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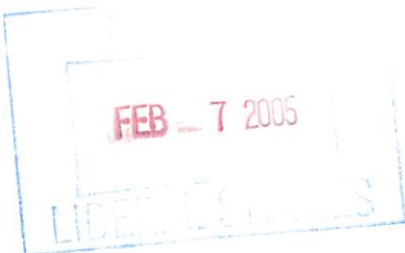
Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

| | |
|---------------------------|---------------|
| Contact Person | Email Address |
| Proposing Department/Unit | Phone |

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 485 Anthropological Study Odyssey |
| <u>Current</u> Course prefix, number and full title | | <u>Proposed</u> course prefix, number and full title, if changing |
| 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 <input type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision | | |
| <u>Current</u> program name | | <u>Proposed</u> program name, if changing |
| 4. Approvals | | |
| Department Curriculum Committee Chair(s) | <i>Frank W. Newkirk</i> | Date: <i>1/25/05</i> |
| Department Chair(s) | <i>Phil D. M...</i> | <i>1-25-05</i> |
| College Curriculum Committee Chair | <i>Gail S. C.</i> | <i>2/2/05</i> |
| College Dean | <i>A. am</i> | <i>2/2/05</i> |
| Director of Liberal Studies * | | |
| Director of Honors College * | | |
| Provost * | | |
| Additional signatures as appropriate: (include title) | | |
| UWUCC Co-Chairs | <i>Gail S. Sechrest</i> | <i>4-5-05</i> |

* where applicable



1.Syllabus of Record

I.Catalog Description

ANTH 485 Anthropological Study Odyssey

var – 3cr

Prerequisite: Instructor Permission is required

This field study course involves exploration of an anthropological topic such as a culture or archaeological tradition through classroom and field activities. Typically students are exposed to the topic during several days of intensive classwork and then pursue greater understanding through travel and possibly limited fieldwork. Readings, site tours, on-site lectures by specialists and field exercises give students a chance to develop understanding of anthropological perspectives on the topic under study as well as to provide exposure to anthropological field and analytic methods. The odyssey also is intended to allow students to experience other cultures, sites and/or locales first hand. This course may be repeated for credit under a different odyssey title, but may be used only once to meet the requirements of an anthropology track.

II.Course Objectives

Students will be able to

- 1) recall and discuss factual information concerning the topic, culture or tradition under study,
- 2) synthesize and evaluate the information learned about anthropological field studies and analytic methods
- 3) translate this experience into understanding of other culture and demonstrate an appreciation for cross-cultural variability over time and space,
- 4) assess what they have learned in terms of how it applies to their own life and career choices.

III.Course Outline

The content of this course will vary considerably depending on the topic and region explored (e.g Moundbuilders of Eastern North America, Chinese Cultures Past and Present, The Mysterious Maya), but each course will have an on-campus component involving classroom instruction and a field component involving travel to sites or areas of interest.

A. The on-campus classroom instruction will minimally involve classroom instruction including lecture, lab exercises such as examination of artifacts, and movies. Readings will be assigned that introduce the topic at hand. Typically this component will consist of between 24 and 48 hours of instruction although, depending on when the course is taught, this instruction may be delivered in an immersion format of 6-8 hours a day. Students will take a basic knowledge exam about the topic prior to the completion of this portion of the class (25).

B. The field component of this course will involve visiting sites, museums and/or communities where anthropologists have been conducting work relevant to the course topic. On occasion students will engage in limited fieldwork. Typically, this component of the course will involve 1-2 weeks of travel. During this part of the course students will

- 1)become immersed in the cultural and natural contexts relevant to the study topic,
- 2)see the structures, artifacts, people and/or cultural behaviors under study, and
- 3)hear from primary researchers, museum curators and/or people under study.

Students will also be actively involved by

- 1) completing group exercises designed to provide practical experience and stimulate critical thinking,
- 2) writing a journal about their experiences, interpretations and reactions and
- 3) participating in evening group discussions and activities led by the instructor.

Students also will be required to write a reflective essay at the close of the odyssey.

IV. Evaluation Methods

Although instructors may vary the percentage contributions, students will be evaluated in the following ways:

- 1) A basic knowledge test will be taken before leaving campus.
Approximate percentage of grade 20%
- 2) Exercises, activities and limited fieldwork may be incorporated into classes and field visits, but the appropriateness of this method of evaluation will depend on the topic. Approximate percentage of the grade 0-20%
- 3) Journals of daily reactions and responses to specific questions will be required; these will be more extensive and structured when exercises are not possible
Approximate percentage of the grade 20-40%
- 4) A final reflective essay will be required. Approximate percentage of the grade 20%
- 5) Participation will be graded based on the student's involvement in discussion, exercises and the logistics of travel and site visitation.
Approximate percentage of the grade 20%

V. Grading Scale: A: $\geq 90\%$, B: 80-89%, C: 70-79%, D: 60-69%, F: $\leq 59\%$

VI. Attendance Policy

Attendance at class meetings including evening movie events while on campus is required unless instructor permission has been obtained due to illness or unavoidable conflict. Attendance also is required during the travel component of the course unless the instructor determines the student's health warrants other arrangements.

The unusual nature of this course should be understood by all students. You must bring flexibility and a sense of humor or your experience and that of the group will suffer. Please remember as well that while traveling out of the country, we represent IUP and specifically IUP Anthropology. It is imperative that all students conduct themselves politely, maturely and thoughtfully throughout our travels. All group members must obey the laws of the countries in which we are traveling. In addition, when we are guests in various research camps or communities, students will be required to follow local conventions and to pitch-in with camp maintenance tasks as directed by their instructor. Details about travel requirements, logistical concerns and community norms will be provided to students upon acceptance into the course.

VII. Required Textbooks and Supplemental Readings

Assigned materials will vary depending on the topic addressed. These will consist of both popular and scholarly books on the topic under study and course readers. Examples of books that might be used are:

Coe, Michael. 1999. *The Maya*, Sixth Edition. London: Thames and Hudson.

(For a Maya Study Odyssey)

Milner, George R. 2004. *The Moundbuilders: Ancient Peoples of Eastern North America*. London: Thames and Hudson.

(For a Moundbuilder Study Odyssey)

Plog, Stephen. 1997. *Ancient Peoples of the American Southwest*. London: Thames and Hudson.

(For an Archaeology of the U.S. Southwest Study Odyssey)

Students will also have a course packet containing background information about the various travel stops as well as the syllabus and course activities/exercises. Some relevant readings may be brought as further resources in a course library depending on the mode of transportation.

VIII. Special Course Requirements

Students will be responsible for all personal travel expenses including transportation, admissions fees, lodging and food during the travel portion of the trip. Equipment for exercises such as tapes, calipers, GPS, computers will be provided by the department.

IX. Sample Bibliography

The bibliography for each course will vary depending on the topic. The following sample was used for a previous course taught as a Special Topics entitled Perspectives on the Mysterious Maya.]

- Adams, Richard E.W. 1977. *The Origins of Maya Civilization*. Albuquerque, University of New Mexico Press.
- , 1977. *Prehistoric Mesoamerica*. Boston, Little Brown and Company.
- Ashmore, Wendy. Ed. 1981. *Lowland Maya Settlement Patterns*. Albuquerque, University of New Mexico Press.
- Bassie-Sweet, Karen. 1991. *From the Mouth of the Dark Cave: Commemorative Sculpture of the Late Classic Maya*. Norman and London, University of Oklahoma Press.
- , 1996 *At the Edge of the World*. Norman and London, University of Oklahoma Press.
- Beetz, Carl P. and Linton Satterthwaite. 1981. *The Monument and Inscriptions of Caracol, Belize*. Philadelphia, University of Pennsylvania Museum of Archaeology and Anthropology.
- Chase, Arlen F. and Prudence M Rice. Eds. 1985. *The Lowland Maya Postclassic*. Austin, University of Texas Press.
- Chase, Diane Z. and Arlen R. Chase Eds. 1992. *Mesoamerica Elites: An Archaeological Assessment*. Norman and London, University of Oklahoma Press.
- Chiarulli, Beverly, Debra Walker and Kathryn Reese-Taylor. 1997. Results of the 1995 Season at Cerros, Belize. Paper presented at the 62nd Annual Meeting of the Society for American Archaeology, Nashville.
- Chiarulli, Beverly and Shawn Barrick. 1997. Obsidian in Ritual Deposits at Chaux Hix, Belize. Paper Presented at the 62nd Annual Meeting of the Society for American Archaeology.
- Coe, Michael D. 1992. *Breaking the Maya Code*. Thames and Hudson, Inc.
- Coe, William R. 1967. *Tikal: A Handbook of the Ancient Maya Ruins*. Philadelphia, The University Museum, The University of Pennsylvania.
- Culbert, T. Patrick. Ed. 1973. *The Classic Maya Collapse*. Albuquerque, University of New Mexico Press.
- , 1991. *Classic Maya Political History: Hieroglyphic and Archaeological Evidence*. Cambridge University Press.
- Culbert, T. Patrick and Don S. Rice. Eds. 1990. *Precolumbian Population History in the Maya Lowlands*. Albuquerque, University of New Mexico Press.
- Farris, Nancy M. 1984. *Maya Society Under Colonial Rule: The Collective Enterprise of Survival*. Princeton, Princeton University Press.
- Fash, William L. 1991. *Scribes, Warriors and Kings: The City of Copán and the Ancient Maya*. London, Thames and Hudson.
- Flannery, Kent V. Ed. 1982. *Maya Subsistence Studies in Memory of Dennis E. Puleston*. New York, Academic Press, Inc.
- Fowler, William R. Jr. and Stephen D. Houston. Eds. 1994. *Ancient Mesoamerica*. Cambridge University Press. (Selected Articles) "Classic Maya Ballcourts in La Milpa" and all articles in the "Special Section: Classic Maya Landscape Archaeology"
- Fox, John W. 1987. *Maya Postclassic State Formation*. Cambridge, Cambridge University Press.
- Friedel, David, Linda Schele and Joy Parker. 1993. *Maya Cosmos: Three*

- Thousand Years on the Shaman's Path*. New York, William Morrow and Company.
- Hammond, Norman. Ed. 1977. *Social Process in Maya Prehistory*. London, Academic Press, Inc.
- 1991. *Cuello An Early Maya Community in Belize*. Cambridge, Cambridge University Press.
- Harris, John F. and Stephen K. Stearns. 1997. *Understanding Maya Inscription*. 2nd Revised Edition. Philadelphia, University Of Pennsylvania Museum of Archaeology and Anthropology.
- Haviland, William. 1985. *Excavations in Small Residential Groups of Tikal: Groups 4F-1 and 4F-2*. Philadelphia, University of Pennsylvania Museum of Archaeology and Anthropology.
- Houston, Stephen D. 1993. *Hieroglyphs and History at Dos Pilas*. Austin, University of Texas.
- Jones, Christopher. 1996. *Tikal Report No. 1: Excavations in the East Plaza of Tikal*. Volume One. Philadelphia, University of Pennsylvania Museum of Archaeology and Anthropology.
- 1996. *Tikal Report No. 16: Excavations in the East Plaza of Tikal*. Volume Two. Philadelphia, University of Pennsylvania Museum of Archaeology and Anthropology.
- Jones, Grant D. and Robert R. Kautz Eds. 1981. *The Transition to Statehood in the New World*. Cambridge, Cambridge University Press.
- Kintz, Ellen. 1989. *Life Under the Tropical Canopy*. Fort Worth; Harcourt, Brace, Jovanovich College Publishers.
- McAnany, Patricia. 1995. *Living with the Ancestors: Kinship and Kingship in Ancient Maya Society*. Austin, University of Texas Press.
- Michel, Genevieve. 1989. *The Rulers of Tikal*. Guatemala, Publicaciones Vista.
- Montmollin, Olivier de. 1989. *The Archaeology of Political Structure*. Cambridge, Cambridge University Press.
- Pendergast, David M. 1979. *Excavations at Altun Ha, Belize, 1964-1970*. Volume 1. Toronto, Royal Ontario Museum.
- Potter, Daniel R. and Eleanor M. King. 1995. "A Heterarchical Approach to Lowland Maya Socioeconomies." In *Heterarchy and the Analysis of Complex Societies*. Arlington, VA. American Anthropological Association.
- Price, T. Douglas and Gary M. Feinman. 1993. "Ancient Mesoamerica." In *Images of the Past*. Mountain View, CA, Mayfield Publishing Company.
- Reese, Kathryn V. 1996. "Narratives of Power: Late Formative Public Architecture and Civic Center Design at Cerros, Belize." PhD Dissertation. The University of Texas at Austin.
- Sabloff, J.A. 1989. *The Cities of Ancient Mexico: Reconstructing a Lost World*. New York, Thames and Hudson, Inc.
- 1990. *The New Archaeology and the Ancient Maya*. New York, W.H. Freeman.
- Sabloff, J.A. and E.W. Andrews V. Eds. 1986. *Late Lowland Maya Civilization: Classic to Postclassic*. Albuquerque, University of New Mexico Press.
- Sabloff, J.A. and C.C. Lamberg-Karlovsky Eds. 1975. *Ancient Civilization and Trade*. Albuquerque, University of New Mexico Press.
- Scarborough, Vernon. 1991. *Archaeology at Cerros, Belize, Central America: The Settlement System in a Late Preclassic Maya Community*. Volume III. Dallas, Southern Methodist University Press.
- Schele, Linda and David Friedel. 1990. *A Forest of Kings: The Untold Story of the Ancient Maya*. New York, William Morrow and Company.
- Schele, Linda and Peter Mathews. 1998. "Tikal: Toh-Chak-Ich'ak's Palace" In *The Code of Kings*, by Linda Schele and Peter Mathews, pp.63-94. New York, Scribner.
- Schele, Linda and Mary Ellen Miller. 1986. *The Blood of Kings*. Fort Worth, Kimbell Art Museum.

- Sharer, Robert J. 1994. *The Ancient Maya*. FIFTH EDITION. Stanford, Stanford University Press.
- Stephens, John L. 1841. *Incidents of Travel in Central America, Chiapas and Yucatan*. New York, Harper and Brothers.
- Tate, Carolyn E. 1992. *Yaxchilan: The Design of a Maya Ceremonial City*. Austin, University of Texas Press.
- Turner, B.L. II and Peter D. Harrison. 1983. *Pulltrouser Swamp: Ancient Maya Habitat, Agriculture, and Settlement in Northern Belize*. Austin, University of Texas Press.
- Whittington, Stephen L. and David M. Reed. 1997. *Bones of the Maya: Studies of Ancient Skeletons*. Washington, D.C., Smithsonian Institution Press.

2. Course Analysis Questionnaire

Section A: Details of the Course

A1. One of the concerns of Anthropology faculty in recent years has been the general lack of exposure to other cultures and to non-western history among IUP students, both within and outside our major. We believe narrow exposure inhibits our students' understanding of the contributions of anthropology to human scholarship as well as of anthropology's potential to help resolve complex contemporary human problems. We also believe that travel both within and outside the United States has great potential to broaden our students' perspectives on cultural variation. Finally, we have found that exposure to anthropological researchers outside of IUP has greatly enhanced students' sense of their own career possibilities. To this end, we have experimented with courses that combine classroom instruction and travel to sites, archaeological research camps and museums over the last five years. These courses also involved classroom instruction, hands-on exercises and journaling.

This course is an additional Controlled Elective for students in the revised archaeology track and also might be used by Anthropology majors in other tracks as an elective within the major. Non-majors may also take this course in order to broaden their exposure to people of other times and places. A student may take this course more than once for different topics, but it may only be used once to meet track requirements in the major.

A2. This course is part of a revision to the Archaeology Track within the Anthropology major. It does not require any changes to existing course descriptions, but is added to the track requirements as a controlled elective.

A3. Two undergraduate Special Topics courses, one in 1999 and one in 2003, involved visitation at mound and earthwork sites throughout the Eastern United States, and a third course taught in 2001 included travel in Belize and Guatemala while learning about the Maya civilization. Class size varied from 10-19 in these sections. A Spring 2005 one credit Special Topics course, "Research in Belize" also incorporates some aspects of this course's concept just as Summer 2004 and 2005 Special Topics courses through which students have been working on an archaeology project in Mongolia do.

A4. This course is currently conceived as an undergraduate course only.

A5. Just as is the case with courses in field methods such as this Department's field school courses, the concept of contact hours does not mesh well with this type of course. Our experience is that from two to four weeks of instruction can generally be equated with three credit hours of instruction in this type of course. This course can be planned as a one, two or three credit offering, but will most typically be a three credit course. Instructors planning only a week of intensive instruction such as over Spring Break would offer the course for fewer credits than instructors using the Intersession or Summer terms. The Department Chairperson will evaluate the appropriateness of the proposed course with respect to credit hours and content before it is added to the schedule.

A6. There is, of course, a long tradition of field methods courses in Anthropology. In archaeology these often incorporate site tours of other researcher's sites and trips to relevant museums. Travel programs to archaeological sites also have been arranged by archaeologists at numerous universities. Courses in the archaeology of an area may offer a site tour following completion of a formal course as well. However, the specific combination of

topical instruction and exposure in the field that we propose has not, to our knowledge, been adopted elsewhere except possibly as a Special Topics course on an irregular basis. We did not find such courses at our peer institutions.

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, all of which easily can be incorporated in the design of specific sections of this course. The seven principles are:

- (#1) Foster stewardship by making explicit the proposition that archaeological resources are nonrenewable and finite;
- (#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 projects;
- (#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;
- (#6) Develop fundamental liberal arts skills in written and oral communication and computer literacy; and
- (#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. It is possible that this course will be team-taught in order to maximize the holistic nature of the topic under study. For example, the combined perspectives of an archaeologist and a cultural anthropologist might be relevant to a topic chosen for study. Instructors will share responsibility for classroom instruction, the creation of exercises and the logistics of contacting researchers, sites and museums to visit. When team –taught one instructor may take the lead with respect to certain parts of the course based on differential expertise, but both instructors will be present for the entire course including the travel segment.

B2. Other IUP departments (e.g. Geography, Geoscience, Psychology and Religious Studies) have developed Special Topics courses that involved both travel and study, but ANTH 485 does not overlap with these courses because of its focus on archaeological and anthropological topics.

B3. There are no plans for cross listing of this course at this time although we would explore this possibility if there was interest and a relevant topic.

B4. Seats can be made available as needed.

Section C: Implementation

C1. No additional faculty will be needed. This course will not be taught within the regular semesters, and will not compete with other faculty workload.

C2. The course fee charged each student is intended to cover all additional resources not already available. Space needs will be limited to a classroom during the on-campus portion of the study. Equipment needs generally can be met with existing equipment of IUP Anthropology. This includes lab equipment, field equipment and camping equipment. Replacement of these existing types of equipment generally would occur through the use of ESF funds.

C3. No resources will be regularly funded by grants.

C4. This course generally will be taught during Intersession in May or during a Summer Session. Occasionally a ten day version might be taught over Spring Break. We anticipate conducting approximately one study odyssey every other year.

C5. Generally only one section will be taught at a time.

C6. Given the logistics involved in a course such as this one, enrollment will be limited to no more than 20 students. Smaller class sizes may be set for some study odysseys depending largely on the mode of transportation and the number of instructors. The hands-on nature of this course places legitimate constraints on the number of students who can be accommodated as well.

C7. We are not aware of any such recommendations

C8. Not applicable to this course.

Section D: Miscellaneous

D1 Instructor Permission – In this, and other field courses, instructor permission is essential. We must retain the right of refusal to students who do not possess the maturity and commitment necessary to this course.