

California University of Pennsylvania  
Guidelines for New Course Proposals  
University Course Syllabus  
Department of History, Politics, Society & Law  
UCC Approval date: 3/18/2019

A. Protocol

Course Name: Prehistoric American Indians  
Course Number: ANT 355  
Credits: 3  
Prerequisites: None  
Maximum Class Size (face-to-face): 25  
Maximum Class Size (online): 25

B. Objectives of the Course:

Upon completion of the course, students should be able to:

- 1) Classify the prehistoric periods for North American and the Eastern Woodlands accurately and clearly
- 2) Explain how the scientific method is employed in Archaeology to answer research questions
- 3) Differentiate which technological and social achievements are the result of independent invention versus diffusion
- 4) Discriminate between the primary social and technological characteristics that are associated with each prehistoric period for the Eastern Woodlands
- 5) Evaluate the differences between the artistic, social organization, and political achievements of the cultural periods or subdivisions of North American prehistory

C. Catalog Description:

The course provides an overview of North American prehistory, with a special emphasis on the eastern United States. Using the traditional chronology developed for the eastern United States in the 1950s, the social, economic, subsistence, and political systems of these populations will be examined in some detail, using archaeologically recovered remains, beginning with the initial occupation sometime prior to 15,000 BC and concluding during the 17<sup>th</sup> century.

D. Outline of the Course:

- 1) The nature of archaeological data: terms and definitions
- 2) Issues of chronological control and theory
- 3) Forms of subsistence
- 4) Building blocks of culture
- 5) Debate on earliest migration and settlement in the New World
- 6) The Archaic Period and its subdivisions in the eastern United States
- 7) The Woodland Period and its subdivisions in the eastern United States
- 8) The Mississippian Period in the eastern United States
- 9) The Late Prehistoric Period in the eastern United States
- 10) Contact Period and European settlement

E. Teaching Methodology:

- 1) Traditional Classroom Methodology  
The instructor assigned to teach the course can utilize a variety of teaching methods, which are not limited to: lecture, discussion, small group projects, guided readings, field trips, guest speakers, demonstrations, individual projects/presentations, videos, and other methods at the instructor's discretion.
- 2) Online Methodology  
The instructor assigned to teach the course can utilize a variety of teaching methods, which are not limited to: PowerPoint presentations, threaded discussions, guided readings, virtual classroom

experiences, website “trips,” individual project/presentations, small group projects, chat rooms and other methods at the instructor’s discretion.

#### F. Text

*Examples of possible textbook selections include:*

Adovasio, J. and Pedler, D. (2016). *Strangers in a new land: What archaeology reveals about the first Americans*. Richmond Hill, ON: Firefly Books.

Joseph, F. (2009). *Advanced civilizations of prehistoric America: The lost kingdoms of the Adena, Hopewell, Mississippians, and the Anasazi*. Rochester, VT: Bear and Company

#### G. Assessment Activities:

##### 1) Traditional Classroom Assessment

The assessment of student learning will be dictated by the specific objectives and content at the faculty member’s discretion. However, activities will typically take the following forms:

- a. Objective tests
- b. Essay exams
- c. Research Papers
- d. Analytical report writing
- e. Discussions
- f. Threaded discussions
- g. Presentations
- h. Projects

##### 2) Online Assessment

The assessment of student learning will be dictated by the specific objectives and content at the faculty member’s discretion. However, activities will typically take the following forms:

- a. Objective tests
- b. Essay exams
- c. Research papers
- d. Analytical report writing
- e. Discussions
- f. Threaded discussions
- g. Presentations
- h. Projects

#### H. Accommodations for Students with Disabilities:

OSD

Revised June 2015

### STUDENTS WITH DISABILITIES

Students reserve the right to decide when to self-identify and when to request accommodations. Students requesting approval for reasonable accommodations should contact the Office for Students with Disabilities (OSD). Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Students will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Contact Information:

- Location: Carter Hall - G-35

- Phone: (724) 938-5781
- Fax: (724) 938-4599
- Email: [osdmail@calu.edu](mailto:osdmail@calu.edu)
- Web Site: <http://www.calu.edu/osd>

## I. Title IX Syllabus Addendum

Revised January 2018

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### California University of Pennsylvania Reporting Obligations of Faculty Members under Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, *et seq.*

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California University of Pennsylvania and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with the Title IX of the Education Amendments of 1972 and guidance from the Office of Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator, Dr. John A. Burnett, Special Assistant to the President for EEEEO, Office of Social Equity, South Hall 112, [Burnett@calu.edu](mailto:Burnett@calu.edu), 724-938-4014. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy.

The University's information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at:

- **Office of Social Equity**, South Hall 112, 724-938-4014
  - Social Equity Home Page [www.calu.edu/SocialEquity](http://www.calu.edu/SocialEquity)
  - Social Equity Policies [www.calu.edu/SEpolicies](http://www.calu.edu/SEpolicies)
  - Social Equity Complaint Form [www.calu.edu/SEcomplaint](http://www.calu.edu/SEcomplaint)
- **Counseling Center**, Carter Hall G53, 724-938-4056
- **End Violence Center**, Natali Student Center 117, 724-938-5707
- **Student Affairs**, Natali Student Center 311, 724-938-4439
- **Wellness Center**, Carter Hall G53, 724-938-4232
- **Women's Center**, Natali Student Center 117, 724-938-5857
- **Threat Response Assessment and Intervention Team (T.R.A.I.T.) & Dept. of Public Safety & University Police**, Pollock Maintenance Building, 724-938-4299
  - **EMERGENCY:** From any on-campus phone & Dial **H-E-L-P** or go to any public pay phone & **Dial \*1**. (\*Identify the situation as an emergency and an officer will be dispatched immediately.)

## J. Supportive Instructional Materials, e.g. library materials, web sites, etc.

Brose, D. S. Mainfort, R. C. and Cowan, C. W. (Eds.). (2010). *Societies in eclipse: Archaeology of the Eastern Woodlands Indians*. Tuscaloosa: The University of Alabama Press.

Carr, P. J. and Bradbury, A. P. (Eds.). (2012). *Contemporary lithic analysis in the Southeast: Problems, solutions, and interpretations*. Tuscaloosa: The University of Alabama Press.

Cook, R. A. (2008). *Sunwatch: Fort Ancient development in the Mississippian world*. Tuscaloosa: University of Alabama Press.

Drooker, P.B. (1997). *The view from Madisonville: Protohistoric western Fort Ancient interaction patterns*. Ann Arbor: University of Michigan.

- Henderson, A. G., and Breitburg, E. (1992). *Fort Ancient cultural dynamics in the Middle Ohio Valley*. Madison, WI: Prehistory Press.
- Henry, E. R., and Wright, A. P. (2013). *Early and Middle Woodland landscapes of the Southeast*. Gainesville: University of Florida Press. (ebook)
- Hughes, R.E. (2011). *Perspectives on prehistoric trade and exchange in California and the Great Basin*. Salt Lake City: University of Utah Press. (ebook)
- Lewis, R. B. (Ed.). (1996). *Kentucky archaeology*. Lexington: The University Press of Kentucky.
- Mainfort, R. C. (2013). *Pinson Mounds: Middle Woodland ceremonialism in the midsouth*. Fayetteville, AK: University of Arkansas Press.
- Mainfort, R. C. and Applegate, D. (2005). *Woodland period systematics in the Middle Ohio Valley*. Tuscaloosa: University of Alabama Press. (ebook)
- Morgan, R. G. (1946). *Fort Ancient*. Columbus, OH: The Ohio State Archaeological and Historical Society.
- Mueller, N. G. (2013). *Mound centers and seed security: A comparative analysis of botanical assemblages from Middle Woodland sites in the lower Illinois Valley*. New York: Springer Verlag.
- Nadaillac, J. and Dall, W. H. (2005). *Prehistoric America*. Tuscaloosa: University of Alabama Press. (ebook)
- Neitzel, J. E. (2016). *Recognizing people in the prehistoric Southwest*. Salt Lake City: University of Utah Press. (ebook)
- Newcomb, W.W. (2002). *The Indians of Texas: From prehistoric to modern times*. Austin: University of Texas Press.
- Redmond, B. G. and Genheimer, R. A. (2015). *Building the past: Prehistoric wooden post architecture in the Ohio Valley-Great Lakes*. Gainesville: University Press of Florida.
- Sullivan, L. P. and Mainfort, R. C. (Eds.). (2010). *Mississippian mortuary practice: Beyond hierarchy and the representationist perspective*. Gainesville: University of Florida Press.
- Walthall, J. A. (1990). *Prehistoric Indians of the Southeast: Archaeology of Alabama and the Middle South*. Tuscaloosa: University of Alabama Press. (hard copy and ebook)
- Warren, S. (2014). *The worlds the Shawnees made: Migration and violence in early America*. Chapel Hill: The University of North Carolina Press.
- White, D. A. and Surface-Evans, S. L. (2012). *Least cost analysis of social landscapes: Archaeological case studies*. Salt Lake City: University of Utah Press.
- Wilson, G. D. (Ed.). (2017). *Mississippian beginnings*. Gainesville: University of Florida Press.
- Woodward, S. L. (2002). *Indian mounds of the middle Ohio Valley: A guide to mounds and earthworks of the Adena, Hopewell, Cole, and Fort Ancient people*. Blacksburg, VA: McDONald and Woodward Publishing Company.
- Wright, A. P. and Henry, E. R. (Eds.). (2013). *Early and Middle Woodland landscapes of the Southeast*. Gainesville: University of Florida Press. (ebook)

## **Journals**

*American Anthropologist*

*American Antiquity*

*American Journal of Physical Anthropology*

*Archaeology of Eastern North America*

*Environmental Archaeology*

*Journal of Archaeological Research*

*Journal of Archaeological Science*

*Journal of Field Archaeology*

*Midcontinential Journal of Archaeology*

*Southeastern Archaeology*

*Yearbook of Physical Anthropology*

#### Additional Information for Course Proposals

K. Proposed Instructors:

Faculty with appropriate experience in archaeology and/or Native American history and the approval of the Department of History, Politics, Society and Law may teach this course.

L. Rationale for the Course:

The course is a core requirement for Anthropology students within the Archaeology concentration and is essential for providing these students with a grounding in the culture and history of Native Americans, providing them with the information they will need as professional archaeologists, especially in the eastern United States.

Class size is limited to 22 due to the course being a General Education Writing Intensive course.

M. Specialized Equipment or Supplies Needed:

None needed.

N. Answer the following questions using complete sentences:

1) Does the course require additional human resources? (Please explain)

No

If Yes, click here to answer Question N1, above.

2) Does the course require additional physical resources? (Please explain)

No

If Yes, click here to answer Question N2, above.

3) Does the course change the requirements in any particular major? (Please explain)

No

If Yes, click here to answer Question N3, above.

4) Does the course replace an existing course in your program? (If so, list the course)

No

If Yes, click here to answer Question N4, above.

- 5) How often will the course be taught?

Every other year

Click here to add text to qualify your selection for course timing, if necessary.

- 6) Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name)

No

Click here if the answer to Question N6, above is YES. Indicate the other discipline/department and the other course number and name.

- O. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline.

Not Applicable

- P. Please identify if you are proposing to have this course considered as a menu course for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC.

This course already appears on the General Education Menu as an option for a Writing Intensive Course under the current General Education system and was previously listed as a Multicultural Awareness option under the pre-Fall 2013 menu.

## **Q. Approval Form**

**Provide the Approval Form (Signature Page) with the signatures of your department Chair AND college Dean (electronically).**