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AP-10/16/12
Senate Info - 3/26/13

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: LAS 350: The Mayas: Culture, Literature, and Numbers

Instructor(s) of Record: Lydia Rodriguez

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Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?
2. How will each objective in the course be met using distance education technologies?
3. How will instructor-student and student-student, if applicable, interaction take place?
4. How will student achievement be evaluated?
5. How will academic honesty for tests and assignments be addressed?



B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

David Wheeler, LAS coordinator
Signature of Department Designee

10/9/12
Date

Endorsed:

[Signature]
Signature of College Dean

10/12/12
Date

Received

OCT 19 2012

Liberal Studies

Received

OCT 12 2012

Liberal Studies

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Narrative Rationale Items A1–A5
LAS 350 The Mayas: Culture, Literature, and Numbers

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Rodríguez has taught the online version of LBST 499: The Mayas: Culture, Literature, & Numbers (the predecessor to LAS 350) during both the Winter and Early Summer sessions as well as during the normal 15-week semester. She has been trained in the use of course management tools, including WebCT, Moodle, and Desire2Learn. Additionally, she has participated in professional development opportunities emphasizing online teaching and learning, including the May 2010 Creating Effective Online Instruction Seminar held at IUP.

Dr. Francisco Alarcón of the Department of Mathematics has been a guest instructor in the course since its first online administration. He has taught online courses for over twelve years at IUP and has continued to provide his expertise for the portions of the course focusing on Mayan Mathematics and the Mayan calendars.

Drs. Rodríguez and Alarcón have co-taught the on-campus version of The Mayas: Culture, Literature, and Numbers since 2005, including a few five-week summer courses and as a three-week early session summer course. Dr. Rodríguez is knowledgeable about the cultural and literature topic, as she has studied Latin American literature and culture. She has traveled to the actual Mayan sites and participated in a three-day intensive Mayan writing workshop at the University of Texas at Austin for additional knowledge.

In Spring 2012, Drs. Rodríguez and Alarcón were awarded the IUP Center for Teaching Excellence's Online Learning Award for her development and delivery of LBST 499: The Mayas: Culture, Literature, & Numbers.

2. How will each objective in the course be met using distance education technologies?

LAS 350: The Mayas: Culture, Literature, and Numbers is an interdisciplinary course. The course modules will reinforce students' reading for their attainment of the content and provide them opportunities for feedback. To do this, students will use a variety of tools in the learning management system (LMS). Students will be evaluated using LMS discussion forums, LMS quizzes, and a final reflective project submitted via the LMS assignment submission tool.

How each course objective will be met via distance education technologies is summarized below:

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

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

Students will be introduced to the elements of high culture through their course packet and online resources linked to/posted on the LMS. Readings and LMS forum discussions are designed to highlight the Mayas as an advanced culture— including a highly sophisticated knowledge of language, a sophisticated writing system, mathematics, architecture, agriculture, astronomy/astrology, government,

marketing/commerce, human psychology, and metaphysical dynamics (religion). Online quizzes and forum discussions will provide students with opportunities for feedback. Student achievement of this objective will be assessed through the completion of the class projects conducted through the discussion forums and the final report.

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

Course materials will examine the geographic regions in which Mayan culture flourished and the flora and fauna and its relationship and influence on their cultural development. Students will be able to identify the presence of the natural world in their art, architecture, and writing. Furthermore, students will explore the relationship between the Mayan integration of their vision of space and time into their development of mathematics and the calendar. Students will take online quizzes to demonstrate their understanding of the material in each of these areas. Quizzes will require students to identify geographic regions and characteristics, as well as the relationship of the cosmovision to other aspects of the Mayan culture. LMS forum discussions will require students to further make connections between natural and environmental influences and cultural artifacts in modern times. Students will be assessed on this objective through the completion of the course reflection.

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

Writing is both a means of cultural transmission and an indication of social stratification. Through exploration of their course materials, students will identify the status of writing in the Mayan world and understanding the relationship of the writing to their cultural development and decline at the hands of the Spanish conquistadors. Through discussion forums, students will create three individual, short projects, using the ancient Mayan writing system. They will then post their results for others to guess, thus providing peer interaction. They will also participate in a series of discussions of a piece of Mayan literature. As part of these activities, students will reflect on writing as an element of religious and socio-political significance in the ancient Mayan world and also in the students' present-day society.

Use the Mayan number system to perform mathematical computations.

Students will be introduced to the Mayan number system through their course packet material and online course materials (including video content). Students will critically evaluate the significance of mathematics and astronomy and the concept of time through course discussions. Students will have an opportunity to practice the arithmetic operations through the completion of practice worksheets and a sample set of problems. Feedback will be provided to students through the answer keys to these worksheets available in the LMS resources. Students will be evaluated on their quantitative reasoning and their ability to correctly calculate computations with an online quiz.

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

Drawing on the course resources and the discussions and interaction over the term of the course, students will either select an area within the Mayan culture that closely relates to their respective disciplines or choose a topic of interest regarding the Mayas. Students will write a final written reflection in which they compare, with an emphasis on the similarities, the Mayan culture and our modern-day society. If there are differences, students must theorize why the differences might exist. Student attainment of this objective will be based on their final written reflection paper submitted via the LMS assignment submission tool.

3. How will instructor-student and student-student, if applicable, interaction take place?

A variety of formal and informal interactions will be built into the course for the purposes of feedback and evaluation. As part of all modules, students will be expected to participate in threaded discussions regarding course content. The instructor's role in these discussions is to provide feedback to students, to clarify information, to correct false assumptions, and to provide additional guidance in understanding the course content. The instructor will also assist students in preparing class projects that evaluate student ability to apply the skills learned in this course. Additional teacher-student interactions will take place via e-mail, web conferencing, telephone, and online office hours as needed.

Students will interact with one another through the threaded discussions, course e-mail, and a discussion/chat area set aside for informal student interactions.

4. How will student achievement be evaluated?

Quizzes (30%)—Students will complete six online quizzes throughout the course at the completion of certain modules. Quizzes are designed to assess student understanding of the course content.

Projects (25%)—During the course, student attainment of objectives will be based on performance on three hands-on projects. Detailed descriptions and directions for each project will be provided on the course page. Students will demonstrate the application of knowledge of Mayan culture in each of the following projects:

Mayan Diet Project: Students will conduct a supermarket scavenger hunt to locate and taste as many different food items of the Maya as mentioned in their course packet and the online course materials. Students will post descriptions, pictures, and observations from their experiences to the discussion boards. Students will also provide some background information about what they discovered about the food items. Students will be assigned points based on their ability to connect the information presented in the course to their observations regarding the Mayan's rich and varied diet.

Writing: Based on their reading and discussions, students will demonstrate an understanding of Mayan writing by encoding English words and phrases using the Mayan syllabary. Students will then share these encodings with small groups and decode each other's messages. Students will post their answers and a brief reflection of their experience to the discussion board. Students will be evaluated on their ability to encode and decode the messages using the syllabary, their reflection on the challenges that an archaeologist might face when trying to read and understand a complex language, and the religious and socio-political elements of writing.

Calendar: Each student will compute and express his or her birthdate in Mayan Long Count. He or she will then represent this date as it would have been expressed on Mayan stellae or vases. Students, in pairs, will then work together to decode each other's birthdates back into the Gregorian date system. Students will be evaluated on their ability to encode and decode dates using the Mayan calendar and their reflections on the experience.

Discussions (25%)—Students will participate in course discussions regarding the major course topics. These discussions are designed for students to work with the concepts presented through the text and the online course materials and are intended to provide students with feedback regarding course topics. Student discussion postings will be evaluated on student ability to meet the desired length, to focus on main ideas discussed in the module, and to relate the ideas to their contemporary surroundings.

Final Project Paper (20%)—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 they convey. 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 their papers through the discussion forums and submit their papers through the Final Paper Dropbox. Papers will be evaluated based on the quality of the information, organization, and use of evidence and examples.

5. How will academic honesty for tests and assignments be addressed?

Academic integrity will be maintained using a variety of methods. These methods include the use of informal writing assignments and testing controls available in learning management system. Additionally, students will be informed of policies pertaining to academic integrity and expected to agree to a statement regarding course policies to assure their understanding. The following statement will be included among the course policies in the course syllabus:

Academic Integrity Policy

Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor of this course and that you agree to follow the rules and expectations set up therein. The following instances are considered violations of academic integrity:

- *Providing or receiving unauthorized assistance in coursework, including papers, quizzes, and examinations.*
- *Using unauthorized materials and resources during quizzes and tests.*
- *Possessing course examination materials without the prior knowledge of the instructor.*
- *Plagiarizing which is the use of papers, dissertations essays, reports, speeches and oral presentations, take-home examinations, computer projects, and other academic exercises or the passing off of ideas or facts beyond common knowledge without attribution to their originators.*
- *Engaging behaviors that are disruptive or threatening to others.*
- *Using computer technology in any way other than for the purposes intended for the course.*

Please note that IUP faculty use a variety of technologies and techniques to check the authenticity of student work. Violations of academic integrity will be handled per IUP's Academic Integrity Policy and Procedures. Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's "Academic Integrity Policy and Procedures" are available in the Undergraduate Catalog, which is available at <http://www.iup.edu/registrar/catalog/>.

The methods to be employed for each type of assessment are included below.

Quizzes—Quizzes will make extensive use of learning management system-based testing control features, including a secure test window, short testing times, limited test availability, one question delivered at a time, randomized questions. The quizzes also include the academic integrity policy and an outline of the procedure for taking online quizzes.

Commitment to Course Policies—Students will be required to certify through the completion of an online quiz that they have read and understand the policies and procedures set out in the course syllabus. The instructor will monitor the scores to identify students who may not understand or be in agreement. The commitment statement is included below:

I understand that the syllabus represents a contract between the professor of this course and myself. I have read the syllabus for LAS 350: The Mayas: Culture, Literature, and Numbers and understand my expectations and the course policies, including those regarding grading, course participation, and academic integrity. I also understand that the professor has the right to alter the syllabus as dictated by the needs of the course. By committing to this statement, I affirm that I understand the course rules and policies and that I have been given the opportunity to ask questions.

I COMMIT to the course policies and expectations outlined in the syllabus.

I DO NOT COMMIT to the course policies and expectations outlined in the syllabus.

Introductory Writing Assignment—At the onset of the course, students will be required to introduce themselves, tell what discipline they are studying, what they know about the Mayas, why they chose this course, and what courses, if any, they have taken online. If desired, students may also include a photograph in their forum posts by using the attachment feature. This informal assignment will be used as a baseline writing sample to which to compare student written work through the remainder of the course for the purposes of detecting potential plagiarism and academic dishonesty.

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 cosmivision 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	

Topic	Hours
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	
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. Cracking the Mayan Code video	
h. Mayan Writing Project	

Topic	Hours
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): Archeoastronomy"	
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 they convey. 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.

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Overview

Welcome to LAS 350: The Mayas: Culture, Literature and Numbers seek to introduce you to a mysterious culture. The course contains captivating, thematic modules that study this Pre-Columbian civilization of Southern Mexico and Central America. The course and its material have been developed to provide easy access to a variety of materials that are not easily found in a single place. I hope you enjoy your exploration of the Mayan culture through this course.

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Objectives

At the completion of this unit, the student will

- Demonstrate an understanding of the course syllabus.
- Commit to the expectations set forth in the syllabus and course introduction.
- Introduce himself or herself to the class.

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Lesson Guide

Course Policy Review

This module has been designed to familiarize you with the expectations of the course. Please read the [course syllabus](#) to become familiar with the course policies and procedures. Make sure that you clearly understand all policies, especially those pertaining to participation requirements and due dates. At the completion of this module, you will be asked to "sign" a Commitment to Course Policies statement signifying your understanding and commitment to the policies set forth in the [syllabus](#). The instructor will be monitoring the Commitment to Course Policies to identify students who may not understand or be in agreement.

Layout of this Course

Each module in this course will have a specific topic of focus on the Mayas. You will first need to acquire and process the information from a variety of sources, including your course packet, your book, websites,

videos, and PowerPoint presentations. Process this information and demonstrate your understanding of the material in the course's online discussions, short writings, and other interactions with other students. Ultimately, you will be synthesizing your acquired knowledge from this course and your own discipline into a final multidisciplinary project.

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Assessment

To complete this module, do the following:

Commitment to Course Policies

Locate the Commitment to Course Policies on the course page. The Commitment to Course Policies uses the quiz feature to obtain an electronic declaration that you understand the course policies and procedures as presented in the course syllabus. Prior to completing the Commitment to Course Policies, you should make every effort to understand the course policies and to clarify any components on which you might have questions. When you are ready to complete the Commitment to Course Policies, click on the Commitment to Course Policies link.

Self-Introduction Writing Assignment

Because this is an online course, it is helpful to provide an introduction of yourself to allow your instructor and your fellow students to get to know you. Post a brief introduction (5-7 sentences) of yourself, including the following information to the Introductions discussion forum on the course page:

- Who are you?
- What discipline (e.g., English, Political Science, Mathematics) are you studying?
- What do you already know about the Mayas?
- Why did you take this course?
- What is your experience with online courses?

You may also include a photograph in your post by using the attachment feature at the bottom of the page.

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Overview of the Mayas

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Use the links below to jump to the individual sections of this module:

[Overview](#) | [Objectives](#) | [Lesson Guide](#) | [Assessment](#)

Overview

Prior to its discovery by the "civilized" culture of Europe in 1492, an advanced culture existed in the Americas. The people of this culture had created a sophisticated calendar and writing system. They were the Maya.

In this course, you will gain knowledge of the advanced culture of the Maya. Geographic Mayan regions will be analyzed along with Mayan time and space in relation to their cosmovision. You will be exposed to cultural and ideological Mayan ritual concepts through literary readings and will be introduced to the Mayan number system, their calendar, and their writing.

How much do you know about the Mayas?

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Objectives

At the completion of this unit, the student will

- Identify general characteristics of the Mayan culture.
- Formulate ideas of the lost civilization of the Mayas.

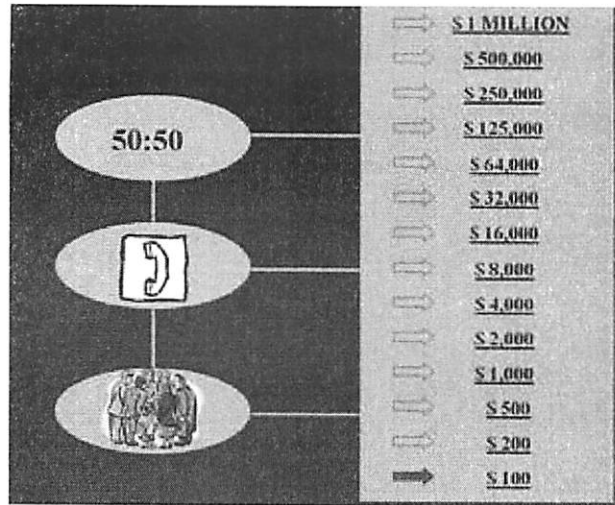
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Lesson Guide

Maya Millionaire Game

Test your existing knowledge of Mayan culture using the [Who Wants to be a Millionaire on Mayan Culture game](#). This interactive PowerPoint will give you a chance to test your knowledge. You will need either PowerPoint or [PowerPoint Viewer](#) (free download) to play the game.

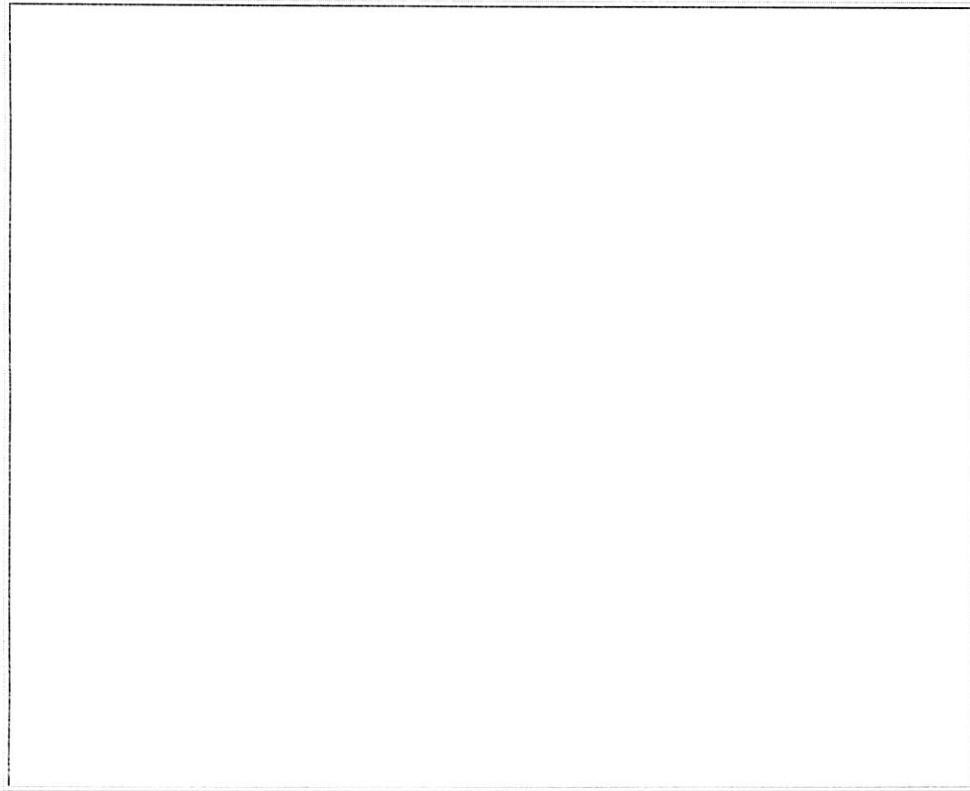
Basic instructions for the "Mayan Millionaire" game--As in the Who Wants to be a Millionaire show, you will answer a series of questions of increasing difficulty on the Mayan culture. Start at the \$100 level and move on up. Make sure you click inside the green or pink colored message boxes to advance to the next screen. If you click on the blue background the game will not move forward. Have fun!



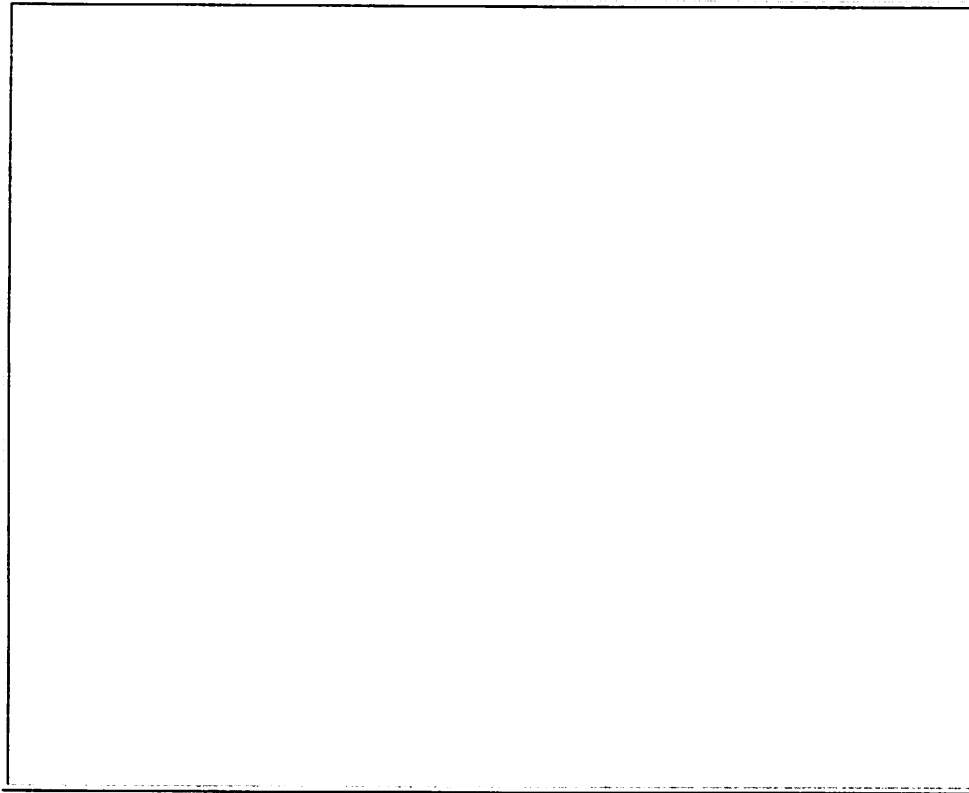
Screen Capture: Who Wants to be a Millionaire on Mayan Culture Game

Video Content

Watch the following videos. Each provides an overview of elements of Mayan culture. As you watch, complete the [Lost Kingdom Questionnaire](#).



Video: Lost Kingdom of the Maya (1993, 57:00)



YouTube Video: Ancient Observatories (Pt 3): Indigenous Astronomers (7:39)

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Assessment

To complete this module, do the following:

Lost Kingdom Questionnaire

Submit your completed questionnaire in the [Lost Kingdom Questionnaire](#) to the Lost Kingdom Questionnaire dropbox on the course page..

Discussion Post

Post to the Overview of the Mayas discussion on the course page your responses to the following questions:

- What really struck or interested you about the Mayas?
- What distinguished Mayan culture from other cultures of the time?
- What similarities do you see in the Mayan culture and our culture?

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LAS 350: The Mayas: Culture, Literature and Numbers

Lost Kingdom of the Maya Questionnaire

As you watch the *Lost Kingdom of the Maya* video, pay attention to answer the following questions:

1. Who is the American explorer who brought to modern attention the Mayan culture in the 19th century?
2. Who is the English artist who drew many of the drawings of ancient Mayan ruins in a 19th century expedition to Honduras?
3. In which modern countries did the Mayan culture flourish?
4. According to one of the archeologists in Copan, Tikal and Copan are comparable to what two modern cities?
5. What is a GOK pile of rocks for an archeologist?



Lost Kingdom of the Maya Answer Key

Answers:

1. John Lloyd Stephens.
2. Frederick Catherwood.
3. México, Belize, Guatemala, Honduras, and El Salvador.
4. Tikal is like New York and Copan like Paris.
5. **God Only Knows** pile of rocks.
6. Maya foldable books made of tree bark.
7. Only four survived the burning by Spanish priests. These are in México City, Madrid, Paris, and Dresden.
8. In 200 BC.
9. Human blood.
10. A huipil.
11. Xibalba.
12. Under their own houses.
13. Rosalila was the third temple found inside a larger pyramid and it was perfectly preserved with the original paint.
14. Delicately carved flint blades.
15. At about 700 A.D.
16. 879 AD.

Appendix A: Letters of Support

Indiana University of Pennsylvania

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

724-357-2290
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.

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
