

Course Form *(One form per course, lab, or recitation)*

NORTHEAST Integrated Curriculum Committee



Date: 9/16/2022

1. **Contact person:** Damien Marken
Phone: 415 680 5861 **Email:** dmarken@bloomu.edu
2. **Department:** Anthropology, Criminal Justice & Sociology
Program: Anthropology
3. **Tracking #** *(For Provost office use only)*
4. **CIP#** *(For Provost office use only)*
5. **Select which actions you are requesting for X__ Undergraduate __ Graduate**
 Course Modified for Integration Course Not Previously Offered at any campus
6. **Click modalities that the course may be offered (80% +)**
 Face-to-Face/In person Online (100%) Interactive TV Multi-modal

New University Course Prefix	New University Course Number	New University Course Title
ANTH	130	Introduction to Archaeology
Current University Course Prefix	Current University Course Number	Current University Course Title
<i>*Only list Current Courses that are equivalent to the New Course</i>		
BU: ANTHRO	210	Prehistoric Archaeology
LHU:		
MU: ANH	1103	Introduction to Archaeology

New Course for Integrated University

7. Will the course be seeking General Education approval?

No Yes (if yes, go to next section [General Education Approval- click on this link](#))

8. Resources at Each Campus: List any resources, including faculty, facilities, technology, equipment, or library resources necessary at each campus listed above.

This course may be offered in the load of current faculty and will be available to all three campuses. For face-to-face offering there are no additional resources needed beyond current classroom technology. For online offering there are no additional resources needed. For multi-modal offering classroom will need to be equipped with proper hyflex technology to facilitate synchronous communications with faculty member and students in-person and those students that are accessing the class remotely. This course existed prior to integration and was offered at the Bloomsburg University campus. A similar course was offered at the Mansfield University campus prior to integration and taught by a member in the integrated EGGs department.

Identify on which campuses the course is intended to be offered in the integrated university (for administration use only):

<input checked="" type="checkbox"/> BU	<input checked="" type="checkbox"/> LHU	<input checked="" type="checkbox"/> MU
--	---	--

9. Identify Departments/Programs/Courses impacted by changes on this form (Identify any programs/departments/courses that may be impacted by course changes. Contact programs, departments to obtain support if you are offering a course that will impact their program:

No other departments, courses, programs, campuses are impacted.

10. Indicate Semester and Year Course will be implemented: Fall semester 2023

11. Provide a rationale for how this course relates to the mission and goals of the related program:

A B.A. in Anthropology provides students with skills needed to understand social and cultural systems, and helps them develop critical thinking, analytical, problem-solving, and presentation skills necessary for professional success. The goals of the Anthropology program are to have students be able to: 1. Identify diverse worldviews, 2. Describe anthropological theories, 3. Apply ethical principles in research, 4. Conduct research, 5. Demonstrate effective communication skills, and 6. Evaluate the viability of potential solutions.

Introduction to Archaeology familiarizes students with the field of scientific archaeology and provides an overview of world prehistory (Anthropology Program Goal 1). Students will learn how archaeologists collect data and how prehistoric narratives are constructed without written records. As such, scientific principles will be applied to the archaeological and historic records for students to examine and discuss how knowledge is created about the human past (Anthropology Program Goal 1 + 2). Additionally, the course summarizes in detail the major transitional events in human history, including the development of anatomically modern humans, the colonization of Australia and the Americas, global adaptations to the early Holocene, the domestication of most of the foods we eat today and the beginnings of agriculture, early complex societies, and the

development of the first cities and states in Asia, Africa and the Americas (Anthropology Program Goal 2).

Given that over 99% of human existence predates the invention of writing, this course on world prehistory is more than appropriate for learning objective (H). Even when written records are available, archaeology provides vital independent lines of evidence to interpret the past that also give voice to the multitudes typically excluded from written history.

ANTH130 will benefit the university by providing a multifaceted course that applies to one university goal (H) and that will contribute to an educated student body with a deeper understanding of global history.

The quality of the course will be monitored by the department assessment committee. The assessment results will be utilized to assist the department in meeting program and general education goals as well as helping in long-term planning for curriculum and development. Data from course assessment will be transmitted to the university Office of Planning and Assessment.

12. Abbreviated Title (*for Master Schedule, Maximum 20 spaces*): Intro to Archaeology

13. Course Description for Catalog (*Maximum 75 words -start with an action verb.*):

Provides a worldwide examination of human prehistory from the origins of humankind to the development of early writing. Focuses on key cultural transitions in human history including the earliest humans, their colonization of the globe, origins of food production, and the first cities and states. Field methods are also discussed. Open to all students. Serves as a foundation course for the anthropology major and minor and the archaeology minor; lecture and discussion; offered every semester.

14. Credit(s): 3

Clock Hours: 3 **Lecture:** 3 hours **Recitation:** hours **Lab:** hours

Contract Hours: 3 **Lecture:** 3 hours **Recitation:** hours **Lab:** hours

15. Prerequisites (*Courses completed prior to taking this course*):

NONE

16. Co-requisites (*Courses which must be taken simultaneously with other courses*):

N/A

17. Enrollment Restrictions (*e.g., limited to majors in program XXX, restricted from majors in program XXX, etc.*):

N/A

18. Repeatable: Can this course be repeated for credit as a multi-topic class, not just for a grade change?

No Yes: How many times is the course repeatable?

19. Dual-Level or Cross-Listed: Is this course dual-level? Yes No.

If yes, list the course prefix and number.

If dual-level, indicate content, assignments, and assessments for graduate and undergraduate courses on two separate Master Course Syllabus forms. Cross-Listed is across multiple departments/programs.

20. Estimated Frequency of Offering: Every semester—this course is a required core course for the Anthropology Major and the Archaeology Minor. Starting Fall 2023.

21. Recommended class size for student success: *Provide the recommended class size number and a clear rationale based on accreditation guidelines, discipline standards, or pedagogical limitations.*

Recommended course size is 35-45 students based on Dean CASSH. Prior class caps have been at 35 students, but with the integration course caps for lower-level courses in CASSH have been increased to 45. This number is recommended considering that students learn and retain course content at a higher level through in-class essay exams and writing assignments. A class size higher than 45 would inhibit faculty from providing students with the necessary feedback to improve their understanding of the content.

Submit a Master Course Syllabus – (see attached)

General_Education_Approval

Locate the required Curricular Theme, Program Goal, and Learning Objectives and Desired Outcomes for your selected area of this program in the [General Education Plan \(click on this link\)](#).

GE-1: Select the *Curricular Theme* and *Program Goal* you are applying from the drop down below (click on the words *Choose an item*, then click on the arrow and select one option):

Foundations: History

GE-2: How does your course fit into the General Education *Curricular Theme* and *Program Goal* to which you are applying (be sure to address all of the required areas of the selected Program Goal)?

Introduction to Archaeology summarizes in detail the major transitional events in human history, including the development of anatomically modern humans, the colonization of Australia and the Americas, global adaptations to the early Holocene, the domestication of most of the foods we eat today and the beginnings of agriculture, early complex societies, and the development of the first cities and states in Asia, Africa and the Americas (Knowledge).

Students will learn how archaeologists collect data and how prehistoric narratives are constructed without written records. As such, scientific principles will be applied to the archaeological and historic records for students to examine and discuss how knowledge is created about the human past (Sources and Evidence).

Given that over 99% of human existence predates the invention of writing, this course on world prehistory is more than appropriate for learning objective (H). Even when written records are available, archaeology provides vital independent lines of evidence to interpret the past that also give voice to the multitudes typically excluded from written history. Students will examine and evaluate major debates in human prehistory and apply a comparative approach to human behavior in the past (Application).

GE-3: List the Course Specific SLOs that correspond to the General Education SLOs of the relevant *Curricular Theme* and *Program Goal* and explain how your course will meet each one of these Course Objectives. Please be specific and use examples to align in column two and to demonstrate how this will be implemented in column three.

Course Specific Student Learning Objectives (SLOs)	General Education Student Learning Objectives (SLOs)	How do the methods and structure of the course provide students with the opportunity to meet each aligned pair of

		General Education and Course Specific SLOs?
Students will identify major events in human prehistory, including the evolution of Homo sapiens and spread from Africa, colonization of Australia and the Americas, the end of the Ice Age, domestication and food production, early complex societies, and the earliest regional cities and states	The student demonstrates knowledge and understanding of major historical themes or trends.	Lectures and reading cover major events in human prehistory, including the evolution of Homo sapiens and spread from Africa, colonization of Australia and the Americas, the end of the Ice Age, domestication and food production, early complex societies, and the earliest regional cities and states. Students will demonstrate their knowledge and understanding in Writing Assignments and written Exams.
Students will identify and apply archaeological methods of establishing chronological and spatial context of prehistoric and historic data.	The student uses persuasive evidence that demonstrates an awareness of historical chronology, causation, and context while employing disciplinary standards.	Lectures and reading apply archaeological methods of establishing chronological and spatial context of prehistoric and historic data to interpreting major events in human prehistory. Students will apply archaeological methods and data to interpret major events in human prehistory in Writing Assignments and written Exams.
Students will categorize and identify key causative connections between archaeological findings, paleoenvironmental evidence, and epigraphic data (when available) in human prehistory and early history.	The student uses persuasive evidence that demonstrates an awareness of historical chronology, causation, and context while employing disciplinary standards.	Lectures and reading categorize and identify key causative connections between archaeological findings, paleoenvironmental evidence, and epigraphic data (when available) in human prehistory and early history.

		Students will apply archaeological methods and data to interpret major events in human prehistory in Writing Assignments and written Exams.
Students will describe and evaluate current and historic debates in archaeological interpretations of major cultural processes and transitions in human prehistory.	The student uses language that is organized and clear, and demonstrates an ability to draw comparisons and/or construct historical arguments.	Students will describe and evaluate current and historic debates in archaeological interpretations of major cultural processes and transitions in human prehistory in Writing Assignments and written Exams.

Submit the Master Course Syllabus (including assessment) in addition to this form to be considered for General Education approval.

Signatures		
Required Signatures	Name	Date
Department Chairperson	Katie Ely	3/1/2023

By typing my name in the box above, I am electronically signing this form. Dean, ICC Chair, and President/Designee will sign to indicate approval directly in SharePoint.

Final status: Approved



Approved by
Rogers-Adkinson, Diana

The recommended class size is acknowledged. The president (or designee of the president) retains the right to alter the class size as warranted, in support of the mission, vision and operation of the university.

MASTER COURSE SYLLABUS

NORTHEAST Integrated Curriculum Committee

1. **DATE PREPARED:** 9/16/2022
2. **PREPARED BY:** Damien Marken
3. **DEPARTMENT:** Anthropology, Criminal Justice & Sociology
Program: Anthropology
4. **COURSE PREFIX & NUMBER** (*without space in-between*): ANTH130
5. **COURSE TITLE:** Introduction to Archaeology GE
6. **CREDIT HOURS:** 3
7. **RECOMMENDED CLASS SIZE:** 45
8. **PREREQUISITES/CO-REQUISITES:** None
9. **COURSE DESCRIPTION FOR CATALOG:** Provides a worldwide examination of human prehistory from the origins of humankind to the development of early writing. Focuses on key cultural transitions in human history including the earliest humans, their colonization of the globe, origins of food production, and the first cities and states. Field methods are also discussed. Open to all students. Serves as a foundation course for the anthropology major and minor and the archaeology minor; lecture and discussion; offered every semester.

10.CONTENT DESCRIPTION: The following areas of study will be included:

- I. Introduction to Anthropological Archaeology
 - A. What is archaeology?
 1. Science as a system of knowledge.
 2. Historical vs. archaeological narratives.
 3. The archaeological record.
 - B. History of Archaeology
 1. History of archaeological thought
 2. History of archaeological field research
- II. Archaeological Principles and Methods
 - A. Goals of archaeology
 1. Cultural History
 2. Cultural Reconstruction
 3. Cultural Process
 - B. Preservation of organic remains
 1. Arid conditions
 2. Frozen conditions

3. Anaerobic conditions

C. Dating techniques

1. Absolute methods
 - a. K-Ar dating
 - b. C14 dating
2. Relative methods
 - a. Stratigraphy
 - b. Seriation
 - c. Cross-dating

D. Archaeological field methods.

1. Survey
2. Remote sensing
3. Excavation
4. Archaeological context

E. Formation processes.

1. Natural formation processes
2. Cultural formation processes

III. Beginnings of Human Prehistory

A. First Humans - Anatomically Modern Humans (*Homo sapiens sapiens*)

1. Replacement vs. Multi-regional models
2. Anatomically Modern Humans vs. Behaviorally Modern Humans

B. Peopling of Australia

1. Sahul and Sunda
2. Extinction of Australian mega-fauna

C. Peopling of the Americas

1. Ice-Free Corridor model
2. Coastal Migration Hypothesis
3. Extinction of North American mega-fauna

IV. Domestication and the Origins of Agriculture

A. After the Ice – Early Holocene

1. The Broad-Spectrum Revolution
2. Sedentism and the beginnings of domestication

- B. Processes of domestication and the origins of agriculture
 1. Pathways to plant domestication
 2. Pathways to animal domestication
 3. Archaeological indicators of domestication
- C. The first food producers and early agricultural societies
 1. Agriculture and early complexity in Southwest Asia
 2. Origins of agriculture in the Americas
- V. Complex societies in North America
 - A. Southeast USA
 1. Archaic moundbuilders
 2. Adena
 3. Hopewell Interaction Sphere
 4. Cahokia and Southwest Ceremonial Complex
 - B. Southwest US
 1. Hohokam
 2. Ancestral Puebloan and Chaco Canyon
- VI. The First Cities and States
 - A. Theories of state formation
 1. Conflict models
 2. Integration models
 - B. Early Cities and States in Asian and African Prehistory
 1. Ancient Mesopotamia – Sumer to Sargon
 2. Ancient Egypt – Pharaohs to Greeks
 3. Ancient China – Middle Yellow River Neolithic to Han dynasty
- VII. Early States in the Americas
 - A. Mesoamerica
 1. Gulf Coast Olmecs
 2. Late Formative Oaxaca
 3. Teotihuacan
 4. Classic Maya
 5. Aztecs

B. South America

1. Chavin de Huantar
2. Moche
3. Tiwanaku and Wari
4. Inka

11. & 12. TABLE: STUDENT LEARNING OBJECTIVES AND STUDENT ASSESSMENT. Use the Table below to document the outcomes and assessment for the course. *If this is a General Education course, be sure to complete the second column as well, if it is not a General Education course, you can leave the 2nd column blank.*

If General Education: Select the *Curricular Theme* and *Program Goal* you are applying from the drop down below directly as done on the Course Form above (click on the words *Choose an item*, then click on the arrow and select one option):

Foundations: History

11. Course Specific Student Learning Objectives (SLOs)	General Education Student Learning Objectives (<i>Complete this column for GE courses only</i>)	12. Student Assessment <i>Include assessment(s) and whether they are suggested or mandated (e.g., to comply with accreditation or as a minimum standard)</i>
Students will identify major events in human prehistory, including the evolution of Homo sapiens and spread from Africa, colonization of Australia and the Americas, the end of the Ice Age, domestication and food production, early complex societies, and the earliest regional cities and states	The student demonstrates knowledge and understanding of major historical themes or trends.	<u>Formative assessment:</u> Pre-test (not-graded) Practice tests (non-graded) Quizzes Discussion <u>Summative assessment:</u> Exams (multiple choice/TF, short answers, essay) Writing Assignments Cumulative final exam focus on all goals reinforced in lectures and discussions

<p>Students will identify and apply archaeological methods of establishing chronological and spatial context of prehistoric and historic data.</p>	<p>The student uses persuasive evidence that demonstrates an awareness of historical chronology, causation, and context while employing disciplinary standards.</p>	<p><u>Formative assessment:</u> Pre-test (not-graded) Practice tests (non-graded) Quizzes Discussion Presentation w/ rubric</p> <p><u>Summative assessment:</u> Exams (multiple choice/TF, short answers, essay)</p> <p>Writing assignments</p> <p>Cumulative final exam focus on all goals reinforced in lectures and discussions</p>
<p>Students will identify and categorize key causative connections between archaeological findings, paleoenvironmental evidence, and epigraphic data (when available) in human prehistory and early history.</p>	<p>The student uses persuasive evidence that demonstrates an awareness of historical chronology, causation, and context while employing disciplinary standards.</p>	<p><u>Formative assessment:</u> Pre-test (not-graded) Practice tests (non-graded) Quizzes Discussion Presentation w/ rubric</p> <p><u>Summative assessment:</u> Exams (multiple choice/TF), short answers, essay)</p> <p>Writing assignments</p> <p>Cumulative final exam focus on all goals reinforced in lectures and discussions</p>
<p>Students will describe and evaluate current and historic debates in archaeological interpretations of major cultural processes and transitions in human prehistory.</p>	<p>The student uses language that is organized and clear, and demonstrates an ability to draw comparisons and/or construct historical arguments.</p>	<p><u>Formative assessment:</u> Pre-test (not-graded) Practice tests (non-graded) Quizzes Discussion Presentation w/ rubric</p> <p><u>Summative assessment:</u> Exams (multiple choice/TF, short answers, essay)</p>

		<p>Writing assignments</p> <p>Cumulative final exam focus on all goals reinforced in lectures and discussions</p>
--	--	---

**Note- Rows can be added*

13. METHODS:

This course is offered as a lecture/discussion course, using other materials and techniques such as films, videos, and Power Point slides, and artifact examples as appropriate. To facilitate discussion and proper attention to student essays and written assignments the proposed class size is 35 – 40 students. The course is offered every fall and spring semester.

Distance Education Setting: This course may be taught online using synchronous or asynchronous methods based on the instructor. Techniques may include using D2L (BOLT) combined with zoom (i.e., whiteboard, chat, polling, kahoots, breakout rooms, You-tube videos, etc.). Discussions and homework exercises will be posted via D2L. A computer (desktop, laptop, tablet, etc.), personal smart phone, Microsoft Office (Word, PowerPoint, Excel, and Access) and reliable Internet are required. Exams will be given via D2L.

14. COURSE ASSESSMENT:

The department collects departmental-developed rubrics and/or results on exam items across all sections of the course, both distance and in-class learning each semester. The Department will utilize a bank of questions that will serve to assess student learning objectives through the strategy of embedded questions on exams (test blueprinting). The question bank will be developed from contributions by department faculty members and will be large enough for faculty to select questions that vary from individual to individual and semester to semester, but at the same time test Program Goals 1 and 2 in a reasonably consistent measurable manner. Each student learning objective will have its own set of questions. For each of the objectives, three to five embedded questions will be utilized on exams throughout the semester to test overall knowledge acquisition. Embedded question data is reported to the department outcomes assessment committee within 30 days of the final day of the semester. The data for all sections will be statistically analyzed and summarized into one data set for assessment purposes. The assessment data assists in identifying changes needed to the course to ensure greater student attainment of the Student Learning Objectives.

The assessment results will be utilized to assist our program outcomes and general education goals as well as helping in long-term planning for curriculum and development. Data from course assessment will be transmitted to the university Office of Planning and Assessment.

15. SUPPORTING MATERIALS- SAMPLE TEXTS (Recommended):

Listed below are some of the materials which might be used in the course development but course materials are not limited to the following references. The following list includes both historical materials and more recent references (*holdings available in the Andruss Library).

*Arieta Baizabal, V. and A. Cyphers 2017. Densidad Poblacional en la Capital Olmeca de San Lorenzo, Veracruz. *Ancient Mesoamerica* 28(1):61-73.

Barsky, D. 2023. *Human Prehistory: Exploring the Past to Understand the Future*. Cambridge University Press, Cambridge.

*Campbell, R. B. 2009. Toward a Networks and Boundaries Approach to Early Complex Polities. *Current Anthropology* 50(6):821-848.

Clarkson, C. et al. 2017. Human Occupation of Northern Australia by 65,000 Years Ago. *Nature* 547:306-310.

*Feder, K. L. 2017. *The Past in Perspective*, 7th edition. Oxford University Press, New York.

*Feinman, G. M. and J. Marcus, editors 1998. *Archaic States*. School of American Research Press, Santa Fe, NM.

*Finlayson, C. 2009. *The Humans who Went Extinct*. Oxford University Press, Oxford.

*Gresky, J., J. Haelm and L. Clare 2017. Modified Human Crania from Gobekli Tepe Provide Evidence for a New Form of Neolithic Skull Cult. *Science Advances* 3:e1700564.

*Houston, S. and T. Inomata 2009. *The Classic Maya*. Cambridge University Press, Cambridge.

Inomata, T. et al. 2021. Origins and Spread of Formal Ceremonial Complexes in the Olmec and Maya Regions Revealed by Airborne Lidar. *Nature Human Behavior* 5:1487-1501.

Larson, G. et al. 2014. Current Perspectives and the Future of Domestication Studies. *PNAS* 111(17):6139-6146.

*Liverani, M. 2014. *The Ancient Near East: History, Society and Economy*. Routledge, London.

McCorriston, J. and Julie Field 2019. *World Prehistory and the Anthropocene*. Thames & Hudson, London.

*Meltzer, D. 2021. *First Peoples in a New World*. Cambridge University Press, Cambridge.

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

*Moore, J. D. 2014. *A Prehistory of South America*. University Press of Colorado, Boulder.

*Nichols, Deborah 2016. Teotihuacan. *Journal of Archaeological Research* 24(1):1-74.

*Price, T. D. and O. Bar-Yosef 2011. The Origins of Agriculture: New Data, New Ideas: An Introduction to Supplement 4. *Current Anthropology* 52(S4):S163-S174.

*Price, T. D. and G. M. Feinman 2013. *Images of the Past*, 7th edition. McGraw-Hill, New York.

*Renfrew, C. and P. Bahn 2020. *Archaeology: Theories, Methods and Practice*, 8th edition. Thames & Hudson, New York.

*Scarre, C. and T. Stone, editors 2021. *The Human Past Essentials*. Thames & Hudson, London.

*Smith, M. E. 2008. *Aztec City-State Capitals*. University Press of Florida, Gainesville.

*Trigger, B. G. 2003. *Understanding Early Civilizations*. Cambridge University Press, Cambridge.

Yoffee, N. editor. 2015. *Cambridge World History, Volume III: Early Cities in Comparative Perspective 4000 BCE-1200 CE*. Cambridge University Press, Cambridge.

*Zhang, C. et al. 2019. China's Major Late Neolithic Centres and the Rise of Erlitou. *Antiquity* 93(369):588-603.

Zeder, M. A. 2015 Core Questions in Domestication Research. *PNAS* 112(11):3191-3198.

*Zeder, M. A. and B. D. Smith 2009. A Conversation on Agricultural Origins: Talking Past Each Other in a Crowded Room. *Current Anthropology* 50(5):681-691.

Indicate possible recommended texts for the course where appropriate, including author/editor, title, publisher, edition, and date of publication. The style of entry should consistently follow a manual such as Turabian, MLA, APA, or an accepted guide in a specific

discipline.