

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number LS-13
Action Approved
Date 12-18-88

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE AN 213 WORLD ARCHAEOLOGY
DEPARTMENT SOCIOLOGY/ANTHROPOLOGY
CONTACT PERSON DR. Sarah W. Neusius

II. THIS COURSE IS BEING PROPOSED FOR:

- Course Approval Only
 Course Approval and Liberal Studies Approval
 Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

Lawrence Kuchner
Department Curriculum Committee

Kay Snyder
Department Chairperson

Charles D. Cash
College Curriculum Committee
Director of Liberal Studies
(where applicable)

W. B. ...
College Dean*
Provost
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted
to LSC _____
to UWUCC _____

Semester/Year to be
implemented Fall, 1989

Date to be published
in Catalog 1989

Revised 5/88

[Attach remaining parts of
proposal to this form.]

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

Regular Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? yes no

If so, which General Education course(s)? Social Science

Actually, this course is an approved alternative in
General Education

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
A. Intellectual Skills and Modes of Thinking:		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	_____	_____X_____
2. Literacy--writing, reading, speaking, listening	_____	_____X_____
3. Understanding numerical data	_____	_____
4. Historical consciousness	_____	_____X_____
5. Scientific inquiry	_____X_____	_____
6. Values (ethical mode of thinking or application of ethical perception)	_____	_____X_____
7. Aesthetic mode of thinking	_____	_____
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person	_____X_____	_____
C. Understanding the Physical Nature of Human Beings	_____	_____
D. Certain Collateral Skills:		
1. Use of the library	_____	_____
2. Use of computing technology	_____	_____

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET?

It is intended that this course will acquaint students with the use of the scientific method in archaeology. The importance of research design will be covered in the first unit and throughout the course students will be encouraged to identify the hypotheses, bridging arguments and theories which have been used by archaeologists studying the prehistory of a particular area.

This course also is designed to present a body of knowledge. Students will gain a broad understanding of the outlines of cultural evolution, of unresolved research problems and of prehistoric cultural variability.

Secondary goals for this course are helping the students acquire skills in critical analysis and problem solving and providing students with experience in expressing themselves verbally and in writing. Unit Three is specifically designed with these goals in mind although class discussion, essay exams and in-class exercises should also assist in this process. See Part III-B for an example of historical consciousness as a secondary goal; see Part III-E-1 for an example of values as a secondary goal.

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES?

A. What are the strategies your department will use to assure that basic equivalency exists?

This is not a course taught by multiple instructors. We have only one archaeologist in the Department. She will be the only person teaching this course. Should it be necessary to have a temporary or adjunct faculty member teach this course sharing of syllabi and discussions will be used to encourage equivalency.

B. How will your course include the perspectives of women and minorities?

These are topics with which this instructor is particularly concerned. The seventh class in Unit One, Interpreting the Archaeological Record: Reconstructing the Sexual Division of Labor, is designed to get student's thinking about the way gender and ethnocentrism may influence interpretations of artifact function and reconstructions of division of labor. There are a number of good examples which can be used to develop this point including the interpretation of items in male and female graves and reconstructions of early hominid sex roles.

In a similar fashion, the first class in Unit Two, Prehistory Represents 95% of Human Existence, is designed to make the point that the story of the vast majority of humans has not been made available to us in written form. The whole purpose of this unit is to give students some understanding of the lives and beliefs of these peoples. Although not all of the groups covered are contemporary minorities or ethnic groups, exposure to this unwritten history is in keeping with our desire to broaden our student's perspectives.

In addition the instructor will incorporate some discussion of native rights with particular emphasis on Native Americans into this first class of Unit Two. Since native peoples are not always positively disposed to the writing of their history by archaeologists, our students need to consider some of the ethical issues involved in excavation.

Finally, the research of women and of minority archaeologists has been consciously selected for inclusion in course materials. Please note that the classic work chosen for detailed study in the attached syllabus is coauthored by a male and a female. Since the instructor is a female the incorporation of examples of her own research in class lectures should foster the impression that women archaeologists have made contributions to the discipline.

C. How will you meet the requirement to incorporate at least one substantial work of fiction or nonfiction into the syllabus.

Unit Three of this course is designed to meet this requirement. In this unit we will read, and discuss one classic work related to either early hominid behavior, the origins of agriculture or the origins of complex societies. Students will have to produce summaries of key points for each reading assignment. This will facilitate class discussion as well as encourage the students to synthesize what they are reading throughout the unit. Instead of a formal test on this unit, students will write an evaluation of the work and the arguments made.

The book chosen on the attached syllabus is a classic cultural ecological study which is still read by nearly all students interested in Mesoamerican prehistory and cultural evolution. It also is often read by archaeology students with broader interests in neoevolutionary theory. Even casual perusal of the literature on Mesoamerican cultural evolution and prehistory will demonstrate that this book is regarded as a basic source.

It is expected that classroom discussion will consist of textual analysis supplemented with lecture on the general relevance of the arguments made. Thus, this unit will have two goals. The first, of course, is to provide the student with information on Mesoamerican civilization in greater depth than can be covered in Unit Two. The second, is to give the students experience in critical evaluation, in intellectual debate and in written expression.

D. How is this course different from that provided for beginning majors?

The Anthropology Curriculum Revision is currently being submitted to the UWUCC for approval. We hope to be able to implement this revision in the Fall of 1989 in conjunction with the new Liberal Studies Program. The issue of which courses are intended for majors and which are intended for general education was one of the main ones the Anthropology faculty considered in revising our curriculum.

With respect to the teaching of the prehistory of the world we are in a staffing bind. With one archaeologist it is not possible to offer more than one course in this area. Our decision has been to focus our majors on North American archaeology and prehistory in keeping with the expertise of existing staff and our focus on local cultural resource management. Therefore, this course is primarily intended for students who are not majors but are interested in learning more about archaeology and prehistory. For the time being majors whose interests are not really in North American archaeology may be encouraged to take World Archaeology anyway. Such majors also are advised to take Biblical Archaeology from Philosophy and Religious Studies. Should we be able to increase the number of archaeologists on staff we will implement a course or courses for majors which will cover the archaeology of other cultural areas.

With respect to archaeological method majors are expected to take AN244 Basic Archaeology. AN244 covers the nature of archaeological inquiry in much greater depth than this course and does not survey prehistory. There is some overlap in information, but the goals of these two courses are quite different.

E. In which ways does your course contribute to student abilities defined by Liberal Studies as important?

1. The issue of native rights will be specifically addressed during the first class in Unit Two. This is a central ethical issue for archaeologists since many native peoples seriously question the ethics of disinterment of human and cultural remains. This will be the only formal discussion of this sort of issue but mention of other ethical issues will be interspersed throughout Unit One and Unit Two. For example, most archaeologists considered it unethical and unprofessional to sell artifacts. Similarly it is considered unethical to excavate a site and never publish the results. These topics can be mentioned during the course of study of archaeological techniques.

2. Increasing student abilities to define and analyze problems, frame questions and evaluate arguments is a primary goal of this course. Unit Three is designed to help students in these areas both in its emphasis on discussion and analysis of Sanders' and Prices' book and in the written critique required of each student.

In addition, in both Unit's One and Two the instructor will stress the reasoning and the methods that go into conclusions based on archaeological evidence. A central point about archaeology is that it seeks to understand human cultural behavior but it does not directly study this behavior. Instead archaeologists study the traces of human behavior. This requires a number of bridging arguments which must be critically evaluated. This characteristic of archaeology makes it fairly easy to stress problem solving techniques in presenting both methods and conclusions.

In-class exercises will be used throughout the class to get students thinking about and analyzing the material being studied. This is a strategy which the instructor has used in many of her other classes with some success and she is most comfortable teaching in this manner.

3. Students will be graded on their class participation both with respect to exercises and with respect to discussion. Discussion will be a central part of most class meetings.

Students also will have a number of opportunities to express themselves in writing. Tests will be largely essay in format. Daily summaries of key points covered in the readings will be required during Unit Three. In addition, a final paper which critiques Sanders and Price or another classic archaeological work will be required.

5. Archaeology is a subject which often finds its way into

the popular press. This course should give students skills in evaluating information which they receive later in life. I hope it will also give them a life-long appreciation of material culture and the need for its conservation and preservation.

5. Once again I think the issue of native rights is one of current importance in American society. Today some Native Americans are demanding the reburial of human skeletal material and the deaccessioning of museum collections. This course will allow our students to approach these issues intelligently.

Similarly, there is a great need to preserve and conserve the remains of non-western and non-literate cultures. My students should come to understand that pyramids, works of art and other treasures are not the only significant cultural resources. Even more mundane items may be of significance to our reconstruction of prehistoric and even historic lifeways.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

This course meets all the criteria shown on the attached check list for social science. The ways in which these criteria will be met should be clear from the previous discussion and from the course syllabus.

CHECK LIST -- SOCIAL SCIENCES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Social Science criteria which the course must meet:

- Explore the critical thinking and analytical skills employed by the discipline to offer meaningful explanations of social and individual behavior.
- Acquaint students with the various approaches, perspectives, and methodologies used to examine the intellectual questions and problems of the discipline(s).
- Include, where appropriate, discussion of other cultures and subcultures, including minorities, and the roles of women.

Additional Social Science criteria which the course should meet:

- Illustrate how a discipline shares common theories and methods with other disciplines in the social sciences.
- Promote an understanding of individuals, groups, and their physical and social environment by exploring and analyzing concepts developed in the discipline(s).

ANTHROPOLOGY 213:WORLD ARCHAEOLOGY

COURSE SYLLABUS

I. CATALOG DESCRIPTION

AN 213 WORLD ARCHAEOLOGY 3 CREDITS

Survey of the prehistory of Western and non-Western cultures with emphasis on technology and cultural ecology and introduction to the methods and techniques of archaeology. Focuses on representative sites in order to foster an appreciation of the past diversity of cultural systems.

II. COURSE OBJECTIVES

1. Students will learn what's wrong with the popular conception of archaeology as a treasure hunt conducted by flamboyant adventurers, eccentric gentlemen and mysterious ladies. Instead they will understand that archaeology is the part of anthropology which uses material culture to gain understanding of human behavior and lifeways.
2. Students will explore the nature of archaeological inquiry and discover the ways in which archaeological methods are similar/dissimilar to the methods of other social and natural sciences.
3. Students will gain an understanding of the broad outlines of world prehistory with particular attention placed on 1)early hominid behavior, 2)the origins of agriculture, and 3)the development of complex societies.
4. Through study of a major work relating to one of the three questions in prehistory mentioned in #3, students will increase their skills in critical analysis and literacy.

III. COURSE OUTLINE

A. The Nature of Archaeological Inquiry (7 lecture/discussions, 1 test)

1. Archaeology is Anthropology
2. The Archaeological Record
3. The Concepts of Time and Space
4. Field Techniques: Site Definition and Sampling
5. Analytic Techniques: Morphology, Ethnicity and Function
6. Subsistence and Settlement Reconstructions
7. Interpreting the Archaeological Record: Reconstructing the Sexual Division of Labor
8. Test 1

B.A Summary Outline of Prehistory
(13 lecture/discussions, 1 Test)

1. Prehistory Represents 95% of Human Existence
2. Taphonomy and Early Hominid Behavior
3. Tool Making and Evolution
4. Migration, Diffusion and Chariots of the Gods: the Settlement of the Globe
5. The Garden of Eden, the Slug Principle and the Origins of Agriculture
6. Big Men, Chiefdoms and Social Complexity
7. Cultural Evolution in Southwest Asia
8. Cultural Evolution in Europe
9. Cultural Evolution in Africa
10. Cultural Evolution in the Indus Valley
11. Cultural Evolution in China
12. Cultural Evolution in Mesoamerica
13. Cultural Evolution in Peru
14. Test 2
(North American Prehistory is not covered because we cover this topic in detail in AN 315.)

C. Cultural Ecology and Cultural Evolution: The Mesoamerican Case
(6 lecture/discussions) (The focus of this third unit will vary with respect to research problem and culture area depending on the classic work chosen for critical evaluation.)

1. Mesoamerican Civilization as an Ecological System
2. Diffusion versus Evolution
3. Population Growth as a Prime Mover in Cultural Evolution
4. From Bands and Tribes to Chiefdoms
5. The Origins of Mesoamerican Civilizations
6. Alternatives and Updates to Sanders and Price

IV EVALUATION METHODS

- 30% In class test on Archaeological Inquiry (Unit One)
- 30% In class test on World Prehistory (Unit Two)
- 10% Summaries of key points/arguments in reading assignments for each day of Unit Three. These are due on the day the reading is to be discussed and grades will be lowered by one letter grade for each day late.
- 20% Critical Evaluation of Mesoamerica: the Evolution of a Civilization by Sanders and Price (or other book used in Unit Three) Final Project due during the

Final Exam Period.

10% Participation and completion of in class exercises

V. REQUIRED TEXTBOOKS AND READINGS

Unit One:

Fagan, Brian M.

1988 Archaeology: A Brief Introduction (3rd Edition).
Scott, Foresman and Company, Glenview, Illinois.
(Only the final Chapter will not be specifically
assigned)

Conkey, Margaret W. and Janet D. Spector

1984 Archaeology and the Study of Gender. In Advances
in Archaeological Method and Theory, Vol 7, pp.1-
38. Academic Press, New York.

Class 1 - Archaeology as Anthropology, pp. 1-24

Class 2 - Culture and the Archaeological Record, pp. 25-41

Class 3 - Time, pp. 43-66, and Space, pp. 67-79

Class 4 - Preservation and Survey, pp. 80-98 and Excavation,
pp. 99-120

Class 5 - Ordering the Past, pp.121-149

Class 6 - Subsistence, pp. 150-169 and Interaction, pp. 170-
196

Class 7 - Conkey and Spector as above

Unit Two:

Wenke, Robert J.

1980 Patterns in Prehistory Oxford University Press,
New York.

(The first two chapters will not be assigned because
this material is covered in more depth by Fagan
above. The final chapter on North American prehis-
tory is not assigned because as explained above
North American prehistory is not specifically
covered in this course.)

Class 1 - The Pleistocene, pp. 67-77 and The Origins of
Culture, pp. 79-113

Class 2 - The Origins of Culture, pp. 113-161

Class 3 - The Emergence of *Homo sapiens sapiens*, pp.163-
223.

Class 4 - The First Americans, pp.225-263

Class 5 - The Origins of Domestication, Agriculture and
Sedentary Communities, pp. 265-337

Class 6 - The Origins of Complex Societies, pp. 339-373

Class 7 - The Evolution of Complex Societies in Southwest
Asia, pp. 375-437

Class 8 - Early Complex Societies in Anatolia, Greece and
Temperate Europe, pp. 439-465

- Class 9 - The Origins of Cultural Complexity in Africa,
pp. 467-503
- Class 10 - Early Complex Cultures in the Indus Valley,
pp. 505-525
- Class 11 - From Tribe to Empire in North China, pp.527-565
- Class 12 - The Origins of Complex Cultures in Mesoamerica
pp.555-623
- Class 13 - The Origins of Cultural Complexity in Peru,
pp. 625-663

Unit Three

Sanders, William T. and Barbara J. Price
1968 Mesoamerica: The Evolution of a Civilization
Random House, New York.

- Class 1 - Introduction, pp.5-34 and The Evolution of Social
Systems, pp.37-51
- Class 2 - Archaeology and Social Systems, pp. 52-57 and
The Diffusion-Evolution Controversy, pp. 58-73
- Class 3 - The Dynamic Aspects of the Ecosystem, pp. 74-97
- Class 4 - Basic Geography, pp. 101-105, Bands and Tribes in
Mesoamerica pp.106-114, and The Chiefdom Stage in
Mesoamerica, pp. 115-137
- Class 5 - Civilizations in Mesoamerica, pp. 139-210
- Class 6 - Summary and Conclusions, pp. 213-239

VI. SPECIAL RESOURCE REQUIREMENTS

None

VII. BIBLIOGRAPHY

- Adams, R.E.W.
1977 Prehistoric Mesoamerica. Little, Brown, Boston
- Adams, Robert McC.
1966 The Evolution of Urban Society: Early Mesopotamia
Prehispanic Mexico. Aldine, Chicago.
- Binford, Lewis R.
1968 Post-Pleistocene Adaptations. In New Perspectives
in Archaeology. Aldine, Chicago.
- 1981 Bones: Ancient Men and Modern Myths. Academic
Press, New York.
- 1983 In Pursuit of the Past: Decoding the Archaeological
Record. Thames and Hudson, New York.
- Boserup, Esther
1965 The conditions of Agricultural Growth. Aldine,
Chicago.
- Butzer, Karl
1982 Archaeology as Human Ecology. Cambridge University

Press, Cambridge.

Chang, K.C.

1968 Settlement Archaeology. National Press, Palo Alto.

1976 Early Chinese Civilization:Anthropological Perspectives. Harvard University Press, Cambridge.

Cohen, Mark N.

1977 The Food Crisis in Prehistory. Yale University Press, New Haven.

Fagan, Brian

1966 People of the Earth. Little Brown, Boston.

Flannery, Kent V.,ed

1976 The Early Mesoamerican Village. Academic Press, New York.

Ford, Richard I.

1979 Paleobotany in American Archaeology. In Advances in Archaeological Method and Theory M. Schiffer, ed, pp. 286-336. Academic Press, New York.

Hammond, Norman

1974 Mesoamerican Archaeology: New Approaches. Univ. of Texas Press, Austin.

1982 Ancient Maya Civilization. Rutgers University Press, New Brunswick, New Jersey.

Hester, T., J. Shafer and R.F. Heizer

1987 A Guide to Archaeological Field Methods, 5th Edition. Mayfield, Palo Alto.

Joukowsky, Martha

1981 A Complete Manual of Field Archaeology. Prentice-Hall, Englewood Cliffs.

Klein, Richard and Kathryn Cruz-Urbe

1984 The Analysis of Animal Bones from Archaeological Sites. University of Chicago Press, Chicago.

Meggars, Betty J.

1954 Environmental Limitation in the Development of Culture, American Anthropologist 56(5).

Reed, Charles, editor

1977 The Origins of Agriculture. Mouton Press, The Hague.

Renfrew, Colin

1973 Before Civilization:The Radiocarbon Revolution

and Prehistoric Europe. Alfred A. Knopf, New York.

Sowe, John

1962 Worsaae's law and the use of Grave Lots for Archaeological Dating, American Antiquity, 28(2)129-137.

Sabloff, Jeremy A. and C.C. Lamberg-Karlovsky

1974 The Rise and Fall of Civilizations: Modern Archaeological Approaches to Ancient Cultures. Cummings Publishing Company, Menlo Park.

Sanders, William T., Jeffrey Parsons and Robert Santley

1979 The Basin of Mexico: Ecological Processes in the Evolution of a Civilization. Academic Press, New York.

Service, Elman

1975 The Origins of the State and Civilization. Norton, New York.

Steward Julian H.

1955 Theory of Culture Change University of Illinois Press, Urbana.

Ucko, Peter, Ruth Tringham and George Dimbleby, eds.

1968 Man, Settlement and Urbanism. Duckworth, London.

Whallon, Robert and James A. Brown, eds.

1982 Essays on Archaeological Typology. Center for American Archaeology Press, Kampsville, Il.

Whitehouse, Ruth and John Wilkins

1986 The Making of Civilization. Alfred A. Knopf, New York.

Whitehouse, David and Ruth

1977 Archaeological Atlas of the World. W.H. Freeman, San Francisco.

Williams, Barbara

1981 Breakthrough: Women in Archaeology. Walker and Company, New York.

American Antiquity

World Archaeology

Antiquity