

# ANTH 213 World Archaeology-CrsRvs-2019-03-05

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. \*

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

**First Step:** ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title*

**Second Step:** Click "SAVE" on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- Please be sure to remove the Brackets while renaming the page*

**Third Step:** Make sure the word DRAFT is in yellow at the top of the proposal

**Fourth Step:** Click on "EDIT CONTENTS" (*not EDIT*) and start completing the template. When exiting or when done, click "SAVE" (*not Save Draft*) on bottom right

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*\*Indicates a required field*

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Proposing Department/Unit*	Anthropology	Contact Phone*	724-357-2733

Course Level*	undergraduate-level
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Course Revisions	
(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)	
Category A:	Category B:  liberal-studies  <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i>  <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i>  <i>* Distance Education: Please complete the Distance Education section of this form (below) - Please check the APPROVED DE Course List - ON DOCUMENTS PAGE before completing this section</i> <i>If already approved - you DO NOT need to do a DE proposal</i>

Rationale for Proposed Changes (All Categories)	
<b>(A) Why is the course being revised/deleted:*</b>  <i>Please be specific - this should be have more detail than the Summary for the Senate.</i>	The course is being revised to map the student outcomes to the EUSLOs, and to include assessments.

<b>(B) University Senate Summary of Rationale*</b>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>The course is being revised to map the student outcomes to the EUSLOs, and to include assessments.</p>
<b>(C) Implications of the change on the program, other programs and the Students:*</b>	none

<b>Current Course Information*</b>	
<b>Category A</b>	
<b>(D) Current Prefix*</b>	ANTH
<b>Prop osed Prefix</b>	ANTH
<b>(E) Current Number*</b>	213
<b>Prop osed Number</b>	213
<b>(F) Current Course Title*</b>	World Archaeology
<b>Prop osed Course Title</b>	World Archaeology
<b>(G) Prerequ isite(s)</b>	none
<b>Prop osed Prerequ isite(s)</b>	none
<b>(H) Current Catalog Descrip tion</b>	Archaeology is the study of past cultures and societies through their material remains. Explores the archaeologies of Western and non-Western societies and examines theory, methods, and techniques for investigating, reconstructing, interpreting, preserving, and learning from the past. Examines human cultural chronology from the appearance of human ancestors to the present through an examination of important social, economic, and ideological questions, as well as artifact remains. Includes the origins of food production, social inequality, and civilization.
<b>Prop osed Catalog Descrip tion</b>	Archaeology is the study of past cultures and societies through their material remains. Explores the archaeologies of Western and non-Western societies and examines theory, methods, and techniques for investigating, reconstructing, interpreting, preserving, and learning from the past. Examines human cultural chronology from the appearance of human ancestors to the present through an examination of important social, economic, and ideological questions, as well as artifact remains. Includes the origins of food production, social inequality, and civilization.
<i>If changing Category A, no further action required.</i>	
<b>Category B (if no change, leave blank)</b>	

<p><b>(I) Repeat able Course</b></p> <p>This is for a course that can be repeated</p> <p>Multiple times e. g. Internship</p>	<p>NO</p> <p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>
<p><b>Prop osed Repeat able Course</b></p>	<p>NO</p> <p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>
<p><b>(J) Number of Credits</b></p>	<p>Class Hours per week:3</p> <p>Lab Hours:0</p> <p>Credits:3</p>
<p><b>Propo sed Number of Credits</b></p>	<p>Class Hours:3Lab Hours:0Credits:3</p>
<p><b>(K) Current Course Student Learning Outcom es (SLOs)</b></p>	<ol style="list-style-type: none"> <li>1. Describe the philosophies, ethics, and social context of archaeological investigations (how archaeologists know what they know).</li> <li>2. Contrast archaeology as anthropology and a social science with history and other disciplines that provide perspectives on the past.</li> <li>3. Explain world prehistory and early history, emphasizing famous sites and important human systems and processes, such as the origins of culture, food production, and civilization.</li> <li>4. Analyze the way cultures have interacted with the environment in the past and what effect similar interactions may have today.</li> <li>5. Evaluate the value of archaeology to provide a voice for people who are often overlooked in written histories including ethnic and racial minorities and women.</li> </ol>

<p>(L) Proposed Course Student</p> <p>Learning Outcomes (SLOs)</p> <p>For each outcome , describe how the outcome will be achieved</p>	Note that the text box in the table expands		
	SLO #	Outcome	How outcome is assessed
	1	Describe the philosophies, ethics, and social context of archaeological investigations (how archaeologists know what they know).	Tests - Student performance in tests that include both objective and open-ended questions will provide evidence demonstrating knowledge of the philosophies, ethics and context of archaeology.
	2	Contrast archaeology as anthropology and a social science with history and other disciplines that provide perspectives on the past.	Tests - Student performance in tests that include both objective and open-ended questions will provide evidence demonstrating knowledge of differences between archaeology, history, and other ways of knowing the past.
	3	Explain world prehistory and early history, emphasizing famous sites and important human systems and processes, such as the origins of culture, food production, and civilization.	Tests and/or Writing Assignment(s) - Student performance in tests that include both objective and open-ended questions, as well as in-class and longitudinal writing assignment(s), will provide evidence demonstrating knowledge of world prehistory and early history.
	4	Analyze the way cultures have interacted with the environment in the past and what effect similar interactions may have today.	Tests and/or Writing Assignment(s) - Student performance in tests that include both objective and open-ended questions, as well as in-class and longitudinal writing assignment(s), will provide evidence demonstrating analysis of ways cultures have interacted with the environment in the past and what effects similar interactions may have today.
5	Evaluate the value of archaeology to provide a voice for people who are often overlooked in written histories including ethnic and racial minorities and women.	Tests and/or Writing Assignment(s) - Student performance in tests that include both objective and open-ended questions, as well as in-class and longitudinal writing assignment(s), will provide evidence demonstrating evaluation of the how archaeology highlights people often overlooked in written histories.	

**(M)  
Previous  
Brief  
Course  
Outline**

*(It is  
acceptable to  
copy  
from  
old  
syllabus)*

*As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.*

**1. Introduction: The History and Methods of Archaeology**

1. What is Archaeology? Understanding anthropology's role in the social sciences and archaeology's role in anthropology.
2. What are the different kinds of archaeology, how did each originate, and in what larger discipline?
3. Understanding sites, artifacts, sampling, and other basic concepts like evolution
4. Public Archaeology and Modern Society

**2. Archaeological Values and Ethics**

1. Example Case study: The Kennewick Controversy An examination of the discovery of a 11,000 year old skeleton in Washington state and the interplay between physical anthropologist, Native Peoples, Archaeologists, and US Government agencies.

**3. Near Humans, Humans, and Culture**

1. Near Humans and Human Ancestors (Hominins)
2. The Manufacture of Early Stone Tools
3. The Who, When and Where of Leaving Africa
4. Neanderthals and Anatomically Modern Humans

**4. When did hominins settle Europe?**

1. What is the Paleolithic?
2. Middle and Upper Paleolithic Hunter-Gatherers
3. Comparing Neanderthal and early modern humans and their lifestyles based on cultural evidence; understanding contexts
4. Understanding the Upper Paleolithic lifestyles and interpretations of art
5. The Emergence of Modern Humans and the Mesolithic

**5. The Farmers**

1. Why Agriculture?
2. Origins of Food Production
3. Compare models of origins of food production and understand what was produced.
4. Early Agriculture in the Middle East, Asia and Africa

**6. Origins and Development of Civilization Worldwide**

1. Mesopotamian Civilization
2. The development of Civilization in four pristine states (examples Mesopotamia, Indus Valley, Egypt, China),
3. Examine later states such as Great Zimbabwe
4. The evolution of complex societies in Europe (examples Egypt, Minoans in Crete, Bronze Age Europe).

**7. North American PreColumbian Archaeology**

1. Models of the peopling of the Americas
2. Understanding the Archaic and early food production
3. Early Agriculture in the Americas
4. Late Pre-European societies
5. Civilizations in North America

**8. Civilization in Meso and South America**

1. The Beginnings of Civilization in Mesoamerica
2. Classic Civilizations in Mesoamerica
3. The Postclassic and the Aztecs
4. Early Complexity in South America
5. Civilizations of the Coast and the Andes
6. The Inca

**9. Historical Archaeology**

1. Documenting the Disenfranchised
2. Example: Case Study: The Moravian community of Salem North Carolina and of the incorporation of African slaves into the community. Uses archaeological research to reconstruct the "secret history" of the enslaved.

**Final Exam**

**(N)  
Brief  
Course  
Outline**

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*(Give sufficient detail to communicate the*

*content to faculty across campus.*

*It is not necessary to include specific readings, calendar or assignments)*

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**Final Exam**

**Distance Education Section**

*- Complete this section only if adding Distance Education to a New or Existing Course*

<b>If Completing this Section, Check the Box to the Right:</b>	<b>NOTE: you must check this box if the Course has previously been approved for Distance Education</b>
<b>Course Prefix/Number</b>	
<b>Course Title</b>	
<b>Type of Proposal</b>	<i>See CBA, Art. 42.D.1 for Definition</i>
<b>Brief Course Outline</b>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
<b>Rationale for Proposal (Required Questions from CBA)</b>	
<b>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</b>	
<b>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</b>	
<b>How will the instructor-student and student-student interaction take place? (if applicable)</b>	
<b>How will student achievement be evaluated?</b>	
<b>How will academic honesty for tests and assignments be addressed?</b>	

## Liberal Studies Section

*- Complete this section only for a new Liberal Studies course or Liberal Studies course revision*

<b>If Completing this Section, Check the Box to the Right:</b>	<b>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</b>
	liberal-studies

**Liberal Studies Course Designations (Check all that apply)**

**Learning Skills:**

**Knowledge Area:**

social\_science

global\_and\_multicultural\_awareness

**Liberal Studies Elective**

*Please mark the designation(s) that apply - must meet at least one*

**Expected Undergraduate Student**

*Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number*

*See <https://www.iup.edu/liberal/faculty-and-staff/euslos/> for additional information regarding mapping EUSLOs*

**Learning Outcomes**

**(EUSLOs)**

Map the Course Outcome to the

**EUSLO's**

<b>Informed Learners demonstrate:</b>	<b>Course SLO #</b>
<ul style="list-style-type: none"> <li>the ways of modeling the natural, social and technical worlds</li> </ul>	
<ul style="list-style-type: none"> <li>The aesthetic facets of human experience</li> </ul>	
<ul style="list-style-type: none"> <li>the past and present from historical, philosophical and social perspectives</li> </ul>	3
<ul style="list-style-type: none"> <li>the human imagination, expression and traditions of many cultures</li> </ul>	
<ul style="list-style-type: none"> <li>the interrelationships within and across cultures &amp; global communities</li> </ul>	
<ul style="list-style-type: none"> <li>the interrelationships within and across disciplines</li> </ul>	2
<b>Empowered Learners demonstrate:</b>	<b>Course SLO #</b>
<ul style="list-style-type: none"> <li>effective oral and written communication abilities</li> </ul>	
<ul style="list-style-type: none"> <li>ease with textual, visual and electronically-mediated literacies</li> </ul>	
<ul style="list-style-type: none"> <li>problem solving skills using a variety of methods and tools</li> </ul>	
<ul style="list-style-type: none"> <li>information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources</li> </ul>	
<ul style="list-style-type: none"> <li>the ability to transform information into knowledge and knowledge into judgement and action</li> </ul>	
<ul style="list-style-type: none"> <li>the ability to work within complex systems and with diverse groups</li> </ul>	
<ul style="list-style-type: none"> <li>critical thinking skills including analysis, application and evaluation</li> </ul>	



	<ul style="list-style-type: none"> <li>reflective thinking and the ability to synthesize information and ideas</li> </ul>	
	<b>Responsible Learners demonstrate:</b>	<b>Course SLO #</b>
	<ul style="list-style-type: none"> <li>intellectual honesty</li> </ul>	
	<ul style="list-style-type: none"> <li>concern for social justice</li> </ul>	5
	<ul style="list-style-type: none"> <li>civic engagement</li> </ul>	
	<ul style="list-style-type: none"> <li>an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world</li> </ul>	1, 4
	<ul style="list-style-type: none"> <li>an understanding of themselves and a respect for the identities, histories and cultures of others</li> </ul>	

<p><b>How will each outcome be measured</b></p> <p>(note should mirror (L) Student Learning Outcomes* (SLO) from the course proposal</p>	<i>Narrative on how the course will address the Selected Category Content</i>	
	<b>Course SLO #</b>	<b>Assessment Tool to be used to measure the outcome</b>
	1	Tests - Student performance in tests that include both objective and open-ended questions will provide evidence demonstrating knowledge of the philosophies, ethics and context of archaeology.
	2	Tests - Student performance in tests that include both objective and open-ended questions will provide evidence demonstrating knowledge of differences between archaeology, history, and other ways of knowing the past.
	3	Tests and/or Writing Assignment(s) - Student performance in tests that include both objective and open-ended questions, as well as in-class and longitudinal writing assignment(s), will provide evidence demonstrating knowledge of world prehistory and early history.
	4	Tests and/or Writing Assignment(s) - Student performance in tests that include both objective and open-ended questions, as well as in-class and longitudinal writing assignment(s), will provide evidence demonstrating analysis of ways cultures have interacted with the environment in the past and what effects similar interactions may have today.
	5	Tests and/or Writing Assignment(s) - Student performance in tests that include both objective and open-ended questions, as well as in-class and longitudinal writing assignment(s), will provide evidence demonstrating evaluation of the how archaeology highlights people often overlooked in written histories.

**All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.**


**Please answer the following questions.**

<p><b>Liberal Studies courses must include</b></p> <p><b>the perspectives and contributions</b></p> <p><b>of ethnic and racial minorities and</b></p> <p><b>of women whenever appropriate to</b></p> <p><b>the subject matter. Please explain</b></p> <p><b>how this course will meet this</b></p> <p><b>criterion.</b></p>	<p>The course engages the perspectives of several female archaeologists, including but not limited to: Janet Spector, Kathleen Deagan, and Mary Beaudry.</p> <p>Archaeologists that identify as ethnic/racial monotheism, such as Jason De Leon, Whitney Baptiste-Battle, Jay Toth, and Theresa Singleton are cited during the course.</p>
<p><b>Liberal Studies courses require the</b></p> <p><b>reading and use by students of at</b></p> <p><b>least one non-textbook work of</b></p> <p><b>fiction or non-fiction or a collection</b></p> <p><b>of related articles. Please describe</b></p> <p><b>how your course will meet this</b></p> <p><b>criterion.</b></p>	<p>The course utilizes a non-textbook work, usually in the form of a supplemental book. Recent examples include <i>In Small Things Forgotten: An Archaeology of Early American Life</i> by James Deetz and archaeological fiction written by archaeologists with the goal of bringing the past to life. The specific work varies with the professor and changes over time.</p>

## Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p><b>If Completing this Section,</b></p> <p><b>Check the Box to the Right:</b></p>	<p><b>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</b></p>
<p><b>Course Designations:</b></p>	
<p><b>Key Assessments</b></p>	

	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> <li>• The Overall Program Assessment Matrix</li> <li>• The Key Assessment Guidelines</li> <li>• The Key Assessment Rubric</li> </ul> <p><b>File</b>   <b>Modified</b></p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> <li>• Drag and drop to upload or <a href="#">browse for files</a> </li> </ul>
<p><b>Narrative Description of the Required Content</b></p>	<p><i>How the proposal relates to the Education Major</i></p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.  
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>