

I. Cover Sheet

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		04-48f	Apr 3/22/05	Apr 4/26/05

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change		
		ANTH 425 Archaeological Theory and Research Design
<u>Current Course prefix, number and full title</u>		<u>Proposed course prefix, number and full title, if changing</u>
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.		
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track		
<u>Current program name</u>		<u>Proposed program name, if changing</u>
4. Approvals		
Department Curriculum Committee Chair(s)	<i>Sarah W. Neusius</i>	1/25/05
Department Chair(s)	<i>Phil D. Nevin</i>	1-25-05
College Curriculum Committee Chair	<i>Gail B...</i>	2/2/05
College Dean	<i>A...</i>	2/2/05
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Sechrist</i>	3-22-05

* where applicable



II. Description of the Curricular Change

1. SYLLABUS OF RECORD FOR ANTH 425

I. Catalog Description

ANTH 425 Archaeological Theory and Research Design

3c-01-3cr

3 Class Hours

0 Lab Hours

3 Credit Hours

Prerequisites: ANTH 244
ANTH 325

Reviews the broad range of field, analytical and interpretive methods adopted by archaeologists over the past century and guides students through the design and implementation of a research project of their own. Discussed against the backdrop of the discipline's constantly shifting theoretical setting, this survey also prepares students for the task of critically assessing published research conducted by other archaeologists and locating such research within this dynamic theoretical landscape.

II. Course Objectives

Students will be able to:

1. Chart the development of the discipline of archaeology with regard to a continuously changing landscape of guiding theories, research objectives, methodologies, and interpretive frameworks.
2. Understand how the dynamic interplay linking theory, research design and interpretation contributes to the development of the discipline.
3. Recognize that approaches espoused by earlier archaeologists are not by definition misguided and that they may still be productive avenues of research.
4. Critically assess published research conducted by other archaeologists, and locate such research within the discipline's ever changing theoretical landscape.
5. Design and implement their own research project in a manner that recognizes the centrality of testing hypotheses through the systematic collection and analysis of data.

III. Course Outline

PART 1: A History of Archaeological Theory and Research Design (25 hours)

- a. Archaeology in its Infancy: Exploration and Speculation
- b. Description, Classification and Chronology: From the mid 19th to the early 20th century
- c. Beyond Classification: Early Forays into Function, Ecology and Evolution
- d. Processual Archaeology and the Scientific Method
- e. Post-processualism: New Interpretations and Challenges

INDIVIDUAL RESEARCH PROJECT CONSULTATIONS

Exam #1 (1 hour)

PART 2: Case Studies (12 hours)

Presentation and discussion of selected research projects previously conducted by archaeologists over the past century. The actual case studies as well as the number of case studies may change at the discretion of the instructor, but they will be chosen to illustrate archaeological research projects as they were conducted during various points in the history of the discipline as well as different theoretical approaches to studying the past.

- a. Alfred Kidder and the Pecos Ruins Project, New Mexico (1915-1929) (4hrs)
- b. Stuart Struever, Northwestern University and the Koster Project, Illinois (1968-1978) (4hrs)
- c. Ian Hodder and Çatalhoyuk, Turkey (1993- present) (4hrs)

INDIVIDUAL RESEARCH PROJECT CONSULTATIONS

PART 3: Individual Research Project Presentations (4 hours)

Individual presentations by students about their research project.

Final Exam: During Final Exam Week.

IV. Evaluation Methods

Exams (40%): There are two exams, each worth 20% of the final grade. The first exam (given at the one third mark in the term) tests the students' understanding of the material presented on the history of archaeological theory and research design. The final exam (given during the final exam week) tests the students' understanding of the material presented in the entire course, including the case studies discussed after the first exam. The exams consist entirely of essay questions, a few of which will be made available to students prior to each exam.

Individual Research Project (30%): Each student is required to design and complete a research project. The research project can focus and rely on any of a range of topics and methodologies, including research on published data, the analysis of materials available in the laboratory, and the application of statistical methods to a set of archaeological data. No later than the time the topic of processual archaeology is addressed in the course, students are required to contact the instructor to discuss and determine a research topic and methodology. From this point on until the end of the course, each student must develop (in consultation with the instructor) his/her research project in 3 stages, each of which must be written up, handed in and evaluated. Stage 1 consists of a discussion of the basic framework and methodology of the project (topic of interest, hypothesis, data set, methodology). Stage 2 consists of carrying out the project (problems encountered and revision of methodology, preliminary results). Stage 3 is the final paper, which should include revised versions of the first 2 stages, as well as a presentation and discussion of results in relation to the initial hypothesis, a discussion of the soundness of the research design itself, and a consideration of further research directions. The grade is based on a number of factors, including the student's understanding of the research process as it applies to his/her project, the quality of the written material handed in at each stage and the diligence displayed by the student in completing the project. Greater importance is attached to the student's critical understanding of the research process than to the results themselves.

Presentations (10%): Students will be evaluated on their presentation of their own research project.

Participation (20%): Students will be evaluated on their participation in class discussions and presentation of topics.

V. Grading Scale

A: >90% B: 80-89% C: 70-79% D: 60-69% F: <60%

VI. Attendance Policy

Although there is no attendance or participation grade, students are strongly advised not to miss class since classes typically present material not covered in the textbook.

VII. Required Textbook(s), Supplemental Books and Readings

Required Textbooks

1. Willey, G.R. & J.A. Sabloff. 1993. *A History of American Archaeology*. 3rd edition. London: Thames and Hudson.
2. Peregrine, P.N. 2001. *Archaeological Research. A Brief Introduction*. Upper Saddle River (NJ): Prentice Hall.
3. Johnson, M. 1999. *Archaeological Theory. An Introduction*. Oxford; Malden (MA): Blackwell Publishers.

Supplemental Books and Readings

A number of books and articles (including the case studies and the other sources listed in the bibliography) will be available on reserve at the library.

VIII. Special Resource Requirements

Aside from the textbooks, students are not expected to purchase or supply any materials or equipment. There are no fees associated with this course.

IX. Bibliography

- Bahn, P.G. (ed). 1996. *The Cambridge Illustrated History of Archaeology*. Cambridge (UK): Cambridge University Press.
- Binford, Lewis R. 1972. *An Archaeological Perspective*. New York: Seminar Press.
- , 1983. *Working at Archaeology*. New York: Academic Press.
- , 2001 *Constructing Frames of Reference: An Analytical Method for Archaeological Theory Building Using Hunter-Gatherer and Environmental Data Sets*. Berkeley: University of California Press.
- Drennan, Robert D. 1996. *Statistics for Archaeologists: A Commonsense Approach (Interdisciplinary Contributions to Archaeology)*. Kluwer Academic Publishers.
- Hodder, I. 1999. *The Archaeological Process: An Introduction*. Oxford; Malden (MA): Blackwell Publishers
- Hodder, I. (ed). 2001. *Archaeological Theory Today*. Cambridge (UK): Polity Press.
- Johnson, M. 1999. *Archaeological Theory. An Introduction*. Oxford; Malden (MA): Blackwell Publishers.
- Jones, Andrew. 2002. *Archaeological Theory and Scientific Practice*. London: Cambridge University Press.
- Kehoe, Alice Beck. 1998. *Land of Prehistory: A Critical History of American Archaeology*. London: Routledge.
- Moore, James A. and Arthur S. Keene. 1983. *Archaeological Hammers and Theories*. New York: Academic Press.
- Patterson, T.C. 2005. *The Theory and Practice of Archaeology: A Workbook*. 3rd edition. Upper Saddle River (NJ): Prentice Hall.
- Peregrine, P.N. 2001. *Archaeological Research. A Brief Introduction*. Upper Saddle River (NJ): Prentice Hall.
- Peregrine, P.N., C.R. Ember & M. Ember (eds). 2002. *Archaeology. Original Readings in Method and Practice*. Upper Saddle River (NJ): Prentice Hall.
- Praetzelis, A. 2000. *Death by Theory: A Theory of Mystery and Archaeological Theory*. Walnut Creek (CA): Alta Mira Press.
- Praetzelis, A. 2003. *Dug to Death: A Tale of Archaeological Method and Mayhem*. Walnut Creek (CA): Alta Mira Press.
- Renfrew, C. & P. Bahn. 2004. *Archaeology. Theories, Methods, and Practice*. 4th edition. New York: Thames and Hudson.
- Stiebling, William H. Jr. 1993 *Uncovering the past: A history of archaeology*. New York: Oxford University Press.
- Taylor, Walter W. 1948. *A Study of Archeology*. Memoir Series of the American Anthropological Association, 69. Menasha Wisconsin: American Anthropological Association
- Trigger, B.G. 1989. *A History of Archaeological Thought*. Cambridge (UK); New York: Cambridge University Press.
- Ucko, P.J. (ed). 1995. *Theory in Archaeology. A World Perspective*. London and New York: Routledge.
- Watkins, Joe E. 2000 *Indigenous Archaeology: American Values and Scientific Practice*. Walnut Creek, California: Alta Mira Press.
- Whitley, D.S. (ed). 1998. *Reader in Archaeological Theory. Post-processual and Cognitive Approaches*. London and New York: Routledge.
- Willey, Gordon R. and Philip Phillips. 1958. *Method and Theory in American Archaeology*. Chicago: University of Chicago Press.
- Willey, G.R. & J.A. Sabloff. 1993. *A History of American Archaeology*. 3rd edition. London: Thames and Hudson.

2. Course Analysis Questionnaire

Section A: Details of the Course

A1: This course is designed for majors in the Anthropology Department Archaeology Track. Archaeological research design has been taught alongside lab methods in ANTH 317 (Archaeological Research Design and Lab Methods). In order to provide our majors with sufficient instruction in basic lab techniques and experience in designing a research project, we are proposing two new courses: ANTH 325 (Archaeological Lab Methods) and this ANTH 425 course (Archaeological Theory and Research Design), the latter of which will also incorporate archaeological theory as a context within which research design is introduced and discussed. Because archaeological theory is presently taught at an introductory level in ANTH 244 (Basic Archaeology) and general anthropological theory is taught in ANTH 480 Anthropology Seminar, ANTH 425 will permit the further exploration of the theoretical foundations of the discipline for those who are in the archaeology track.

A2: This course follows the newly proposed ANTH 325 (Archaeological Lab Methods) in the archaeology track, with this two-course sequence designed to replace the present ANTH 317 (Archaeological Research Design and Lab Methods).

A3: No

A4: No

A5: This course is not to be taken for variable credit.

A6: Examples of similar courses taught at other universities include:

1. University at Albany, SUNY Anthropology 632: Archaeological Research Design
2. Indiana University – Purdue ANTH P382: Archaeological Research Design,
3. Australian National University ARCH 3000: Research Design in Archaeology

A7: There is no accrediting authority, law or external agency that is applicable to this course. However, the Society for American Archaeology's NSF funded curricular reform project "Making Archaeology teaching Relevant in the 21st Century" (MATRIX) has suggested seven principles of curricular reform. Those that best apply to this course include:

- #2: Foster understanding that archaeological remains are endowed with meaning, and that archaeologists are not the sole proprietors or arbitrators of that meaning because there are diverse interests in the past that archaeologists study. Archaeologists, therefore, share their knowledge with many diverse audiences and engage these audiences in defining the meaning and direction of their project.
- #3: Recognize diverse interests in the past.
- #4: Promote awareness of the social relevance of archaeological data and its interpretations.
- #5 Infuse the curriculum with professional ethics and values that frame archaeological practice;
- #7: Develop fundamental disciplinary skills in fieldwork and laboratory analysis and promote effective learning via the incorporation of problem solving, either through case studies or internships.

Section B: Interdisciplinary Implications

B1: Only instructors of this department will teach this course.

B2: The content of this course does not overlap with the content of courses taught by other departments.

B3: This course will not be cross-listed

B4: Seats can be made available to students in the School of Continuing Education on a limited basis if needed.

Section C: Implementation

C1: The Anthropology department faculty includes a number of archaeologists who are able to teach this class, which will be taught every other year as part of the revised archaeology track.

C2: a. Current space allocation is adequate to offer this course.
b. No additional laboratory equipment is necessary for this course.
c. No additional supplies or goods are necessary for this course.
d. Library holdings are adequate or can be purchased through the departments normal allocation.
e. There are no travel expenses.

C3: None of the course activities are covered by a grant.

C4: We plan to offer the course once every other year.

C5: We plan to offer one section of the course every other Spring semester.

C6: No more than 24 students can be accommodated in this class because the hands-on nature of the course places constraints on the number of students the instructor can handle effectively.

C7: No.

C8: This course is not a distance education course.

Section D: Miscellaneous

No additional information is included.