Guatemala, Mexico, and Honduras have responded culturally in order to survive almost five centuries of conquest.
3. LAS 350 uses both a course packet and a book of Mayan myth. The course packet (reader) contains core readings for the course and is composed of articles and book excerpts. Examples of these readings are as follows:
In lieu of a comprehensive text on the topic, the course makes use of a course packet that contains both classic and current readings regarding Mayan culture. Examples of article and excerpted chapters included in the packet are as follows:

Ascher, Marcia. "Before the Conquest." *Mathematics Magazine*. 65.4 (Oct. 1992): 211-218.

Coe, Michael. *Breaking the Maya Code*. 2nd ed. New York: Thames&Hudson, 2005.

---. *The Maya: Ancient Peoples and Places*. 7th ed. New York: Thames&Hudson, 2005.

---. *Reading the Maya Glyphs*. 2nd ed. New York: Thames&Hudson, 2005.

Covo Torres, Javier. *Maya Calendar*. Merida, Mexico: Dante, 2000.

Foster, Lynn. *Handbook to Life in the Ancient Maya World*. Oxford: Oxford UP, 2002.

Landa, Diego de. *The Maya: Diego de Landa's Account of the Affairs of Yucatán*. Trans. A.R.Pagden. Chicago: Philip O'Hara Inc, 1975.

In addition to the course packet, students are assigned the *Popol Wuh*. The *Popol Wuh* (*Popol Vuh*) is one of the most important books of the Mayas. It is considered a work of myth and a work of history:

[The *Popol Vuh*] tells the story of how the sea and sky gods joined together before the beginning of time to create land, plants, and living creatures on the earth, and

stars, planets, and suns in the sky. That is the mythic and fictional aspect of the book. The history/non-fiction aspect is that *Popol Vuh* tells the story of the ancestral Mayan lords who passed down their titles and responsibilities from generation to generation, giving their names and roles. *Popol Vuh* means roughly 'Council Book,' and had been used for centuries by Mayan leaders to give them instruction when making important decisions. So the remarkable *Popol Vuh* records events from the beginning of time to the present day of its writers, switching from myth to history, and tying the two together to guide the Maya.

4. This is not an introductory course. This course is intended for juniors and seniors minoring in Latin American Studies. The course is intended to serve the LAS students as an elective. Additionally, it is designed to serve as a Liberal Studies elective course with emphasis in the area of Global and Multicultural awareness.

Appendix A: Letters of Support

Subject: RE: LAS 350 Proposal

From: Phillip Neusius <phun@iup.edu>

Date: 05/07/12 11:18 AM

To: 'Lydia H Rodriguez' <rodrigh@iup.edu>

Cc: "Neusius, Phillip D" <Phillip.Neusius@iup.edu>

Lydia,

I am sorry that this reponse is later than you would have liked. When we first received your proposal we were in the midst of a visit from the external evaluator for our 5 year review. For the next 3 weeks our faculty members were off to 3 different conferences. We met this past Friday and the department unanimously agreed to support your proposal. We appreciate your consideration of our earlier comments and questions in drafting this latest version and believe that this will be a welcome addition to the LAS curriculum.

Sincerely,
Phil

Dr. Phil Neusius
Chair, Anthropology
Indiana University of PA

Indiana University of Pennsylvania

Department of Political Science
Keith Hall Annex
390 Pratt Drive
Indiana, Pennsylvania 15705-1014

724-357-3290
Fax: 724-357-3810
Internet: <http://www.iup.edu/politicalscience>

January 23, 2012

To: Lydia Rodriguez, Department of Foreign Languages

From: Sarah Wheeler, Director of Latin American Studies Minor (LAS)



Subj: LAS 350 - The Mayas: Culture, Literature, and Numbers

You have the full support of the Latin American Studies program to incorporate your course, The Mayas: Culture, Literature, and Numbers, as an elective to the LAS program. The LAS Committee agrees that this course is an excellent elective for the LAS students. It received universal approval.