

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

NORTHEAST Integrated Curriculum Committee



Date: 10/16/2022

1. **Contact person:** Damien Marken
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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** 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	470	Field 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	301	Field Archaeology
LHU:		
MU:		

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.

The course will be offered within load of current faculty, and will be available to students at all three campuses during Summer Semesters. For face to face offering there are no additional resources need beyond current classroom technology.

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
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9. Identify Departments/Programs/Courses impacted by changes on this form:

No programs/departments/courses impacted by course changes.

10. Indicate Semester and Year Course will be implemented: Fall 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: SLO #1. Identify diverse worldviews, SLO #2. Describe anthropological theories, SLO #3. Apply ethical principles in research and practice, SLO #4. Conduct research, SLO #5. Demonstrate effective communication skills, and SLO #6. Evaluate the viability of diverse approaches to contemporary issues.

ANTH 470 is a hands-on course in archaeological field/laboratory training. Students will participate in a field school or project engaged in active archaeological research. Professional field methods and rational will be learned and employed to collect archaeological data with which to test anthropological theories (Anthropology Program Goal 4).

Students will fulfil the role of student-researcher, where they will be trained in the appropriate data collection and classification techniques for the local area and region field school faculty and other supervisors and will implement those techniques in the field/laboratory and learn to differentiate between local and exotic artifacts (Anthropology Goal 1). Through practice and supervision, students will internalize archaeological methods and principles and gain a deeper understanding for how, and why, archaeologists collect their data. Students will also identify and demonstrate ethical implications to the creation of archaeological knowledge, as well as proper procedures in the handling of human and/or cultural remains (Anthropology Goal 3).

12. Abbreviated Title (for Master Schedule, Maximum 20 spaces):

Field Archaeology

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

Provides on-site training in archaeological methods through field/lab investigation of various prehistoric and historic cultures around the globe. Students learn excavation and recording techniques, visit important sites during field trips and become part of a unique community that studies our past.

14. Credit(s): 3-6

Clock Hours: 3-6 **Lecture:** hours **Recitation:** hours **Lab:** 3-6 hours

Contract Hours: 3-6 **Lecture:** hours **Recitation:** hours **Lab:** 3-6 hours

15. Prerequisites (*Courses completed prior to taking this course*): None. Training in archaeological field methods will occur in this course.

16. Co-requisites (*Courses which must be taken simultaneously with other courses*): None

17. Enrollment Restrictions (*e.g., limited to majors in program XXX, restricted from majors in program XXX, etc.*): None

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.

20. Estimated Frequency of Offering: Course will be offered as needed.

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.*

The recommended class size for student success within a CWU field school is 15. This course includes extensive and intensive training in archaeological methods and data collection techniques. The recommended class size is to meet professional and ethical standards of archaeological and cultural heritage documentation and preservation, as well as ensure that students are able to receive sufficient hands-on training and mentoring on a one-on-one basis.

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): None. Choose an item.

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)?

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?

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		

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:** October 16, 2022
2. **PREPARED BY:** Damien Marken
3. **DEPARTMENT:** Anthropology, Criminal Justice, and Sociology
Program: Anthropology
4. **COURSE PREFIX & NUMBER** (*without space in-between*): ANTH470
5. **COURSE TITLE:** Field Archaeology
6. **CREDIT HOURS:** 3-6
7. **RECOMMENDED CLASS SIZE:** 15
8. **PREREQUISITES/CO-REQUISITES:** None
9. **COURSE DESCRIPTION FOR CATALOG:** Provides on-site training in archaeological methods through field/lab investigation of various prehistoric and historic cultures around the globe. Students learn excavation and recording techniques, visit important sites during field trips and become part of a unique community that studies our past.

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

There cannot be a specific content outline for this course. Each site and field situation differs and must be approached differently. However, typical procedures often incorporate:

- Assessing the field and site condition
- Establishing provenience controls (datum and grid system) surface survey of artifacts and materials
- Establishment of initial excavation units, including:
 - test pits
 - block excavations
 - trenches
- Assessment of sediment/geology profiles and cultural strata at site
- Detailed excavation of features (firepits, house patterns, etc.) detailed mapping and monitoring of site conditions
- Collection and cleaning/storage of specimens
- Back-filling units
- Interaction with the interested public

The overall goal is to train students in the basics of archaeological fieldwork, including proper techniques in (1) surface survey, and (2) excavation. Specific objectives include:

- I. Training students in proper archaeological survey and excavation techniques
 - A. Showing students how to properly use, and maintain, field equipment
 - B. Training students in the use of a laser transit (Total Station) and other equipment utilized by archaeologists to create and set-up their grid system and provenience datum controls.

- C. Showing students how to evaluate local sediment profiles and cultural horizons (analyze and document stratigraphy)
- D. Training in the use of recording devices and notational systems (for example, forms and photographs) that are commonly utilized by professional archaeologists
- E. Training students in map-making and field drawing techniques and procedures
- F. Familiarizing students with how to maintain a field notebook

II. Training students in material culture analysis

- A. Helping facilitate the learning curve for students to differentiate between non-artifacts and artifacts; and among the various classes of artifacts
- B. Showing how samples and specimens are field-collected and sorted and then cleaned/prepared in the archaeological laboratory (e.g., C14 or soil samples; artifact preservation)
- C. Training in appropriate artifact classification methods (e.g., type-variety method for pottery; chaine-d'opertoire for lithics)
- D. Placing the archaeological materials in their correct time and cultural period

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):

None

Choose an item.

See CF-11 for ANTH SLOs

11. Course Specific Student Learning Objectives (SLOs)	General Education SLO	12. Student Assessment <i>(suggested)</i>
<p>SLO #1 (Diversity): Identify the ways in which diverse worldviews operate and are experienced at individual, cultural, and global levels through their expression in material culture and landscape modification.</p>		<p>Students will learn archaeological field and laboratory methods within local physiographic and cultural contexts. The application of these methods will be recorded in student field/lab notebook.</p>
<p>SLO # 3 (Professional Ethics): Students will apply professional archaeological ethics in the collection, preservation, and</p>		<p>Students will be trained in the appropriate techniques in the collection and preservation of cultural materials in the field and in the laboratory. The application of</p>

dissemination of archaeological data and cultural heritage.		these techniques will be recorded in student field/lab notebook.
SLO #4 (Research – Scientific Method): Critically evaluate anthropological hypotheses using collected archaeological data.		Students will be trained in surface survey, remote sensing, and/or stratigraphic excavation methods and interpretation with which to evaluate project-specific hypotheses about past occupational practices. Interpretations will be recorded in student field/lab notebook.
SLO #4 (Research – Scientific Method): Critically evaluate and classify collected archaeological data to test anthropological hypotheses.		Students will learn archaeological classification methods for survey and artifactual data to evaluate project-specific hypotheses about past occupational and behavioral practices. Interpretations will be recorded in student field/lab notebook.

13. METHODS:

This course is entirely hands-on. Good field techniques can only be learned by actual participation in the field. In the field/lab, students will fulfil the role of student/researcher, where they will be trained in the appropriate research/data collection techniques from field school faculty and other supervisors and will implement those techniques in the field/laboratory. Through practice and supervision, students will internalize archaeological methods and principles and gain a deeper understanding for how archaeologists collect their data. Subsequently, students will engage in the interpretation of those data under the supervision of and in collaboration with faculty.

For this reason, there are no exams for this type of course. Student performance evaluation is based upon:

1. Required notebook (turned in a mid-point of course for evaluation and suggestions and final turn-in at end of course).
2. Willingness to participate and learn while in the field/laboratory.
3. Ability to follow supervisor instructions in the collection of archaeological data and in the preservation of, and respect for, cultural heritage.

14. COURSE ASSESSMENT:

The program curriculum committee will assess the objectives of course assessment and recommend changes so that the course better reflects the goals of the program. Course assessment will also be conducted in coordination with and/or upon the request of the Office of Institutional Effectiveness and other relevant bodies.

15. SUPPORTING MATERIALS- SAMPLE TEXTS (Recommended):

Depending on the cultural region and time period under investigation, field schools will require additional texts for students specific to that region and/or time period. Below are more broadly applicable texts regarding archaeological field and lab methods.

Heizer, R. F. 2021. *Guide to Archaeological Field Methods*. Hassell Street Press, New York.

*Hester, T. R., H. J. Shafer, and K. L. Feder 2016. *Field Methods in Archaeology*, 7th edition. Routledge, New York. (1997 edition in BU Library)

Kipfer, B. A. 2023. *Archaeologist's Fieldwork Guide*, 2nd edition. Wiley-Blackwell, Hoboken, NJ.

*Olivieri, L. M. 2017. *Digging Up: Fieldwork Guidelines for Students*, 2nd edition. Sang-e-Meel Publications, Lahore.

*Renfrew, C. and P. Bahn 2020. *Archaeology: Theories, Methods and Practice*, 8th edition. Thames & Hudson, New York. (Earlier edition in Bu Library)