

14-148a
 UWUCC AP - 4/7/15
 Senate App - 4/28/15

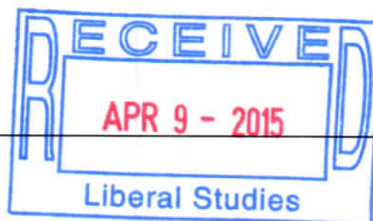
New Course Proposal Template

Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair.
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to curriculum-approval@iup.edu; this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email curriculum-approval@iup.edu.

Contact Person:	Francis Allard	Email Address:	allard@iup.edu
Proposing Depart/Unit:	Anthropology	Phone:	72413

Course Prefix/Number	See the Registrar's list of Unavailable course numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323 . ANTH 333
Dual/Cross Listed	<p><i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233.</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes with: Click here to enter text.</p>
Number of Credits	<p>(UG) Class Hours - 3 (UG) Lab Hours - 0 Credits - 3</p>
Prerequisite(s)	None
Corequisite(s)	<i>This means that another course must be taken in the same semester as the proposed course</i> None
Additional Information (Check all that apply. Note: Additional documentation will be required)	<p><input type="checkbox"/> Liberal Studies (please also complete Template C)</p> <p><input type="checkbox"/> Teacher Education (Is it Step 1 a prerequisite or is it part of the Professional Education Sequence If so please also complete Template D)</p> <p><input type="checkbox"/> Distance Education (Please also complete Template E)</p>
Course Title	The Archaeology of Early China
Recommended Class Size (optional) (provide justification)	<p>Are you recommending a class size: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes: (check one of the following reasons and provide a narrative explanation)</p> <p><input checked="" type="checkbox"/> Pedagogical <input type="checkbox"/> Physical limitation of classroom</p> <p><input type="checkbox"/> Accreditation body standards/recommendations</p> <p><input type="checkbox"/> Other</p> <p>Explanation (<i>required</i>): The course will require students to complete a significant amount of writing and research assignments. For this reason, a maximum enrollment of 25 students is recommended.</p>
Catalog Description	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Offers an overview of the history, practice and achievements of archaeology in China, with a focus on early China (up to the Han dynasty). A portion of the course is devoted to those discoveries which have shed light on important developments in China, including its early stone age occupation, the growth of agriculture, the emergence of civilization, as well as the construction of impressive structures (such as the</p>



Template A

	<p>Great Wall and the first emperor's terracotta army). Also discusses the ways in which Chinese and western archaeology differ, as well as the role that nationalism and regionalism have played in archaeological research and interpretation in China.</p>
<p>Student Learning Outcomes</p> <p><i>(These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes)</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p>	<p>By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Summarize and contrast the history of archaeology in pre- and post-1949 China, including the role that archaeological traditions in other parts of the world have played in the development of Chinese archaeology. 2. Compare and contrast China's many regions with regard to topography, soils, and climate, as these relate to the visibility of archaeological sites and remains. 3. Describe the important role that archaeology has played in clarifying the major transitions marking the development of China over the past two million years, from its initial occupation by human ancestors to the emergence of agriculture, sedentary life, and state level societies. 4. Explain the role that archaeological theory has played in our understanding of early China. 5. Identify and describe those prominent and more modest archaeological sites which have made singular contributions to our understanding of early China. 6. Recognize the differences which exist between the methods and objectives of archaeology in China and in the United States, paying attention to the reasons which underlie such differences. 7. Evaluate how archaeological methodology and interpretation in China have been impacted by nationalist, centrist, and regionalist ideologies.
<p>Brief Course Outline:</p> <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>	<ol style="list-style-type: none"> 1. <u>Introduction to the History and Geography of China</u> Outline of Chinese history; Topography, soils, hydrography and climate; Environmental variation and its impact on the identification and recovery of archaeological sites and remains in China. 2. <u>Overview of Archaeology in China: History and Theoretical Foundations</u> Early Chinese investigations into material culture; Contacts with the west and the development of archaeology in China; The historiographical foundation of archaeology in China; Archaeology since 1949. 3. <u>The Paleolithic Period (2 million years – 25,000 BP)</u> The evidence for early human occupation in China; Models of hominin dispersal into China; The nature of the evidence: fossilized remains and stone tools. 4. <u>Transitions to Novel Subsistence Economies and Technologies (25,000 –10,000 BP)</u> Hunting-gathering, agriculture, and food production: Definitions and models of subsistence change; The evidence from North China; The evidence from Central and South China. 5. <u>The Early Neolithic Period (7th – 3rd millennium BCE)</u> Early sedentism and the development of agriculture in China; The sociopolitical and economic dimensions of sedentism and agriculture in China; Interregional variation and interaction. 6. <u>The Late Neolithic Period (3rd – early 2nd millennium BCE)</u> Modeling the emergence of sociopolitical complexity; Descriptions of regional complex societies in China; Applying models of complexification to the Chinese data; The emergence of Chinese civilization. 7. <u>The Beginnings of Dynastic History</u> Uneven transitions from the Late Neolithic to the Bronze Age; Debates surrounding the historicity of the Xia dynasty (first half of the 2nd millennium BCE); Applying models of state formation to the Chinese data. 8. <u>The Shang Dynasty (2nd half of the second millennium BCE)</u> Early writing, oracle bones and ritual; The role of bronzes in Shang dynasty China; The foundation, development and fall of the Shang state; The capital of Anyang and the burials of the Shang dynasty.

Template A

	<p>9. <u>The Zhou Dynasty (10th - end of the 3rd century BCE)</u> Historical background: Cycles of fusion and fragmentation; The archaeology of urbanism and conflict; Elite and non-elite tombs and cemeteries; Advances in technology and art.</p> <p>10. <u>The Qin dynasty (end of the 3rd century BE)</u> Historical background. The first emperor of China; The archaeology of China's unification under the Qin; The Great Wall; The first emperor's mausoleum and terracotta army.</p> <p>11. <u>The Han dynasty (2nd century BCE – 3rd century AD)</u> Historical background and the limits of imperial expansion; The archaeology of Han cities and tombs; Advances in art and technology.</p> <p>12. <u>The Archaeology of China's Peripheral Regions</u> The southwest and southeast (from Yunnan to Fujian); The northwest (Xinjiang Province); The north (Inner Mongolia); The role of peripheral regions in China's conception of its origins and development.</p> <p>13. <u>Nationalism and Regionalism in Chinese Archaeology</u> Nationalism, regionalism, and the interpretation of archaeological data: An overview; The history, development and impact of nationalist and regionalist sentiments in the archaeology of China.</p>
Rationale for Proposal	
Why is this course being proposed?	To expand the number of options for controlled electives in the Anthropology major's Archaeology track..
How does it fit into the departmental curriculum? (Check all that apply)	<input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Minor Requirement <input type="checkbox"/> Core Requirement (Interdisciplinary core – e.g. Business/Education) <input checked="" type="checkbox"/> Required Elective <input type="checkbox"/> Liberal Studies <input type="checkbox"/> Open Elective <input type="checkbox"/> Other - Click here to enter text.
Is a similar class offered in other departments?	<input checked="" type="checkbox"/> Yes Please provide comment: As there is (limited) overlap in content with HIST 332 (History of Early China) and ARHI 425 (Arts of China), support for this proposal was sought (and obtained) from both the History and Art departments (see attached responses). <input type="checkbox"/> No
Does it serve the college/university above and beyond the role it serves in the department?	<input checked="" type="checkbox"/> Yes Please provide comment: The course will become part of the Asian Studies curriculum. <input type="checkbox"/> No
Who is the target audience for the course?	<input checked="" type="checkbox"/> Course Designed for Majors (<input type="checkbox"/> Required <input checked="" type="checkbox"/> Not Required) <input checked="" type="checkbox"/> Course Designed for Minor <input checked="" type="checkbox"/> Departmental Elective <input type="checkbox"/> Restricted to Majors/Minors <input checked="" type="checkbox"/> Open to Any Student <input type="checkbox"/> Liberal Studies <input type="checkbox"/> Other - Click here to enter text.
Implications for other departments	A. What are the implications for other departments (<i>For example: overlap of content with other disciplines, requirements for other programs</i>)? Click here to enter text.

Template A

	B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? (Attach documents as appropriate) Click here to enter text.
For Dean's Review	
<ul style="list-style-type: none">• Are resources available/sufficient for this course? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA• Is the proposal congruent with college mission? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA• Has the proposer attempted to resolve potential conflicts with other academic units? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	
Comments:	