

California University of Pennsylvania
Guidelines for New Course Proposals
University Course Syllabus
Approved: 2/4/13

Department of Justice, Law & Society

A. Protocol

Course Name: Aztecs, Mayas, and Incas
Course Number: ANT 220
Credits: 3
Prerequisites: None
Maximum Class Size: 30

B. Objectives of the Course: Upon completion of the course, students will be able to do the following:

- a) Outline the settlement of the New World by the ancestors of Native Americans
- b) The ecology and geography of Latin America
- c) Outline the broad culture history of Mesoamerica and the Andean Culture areas
- d) Describe the environmental conditions and the cultural factors surrounding the emergence of plant domestication
- e) Identify what major crops were domesticated in Mesoamerica and the Andean Culture areas
- f) Outline the social, economic, religious and political characteristics of the Mayas, Aztecs and Inca societies and their processors within Mesoamerica and Andean Culture areas
- g) Identify the key achievements in mathematics, writing, engineering, architecture and technology obtained within Mesoamerica and the Andean Culture areas

C. Catalog Description:

An introduction and survey of pre-conquest Latin America with special emphasis on the Culture History and Archaeology of Mesoamerica and the Andean Culture areas. The overall purpose of this course is to develop a context for understanding the complex origin of civilizations in Mesoamerica and the Andean Culture areas and the origins of agriculture in the Americas.

D. Outline of the Course:

- 1. Ecology and Geography of Mesoamerica Culture Area:** Lecture Notes
- 2. Populating of the New World:** Lectures Notes
McKillop Chpt. 4
Quiz One
- 3. Fundamentals of Human Populations:** Lecture Notes
 - Subsistence strategies and tactics
 - Scales of Social Organization

- Scales of Political Organization
 - Band
 - Tribe
 - Chiefdom
 - State
 - Economic Organization and Exchange
- 4. Useful Archaeological Concepts:** Lecture Notes
Quiz Two
Exam One
- 5. Before Farming: the Forager Lifestyle in Mesoamerica area:** Lecture Notes
McKillop Chpts 2, 4
- 6. The origins of plant domestication and the beginning of early farming in Mesoamerica area:** Lecture Notes
McKillop Chpt. 4
Quiz Three
- 7. The emergence of the Sedentary Lifestyle and its characteristics in Mesoamerica area:** Lecture Notes
- 8. Emergence of Tribes, Chiefdoms and the First Architectural and Artistic Traditions in the New World:** Lecture Notes
Quiz Four
- Mesoamerica Area:
 - Olmec
 - Andean Area:
 - Chavin Cult
- Exam Two**
- 9. The Emergence of Classical Civilizations in Mesoamerica area:** Lecture Notes
McKillop Chpt. 4
Quiz Five
- Zapotecs
 - Mixtecs
 - Teotihuacan
- 10. The Maya Civilization:** McKillop Textbook
Lecture Notes
Quiz Six
- Economics
 - Social Organization
 - Politics
 - Religion and Ideology
 - Material Culture
 - Intellectual Achievements
 - Decline and Collapse
- 11. Post-Classic Toltec Culture** Lecture Notes
- 12. The Post-Classic Aztec Civilization:** Smith Textbook
Lecture Notes
Quiz Seven
- Economics
 - Social Organization
 - Politics
 - Religion and Ideology
 - Material Culture

- Intellectual Achievements
- Spanish Conquest

Exam Three

13. The Emergence of Political and Militaristic States in South America:

- Mochica
- Tianhuanaku
- Wari
- Chimu

Lecture Notes
Quiz Eight

14. The Rise and Decline of the Inca Civilization:

- Economics
- Social Organization
- Politics
- Religion and Ideology
- Material Culture
- Intellectual Achievements
- Spanish Conquest

McEwan Textbook
Lectures Notes
Quiz Nine

Final Exam

E. Teaching Methodology (**face to face or classroom**)

A variety of teaching methodologies may be used in teaching this course. They include, but are not limited to: lectures, PowerPoint images, assigned readings, case studies, multi-media presentations, group discussions, and guest speakers. Emphasis will be placed on engaging the learner for involvement and active participation in the learning process.

F. Text:

Smith, Michael E., *The Aztecs*, 2nd Edition, John Wiley and Sons Publishers, New York, 2002.

McEwan, Gordon F., *The Incas*. WW Norton Publishers, New York, 2006.

McKillop, Heather, *The Ancient Maya*, WW Norton Publishers, New York, 2004.

G. Assessment Activities (**face to face or classroom**). Individual instructors may customize different activities.

1. Performance assessment tasks
2. Weekly assignments and reports
3. Exams and/or quizzes
4. Individual/Group projects
5. Case studies

6. Research Reports
7. Article/Book Critiques

H. Accommodations for Students with Disabilities:

Accommodations for Students with Disabilities

STUDENTS WITH DISABILITIES

Students with disabilities:

- Reserve the right to decide when to self-identify and when to request accommodations.
- Will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations.
- Might be required to communicate with faculty for accommodations which specifically involve the faculty.
- Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Office for Students with Disabilities

Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Contact Information:

Location: Azorsky Hall – Room 105
Phone: (724) 938-5781
Fax: (724) 938-4599
Email: osdmail@calu.edu
Web Site: <http://www.calu.edu/current-students/student-services/disability/index.htm>

I. Supportive Instructional Materials, e.g. library materials, web sites, etc.

Additional Information for Course Proposals

J. Proposed Instructors: Dr. John Nass Jr.

K. Rationale for the Course:

L. Specialized Equipment or Supplies Needed:

- M. Answer the following questions using complete sentences:
1. Does the course require additional human resources? (Please explain)
 2. Does the course require additional physical resources? (Please explain)
 3. Does the course change the requirements in any particular major? (Please explain)
 4. Does the course replace an existing course in your program? (If so, list the course)
 5. How often will the course be taught?
 6. Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name)
- N. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline.
- O. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC.
- P. Provide Approval Form (electronically).

Additional Guidelines

The following are additional guidelines that you must follow which will expedite your course proposal. Failure to follow these guidelines will result in the return of the proposal to the department.

1. Be sure that your proposal is in the correct format (Guidelines for New Course Proposals) and that all questions have been completely answered.
2. Be sure that you have completed and attached the Application to Establish a New Course form and/or the Advisement Sheet Revision form and that the **appropriate signatures** have been affixed. Please send through the process electronically (the preferred method) or by paper. No items will be placed on the agenda until the Chair of the UCC is in possession of these forms.
3. Be sure that you include an updated advisement sheet for any course that is being required by the department or is classified as a restricted elective. In addition, you must include an electronic copy (MS Word or PDF) of the current advisement sheet(s) with your proposal. Be certain that all advisement sheets affected by the proposed course change be included with your proposal.
4. When submitting materials for consideration by the Curriculum Committee, you must provide an electronic copy of each item to be reviewed to the Chairperson.
5. All completed items must be in the hands of the Chairperson of the Curriculum Committee a minimum of one week prior to the next regularly scheduled meeting.

6. Any department requesting a course name change, number change, prefix changes, credit changes, etc. must submit this request on the Application to Establish a New Course Form and submit electronically.
7. New advisement sheets, major proposals, minors, LOCs, Certificates, or changes to advisement sheets will become effective the fall semester following committee approval. **The advisement sheets must also include the committee approval date and the effective date on the advisement page.** Submit this request on the Advisement and /or Program Changes form.
8. New courses will become effective the semester following committee approval.
9. Any references listed must be in the appropriate bibliographic format for the discipline.
10. Online courses should follow the Quality Matters™ rubric and is posted on the UCC website. Be sure that you include the online teaching methodology statement (refer E.2 above) that refers to the Quality Matters™ rubric.
11. All course objectives must follow Bloom's Taxonomy learning domains located on the UCC website.