ANTH 570 Environmental Archaeology-NewCrs-2018-02-02

- 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

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	Lara Homsey-Messer	**Proposer Email***	lmesser@iup.edu
Contact Person*	Lara Homsey-Messer	**Contact Email***	lmesser@iup.edu
Proposing Department/Unit*	Anthropology	**Contact Phone***	2724-357-2732

(A) Course Prefix*	ANTH
(B) Course Number*	***See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323*** 570
(C) Course Title*	Environmental Archaeology
(D) Course Level*	graduate-level

(E) Cross Listed* Dual Listed courses must use the Dual Listed form Note: both courses to be dual-listed must be approved through Senate PRIOR to requesting Dual Listing *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* NO If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):
(H) Number of Credits*	Class Hours per Week:3 Lab Hours:0 Credits:3
(I) Repeatable Course* This is for courses that can be Repeated multiple times e. g. Internship	NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Prerequisite (s)	ANTH 244 or GEOS 201 or permission of instructor
(K) Co-requisite(s)	*This means that another course must be taken in the same semester as the proposed course*

(L) Additional Information

Check all that apply. Note: Additional documentation will be required

** Teacher Education: Please complete the Teacher Education section of this form (below)*

** Liberal Studies: Please complete the Liberal Studies section of this form (below)*

** Distance Education: Please complete the Distance Education section of this form (below)*

(M) Recommended Class Size

YES

Number (Enter Zero if No):16

If YES: (Check one of the following reasons and provide a narrative explanation)

Physical Limitation of Classroom

Explain (required):

experiential components of this course will utilize samples and equipment (e.g., microscopes) which are available in limited quantity

(N) Catalog Description*

Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.

Examine past human interactions with the natural environment, including plants, animals, climate, and geologic landscapes. In this class, students will 1) get hands-on practice in the scientific techniques used to reconstruct ancient environments, including analysis of pollen, sediments and soils, and microfauna; 2) use computer software to tabulate, graph and interpret data sets; and 3) evaluate select archaeological case studies designed to illustrate how changing environmental conditions and natural hazards (e.g., volcanoes, tsunamis) impacted past human populations, as well as how people have altered and modified their environment through time. Examination of these interactions using a diachronic and comparative perspective, from the evolution of hominins millions of years ago to the current Anthropocene EPOCH will be covered.

(O) Student Learning Outcomes* (SLO)

For Each Outcome Describe

How the Outcome Will

Be Measured

These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes

If dual listed, indicate additional learning objectives for the higher level course. ***Hit Tab to add additional lines***

Note that the text box in the table expands

SLO #	Outcome	How outcome is assessed
1	Describe the primary methods of reconstructing past climates and landscapes and assess the strengths and limitations of each method	Weekly in-class quizzes, a midterm, and a final
2	Recognize and analyze the ways in which the natural world impacts human evolution, settlement, resource exploitation and cultural change and--conversely–how humans have impacted and modified the natural world through time	Weekly in-class, peer-led discussion of case studies from the primary literature
3	Tabulate, graph, and interpret environmental data sets using common software applications for the profession such as Excel, Surfer, and PanPlot	weekly problem sets
4	Synthesize multiple environmental data sets to draw sound archaeological interpretations within both processual and post-processual theoretical frameworks	weekly problem sets
5	Develop a research design to answer environmental archaeology research questions utilizing appropriate methods, environmental proxies, and data sets	Final class project, created as MA thesis or research grant proposal, and graded via rubric

(P) Brief Course Outline*	*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* *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.* Introduction to cultural ecology and environmental archaeology Reconstructing past climates using ice cores, greenhouse gases, and oxygen isotopes Reconstructing past climates using pollen Reconstructing past climates using botanical remains (seeds, charcoal, phytoliths, & starches) Reconstructing past climates using microfaunal remains Reconstructing past landscapes using sediments Reconstructing past landscapes using soils Reconstructing past landscapes using geomorphology and sonar Major climate episodes through time and their effects on human-environmental interaction Developing environmental archaeology research questions and research designs Investigating the connection between physical and cultural landscapes and world view The Anthropocene and its effect on cultural resource preservation and interpretation Student Presentations

Rationale for Proposal	
(Q) Why is this Course Being Proposed?*	This course will be a graduate elective designed to compliment the MA program in Applied Archaeology emphasis and research strengths in Geoarchaeology. While we have courses focused on coastlines and soils, we lack a course the examines the broad scope of environmental archaeology which additionally includes plants, pollen, fauna, and isotopes. The goal is to provide graduate students with this broader background so that they are more competitive in the marketplace. This knowledge is rapidly becoming a focus of state and federal agencies as the connection between environmental factors and archaeological identification, patterning and preservation becomes increasingly clear.
(R) University Senate Summary of Rationale	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* Within the Applied Archaeology sector, employers are increasingly seeking out employees with a firm understanding of past landscape and climate change as it directly impacts the preservation and distribution of archaeological resources. They additionally need practitioners who know how to use environmental instrumentation and equipment such as microscopes, analytical instrumentation (e.g., x-ray fluoresce, SEM), and flotation systems. Thi s course provides emerging professionals with these critical skills and concepts which will make them more marketable in the workplace.
(S) How Does it Fit into the Departmental Curriculum?*	*Check all that apply* Free Elective Other If Other, please explain: controlled elective
(T) Is a Similar Class Offered in Other Departments?*	NO Please Provide Comment:

(U)Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*	YES Please Provide Comment: May be an appropriate dual level class for undergraduate and graduate students.
(V) Who is the Target Audience for the Course?*	Department Elective If Other, please explain:
(W) Implications for Other Departments*	A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs) none B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? n/a
(X) Attach Supporting Documents for Implications, if Necessary	**File** **Modified**
(Y) Are the Resources Adequate?*	*(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)* YES Please Provide Comment: Course will utilize samples, equipment and instrumentation housed in the Anthropology Department in McElhaney Hall.

Distance Education Section

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

If Completing this Section, Check the Box to the Right:	**NOTE: you must check this box if the Course has previously been approved for Distance Education**
Course Prefix/Number	
Course Title	

Type of Proposal	*See CBA, Art. 42.D.1 for Definition*
Brief Course Outline	*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* *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.*
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified **in the Distance Education delivery** **method as well as the discipline?**	
For each outcome in the course, describe **how the outcome will be achieved using** **Distance Education technologies.**	
How will the instructor-student and **student-student interaction take place?** **(if applicable)**	
How will student achievement be evaluated?	
How will academic honesty for tests **and assignments be addressed?**	

Course SLO #	How outcome is assessed using Distance Education Technologies
1	
2	
3	

Liberal Studies Section

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

If Completing this Section, **Check the Box to the Right:**	**NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies**

Liberal Studies Course Designations (Check all that apply) **Section 1**	
Learning Skills:	

Knowledge Area:	
Liberal Studies Elective	*Please mark the competencies(s) that apply - must meet at least one*
How does this course fit into the designation you indicated above?	
Expected Undergraduate Student Learning Outcomes (EUSLOs) Map the Course Outcome to the **EUSLO's**	*Map each course outcome to the appropriate EUSLO's that apply. Fill in the course outcome number.* *See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs*

Informed Learners demonstrate:	**Course SLO #**
• the ways of modeling the natural, social and technical worlds	
• The aesthetic facets of human experience	
• the past and present from historical, philosophical and social perspectives	
• the human imagination, expression and traditions of many cultures	
• the interrelationships within and across cultures & global communiites	
• the interrelationships within and across disciplines	
Empowered Learners demonstrate:	**Course SLO #**
• effective oral and written communication abilities	
• ease with textual, visual and electronically-mediated literacies	
• problem solving skills using a variety of methods and tools	
• information literacy skills including the ablity to access, evaluate, interpret and use informatoin from a variety of sources	
• the ablity to transform information into knowledge and knowledge into judgement and action	
• the ability to work within complex systems and with diverse groups	
• critical thinking skills including analysis, application and evaluation	

	• reflective thinking and the ability to synthesize information and ideas

Responsible Learners demonstrate:	Course SLO #
• intellectual honesty	
• concern for social justice	
• civic engagement	
• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world	
• an understanding of themselves and a respect for the identities, histories and cultures of others	

How will each outcome be measured (note should mirror (O) Student Learning Outcomes* (SLO) from the course proposal

Course SLO #	Assessment Tool to be used to measure the outcome
1	
2	
3	

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

Please answer the following questions.

Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.	
Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.	

Teacher Education Section

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

If Completing this Section, **Check the Box to the Right:**	**NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items**
Course Designations:	
Key Assessments	
	For both new and revised courses, please attach (see the program education coordinator): • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric **File** **Modified** No files shared here yet. • Drag and drop to upload or browse for files
Narrative Description of the **Required Content**	*How the proposal relates to the Education Major*

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