

ORIGINATOR'S SECTION:														
1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Spring 2017													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* ANTH 385														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Divine Lords and Earth Monsters: Archaeology of the Maya														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Maya Archaeology														
7. Number of Units: 3														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.) Provides an overview of Maya society as part of the Mesoamerican culture area. Uses archaeological, ethnographic and ethnohistoric sources, works of art, and actual Maya hieroglyphic texts to explore all facets of Maya society through time. Topics include indigenous and scientific overview of Maya culture origins, social and political organization, interactions with other Mesoamerican civilizations, architecture, art, agriculture, hieroglyphic writing, mythology, cosmology and religion, the collapse, the Spanish colonial period, and contemporary Maya.														
9. Why is this course being proposed? The Department of Anthropology currently has two concentrations; Medical Anthropology, and Indigenous Anthropology. A Departmental goal is to expand its offerings of archaeology courses for developing a new concentration in archaeology. This course is being proposed to expand the Anthropology Department's course offerings in archaeology, and focuses on the new archaeologist's expertise. Furthermore, as CSUSM is an Hispanic Serving Institution, this course serves that student population with its focus on an aspect of Latin America's pre-Hispanic past.														
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculum/schedule/catalog/curricular/DOCUMENTS/Curricular_Forms_Table/Instructional%20Mode%20Conventions.pdf														
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Type of Instruction</th> <th style="text-align: center;">Number of Credit Units</th> <th style="text-align: center;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Lecture</td> <td style="text-align: center;">3</td> <td style="text-align: center;">C-02</td> </tr> <tr> <td style="text-align: center;">Activity</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C-02	Activity			Lab		
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)												
Lecture	3	C-02												
Activity														
Lab														
11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course and check "yes" in item #22 below.														



16. Prerequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
18. Documentation attached: <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline
19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:*
20. How often will this course be offered once established?* every other year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:*(Mandatory information – all items in this section must be completed.)*

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? ☒ Yes ☐ No

If yes, please specify: Anthropology, fulfills upper division requirement in archaeology concentration under development (P2 form forthcoming)

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) ☐ Yes ☐ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline	_____	_____	_____Support	_____Oppose
	Signature	Date		
Discipline	_____	_____	_____Support	_____Oppose
	Signature	Date		

SIGNATURES : (COLLEGE LEVEL) :

1. Originator (please print or type name) Jon Spenard 10/28/16
Date

2. Program Director/Chair Kenene M. O. J. 10-28-16
Date

3. College Curriculum Committee [Signature] 11/23/16
Date

4. College Dean (or Designee) [Signature] 2/1/17
Date

(UNIVERSITY LEVEL)

5. UCC Committee Chair _____ Date

6. Vice President for Academic Affairs (or Designee) _____ Date

7. President (or Designee) _____ Date

ETST
support

Angela Baggett

From: Carrick Williams
Sent: Tuesday, December 06, 2016 3:44 PM
To: Angela Baggett
Subject: FW: seeking support for Maya archaeology class per CAPC

Follow Up Flag: Follow up
Flag Status: Flagged

Carrick C. Williams
Assistant Professor
Department of Psychology
California State University San Marcos

From: Jon Spenard
Sent: Tuesday, December 06, 2016 2:46 PM
To: Carrick Williams <cawilliams@csusm.edu>
Subject: Fw: seeking support for Maya archaeology class per CAPC

Dear Carrick,

Please see forwarded e-mail below from Ethnic Studies, supporting my proposal for ANTH385.

Best,
Jon

Jon Spenard, Ph.D.
Assistant Professor
Department of Anthropology
California State University, San Marcos
333 S. Twin Oaks Valley Rd.
San Marcos, CA 92096
email: jspenard@csusm.edu
project website: www.pacbitunarchaeology.com

From: Laurette McGuire
Sent: Tuesday, December 6, 2016 9:49 AM
To: Jon Spenard
Subject: Re: seeking support for Maya archaeology class per CAPC

Dear Jon,

After reviewing the proposed course with the other co-coordinators of Ethnic Studies we are happy to support the Mayan archaeology course.

Best,
Laurette

Laurette McGuire, Ph.D.
Faculty Director for Civic Learning
Community Engagement
Assistant Professor, Medical Anthropology
Department of Anthropology
Co-coordinator Ethnic Studies Program
California State University, San Marcos

From: Jon Spenard <jspenard@csusm.edu>
Date: Monday, December 5, 2016 at 8:55 PM
To: lmcguire <lmcguire@csusm.edu>
Subject: seeking support for Maya archaeology class per CAPC

Dear Laurette,

I am proposing a course in Maya archaeology for the Anthropology department that is currently under review by CAPC. Before moving forward, they have asked me to circulate the course proposal to your program in seek of its support. I have sent it to you as Co-coordinator for Ethnic Studies. Please find attached to this email the packet submitted to CAPC for your review. If your program supports this class please let me know. I will also be happy to address any concerns that you may have with it.

I look forward to hearing from you at your earliest convenience.
Sincerely,
Jon

Jon Spenard, Ph.D.
Assistant Professor
Department of Anthropology
California State University, San Marcos
333 S. Twin Oaks Valley Rd.
San Marcos, CA 92096
email: jspenard@csusm.edu
project website: www.pacbitunarchaeology.com

LTRW
support

Angela Baggett

From: Carrick Williams
Sent: Tuesday, December 06, 2016 3:44 PM
To: Angela Baggett
Subject: FW: Seeking support for Maya archaeology class per CAPC

Follow Up Flag: Follow up
Flag Status: Flagged

Carrick C. Williams
Assistant Professor
Department of Psychology
California State University San Marcos

From: Jon Spenard
Sent: Tuesday, December 06, 2016 2:45 PM
To: Carrick Williams <cawilliams@csusm.edu>
Subject: Fw: Seeking support for Maya archaeology class per CAPC

Dear Carrick,

Please see forwarded e-mail below from LTRW, supporting my proposal for ANTH385.

Best,
Jon

Jon Spenard, Ph.D.
Assistant Professor
Department of Anthropology
California State University, San Marcos
333 S. Twin Oaks Valley Rd.
San Marcos, CA 92096
email: jspenard@csusm.edu
project website: www.pacbitunarchaeology.com

From: Rebecca Lush
Sent: Monday, December 5, 2016 11:24 PM
To: Jon Spenard
Subject: Re: Seeking support for Maya archaeology class per CAPC

Dear Jon,

Thank you for sharing your proposal with LTWR. This looks like an excellent class and on behalf of LTWR I happily support it.

best,
Rebecca

Rebecca M. Lush, Ph.D.
Associate Professor
Literature and Writing Studies, Chair
California State University, San Marcos
126L Markstein
333 S. Twin Oaks Valley Road
San Marcos, CA 92096
760-750-8004

From: Jon Spenard
Sent: Monday, December 05, 2016 8:51:58 PM
To: Rebecca Lush
Subject: Seeking support for Maya archaeology class per CAPC

Dear Rebecca,

I am the new archaeologist in anthropology, and I am proposing a course in Maya archaeology that is currently under review by CAPC. Before moving forward, they have asked me to circulate the course proposal to your department in seek of its support. I have attached to this email the packet submitted to CAPC for your review. If your department supports this class please let me know. I will also be happy to address any concerns that you may have with it.

I look forward to hearing from you at your earliest convenience.

Sincerely,
Jon

Jon Spenard, Ph.D.
Assistant Professor
Department of Anthropology
California State University, San Marcos
333 S. Twin Oaks Valley Rd.
San Marcos, CA 92096
email: jspenard@csusm.edu
project website: www.pacbitunarchaeology.com

SFA
support

Angela Baggett

From: Carrick Williams
Sent: Wednesday, December 07, 2016 5:05 PM
To: Angela Baggett
Subject: FW: Seeking support for Maya archaeology class per CAPC

Angie,

Here is another letter of support to include with ANTH 385.

Carrick

Carrick C. Williams
Assistant Professor
Department of Psychology
California State University San Marcos

From: Jon Spenard
Sent: Wednesday, December 07, 2016 3:23 PM
To: Carrick Williams <cawilliams@csusm.edu>
Subject: Fw: Seeking support for Maya archaeology class per CAPC

Dear Carrick,

Please see forwarded e-mail below from School of Arts supporting my proposal for ANTH385.

Best,
Jon

Jon Spenard, Ph.D.
Assistant Professor
Department of Anthropology
California State University, San Marcos
333 S. Twin Oaks Valley Rd.
San Marcos, CA 92096
email: jspenard@csusm.edu
project website: www.pacbitunarchaeology.com

From: Jacquelyn Kilpatrick
Sent: Wednesday, December 7, 2016 3:21 PM

To: Jon Spenard
Subject: Re: Seeking support for Maya archaeology class per CAPC

Hello Jon.

The School of Arts is pleased to offer our approval and full support to your ANTH 385 class.

Wishing you all the best,

Jacque

Jacquelyn Kilpatrick, Ph.D.

Director, School of Arts

California State University San Marcos

(760)750-8294



California State University
SAN MARCOS

SCHOOL of ARTS



LGBTQ Safe Zone

From: Jon Spenard
Sent: Monday, December 5, 2016 8:49 PM
To: Jacquelyn Kilpatrick
Subject: Seeking support for Maya archaeology class per CAPC

Dear Jacquelyn,

I am the new archaeologist in anthropology, and I am proposing a course in Maya archaeology that is currently under review by CAPC. Before moving forward, they have asked me to circulate the course proposal to your department in seek of its support. I have attached to this email the packet submitted to CAPC for your review. If your department supports this class please let me know. I will also be happy to address any concerns that you may have with it.

I look forward to hearing from you at your earliest convenience.

Sincerely,

Jon

Jon Spenard, Ph.D.
Assistant Professor
Department of Anthropology
California State University, San Marcos
333 S. Twin Oaks Valley Rd.
San Marcos, CA 92096

ANTH 385: Divine Lords and Earth Monsters: Archaeology of the Maya

Semester:
Meeting time:
Classroom:
Instructor:
Office:
Office hours:
Office number:
Email:



Course Description

Provides an overview of Maya society as part of the Mesoamerican culture area. Uses archaeological, ethnographic and ethnohistoric sources, works of art, and actual Maya hieroglyphic texts to explore all facets of Maya society through time. Topics include indigenous and scientific overview of Maya culture origins, social and political organization, interactions with other Mesoamerican civilizations, architecture, art, agriculture, hieroglyphic writing, mythology, cosmology and religion, the collapse, the Spanish colonial period, and contemporary Maya.

Prerequisite/Corequisites: There are no prerequisites or corequisites for this class.

Student Learning Outcomes

- Student will be able to summarize the historical trajectory of Ancient Maya civilization (**Topics 2-11**).
- Student will be able to identify major time-periods of Maya civilization and related historical trends occurring during them (**All topics**).
- Student will be able to explain how the Maya calendar works (**Topic 5**).
- Student will be able to read and translate Maya hieroglyphic texts on a basic level (**Topics 5, 6, 7, 8**).
- Student will be able to discuss the ritual and symbolic importance of geographic landmarks to the Maya (**Topics 4, 8**).

General Education Learning Outcomes

- Compare and contrast relationships within and between human cultures (**Topics 3, 4, 6, 9, 10, 11**).
- Communicate effectively in writing, using conventions appropriate to various contexts and diverse audiences (**Research project and Topic 5**).
- Find, evaluate, and use authoritative and/or scholarly information to comprehend a line of inquiry (**Topic 5 and research project**).
- Apply numerical/mathematical concepts in order to illustrate fundamental concepts within fields of study (**Topic 5**).
- Describe and/or apply principles and methods that are necessary to understand the physical and natural world (**Topics 1, 2, 4, 5, 8**).

Expectations of students:

- Students are here to learn and will be active and engaged participants in their education.

- Students will be respectful of and open to listening to diverse viewpoints and cultural differences encountered in the classroom and the readings.
- Students will attend and contribute to class regularly.
- Students will come to class having completed the assignments for that day (readings, homework, etc.).
- Students should be prepared to engage in respectful, academic, evidence-based conversations with one another and the professor every class meeting.
- Students will consider their own learning and that of their peers before using electronic devices in the classroom: Ask yourself, "Will using the device have a positive impact on my learning, what about my classmates, or will it distract me or those people around me?"

Course Materials:

Credit hour policy: Per University policy, students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. As a three-unit course, students in this class should expect to spend a minimum of six hours per week outside of the classroom engaged in learning. That time will be spent on course readings, translating Maya hieroglyphic texts, and a final paper.

Coe, Michael D., and Stephen D. Houston 2015 *The Maya*. ninth ed. Thames & Hudson, New York. ISBN 9780500291887

Coe, Michael D., and Mark Van Stone 2005 *Reading the Maya glyphs*. Second ed. Thames & Hudson, New York. ISBN9780500285534

Kettunen, Hari, and Christophe G. Helmke

2010 *Introduction to Maya Hieroglyphs Workbook*. Wayeb. Available for free download [here](http://www.mesoweb.com/resources/handbook/WH2005.pdf) or <http://www.mesoweb.com/resources/handbook/WH2005.pdf>

Statement on University Writing Requirement

All CSU undergraduate students must demonstrate competency in writing skills as a requirement for graduation. The All-University Writing Requirement mandates every undergraduate course at the University must have a writing component achieved in a variety of ways.

For more information

<https://www.csusm.edu/policies/active/documents/all%20university%20writing%20requirement.html>

This course requirement will be met through Maya hieroglyphic learning exercises, quizzes and exams, and a research project

Grading (1000 points total)

- ❖ Online quizzes (100 points)
- ❖ 3 Exams (600 points total)
- ❖ Maya hieroglyph exercises (100 points)
- ❖ Research project (200 points)



Wall panel from Cancun, Guatemala showing the appointment of a local lord by the Cancun king

Online quizzes (100 points)

Online quizzes will be posted each Friday evening on i-Learn and are due before the start of class the following Monday. The quizzes will be based on that week's readings and lecture and consist of multiple choice, true-false, and matching questions (~ 10 questions each).

The online quizzes are to be taken individually, without the aid of others, although readings and personal class notes may be used when taking them. Unauthorized collaboration or sharing of questions in any medium (verbal, electronic, etc.) will be considered a violation of CSUSM's Academic Honesty policy.

Exams (600 points)

This class has three total exams, a midterm (150 points) a hieroglyphic text translation (250 points), and a final exam (200 points). The midterm exam will consist of multiple-choice, true-false, matching, definitions and identifications, and short essay questions drawn from the readings, lecture, and films watched in class. The format of the final exam will be similar to the midterm exams but will be cumulative. The hieroglyphic translation will be a take home project whereby students will be

Maya hieroglyphic exercises (100 points)

These at-home exercises are found in the Coe and Van Stone required text, supplemented with further materials from other sources. Completion of these exercises are vital for preparing for the following class's workshop.

Research project (200 points)

Students will write an 8-page research paper on a topic related to Maya archaeology. Possible topics include Maya sites, biography of a Maya archaeologist and their work, an aspect of Maya life, interpretation, description, and/or history of a particular carved monument or artifact seen in a museum, rebuttal of the ancient aliens theory. Papers must contain original research papers, use 6 academic sources, and contain in-text citations and a bibliography, both in Society for American Archaeology format (see link below and "General guidelines" document on i-Learn).

http://www.saa.org/Portals/0/SAA/Publications/StyleGuide/StyleGuide_Final_813.pdf.

COURSE POLICIES

Academic integrity policy

Students are expected to adhere to the standards of academic honesty and integrity outlined in the Student Academic Honesty Policy. All assignments must be original work, clear, and error-free. All ideas/material that are borrowed or paraphrased from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity Policy: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the assignment of a failing grade for an exam, assignment, or the class as a whole. You are expected to be familiar with CSUSM's Academic Honesty Policy in its entirety, found here: http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Review the above policy, and after you have done so, e-mail me acknowledging you have read, understood, and will abide by the policies there, as well as those laid out in this syllabus. Students are expected to abide by all university and course policies whether or not they have sent this email to the professor.

ADA policy

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation from the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909, and by email sent to dss@csusm.edu. Students authorized by DSS to receive reasonable accommodations should discuss their need with me during my office hours to ensure confidentiality.

Attendance and participation policy

Attendance and active participation in class is required as part of university and department policy, and will have indirect and direct impacts on your final grade. Since you will be expected to know the material covered in class meetings, discussions, and movies for the exams, you should expect to attend every class. If you are going to miss class, please do not e-mail me and ask if we are going to go over anything important, or if I can go over what you missed in class. Everything we go over is important, and I cannot give private lectures. Instead, if you need to miss a class, make arrangements beforehand with one of your classmates to take notes for you, if possible, and then come see me during office hours for items you need further clarification on.

Class participation can add or subtract from your final grade outside of the point system, and made at the instructor's discretion. For students who consistently make positive contributions to class discussions, and who come to class well prepared, I may raise their grade by a half-grade (e.g., from a B to a B+). Likewise, students who are disruptive in class, are poorly prepared for discussions, or have an excessive number of absences will have their grade reduced by a half-grade (e.g., from a C to a C-). Students missing more than half of the semester's classes will receive an F in the course, regardless of standing.

Electronics policy

Countless studies have shown taking notes by hand rather than by computer greatly improves retention (e.g. <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>).

These same suite of studies have shown the use of electronic devices for non-class purposes distracts those around you from learning as well. For your benefit and the sake of your classmates, keep electronics use to a minimum during class time, including laptops, as well as using devices for tweeting, instagramming, etc. Please, for all our sakes, turn off or silence your phones before entering the classroom. If electronic use becomes a distraction to your classmates, or me, those devices will be banned for everyone from the classroom.

Absolutely no audio or video recording, or photographing of lectures is permitted unless due to need documented by Office of Disabled Student Services and previously cleared with me during office hours.

If you missed something that was on a slide or something remains unclear, please do not hesitate to ask me to go back and clarify, ask a fellow student for notes after class, or come see me during office hours.

Email policy

College is a professional setting and your e-mails here are formal communications with other professionals. Always use your CSUSM e-mail account when e-mailing me. I will not open messages sent from private accounts, especially those containing attachments. Each new message should have an

informative subject (e.g., question about class topic), a proper greeting (e.g., Dear Dr. Spenard), and a salutation that includes your name and my class you are attending (e.g., sincerely, Your Name, ANTH 370).

I check my e-mail regularly and will try to respond within 24 hours on the weekdays (M-R), and 48 hours over the weekend (F-Su). If you have not heard from me by that time, resend your e-mail, or, better yet, come talk to me during office hours. Typically, I will respond to e-mails until 9:00 pm the night before a major deadline (term paper, exam, etc.); however, I will not answer questions requiring complex responses (e.g., Can you explain the relationship between temple state-level society in Mesopotamia, again?). Such questions are best asked during class or in office hours where we can have a face-to-face conversation. If you have a question regarding a definition of a term, or the like, try looking in the index or glossary of your book, or doing a quick google search before sending me an e-mail. You'll get your answer quicker, and you'll begin learning to be an active participant with your education

Late work policy

All assignments and papers are due when listed in the syllabus. Late assignments will be penalized a full letter grade for each day late. Unless otherwise noted, all assignments must be turned in during class.

Course Schedule

Topic 1: Introduction to the Maya and the Maya World

Topic 2: Peopling of Mesoamerica

Topic 3: The Olmec, precursor of the Maya

Topic 4: Maya Origins: The archaeological evidence, and the *Popol Vuh* (Maya story of creation recorded in 16th century)

Topic 5: Reading Maya hieroglyphs, reading Maya history

Topic 6: Teotihuacan and the Maya: The Early Classic period

Topic 7: Late Classic period

Topic 8: Religion and Ritual

Topic 9: The Collapse and the Post Classic period

Topic 10: The Maya in the Spanish Colonial world

Topic 11: The Maya today