

Course Form (One form per course, lab, or recitation)

NORTHEAST Integrated Curriculum Committee



Date: 9/25/2022

1. **Contact person:** Damien Marken
Phone: 415 680 5861 **Email:** dmarken@bloomu.edu
2. **Department:** Anthropology, Criminal Justice & Sociology
Program: Anthropology
3. **Tracking #** (For Provost office use only)
4. **CIP#** (For Provost office use only)
5. **Select which actions you are requesting for X__ Undergraduate __ Graduate**
 Course Modified for Integration Course Not Previously Offered at any campus
6. **Click modalities that the course may be offered (80% +)**
 Face-to-Face/In person Online (100%) Interactive TV Multi-modal

New University Course Prefix	New University Course Number	New University Course Title
ANTH	310	Mesoamerican Archaeology
Current University Course Prefix	Current University Course Number	Current University Course Title
ANTHRO	310	Aztecs and Mayas
<i>*Only list Current Courses that are equivalent to the New Course</i>		
BU: ANTHRO	310	Aztecs and Mayas
LHU:		
MU:		

New Course for Integrated University

7. Will the course be seeking General Education approval?

No Yes (if yes, go to next section [General Education Approval- click on this link](#))

8. Resources at Each Campus: List any resources, including faculty, facilities, technology, equipment, or library resources necessary at each campus listed above.

This course may be offered in the load of current faculty and will be available to all three campuses. For face-to-face offering there are no additional resources need beyond current classroom technology. For online offering there are no additional resources needed. For multi-modal offering classroom will need to be equipped with proper technology to facilitate synchronous communications with faculty member and students in-person and those students that are accessing the class remotely. This course existed prior to integration and was offered at the Bloomsburg University campus.

Identify on which campuses the course is intended to be offered in the integrated university (for administration use only):

<input checked="" type="checkbox"/> BU	<input checked="" type="checkbox"/> LHU	<input checked="" type="checkbox"/> MU
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9. Identify Departments/Programs/Courses impacted by changes on this form (Identify any programs/departments/courses that may be impacted by course changes. Contact programs, departments to obtain support if you are offering a course that will impact their program:

No other departments, courses, programs, campuses are impacted.

10. Indicate Semester and Year Course will be implemented: Spring semester 2023

1. Provide a rationale for how this course relates to the mission and goals of the related program:

A B.A. in Anthropology provides students with skills needed to understand social and cultural systems, and helps them develop critical thinking, analytical, problem-solving, and presentation skills necessary for professional success. The goals of the Anthropology program are to have students be able to: 1. Identify diverse worldviews, 2. Describe anthropological theories, 3. Apply ethical principles in research, 4. Conduct research, 5. Demonstrate effective communication skills, and 6. Evaluate the viability of potential solutions

ANTH310 summarizes the development of complex societies in Mesoamerica (Central and Southern Mexico, Guatemala, Belize, western Honduras and El Salvador), highlighting both shared Mesoamerican cultural traits and differences in cultural evolution (This is related to Goal 1 of the Anthropology Program). This is accomplished through examination and discussion of the development and evolution of environmental adaptation, ascribed leadership, long-distance exchange, monumental and infrastructural construction, socio-economic stratification, and warfare through the lenses of neo-evolutionary and practice theory (This is related to Goal 2 of the Anthropology Program). Students will design and conduct a semester-long research project on an anthropological topic and Mesoamerican case study of their choice (This is related to Goal 4 of the Anthropology Program). This multi-staged research project will culminate with a final research paper (This is related to Goal 5 of the Anthropology Program).

ANTH310 will benefit the university by providing a multifaceted course that highlights the history and cultural achievements of the indigenous peoples of Central America and that will contribute to an educated student body with a deeper understanding of global history and non-European cultures.

The quality of the course will be monitored by the department assessment committee. The assessment results will be utilized to assist the department in meeting our program and general education goals as well as helping in long-term planning for curriculum and development. Data from course assessment will be transmitted to the university Office of Planning and Assessment.

11. Abbreviated Title (*for Master Schedule, Maximum 20 spaces*): Mesoamerican Archaeology

12. Course Description for Catalog (*Maximum 75 words -start with an action verb.*):

Surveys the prehistoric cultures of Mexico and Central America. Examines the development of complex societies and states, such as the Olmec, Zapotecs, Teotihuacan, Maya, and Aztecs. Discussion focuses on the interplay between social organization, ecology, and ideological power. Open to all students.

Credit(s): 3

Clock Hours: 3 **Lecture:** 3 hours **Recitation:** hours **Lab:** hours

Contract Hours: 3 **Lecture:** 3 hours **Recitation:** hours **Lab:** hours

13. Prerequisites (*Courses completed prior to taking this course*):

NONE

14. Co-requisites (*Courses which must be taken simultaneously with other courses*):

N/A

15. Enrollment Restrictions (*e.g., limited to majors in program XXX, restricted from majors in program XXX, etc.*):

N/A

16. Repeatable: Can this course be repeated for credit as a multi-topic class, not just for a grade change?

No Yes: How many times is the course repeatable?

17. Dual-Level or Cross-Listed: Is this course dual-level? Yes No.

If yes, list the course prefix and number.

If dual-level, indicate content, assignments, and assessments for graduate and undergraduate courses on two separate Master Course Syllabus forms. Cross-Listed is across multiple departments/programs.

18. Estimated Frequency of Offering: Alternating Fall semesters—this course is a required core elective for the Archaeology Minor and an elective for the Anthropology Major and Minor and the Latin American Studies Minor.

19. Recommended class size for student success: *Provide the recommended class size number and a clear rationale based on accreditation guidelines, discipline standards, or pedagogical limitations.*

The recommended class size for student success is 25. This course is writing, presentation, and discussion intensive. The recommended class size is to meet the needs of students by allowing for meaningful classroom discussions, more personal communication, inclusion of all students in assessment of performance in formal and informal presentation settings, and working with students on a one-on-one basis, and it is based on review of student performance.

Submit a Master Course Syllabus – (see attached)

General_Education_Approval

Locate the required Curricular Theme, Program Goal, and Learning Objectives and Desired Outcomes for your selected area of this program in the [General Education Plan \(click on this link\)](#).

GE-1: Select the *Curricular Theme* and *Program Goal* you are applying from the drop down below (click on the words *Choose an item*, then click on the arrow and select one option):

Choose an item.

Not a GE Course

GE-2: How does your course fit into the General Education *Curricular Theme* and *Program Goal* to which you are applying (be sure to address all of the required areas of the selected *Program Goal*)?

GE-3: List the Course Specific SLOs that correspond to the General Education SLOs of the relevant *Curricular Theme* and *Program Goal* and explain how your course will meet each one of these Course Objectives. Please be specific and use examples to align in column two and to demonstrate how this will be implemented in column three.

Course Specific Student Learning Objectives (SLOs)	General Education Student Learning Objectives (SLOs)	How do the methods and structure of the course provide students with the opportunity to meet each aligned pair of General Education and Course Specific SLOs?

Submit the Master Course Syllabus (including assessment) in addition to this form to be considered for General Education approval.

Signatures		
Required Signatures	Name	Date
Department Chairperson		

By typing my name in the box above, I am electronically signing this form. Dean, ICC Chair, and President/Designee will sign to indicate approval directly in SharePoint.

Final status: Approved



Approved by
Rogers-Adkinson, Diana

The recommended class size is acknowledged. The president (or designee of the president) retains the right to alter the class size as warranted, in support of the mission, vision and operation of the university.

MASTER COURSE SYLLABUS

NORTHEAST Integrated Curriculum Committee

1. **DATE PREPARED:** 9/25/2022
2. **PREPARED BY:** Damien Marken
3. **DEPARTMENT:** Anthropology, Criminal Justice & Sociology
Program: Anthropology
4. **COURSE PREFIX & NUMBER** (*without space in-between*): ANTH310
5. **COURSE TITLE:** Mesoamerican Archaeology
6. **CREDIT HOURS:** 3
7. **RECOMMENDED CLASS SIZE:** 25
8. **PREREQUISITES/CO-REQUISITES:** None
9. **COURSE DESCRIPTION FOR CATALOG:** Surveys the prehistoric cultures of Mexico and Central America. Examines the development of complex societies and states, such as the Olmec, Zapotecs, Teotihuacan, Maya, and Aztecs. Discussion focuses on the interplay between social organization, ecology, and ideological power. Open to all students. Serves as a foundational elective for the Archaeology Minor, and an elective course for the Anthropology Major and Minor and the Latin American Studies minor; lecture and discussion; offered alternating Fall semesters.

10. CONTENT DESCRIPTION: The following areas of study will be included:

- I. Introduction to Mesoamerica
 - A. Defining terms
 1. Cultural ecology
 2. Cultural evolution / Neo-evolutionary perspective
 3. Complex society, chiefdom, state
 4. Understanding the dimensions and sources of power (Mann 1986)
 - B. Defining Mesoamerica
 1. Geography of Mesoamerica
 2. Mesoamerican cultural regions
 3. Shared Mesoamerican cultural traits
- II. Mesoamerica's Beginnings
 - A. Archaic and Initial Periods
 1. Domestication
 2. Initial Formative Soconusco
 3. Initial/Early Formative Valley of Oaxaca

B. Early/Middle Formative complexity and the “Olmec Problem”

1. Gulf Coast Olmecs
 - a. Early Formative San Lorenzo
 - b. Middle Formative La Venta
2. Middle Formative Ceremonial Complex
 - a. Chalcalzingo
 - b. Teopantecuhanitlan
 - c. Middle Formative standardized monumental plans

III. Early Mesoamerican States

A. Archaeological perspectives on state formation

1. Archaic states in neo-evolutionary perspectives
2. Myths of the archaic state and practice theory perspectives
3. Archaeological correlates (markers) of states

B. Monte Alban and the Zapotec State

1. Settlement hierarchies
2. Monumental architecture
3. Conquests and militarism iconography

C. Teotihuacan

1. Late Formative Central Mexico and the founding of Teotihuacan
2. Governance at Teotihuacan
3. Teotihuacan residential diversity
4. Teotihuacan across Mesoamerica

IV. Classic Period Cities and States: The Lowland Maya

A. Archaeology of urbanism

1. Defining “the city”
 - a. Demographic perspectives
 - b. Functional perspectives
2. Low-density agrarian urbanism
3. Dimensions of urbanism
 - a. Urban form
 - b. Urban life
 - c. Urban meaning
 - d. Urban function

B. Maya Lowlands

1. Preclassic Period
2. Classic Maya elite culture and epigraphic history
3. Classic Maya socio-political organization
4. Classic Maya urbanism and landscapes
5. Classic Maya economy and warfare
6. Classic Maya Collapse

V. Postclassic Period States and Empires: The Aztecs

A. Epiclassic Period in Central Mexico: After the Decline of Teotihuacan

1. Xochicalco
2. Cacaxla
3. Tula

B. Early Aztec history

1. Early Postclassic Nahuatl migrations and the Aztecs as a macro-ethnic group
2. Early Mexica histories
3. Mexica revolt against the Tepenecs and the Triple Alliance

C. The Aztec state and empire

1. Tenochtitlan
2. Mexica expansion and conquests
3. Aztec economy
4. Aztec creation myths and state ideology
5. The Spanish Conquest

11. & 12. TABLE: STUDENT LEARNING OBJECTIVES AND STUDENT ASSESSMENT. Use the Table below to document the outcomes and assessment for the course. *If this is a General Education course, be sure to complete the second column as well, if it is not a General Education course, you can leave the 2nd column blank.*

If General Education: Select the *Curricular Theme* and *Program Goal* you are applying from the drop down below directly as done on the Course Form above (click on the words Choose an item, then click on the arrow and select one option):

Choose an item.

Not a GE Course

11. Course Specific Student Learning Objectives (SLOs)	General Education Student Learning Objectives (Complete this column for GE courses only)	12. Student Assessment <i>Include assessment(s) and whether they are suggested or mandated (e.g., to comply with accreditation or as a minimum standard)</i>
<p>SLO #1 (Diversity): Identify the ways in which diverse worldviews in Mesoamerica operated and were experienced at individual, cultural, and regional levels and how they interacted with human behavior, biology, material culture, and the environment in different cultural regions of Mesoamerica.</p>		<p><u>Reading/Writing/Discussion Assignment</u> Students will read selections of professional articles on major debates in Mesoamerican archaeology, and write a summary for each debate. Following this, students will discuss the topic and the debates in class.</p> <p><u>Research Project</u> Students will conduct a semester-long research project on a case study and theoretical topic in Mesoamerican archaeology of their choice. Steps include: (1) Final paper outline; (2) Office meeting to discuss Outline and steps for Paper Draft; (3) Paper Draft w/ bibliography, students synthesize current general consensuses on their particular case study; (4) Office meeting to discuss Paper Draft and steps for Final Paper; (5) Final paper, students evaluate how their selected case study informs their theoretical topic.</p>
<p>SLO #2 (Theory): Identify and describe anthropological theories and concepts relating to human biocultural evolution in Mesoamerica and the impact of historical forces in shaping</p>		<p><u>Reading/Writing/Discussion Assignment</u> Students will read selections of professional articles on major debates in</p>

<p>approaches to understanding the human condition in Mesoamerican archaeology.</p>		<p>Mesoamerican archaeology, and write a summary for each debate. Following this, students will discuss the topic and the debates in class.</p> <p><u>Research Project</u> Students will conduct a semester-long research project on a case study and theoretical topic in Mesoamerican archaeology of their choice. Steps include: (1) Final paper outline; (2) Office meeting to discuss Outline and steps for Paper Draft; (3) Paper Draft w/ bibliography, students synthesize current general consensuses on their particular case study; (4) Office meeting to discuss Paper Draft and steps for Final Paper; (5) Final paper, students evaluate how their selected case study informs their theoretical topic.</p>
<p>SLO #4 (Research – Scientific Method): Critically evaluate anthropological hypotheses in Mesoamerican archaeology using scientific data.</p>		<p><u>Reading/Writing/Discussion Assignment</u> Students will read selections of professional articles on major debates in Mesoamerican archaeology, and write a summary for each debate. Following this, students will discuss the topic and the debates in class.</p> <p><u>Research Project</u> Students will conduct a semester-long research project on a case study and theoretical topic in Mesoamerican archaeology of their choice. Steps include: (1)</p>

		<p>Final paper outline; (2) Office meeting to discuss Outline and steps for Paper Draft; (3) Paper Draft w/ bibliography, students synthesize current general consensuses on their particular case study; (4) Office meeting to discuss Paper Draft and steps for Final Paper; (5) Final paper, students evaluate how their selected case study informs their theoretical topic.</p>
<p>SLO #5 (Communication): Convey anthropological ideas, ethics, applications, and research in Mesoamerican archaeology through written, visual and verbal analyses to communicate effectively within the discipline and to the public.</p>		<p><u>Reading/Writing/Discussion Assignment</u> Students will read selections of professional articles on major debates in Mesoamerican archaeology, and write a summary for each debate. Following this, students will discuss the topic and the debates in class.</p> <p><u>Research Project</u> Students will conduct a semester-long research project on a case study and theoretical topic in Mesoamerican archaeology of their choice. Steps include: (1) Final paper outline; (2) Office meeting to discuss Outline and steps for Paper Draft; (3) Paper Draft w/ bibliography, students synthesize current general consensuses on their particular case study; (4) Office meeting to discuss Paper Draft and steps for Final Paper; (5) Final paper, students evaluate how their selected case study informs their theoretical topic.</p>

*Note- Rows can be added

13. METHODS:

This course is offered as a lecture/discussion course, using other materials and techniques such as films, videos, and Power Point slides, and artifact examples as appropriate. The course is offered alternating fall semesters.

Distance Education Setting: This course may be taught online using synchronous or asynchronous methods based on the instructor. Techniques may include using D2L (BOLT) combined with Zoom (i.e., whiteboard, chat, polling, Kahoots, breakout rooms, You-tube videos, etc.). Discussions and assignments will be posted via D2L. A computer (desktop, laptop, tablet, etc.), personal smart phone, Microsoft Office (Word, PowerPoint, Excel, and Access) and reliable Internet are required. Written assignments will be collected via D2L. In-class discussion will be over Zoom (synchronous) or via D2L chat (asynchronous).

14. COURSE ASSESSMENT:

The program curriculum committee will assess the objectives of course assessment and recommend changes so that the course better reflects the goals of the program. Course assessment will also be conducted in coordination with and/or upon the request of the Office of Institutional Effectiveness and other relevant bodies. Samples of student papers will be collected and compared to departmental developed rubrics.

15. SUPPORTING MATERIALS- SAMPLE TEXTS (Recommended):

Listed below are some of the materials which might be used in the course development but course materials are not limited to the following references. The following list includes both historical materials and more recent references (*holdings available in the Andrus Library).

*Arieta Baizabal, V. and A. Cyphers 2017. Densidad Poblacional en la Capital Olmeca de San Lorenzo, Veracruz. *Ancient Mesoamerica* 28(1):61-73.

Arnold, P. J., III 2009. Settlement and Subsistence among the Early Formative Gulf Olmec. *Journal of Anthropological Archaeology* 28:397-411.

Brumfiel, E. M. 2001. Aztec Hearts and Minds: Religion and the State in the Aztec Empire. In *Empires: Perspectives from Archaeology and History*. Edited by S.E. Alcock, T.N. D'Altrpy, K.D. Morrision, & C.M. Sinopoli, pp. 83-310. Cambridge University Press, Cambridge.

Canuto, M. A. et al. 2018. Airborne laser scanning of northern Guatemala: A Reckoning with Ancient Lowland Maya Complexity. *Science* 361: eaau0137 DOI: 10.1126/science.aau0137

Carballo, David M. 2020. Power, Politics and Governance at Teotihuacan. In *Teotihuacan, The World Beyond the City*, edited by K. G. Hirth, D. M. Carballo, and B. Arroyo, pp. 57-96. Dumbarton Oaks Research Library and Collection, Washington, D.C.

*Chase, A. F., D. Z. Chase, and M. E. Smith 2009. States and Empires in Mesoamerica. *Ancient Mesoamerica* 20:175-182.

Clark, J. E. and M. Blake 1994. The Power of Prestige: Competitive Generosity the Emergence of Rank Societies in Lowland Mesoamerica. In *Factional Competition and Political Development in the New World*, edited by E. Brumfiel and J. Fox, pp. 17-30. Cambridge University Press, Cambridge.

Ek, J. 2020. The Inertia of Old Ideas: A Historical Overview of Theoretical and Methodological Challenges in the Study of Classic Maya Political Organization. *Journal of Archaeological Research* 28:241-287.

Foias, A. E. and K. F. Emery 2012. Politics and Economics: Theoretical Perspectives of the Motul de San José Project. In *Motul de San José: Politics, History, and Economy in a Classic Maya Polity*, edited by Antonia E. Foias & Kitty E. Emery, pp. 1-29. University Press of Florida, Gainesville.

Farahani, A. et al. 2017. Identifying “Plantscapes” at the Classic Maya Village of Joya de Cerén, El Salvador. *Antiquity* 91(358)980-997.

Feinman, G. M. and J. Marcus, editors 1998. *Archaic States*. School of American Research Press, Santa Fe, NM.

*Flannery, K. V. and J. Marcus 2000. Formative Mexican Chiefdoms and the Myth of the “Mother Culture.” *Journal Anthropological Archaeology* 19:1-37.

Houston, S. and T. Inomata 2009. *The Classic Maya*. Cambridge University Press, Cambridge.

Inomata, T. et al. 2020. Monumental Architecture at Aguada Fénix and the Rise of Maya Civilization. *Nature* 582:530-533.

Inomata, T. et al. 2021. Origins and Spread of Formal Ceremonial Complexes in the Olmec and Maya Regions Revealed by Airborne Lidar. *Nature Human Behavior* 5:1487-1501.

Lesure, R. G. 2004. Shared Art Styles and Long-Distance Contact in Early Mesoamerica. In *Mesoamerican Archaeology: Theory and Practice*, edited by J. A. Hendon & R. A. Joyce, pp. 73-96. Blackwell Publishing, Oxford.

Love, M. 2022. Introduction: Early Mesoamerican Cities, Urbanism, and Urbanization in the Formative Period. In *Early Mesoamerican Cities*, edited by M. Love and J. Guernsey, pp. 1-23. University of Cambridge Press, New York.

Manzanilla, L. R. 2017. Teotihuacan Apartment Compounds, Neighborhood Centers, and Palace Structures. In *Teotihuacan: City of Water, City of Fire*, edited by M. H. Robb, pp. 94-101. University of California Press, Berkeley.

Nichols, Deborah 2016. Teotihuacan. *Journal of Archaeological Research* 24(1):1-74.

Marken, D. B. and M. C. Arnauld 2023. Building an Archaeology of Maya Urbanism. In *Building an Archaeology of Maya Urbanism: Flexibility and Planning in the American Tropics*, edited by D. B. Marken and M. C. Arnauld. University Press of Colorado, Boulder.

*Marken, Damien B. and James Fitzsimmons 2015. Introducing Classic Maya Polities: Models and Definitions. In *Classic Maya Polities of the Southern Lowlands*, edited by Damien B. Marken and James Fitzsimmons, pp. 3-37. University Press of Colorado, Boulder.

Nichols, Deborah 2016. Teotihuacan. *Journal of Archaeological Research* 24(1):1-74.

*Nichols, D. 2017. Farm to Market in the Aztec Imperial Economy. In *Rethinking the Aztec Economy*, edited by D. L. Nichols, F. F. Berdan, & M E. Smith, pp. 19-41. University of Arizona Press, Tucson.

Nichols, D. 2020. City, State, and Hinterlands. In *Teotihuacan, The World Beyond the City*, edited by K. G. Hirth, D. M. Carballo, and B. Arroyo, pp. 227-275. Dumbarton Oaks Research Library and Collection, Washington, D.C.

Pool, C. A. and M. L. Loughlin 2022. Early Urbanization in the Formative Gulf Lowlands, Mexico. In *Early Mesoamerican Cities*, edited by M. Love and J. Guernsey, pp. 50-72. University of Cambridge Press, New York.

*Robin, C. 2003. New Directions in Classic Maya Household Archaeology. *Journal of Archaeological Research* 11(4):307-356.

*Sheets Payson, et al. 2015. The Sociopolitical Economy of an Ancient Maya Village: Cerén and its Sacbe. *Latin American Antiquity* 26(3):341-361.

*Sherman, R. J. et al. 2010. Expansionary Dynamics of the Nascent Monte Alban State. *Journal of Anthropological Archaeology* 29:278-301.

Smith, M. E. 2008. *Aztec City-State Capitals*. University Press of Florida, Gainesville.

*Smith, M. E. 2017. The Teotihuacan Anomaly: The Historical Trajectory of Urban Design in Ancient Central Mexico. *Open Archaeology* 3:175-193.

*Smith, M. E. and L. Montiel 2001. The Archaeological Study of Empires and Imperialism in Pre-Hispanic Central Mexico. *Journal of Anthropological Archaeology* 20:245-284.

*Somerville, A. D., N. Sugiyama, et al. 2016. Animal Management at the Ancient Metropolis of Teotihuacan, Mexico: Stable Isotope Analysis of Leporid (Cottontail and Jackrabbit) Bone Mineral. *PLoS ONE* 11(8):e0159982.

*Spencer, C. S. and E. M. Redmond. 2004. Primary State Formation in Mesoamerica. *Annual Review of Anthropology* 33:173-199.

Trigger, B. G. 2003. *Understanding Early Civilizations*. Cambridge University Press, Cambridge.

Yoffee, N. editor. 2015. *Cambridge World History, Volume III: Early Cities in Comparative Perspective 4000 BCE-1200 CE*. Cambridge University Press, Cambridge.

Indicate possible recommended texts for the course where appropriate, including author/editor, title, publisher, edition, and date of publication. The style of entry should consistently follow a manual such as Turabian, MLA, APA, or an accepted guide in a specific discipline