10-31
App-9/28/10
Senate Info. - 11/2/10

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: LBST 499 The Mayas: Culture, Literature and Numbers

Instructor(s) of Record: Lydia Rodriguez

Phone: 724-357-2321 **Email:** rodriglh@iup.edu

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

Sean M. Smith 8/27/2010
Signature of Department Designee Date

Endorsed: A. Ann 9/1/10
Signature of College Dean Date

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.

Received
SEP 1 2010
Liberal Studies

Step Three: University-wide Undergraduate Curriculum Committee Approval

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

☐ Negative

Gail S Sechrist 9-28-10

Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

☒ Approved as distance education course ☐ Rejected as distance education course

10/1/10

Signature of Provost Date

Forward form and supporting materials to Associate Provost.

Table of Contents

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 regularly has used WebCT to instruct portions of her courses online. During one recent semester, she taught all her courses online for a two-week period. In May 2010, she participated in IUP's Creating Effective Online Instruction Seminar, which included sessions in online pedagogy and instruction in Moodle.

   Dr. Francisco Alarcón of the Department of Mathematics will be a guest instructor for the course. He has taught online courses for over ten years at IUP, and he will 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 Mayas: Culture, Literature, and Numbers* for several semesters, 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.

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

   LBST 499 *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. Students will be evaluated using Moodle discussion forums, Moodle quizzes, and a final multidisciplinary project submitted via the Moodle assignment tool.

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

   The student will recognize the Mayas as one of the preeminent Pre-Columbian civilizations of the Americas. Students will be introduced to the high culture through their course packet and on-line resources linked to/posted on Moodle. Readings and Moodle 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). Moodle quizzes and forum discussions will provide students with opportunities for feedback. Student achievement of this objective will be evaluated through the completion of individual and group projects submitted via the Moodle assignment submission tool.

The student will be able to identify and fill in a map of regional Maya sites and examine regional variations of the Mesoamerican civilization and how this culture adapted to the varied environments. Using maps of North and Central America located in their course packet and in the online materials, students will locate the modern-day countries and capitals of Mexico, Guatemala, Belize, and Honduras and note variations in geographic features (e.g., landscape, climate) across regions. In Moodle forum discussions, students will discuss the geographic differences between regions and the possible impact that these differences had on the Mayan culture and will receive feedback. Students will be evaluated on this objective through the completion of a Moodle quiz in which they must identify regions, cities, and features on a map.

The student will explain a physical description of the natural and cultural environments of ancient Mexico and Central America. Using maps of North and Central America located in their course packet and in the online materials, students will locate the Mayan regions among the modern-day countries and capitals. In Moodle forum discussions, students will discuss the geographic difference between regions and the possible impact these differences had on the Mayan culture and will receive feedback. Students will be evaluated on this objective through the completion of a Moodle quiz in which they must identify regions, cities, and features on a map.

The student will apply and integrate his/her learned information into hands-on practice skills, developing, constructing, and preparing Mayan theme projects. Students will become familiar with course content through the course manual and the online resources posted to Moodle. Throughout each of the course modules, students will participate in Moodle quizzes and forum discussions pertaining to the specific subject matter of each of the major course topics. Through quizzes and discussions, students will receive feedback which they can employ on each of the major theme individual/group projects. Student attainment of this objective will be measured by their completion and performance on the individual/group projects described in detail in the response to Question #4.

The student will summarize the importance of how time and space were essential to the Mayas. Students will be introduced to the Maya's vision of time and space through their course packet and on-line resources. In their readings and discussions, students will discover the Mayas as having integrated their vision of space and time into the everyday practices of their lives. Students will discuss this content in the Moodle forum and will receive feedback. Student achievement of this objective will be evaluated through performance on a Moodle quiz.

Students will gain insight into and discuss the literature and cosmovision of the Mayas. Students will be introduced to Mayan literature through the *Popol Vuh* book. As part of the literature module, students will discuss the text in the Moodle forum and make connections to myths they already know and literature that resembles

Mayan literature. Students will receive feedback through the discussion forum. Students will be evaluated on this content through completion of a Moodle quiz.

The student will analyze positional number systems and re-examine basic algorithms for mathematical operations in the decimal system. Students will be introduced to the Mayan number system through their course packet material and online course materials. Students will practice the skills using a sample set of problems. Students will then have the opportunity to participate in scheduled Wimba Classrom sessions to enable them to ask questions and get feedback. This Wimba session will also be archived and distributed for students unable to participare. Students will be evaluated on the ability to correctly calculate computations with an online quiz.

The student will perform basic computations using the Mayan number system. Students will be introduced the Mayan number system through their course packet material, online course materials, and Moodle forum discussions. Students will have an opportunity to practice the arithmetic operations through the completion of practice worksheets. Feedback will be provided to students through the answer keys to these worksheets available in the Moodle resources. Students will also have the opportunity to participate in question-and-answer sessions held via Wimba classroom; these sessions will also be archived so that students unable to participate in the sessions will have access to session content. Student attainment of this objective will be evaluated through completion of a Moodle quiz.

The student will select a multidisciplinary Mayan project to complete in groups. Students, in multidisciplinary triads, will choose a topic of interest regarding the Mayas. Together, each group will develop a project proposal that incorporates perspectives and knowledge from each individual group member's discipline. Groups will submit their proposals for instructor feedback via the Moodle assignment tool prior to the completion of the final project. Student attainment of this objective will be evaluated based on the final group project submitted via the Moodle assignment tool.

The students will integrate their disciplines into multidisciplinary projects. Students, in multidisciplinary triads, will choose a topic of interest regarding the Mayas. Together, each group will develop a project proposal that incorporates perspectives and knowledge from each individual group member's discipline. Groups will submit their proposals for instructor feedback via the Moodle assignment tool prior to the completion of the final project. Student attainment of this objective will be evaluated based on the final group project submitted via the Moodle assignment tool.

The students will implement a project outline for the completion of a multidisciplinary Mayan presentation project. Students, in multidisciplinary triads, will choose a topic of interest regarding the Mayas. Together, each group will develop a project proposal that incorporates perspectives and knowledge from each individual group member's discipline. Groups will submit their proposals for instructor feedback via the Moodle assignment tool prior to the completion of the final project. Student attainment of this

objective will be evaluated based on the final group project submitted via the Moodle assignment tool.

Students will present their multidisciplinary projects to their peers. Students, in multidisciplinary triads, will choose a topic of interest regarding the Mayas. Together, each group will develop a project proposal that incorporates perspectives and knowledge from each individual group member's discipline. Groups will submit their proposals for instructor feedback via the Moodle assignment tool prior to the completion of the final project. Student attainment of this objective will be evaluated based on the final group's presentation posted to the Moodle discussion boards.

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, using Wimba, telephone, and online office hours as needed.

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

4. How will student achievement be evaluated?

Quizzes (30%)—Students will complete five Moodle quizzes throughout the course at the completion of certain modules. Quizzes are designed to assess their 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 Moodle 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 and their observations regarding the Mayan's rich and varied diet.

- **Writing**: Based on their reading and discussions, students will demonstrate an understanding Mayan writing by encoding English words 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 and their reflection on the challenges that an archaeologist might face when trying to read and understand a complex language.
- **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 stellea 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 Multidisciplinary Project (20%)—Students will work in multidisciplinary triads to develop and execute a final project about the Mayans. This project will consist of two parts. First, students will complete a project proposal to be presented to the instructor for feedback and approval. The project must incorporate the perspectives and knowledge of each group member's respective discipline. Second, the group will execute the project and prepare a written paper and presentation. Students will present their presentation using Wimba. Student papers and projects will be evaluated based on the quality of information, clarity of presentation, organization, and use of evidence and examples. Detailed directions and evaluation criteria for completing the proposal and the final project will be presented on the Moodle course page.

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 Moodle. 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 Moodle 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 a Moodle 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 LBST 499: Senior Synthesis--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.

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

b. 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.

II SYLLABUS

I. Catalog Description

LBST 499 Senior Synthesis
3c-0l-3cr
Prerequisite: 73cr or more earned
Helps students understand and handle complex intellectual and social issues from multiple perspectives. A selection of topics, available each semester and summer session, is announced and described in the undergraduate course schedule. Students should schedule the course during the senior year or at least no earlier than the last half of the junior year. In order to broaden their experiences, students are encouraged to enroll in synthesis sections taught by instructors outside of the students' major fields.

(II) Course Outcomes

1. The student will recognize The Mayas as one of the preeminent Pre-Columbian civilizations of the Americas.
2. The student will be able to identify and fill-in a map regional Maya sites and examine regional variations of the Mesoamerican civilization and how this culture adapted to the varied environments.
3. The student will explain a physical description of the natural and cultural environments of ancient Mexico and Central America.
4. The student will apply and integrate his/her learned information into hands-on practice skills, developing, constructing and preparing Mayan theme projects.
5. The student will summarize the importance of how time and space were essential to the Mayas.
6. Students will gain insight into and discuss the literature and cosmovision of the Mayas.
7. The student will analyze positional number systems and re-examine basic algorithms for mathematical operations in the decimal system.
8. The student will perform basic computations using the Mayan number system.
9. The student will select a multidisciplinary Mayan project to complete in groups.
10. The students will integrate their disciplines into multidisciplinary projects.
11. The students will implement a project outline for the completion of a multidisciplinary Mayan presentation project.
12. Students will present their multidisciplinary projects to their peers.

(III) Detailed Course Outline

Part 1

- Introduction to course (1 day)

- Maya Overview (4 ½ - 5 weeks)
  Geography and Topography
  Quiz #1: Map identification of Mayan territory
  Mesoamerica
  Civilization
  Group Project #1: Build small Mayan buildings, structures and make masks

Religion
Time
Space
Quiz #2: Short essay on how the Mayas viewed time and space in relation to religion
Diet
Group Project #2: Make a simple dish, such as tortillas, yucca root, and chili pepper grinding.
Writing
Group Project #3: Writing basic words and sentences, deciphering other classmates' messages.
Calendar
Quiz #3: Short essay explaining briefly how the Mayan calendar system functioned, using 1 or 2 symbols on the calendar as examples. Furthermore, students will be given a picture of a Mayan glyph and asked to explain it briefly according to the lectures and readings.
Group Project #4: Create a follow up calendar to the Mayan calendar or improve it, or improve the present day calendar using Mayan ideology.

Part 2

- Concentrated Areas (6 weeks; 3 weeks for each area)[1]
  Literature
  Quiz #4: Short essay explaining the importance of certain literature pieces, such as the Popol Vuh, folkloric items and poetry identification.
  Mathematics
  Quiz #5: Math solving problems using Mayan number system

- Project Selection (1 week)*
  - Each student will propose at least two projects, suggest expertise areas needed for each and include an analysis of the feasibility of each project.
  - Students submit preferences for projects they want to work on and if desired, team members preferences.
  - Instructor selects projects to be implemented and assigns team members to each project. Consultation with students may be necessary, for example, if a single person with some expertise needs to be assigned to several projects.

- Project Implementation (5 weeks)*
  - Each team will present an outline of the project presentation
  - Each team will present to the class a project implementation plan that must include a timetable for the project and benchmarks for the progress reports.
  - Groups give biweekly progress reports.
  - Difficulties and new ideas encountered are shared with the entire class. If appropriate, the class will offer suggestions for possible solutions to problems.
  - Group selection of day to present their fifteen minute project presentation.

- Final Group Project Presentations (3 weeks)
  Components of the Fifteen Minute Final Group Presentation

[1] An asterisk (*) has been placed were other task and/or projects will be completed simultaneously during this time period.

- Project description.
- Presentation of the final project.
- Questions and Comments of others of the final presentation.
- Suggestions for future development.

- Summary (2 days)
  - Students will give their summary of the course and projects implemented throughout the semester.
  - Instructors will give their summary of the course, of the small projects and the final group presentations.

- Finals (1 week)
  We will have a closing activitiy but no final exam for the course.

(IV) Evaluation Method

Students will accumulate points throughout the semester for five quizzes, four hands-on small projects, assignments and class participation and a large multidisciplinary group project. The percentages for each of the evaluation areas are indicated below.

25% Quizzes
Five quizzes on the topics:
Geography
Religion, time and space
Writing and the Calendar
Literature
Mathematics

25% Hands-On Group Projects
Four Hands-On group projects:
Structural building
Food making
Writing
Calendar creation

40% Multidisciplinary Group Project and Presentation
The final project work is a multidisciplinary nature. Students will need to apply all the skills learned during the first part of the course and their own disciplinary background for the completion of the project. Therefore, projects will vary in discipline according to the team members and project's needs. Depending of enrollment, groups of three no more than four will constitute a group.

10% Homework and Class Participation

(V) Grading Scale

The students 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.

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

(VI) Attendance Policy

There is no formal attendance policy for this course. We assume students at this point in their college career are responsible and mature enough to want to attend and participate in class. However students will not be able to submit homework nor projects or make up quizzes or if they are not in class.

(VII) Required Textbooks, Supplemental Books, Videos and Readings

Culture
Selections from:[2]

Carrasco, David. *Religions of Mesoamerica: Cosmovision and Ceremonial Centers.* Prospects Heights: Waveland Press, Inc., 1990.
Coe, Michael. *The Maya.* 6th ed. New York: Thames and Hudson, 1999
Coulter, Laurie. *Secretos en Piedra: hablan los jeroglíficos Mayas.* México: Madison Press, n.d.[3]
Henderson, John. *The World of the Ancient Maya.* New York: Cornell UP, 1981.
Garrett, Wilbur E. "La Ruta Maya." *National Geographic.* 176.4 (October 1989): 424-479.
Schele, Linda and David Freidel. *A Forest of Kings: the Untold Story of the Ancient Maya.* New York: Morrow and Company, 1990.
Stuart, George S and Gene S. Stuart. *The Mysterious Maya.* n.p.: National Geographic, 1977.
The Mayas Through Your Own Hands: Activity Book. México: Conaculta, n.d.*

Literature

Iñigo Dehud, Rossana. The Creation of the Suns in Ancient Mexico. Mexico: Huitzilin, 2004.
Monterroso, Augusto. "El eclipse." Obras Completas y otros cuentos. México: UNAM, 1959.[4]
Sexton, James, ed. and trans. *Mayan Folktales.* New York: Anchor Books, 1992.
Selections will go into course packet
Saravia, Albertina, trans. *Popol Wuh.* Guatemala: Piedra Santa, 2003.
Leon-Portilla, Miguel and Earl Shorris, eds. *In the language of the Kinas: An Anthology*

[2] There will be a course packet that will contain all selected readings for the course: Rodríguez, Lydia and Francisco Alarcón. "The Mayas: Culture, Literature and Numbers." Course Packet. Indiana University of Pennsylvania, 2006.
[3] Hands-on material construction group projects will be abstracted from this book. Other hands-on books will be signaled with an asterisk (*).
[4] The short story will be translated into English by Lydia Rodríguez.

of Mesoamerican Literatura—Pre-Colombian to the Present. New York: W.W. Norton, 2001. **Selections will go into course packet.**

Mathematics

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.
Salyers, Gary D. "The number System of the Mayas." *Mathematics Magazine.* 28. 1 (Sep. – Oct. 1954): 44-48
Sanchez, George I. *Arithmetic in Maya.* Austin: n.p., 1961.

Other References

Culture

Baudez, Laude and Syndey Piccasso, trans. Lost Cities of the Maya. New York: Henry M Abrams Incop., 1992.
Stuart, George S. "The Royal Crypts of Copan." *National Geographic.* 192.6 (December 1997): 68-93.
Aguarcia, Ricardo Fasquelle and William L. Fash Jr. "Copán: A Royal Tumb Discovered." *National Geographic.* 176.4 (October 1989): 480-487.
Stuart, George E. "City of Kings and Commoners." *National Geographic.* 176.4 (October 1989): 488-505.
Coe, Michael and Mark Van Stone. *Reading the Maya Glyphs.* 2nd ed. New York: Thames & Hudson, 2005.
Dawn of the Maya. Graham Townsley. National Geographic [Video Production,] 2004.
Maya: The Blood of Kings. Joel Westbrook. Time-Life Video and Television [production,] 1995.
The Lost World of the Maya. Jim Burroughs. Quest [Video] Productions, 1997.
Lost World of the Maya. PBS-TV [Recording], 1988.
The World of the Ancient Maya. John Henderson, 1997.

Hands-On Activities

Gerson, Sara and Shulamit Goldsmit. *La civilización maya.* Mexico: Trillas, 1988.*
Los Mayas: pinta tum. México: Conaculta, 2002.*

(VIII) Special Resource Requirements

Students will need no special resoursces. The instructors will need an overhead display system for classroom demonstrations. A display system is currently available in the departments' of Mathematics and Spanish classrooms.

(IX) Bibliography used in preparing this proposal

See Required Reading.

Addendum to

LBST 499 The Mayas: Culture, Literature and Numbers

Professors Lydia Rodríguez and Francisco Alarcón

October 25, 2006

May 4- June 2, 2006 Guatemala and surrounding Maya regions

The program will take place during intercession in Guatemala and the surrounding Maya regions in Guatemala and Honduras. IUP faculty members Lydia Rodríguez and Francisco Alarcón will lead the trip and teach the course.[1] The Maya abroad component program offers students an intensive field based study of Maya's vast ecosystem, from the lowlands of Copan, to the jungle of the Peten, to the blending of Mayan and Christian traditions in Chichicastenango. The international component offers the student a unique opportunity to discover a different ancient culture, exchange ideas and information with people from different cultures (modern Guatemalans and Maya descendants). Students will learn about themselves and be challenged in a new and different environment. The appreciation for an ancient culture and taking a challenge will create a stronger student, a stronger person, to better prepare them for the next adventure academia or life has to offer.

Housing and Class

Students will be lodged in hotels at the many sites. Class lectures will be onsite at the many different locations visited. All local arrangements and transportation in Guatemala

[1] Rodríguez has experience administrating and directing students on abroad programs and teaching abroad. Alarcón is a native of Guatemala and has visited all of the locations planned. Both instructors have experience teaching on off campus sites, traveling to Latin America and they both speak the Spanish language fluently.

LBST 499: Senior Synthesis--The Mayas: Culture, Literature, and Numbers

Syllabus

Instructor: Lydia Rodriguez
Office: 475 Sutton Hall, Indiana, PA 15705
Phone: 724-357-2321
E-Mail: rodriglh@iup.edu
Online Office Hours: [Hours to be added when the course is taught]*
On-Campus Office Hours: [Hours to be added when the course is taught]*

During online office hours, I am available by telephone and e-mail and other means of communication by special arrangement. If you are unable to make online office hours, other times can be arranged by appointment. For on-campus office hours, you can stop by or contact me via telephone. Other on-campus times are also available by appointment.

*All times presented in the course syllabus and schedules are expressed in Eastern Time (ET).

Course Description | Course Objectives | Required Textbooks | Required Technology Skills and Software | Technical Support | Participation Requirements |
Student Evaluation | Grading | Grade Policies | Course Schedule | Bibliography

Course Description

Title: LBST 499: Senior Synthesis
Credits: 3
Prerequisite: 73 credits or more earned
Description: Helps students understand and handle complex intellectual and social issues from multiple perspectives. A selection of topics, available each semester and summer session, is announced and described in the undergraduate course schedule. Students should schedule the course during the senior year or at least no earlier than the last half of the junior year. In order to broaden their experiences, students are encouraged to enroll in synthesis sections taught by instructors outside of the students' major fields.

About The Mayas: Culture, Literature, and Numbers
In this course, we will explore the world of the ancient Mayan civilization. Using the perspectives of your individual disciplines, you will explore different aspects of Mayan culture. Through explorations of Mayan geography, mathematics, food, and literature, you will understand how exploration of a culture from different disciplinary perspectives contributes to the overall understanding of a culture.
Back to Top

Course Objectives

1. The student will recognize the Mayas as one of the preeminent Pre-Columbian civilizations of the Americas.
2. The student will be able to identify and fill in a map of regional Maya sites and examine regional variations of the Mesoamerican civilization and how this culture adapted to the varied environments.
3. The student will explain a physical description of the natural and cultural environments of ancient Mexico and Central America.

4. The student will apply and integrate his/her learned information into hands-on practice skills, developing, constructing, and preparing Mayan theme projects.
5. The student will summarize the importance of how time and space were essential to the Mayas.
6. Students will gain insight into and discuss the literature and cosmovision of the Mayas.
7. The student will analyze positional number systems and re-examine basic algorithms for mathematical operations in the decimal system.
8. The student will perform basic computations using the Mayan number system.
9. The student will select a multidisciplinary Mayan project to complete in groups.
10. The students will integrate their disciplines into multidisciplinary projects.
11. The students will implement a project outline for the completion of a multidisciplinary Mayan presentation project.
12. Students will present their multidisciplinary projects to their peers.

Back to Top

Required Textbooks

You must purchase the following texts and materials to successfully complete this course:

- *The LBST 499: Senior Synthesis--The Mayas: Culture, Literature, and Numbers* course packet. This packet is only available from Copies Plus, 1052 Oakland Ave., Indiana, PA. You can order the packet by calling 724-465-2679. Copies Plus is open Monday-Friday: 7:30 a.m.–9:00 p.m., Saturday: 9:00 a.m.–4:00 p.m., and Sunday: 1:00 p.m.–6:00 p.m.
- Saravia, Albertina. *Popol Vuh*. Editorial Piedra Santa: Guatemala, 2003. ISBN:84-83377-095-4, available at the IUP Co-op Store 1-800-537-7916, co-op-store@iup.edu. (Note: This edition cannot be purchased anywhere else as it is imported directly from Guatemala. The Co-op Store may have used books that are the correct **edition,** and they will mail the books to you).
- This course will make use of several videos for online viewing. Viewing these videos will require access to a broadband connection (DSL, Cable, High-Speed Internet). While most of the course can be completed on a low-bandwidth connection, such as dial-up, it is recommended that you obtain or find a location where you can have access to a broadband connection.
- You will also be required to purchase items as part of class projects throughout the course of the semester. You should be prepared to assume incidental costs in the $25–$50 range.
- Additional materials will be provided through Moodle, IUP's learning management system.

Back to Top

Required Technology Skills and Software

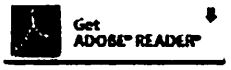
Technology Skills

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use Moodle and its associated tools, including discussion, quizzing, and assignment submission features
- The ability to use PowerPoint to save in both PowerPoint and jpeg formats
- The ability to copy and paste images from a website
- The ability to use word processing software and to save in Rich Text (.rtf) format
- The ability to use Internet communication tools, specifically the IUP e-mail system (iMail)
- The ability to attach files to an e-mail message

- The ability to demonstrate netiquette (appropriate online conduct)

Software
The following software is required in order to view course content and to participate in planned course activities. If you do not have this software currently loaded on your computer or are unsure, you can download the software for free by clicking on the following links:

Adobe Reader 

Flash Player 

Windows Media Player 

We will also be using Wimba Classroom at various points throughout the semester. You can access Wimba Classroom on the LBST 499 Moodle course page. When you first access Wimba Classroom, you will be prompted to run the Setup Wizard, which will guide you through the process of installing software and setting up your computer to run Wimba.

Lastly, you will need an office productivity suite, such as Microsoft Office or Open Office (available free at http://www.openoffice.org). You will be required to turn in word processed assignments and to work with electronic presentation software at various points in the semester.

Back to Top

Technical Support

To obtain technical support for computer issues related to this course, please contact Indiana University of Pennsylvania's IT Support Center at 724-357-4000 Monday through Friday between 7:30 a.m. and 5:30 p.m. ET. You should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received.

If you experience issues outside of the normal helpdesk hours, you can also submit your error via e-mail at it-support-center@iup.edu or via electronic form available online at http://www.iup.edu/itsupportcenter/help.
Back to Top

Participation Requirements

Course Participation
Course modules will be assigned on a weekly basis according to the Course Schedule and include objectives, lesson guide, and expectations for completing homework assignments. You are expected to actively participate in all aspects of the course. This includes completion of assigned readings, homework assignments, and tests or quizzes and participation in online discussions. Course weeks run Saturday through Friday, with **Friday at 11:59 p.m. ET** as the deadline for making posts/submitting the week's assignments. By design, you will be expected to participate in the course weekly. Course modules have definitive timeframes, and grades for discussion posts and weekly assessments are assigned after ***every*** module. All work assigned during the weekly course module(s) must be turned in by the end of the course week unless otherwise noted. ***Late work will not be accepted.*** It is suggested that you read through all course content in the week's assigned module(s) to get a feel for what is expected during the course week and to help you plan your time wisely.

As in a regular class, you should expect to spend 3 hours outside of class for every credit hour you are taking. In other words, you should expect to devote a minimum of 9 hours per week to this course. You must work from the beginning in order to be successful. In order to determine if you are "on-pace" for the coursework, look to see where your fellow classmates are posting. That is, are they three topics ahead of where you are reading? If so, you might want to catch up. The discussion boards are listed in order, which should help you to monitor your progress. Additional notes on participation are summarized below.

E-Mail

IUP e-mail (i-Mail) is the official means of communication of the University. You should be sure to check your e-mail daily. Important class announcements will be sent to your IUP e-mail account.

Questions Regarding the Course or Course Content

It is understood that questions about the course and course content will come up from time to time. If you have a question for the instructor, please do one of the following:

- Post a message to the Course Questions discussion forum—This forum is located in the welcome block of the Moodle course page. If you have a question about the course, other students may also have the same question as you. Posting your question here enables the instructor to respond to your question, as well as to assist other students in the course who may have the same question.
- Contact the Instructor directly—The Course Questions discussion forum may not be the appropriate place to ask certain questions. You may also contact the instructor via e-mail or telephone with your questions.

Online Discussions (Forums)

In each course module, you will be required to participate in Moodle online forums by posting at least one response to the discussion topic and at least two peer responses. You will be graded on your participation in these forums and your ability to generate clear, well-written posts that represent significant contributions to the discussions. Your posts must include all of these components to receive full credit (see Discussion Rubric at the end of this document). This means that your post should use proper grammar and spelling; cite information from the texts, online resources, and contributions from other class members; and be written in a respectful tone. Posts ***should not*** be written in IM or texting language; simply duplicate, affirm, or deny previous posts; or contain remarks that would be perceived as offensive. Posts that the instructor considers inappropriate or offensive will be deleted and will not be counted toward your grade. Discussion forums will be graded following the closing of the discussion at the end of the course week. Posts made following the close of the course week will not be graded, resulting in a loss of points toward your final grade. It is imperative that you follow the discussion forums, as many questions and issues regarding the course content will be answered through these forums.

Online Review Sessions

During the weeks that we discuss Mayan numbers, we will hold scheduled online review sessions. These sessions will require you to be online at a designated time and are designed for you to ask your questions regarding the Mayan numerical and mathematical systems. Sessions will be conducted using Wimba Classroom. Directions for how to set up and use Wimba are available in the online course materials. You are strongly encouraged to join these sessions. For students unable to participate, the sessions will be archived and made available in Moodle as a video download.

Online Etiquette

Discussion, chat, and e-mail spaces within this course are for class purposes only, unless otherwise stated. Please remember to conduct yourself collegially and professionally. Unlike in the traditional classroom

setting, what you say in the online environment is documented and not easily erased or forgotten. The following netiquette guidelines should be followed for this course:

- Avoid using ALL CAPS, sarcasm, and language that could come across as strong or offensive.
- Read all postings before posting your responses to discussion topics so as to not repeat information.
- Keep chat comments brief and to the point. If longer comments are necessary, use <more> to indicate lengthy messages and <end> when you are finished.
- Focus on one topic at a time when chatting or posting to discussions.
- Remember that, unlike in face-to-face learning environments, what you say in discussions and chats is documented and can be revisited. Choose your words and discussion topics carefully.
- Course e-mail should only be used for messages pertaining to the course. Please refrain from sending forwards, jokes, etc. within course e-mail.
- When posting, make sure to check grammar and spelling before submitting your post.

Students with Disabilities
If you are a student who has a documented disability and need special accommodations, the instructor will work with you to provide reasonable accommodation to ensure you a fair opportunity to perform in the class. Please advise the instructor in the first week of the semester regarding the disability and the desired accommodations. Assistance for individuals with disabilities is available through IUP Disability Support Services at http://www.iup.edu/disabilitysupport or at 724-357-4067.

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 herein. Violations of academic integrity include the following:

- 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, using papers, dissertations, essays, reports, speeches, and oral presentations, take-home examinations, computer projects, and other academic exercises or passing off of ideas or facts beyond common knowledge, without attribution to their originators.
- Engaging in 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 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 full policy on academic integrity is available in the Undergraduate Catalog under Academic Policies at http://www.iup.edu/registrar/catalog/.

Back to Top

Student Evaluation

You will be evaluated on the following:

Quizzes (30%)—You will be given five 22-minute Moodle quizzes throughout the course at the

completion of certain modules. Quizzes are designed to assess your understanding of the course content provided in the readings and the online resources. Quizzes will be given during a specific timeframe, and you will be permitted to take the quiz only during this time period. Make-up tests will not be given for missed attempts.

Projects (25%)—During the course, you will complete three hands-on projects. Detailed descriptions and directions for each project will be provided in project modules on the Moodle course page. The projects are designed to assess your knowledge of various aspects of the Mayan culture. Brief descriptions of these projects are as follows:

- **Mayan Diet Project:** You will conduct a supermarket scavenger hunt to locate and taste as many different Mayan food items as you can as discussed in your course packet and the online course materials. You will post descriptions, pictures, and observations of your experience to the Moodle discussion boards. You will also provide some background information about what you discovered about the food items. You will be graded on your ability to draw connections between the information presented in the course and your observations regarding the Mayan's rich and varied diet.
- **Writing:** Based on your reading and discussions, you will encode English words using the Mayan syllabary. You will then share your Mayan word or message with your peers through the Moodle discussion board and take turns translating your messages. You will be graded on your ability to use and understand the Mayan way of writing and your reflections on how Mayan writing might prove challenging for archaeologists in trying to understand a complex language.
- **Calendar:** You will compute and express your birthdate in Mayan Long Count, expressing how your birthdate might have been expressed on Mayan stellea or vases. You will then share this date and take turns translating your fellow students birthdates back into our modern (Gregorian) date system. You will be evaluated on your ability to apply and understand the Mayan date system and on your reflections on the experience.

Moodle Discussions (25%)—You will be participating in weekly discussions via the Moodle discussion forums. These discussions are designed for you to demonstrate your understanding of the material presented in the course content and in the online resources and so that you may receive feedback regarding course topics. Your discussion postings will be evaluated on your ability to meet the desired length, to focus on main ideas discussed in the module, and to relate the ideas to your contemporary surroundings.

Final Project Paper (20%)—You will work in a small group to execute a final project about the Mayas. This project will consist of two parts. First, your group will complete a project proposal to be presented to the instructor for feedback and approval. The project must incorporate the perspectives and knowledge of each group member's respective discipline. Second, your group will execute the project and prepare a written paper and presentation. Students will present their presentation using Wimba. Student papers and projects will be evaluated based on the quality of information, clarity of presentation, organization, and use of evidence and examples. Detailed directions and evaluation criteria for completing the proposal and the final project will be presented on the Moodle course page.

Evaluation Method	Percentage
Quizzes	30%
Projects	25%
Discussions	25%
Final Project Paper	20%

Total	100%

Back to Top

Grading

The following grading scale will be used:

90%-100% = A
80%-89% = B
70%-79% = C
60 %-69% = D
Below 60% = F

Grade Policies

Incomplete Grades

Incomplete grades will only be granted in the event of "major life crises." The instructor reserves the right of judgment as to what qualifies as a "major life crisis."

Withdrawal Grades

According to IUP policy, if you wish to receive a withdrawal (W) grade for the course, you must do so by the University deadline for processing withdrawals, which can be found on the IUP URSA page in the academic calendar. The student who fails to withdraw by the deadline must file for a deadline waiver through the dean of his or her college and provide documentation of catastrophic circumstances preventing the student from completing the course/semester. In the event withdrawal would be required, failure to process a withdrawal will result in a failing grade for the course.

Disagreement with Awarded Grade

If you disagree with the awarded grade or feel an error exists in the grade calculation, please contact your instructor to arrange a conference regarding your grade.

Change of Grade

Once earned grades have been recorded, they may be changed only in the case of clerical and/or calculation error or in the event of a successful grade appeal. It is not appropriate to change a grade based upon options, such as supplemental assignments, that are not equally available to all students. The deadline for corrections of clerical and/or calculation errors is the end of the next regular (fall/spring) semester after the grade has been awarded.

Back to Top

Course Schedule *

Week	Topics
Week 1	**Moodle Content:** Introduction to LBST 499: The Mayas: Culture, Literature, and Numbers; Overview of the Mayas **Reading:** Syllabus; Brief Introduction to Moodle

	Assignments Due: Self-Introduction Writing Assignment; Commitment to Course Policies
Week 2	**Moodle Content:** Geography and Topography **Reading:** Course Packet pages 6-11 Mesoamerica Geography and Topography **Quiz:** Mesoamerica and Geography / Topography **Assignment Due:** Discussion Posting
Week 3	**Moodle Content:** Mayan Civilization **Reading:** Course Packet pages 12-28 Theories on Origin of the Mayas Time Periods: (Pre-Classic, Classic, Post-Classic) City-State system Ceremonial Centers Rulers and Government Trade Architecture and Buildings **Assignment Due:** Discussion Posting
Week 4	**Moodle Content:** Mayan Religion / Time / Space; Project 1: The Mayan Diet **Reading:** Course Packet pages 29-42 Religion in Everyday Life Structure of Cosmic Space Gods The Role of Kings and Shamans Ritual Performance Ballgame **Quiz:** Mayan Civilization and Religion **Assignment Due:** Discussion Posting

Week 5	**Moodle Content:** Mayan Diet **Reading:** Course Packet pages 43-49 Diego de Landa's Description of the Unknown Eatables Food Drink **Assignments Due:** Discussion Posting; Project 1: The Mayan Diet
Week 6	**Moodle Content:** Maya Writing; Project 2: Mayan Writing **Reading:** Course Packet pages 50-70 History of the Maya Glyph Decipherment Mayan Phonetics and Writing Decipherment of Glyphs Inscriptions—Monuments, Vases, Objects Codices "Cracking the Maya Code" **Assignment Due:** Discussion Posting
Week 7	**Moodle Content:** Mayan Calendar; Project 3: Mayan Calendar **Reading:** Course Packet pages 71-104 The Tzok'in—Ritual The Haab—Solar The Calendar Round The Long Count Other Calendars Video Clip "Ancient Observatories (Pt1): Archeoastronomy" **Quiz:** Diet, Writing, Calendar **Assignments Due:** Discussion Posting; Project 2: Mayan Writing

Week 8	**Moodle Content:** Numbers **Reading:** Course Packet pages 105-107 Numbers Positional Values Vigesimal System **Assignments Due:** Discussion Posting; Project 3: Mayan Calendar
Week 9	**Moodle Content:** Numbers **Reading:** Course Packet pages 108-122 Arithmetic **Online Review Session:** [To be scheduled when the course is offered] **Assignment Due:** Discussion Posting
Week 10	**Moodle Content:** Numbers **Reading:** **Arithmetic Online Review Session:** [To be scheduled when the course is offered] **Quiz:** Mayan Numbers **Assignment Due:** Discussion Posting
Week 11	**Moodle Content:** Mayan Literature; Project 4: Final Project Paper; Presenting in Wimba **Reading:** Popol Vuh pages 1-42 Mythical Time Hun Ahpu and Xbalamque **Assignment Due:** Discussion Posting
Week 12	**Moodle Content:** Mayan Literature; Presenting in Wimba

	Reading: Popol Vuh pages 42-104 Hun Ahpu and Xbalamque Mythical Time **Assignment Due:** Discussion Posting
Week 13	**Moodle Content:** Mayan Literature; Presenting in Wimba **Reading:** Popol Vuh pages 105-166 The Quiche **Quiz:** Mayan Literature **Assignment Due:** Discussion Posting
Week 14	**Assignment Due:** Project 4: Final Project Papers and Presentations

*PLEASE NOTE: This is a tentative schedule of class activities and deadlines over the course of the semester and is subject to change.

Back to Top

Bibliography

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

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

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.

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 Hierogyphs*. Toronto: Madison P, 2001.

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.

Martin, Simon and Nikolai Grube. *Chronicle of the Maya Kings and Queens: Deciphering the Dynasties of the Ancient Maya.* London: Thames&Hudson, 2000.

Literature
Menchú, Rigoberta. *I Rigoberta Menchú: An Indian Woman in Guatemala.* Trans. Ann Wright. London: Verso 1984.

Popol Vuh: Sacred Book of the Quiché Maya. Prod. Patricia Amlin. Berkeley Media, 1989.

Savaravia, ALbertina, trans. *Popol Vuh.* Guatemala: Piedra Santa, 2003.

Tedlock, Dennis. *2000 Years of Mayan Literature.* Berkeley: UC Berkeley P, 2010.

Mathematics
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.

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

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.

Back to Top

Introduction to LBST 499: Senior Synthesis--The Mayas: Culture, Literature, and Numbers

Table of Contents

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

Overview

Welcome to LBST 499: Senior Synthesis--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.

Top

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.

Top

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 sythesizing your acquired knowledge from this course and your own discipline into a final multidisciplinary project.

Top

Assessment

To complete this module, do the following:

Commitment to Course Policies

Locate the Commitment to Course Policies in the welcome block of the LBST 499 Moodle course page. The Commitment to Course Policies uses the Moodle 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 Commmitment to Course Policies, click on the Commitment to Course Policies link. To assist you in taking the quiz, the Taking Moodle Quizzes Help Sheet has been provided.

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 in the welcome block of the LBST 499 Moodle 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.

Top

Overview of the Mayas

Table of Contents

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

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?

Top

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

Top

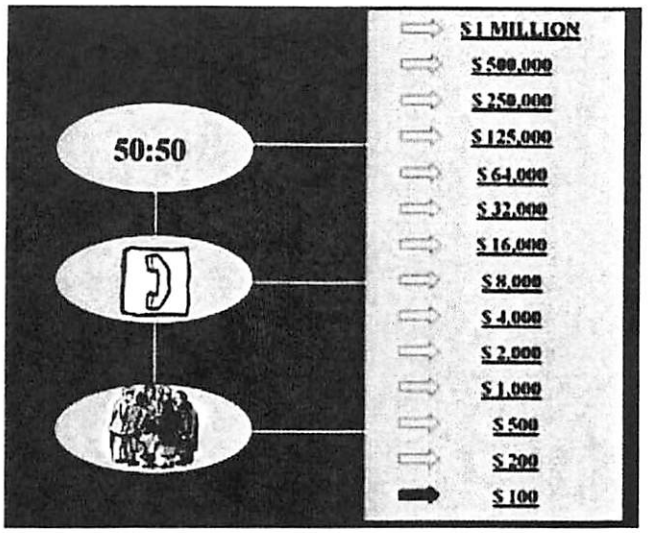
Lesson Guide

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!

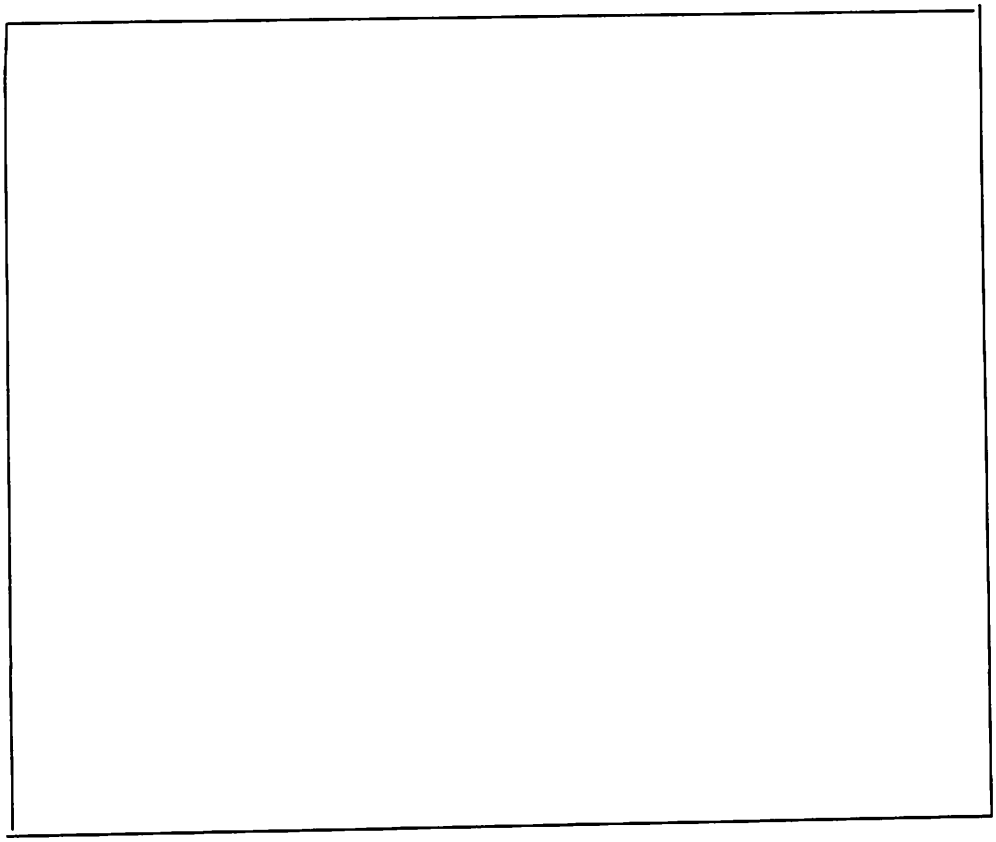


Screen Capture: Who Wants to be a Millionaire on Mayan Culture Game

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)

Top

Assessment

To complete this module, do the following:

Lost Kingdom Questionnaire

Submit your completed questionnaire in the Lost Kingdom Questionnaire assignment in the Overview of the Mayas content block on the LBST 499 Moodle course page.

Discussion Post

Post to the Overview of the Mayas discussion in the Overview of the Mayas content block on the LBST 499 Moodle 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?

Top

LBST 499 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?

6. What are the codices?

7. How many Mayan codices exist today?

8. When does the history of the Americas began, according to Mayan expert Linda Schele?

9. What was the supreme nourishment for the gods according to the Mayas?

10. What is the name of the traditional blouse worn by Mayan women today?

11. What is the name the Maya gave to the underworld or "place of fright" were they thought they would go when they died?

12. Where did the Maya bury ordinary people when they died?

13. What was so special about the building Rosalila found in Copan by archeologist Ricardo Agurcia?

14. What did the archeologist find at Rosalila?

15. When was Mayan culture at its peak?

16. What is the last date inscribed in the monuments at Tikal?

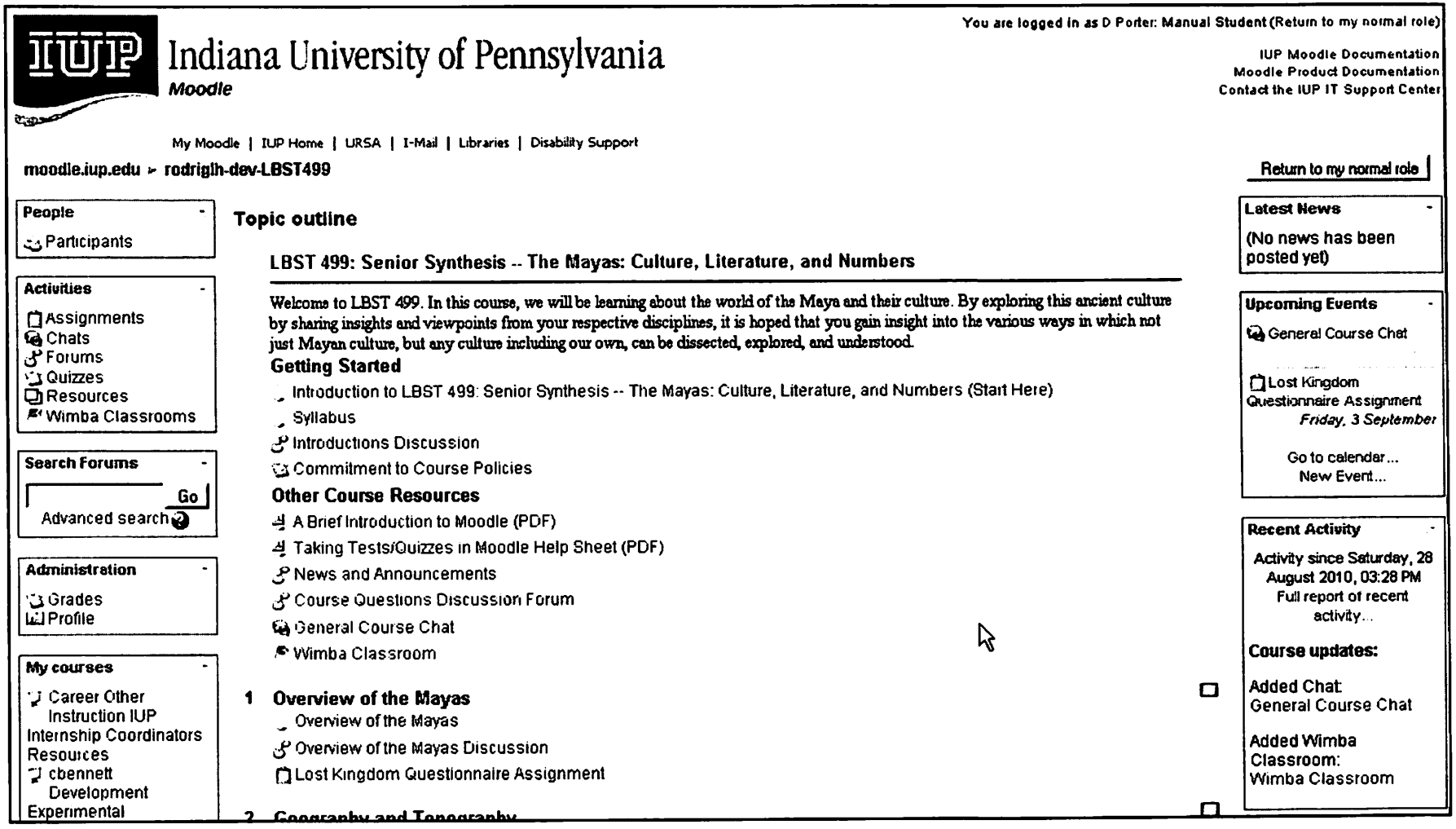
LBST 499 The Mayas: Culture, Literature and Numbers

Lost Kingdom of the Maya Answer Key

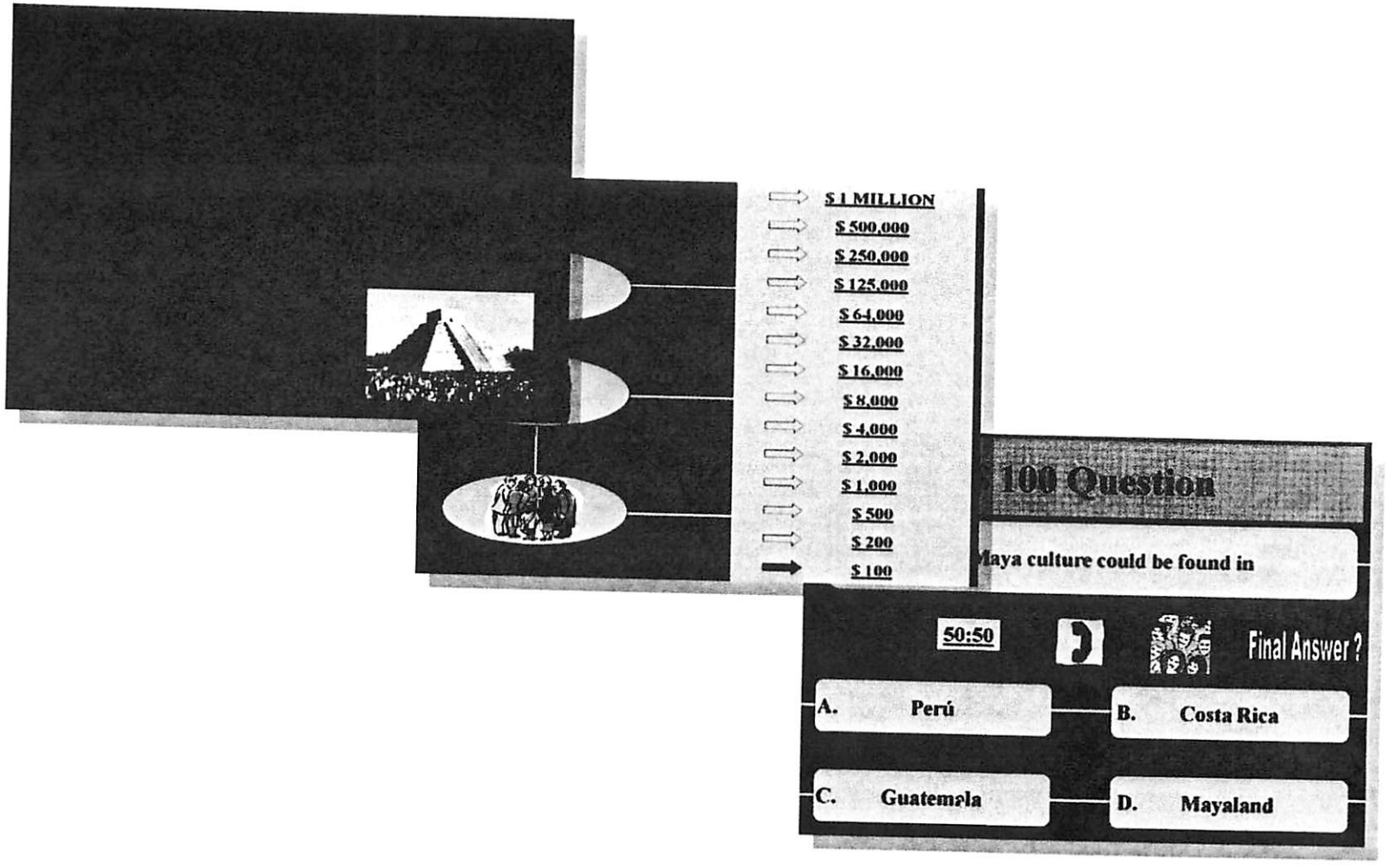
Answers:

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.

Screen Capture



Screen Capture: LBST 499 Moodle Course Page



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