

Current Catalog Description:

ANTH 213 World Archaeology

3c-01-3cr

A survey of the prehistory of Western and non-Western cultures with an emphasis on the development of technology and on the evolution of adaptive strategies with particular attention to the origins of agriculture. Exposes the students to the diversity of past cultural systems and to the methodological and theoretical questions of concern to archaeologists.

Prerequisites: None

Proposed Catalog Description:

ANTH 213 World Archaeology

3c-01-3cr

Archaeology is the study of past cultures and societies through their material remains. This course explores the archaeologies of western and non-western societies and examines theories, methods, and techniques for investigating, reconstructing, interpreting, preserving, and learning from the past. This course examines human cultural chronology from the appearance of human ancestors to the present through an examination of important social, economic, and ideological questions, as well as artifact remains. Topics will include the origins of food production, social inequality, and civilization.

Prerequisites: None

Rationale: The proposed catalog description provides an updated summary of the course to better reflect changes in the Liberal Studies program.

ANTH 213 World Archaeology Syllabus of Record

I. Catalog Description

Anth 213: World Archaeology

3 class hours

0 lab hours

3 credits

(3c-0l-3cr)

Prerequisites: None

Archaeology is the study of past cultures and societies through their material remains. This course will explore the archaeologies of western and non-western societies and examine theory, methods, and techniques for investigating, reconstructing, interpreting, preserving, and learning from the past. In this course, we will examine human cultural chronology from the appearance of human ancestors to the present through an examination of important social, economic, and ideological questions, as well as artifact remains. Topics covered will include the origins of food production, social inequality, and civilization.

II. Course Outcomes:

Objective 1:

Describe the philosophies, ethics, and social context of archaeological investigation (how archaeologists know what they know).

Expected Student Learning Outcome 1:

Informed Learners

Rationale:

Assignments including exam questions, in class and take home exercises, an in-class oral presentation and forum discussion or brochure will require students to examine the various approaches, perspectives and methodologies used to examine the intellectual questions and problems of the discipline.(EUSLO1) .

Objective 2: Contrast archaeology as anthropology and a social science with history and other disciplines that provide perspectives on the past.

Expected Student Learning Outcome 2:

Informed Learners

Rationale:

Assignments including exam questions, in class and take home exercises, an in-class oral presentation and forum discussion or brochure will require students to address how archaeology shares common theories and methods with other disciplines in the social sciences as well as how archaeology differs from these disciplines. (EUSOL1)

Objective 3:

Explain world prehistory and early history, emphasizing famous sites and important human systems and processes, such as the origins of culture, food production, and civilization

Expected Learning Outcomes 2 and 3

Empowered and Responsible Learners

Rationale:

Assignments including exam questions, in class and take home exercises, an in-class oral presentation and forum discussion or brochure will require students to employ critical thinking and analytical skills to offer meaningful explanations of social and individual behavior by providing comparative examples of social and group development within cultural contexts.(EUSLO2)

Assignments including exam questions, in class and take home exercises, an in-class oral presentation and forum discussion or brochure will require students to examine the identities, histories, and cultures of others. (EUSLO3)

Objective 4:

Analyze the way cultures have interacted with the environment in the past and what effect similar interaction may have today.

Expected Learning Outcomes 2 and 3

Empowered and Responsible Learners

Rationale:

Assignments including exam questions, in class and take home exercises, an in-class oral presentation and forum discussion or brochure

will require students to demonstrate an understanding of individuals, groups and their physical and social environments by exploring and analyzing the environmental advantages and constraints encountered regionally and through time. (EUSLO2)

Assignments including exam questions, in class and take home exercises, an in-class oral presentation and forum discussion or brochure will require students to demonstrate an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world. (EUSL03)

Objective 5:

Evaluate the value of archaeology to provide a voice for people who are often overlooked in written histories including ethnic and racial minorities and women.

Expected Learning Outcome 3

Responsible Learners

Rationale:

Assignments including exam questions, in class and take home exercises, an in-class oral presentation and forum discussion or brochure will require students to demonstrate and understanding of themselves and a respect for the identities, histories, and cultures of others. (EUSLO3)

In addition, the assignments will also require students to expand their understanding of “human” and “civilization” to parts of the world and cultures not always recognized for their development and to provide a voice for those without written histories. (EUSLO3)

III. Course Outline

- 1. Introduction: The History and Methods of Archaeology (3 hours)**
 - A. What is Archaeology? Understanding anthropology’s role in the social sciences and archaeology’s role in anthropology.
 - B. What are the different kinds of archaeology, how did each originate, and in what larger discipline?
 - C. Understanding sites, artifacts, sampling, and other basic concepts like evolution

D. Public Archaeology and Modern Society

2. Archaeological Values and Ethics (2 hours)

- A. Example Case study: The Kennewick Controversy An examination of the discovery of a 11,000 year old skeleton in Washington state and the interplay between physical anthropologist, Native Peoples, Archaeologists, and US Government agencies.

3. Near Humans, Humans, and Culture (6 hours)

- A. Near Humans and Human Ancestors (Hominins)
B. The Manufacture of Early Stone Tools
C. The Who, When and Where of Leaving Africa
D. Neanderthals and Anatomically Modern Humans

4. When did hominins settle Europe? (4 hours)

- A. What is the Paleolithic?
B. Middle and Upper Paleolithic Hunter-Gatherers
C. Comparing Neanderthal and early modern humans and their lifestyles based on cultural evidence; understanding contexts
D. Understanding the Upper Paleolithic lifestyles and interpretations of art
E. The Emergence of Modern Humans and the Mesolithic

5. The Farmers (6 hours)

- A. Why Agriculture?
B. Origins of Food Production
C. Compare models of origins of food production and understand what was produced.
D. Early Agriculture in the Middle East, Asia and Africa

6. Origins and Development of Civilization Worldwide (7 hours)

- A. Mesopotamian Civilization
B. The development of Civilization in four pristine states (examples Mesopotamia, Indus Valley, Egypt, China),
C. Examine later states such as Great Zimbabwe
D. The evolution of complex societies in Europe (examples Egypt, Minoans in Crete, Bronze Age Europe).

7. North American PreColumbian Archaeology (3 hours)

- A. Models of the peopling of the Americas
B. Understanding the Archaic and early food production

- C. Early Agriculture in the Americas
- D. Late Pre-European societies
- E. Civilizations in North America

8. Civilization in Meso and South America (6 hours)

- A. The Beginnings of Civilization in Mesoamerica
- B. Classic Civilizations in Mesoamerica
- C. The Postclassic and the Aztecs
- D. Early Complexity in South America
- E. Civilizations of the Coast and the Andes
- F. The Inca

9. Historical Archaeology (3 hours)

- A. Documenting the Disenfranchised
- B. Example: Case Study: The Moravian community of Salem North Carolina and of the incorporation of African slaves into the community. Uses archaeological research to reconstruct the "secret history" of the enslaved.

Midterm Exam (1 hour)

Essay Exam on Supplemental Readings (1 hour)

Final Exam (2 hours)

IV. Evaluation Methods

- 1.) **(40%) EXAMS** - Two exams will be given during the semester. Each will consist of multiple-choice, short answer or essay questions. Each will be worth 20% of the final grade and will cover the major sections of the course
- 2.) **(10%) EXERCISES** - A total of 10 exercises will be assigned during the semester. All 10 will count in the class grade. For some exercises students will work in groups in the classroom.
- 3.) **(20%) BOOK ESSAY EXAM** –Students will be required to read a supplemental non-text book or set of readings on some aspect of archaeology and write an in-class essay on the book.

- 4.) **(30%) IN-CLASS PRESENTATION and WEB Project** – Each chapter of the textbook describes many archaeological sites. Students will select one of the sites to research. Each week one or more students will present “their” sites. The site chosen should be from the chapters discussed that week. Students will become the class expert on that site.

V. Grading Scale

Grading scale: A 90-100% B 80-89% C 70-79% D 60-69% F 59% and below

VI. Undergraduate Course Attendance Policy

The university expects all students to attend class. Although there is no formal attendance policy for this course, student learning is enhanced by regular attendance. Exams and assignments contribute to a substantial portion of the class grade and can be made up with a medical excuse.

VII. Required Textbook, Supplemental Books and Readings

Below are three examples of textbooks from which faculty currently select:

Chazan, Michael

2010 *World Prehistory and Archaeology*. 2nd ed. Prentice Hall. New Jersey

Fagan, Brian

2010 *World Prehistory: A Brief Introduction* 8th ed. Prentice Hall. New Jersey

Price, T. Douglas and Gary Feinman

2009. *Images of the Past*, 6th ed. McGraw Hill. New York.

Supplemental/Non-textbook reading (Examples

Deetz, James

1996 *In Small Things Forgotten: An Archaeology of Early American Life*. Doubleday. New York.

Ferguson, Leland

2004 *Uncommon Ground: Archaeology and Early African America, 1650-1800*. Smithsonian Institution, Washington, D.C.

Thomas, David Hurst

2000 *Skull Wars: Kennewick Man, Archaeology, and the Battle for Native American Identity*. Basic Books, New York

VIII. Special Resource Requirements

None

IX. Bibliography

Anderson, David G. and J. C. Gillam

2001 Paleoindian Interaction and Mating Networks: Reply to Moore and Moseley. *American Antiquity* 66(3):530-535.

Blakey, Michael L.

2001 Bioarchaeology of the African Diaspora in the Americas: Its Origins and Scope. *Annual Review of Anthropology* 30:387-422.

Bandi, Hans-Georg

1999 Beringia and the peopling of the New World. *Review of Archaeology* 20(1):15-16.

Billeck, William T.

1998 Fluted point distribution in the loess hills of southwestern Iowa. *Plains Anthropologist* 43(166):401-409.

Blackmar, Jeannette

2001 Regional Variability in Clovis, Folsom, and Cody Land Use. *Plains Anthropologist* 46(175):

Boldurian, Anthony T. and Ellen E. Hoffman\

2009 Clovis Blade Manufacture: Analytical Procedure to Infer "Technique". *North American Archaeologist* 30(2):167-194.

Chazan, Michael

2010 *World Prehistory and Archaeology*. 2nd ed. Prentice Hall: Upper Saddle River, New Jersey

Cremin, Aedeon (Editor)

2007 *The World Encyclopedia of Archaeology: The World's Most Significant Sites and Cultural Treasures* Firefly Books: Towanda, NY

Deetz, James

1997 *In Small Things Forgotten: An Archaeology of Early American Life*. Doubleday, New York.

Ferguson, Leland

2004 *Uncommon Ground: Archaeology and Early African America, 1650-1800*.
Smithsonian Institution, Washington, D.C.

2011 *God's Fields: Landscape, Religion, and Race in Moravian Wachovia*
(Cultural Heritage Studies) University Press of Florida, Gainesville,
Florida

Horning, Audrey J.

1999 In Search of a "Hollow Ethnicity": Archaeological Explorations of Rural
Mountain Settlement. In *Historical Archaeology, Identity Formation, and
the Interpretation of Ethnicity*, edited by Maria Franklin and Garrett Fesler,
pp. 121-137. Colonial Williamsburg Foundation, Richmond, Virginia.

LaRoche, Cheryl J. and Michael Blakey

1997 Seizing Intellectual Power: The Dialogue at the New York African Burial
Ground. *Historical Archaeology* 31(3):84-106.

Rubertone, Patricia E.

1989 Archaeology, Colonialism and 17th-Century Native America. In *Conflict in
the Archaeology of Living Traditions*, edited by Robert Layton, pp. 32-45.
Unwin Hyman, London.

Sabloff, Jeremy A.

2008 *Archaeology Matters: Action Archaeology in the Modern World*. Left
Coast Press, Walnut Creek, California

Staeck, John P.

2000 Echoing the Past. In *Interpretations of Native North American Life:
Material Contributions to Ethnohistory*, edited by Michael S. Nassaney
and Eric S. Johnson, pp. 88-117. University of Florida Press, Gainesville,
Florida.

Thomas, David Hurst

2000 *Skull Wars: Kennewick Man, Archaeology, and the Battle for Native
American Identity*. Basic Books, New York.

Wilson, Samuel M.

2007 *The Archaeology of the Caribbean* (Cambridge World Archaeology)
Cambridge University Press, New York

2. Summary of the Proposed Revisions

2.1 Catalog description changed

2.2 Revision of course objectives

2.3 Updating of the bibliography to include references on the Archaeology of the Disenfranchised

2.4. Minor revisions to update course outline

3. Rationale:

3.1 The catalog description has been revised to better reflect recent changes in the Liberal Studies program.

3.2 The course objectives have been updated to meet current expectations for student centered measurable objectives

3.3 The bibliography has been updated to reflect recent scholarship on Historical archaeology of the disenfranchised.

3.4. The course outline has been revised to a topic format which can be ordered to match the textbook selected for the course.

4. Sample Assignment for Liberal Studies Course:

IN-CLASS PRESENTATION and WEB Project - Each chapter of the textbook describes many archaeological sites. Students will select one of the sites to research. Each week one or more students will present "their" sites. The site chosen should be from the chapters discussed that week. Students will become the class expert on that site.

Assignment Instructions

Each student will:

- i) Prepare a 5-7 minute in-class presentation about the site, describing its location, history of exploration, chronology, cultural affiliation and significance and anything else you feel you classmates should know about the site. Your research should include at least 5 sources besides the text presentation. The in-class presentation should include at least 5 powerpoint slides about the site.

- ii) Develop 5 multiple choice exam questions that might be included in the midterm or final exam. Your questions should be handed out to the class prior to your presentation and the answers should be covered in your material.
- iii) Summarize your site information in a forum or blog on the course management system (Moodle/D2L) or as a brochure.
- iv) In addition, all students will be asked to complete an evaluation of the other presentations by completing a short questionnaire on the other presentations.

Oral Presentation Rubric (Example based on 30 points total for assignment)

Outcome/Skills	Advanced (Each outcome 10 points)	Developing (8 points)	Emerging (6 points)
Idea development, use of language, and the organization of ideas are effectively used to achieve a purpose. (10 points)	<p>A. Ideas are clearly organized, developed, and supported to achieve a purpose; the purpose is clear.</p> <p>B. The introduction gets the attention of the audience.</p> <p>C. Main points are clear and organized effectively.</p> <p>D. Supporting material is original, logical, and relevant (facts, examples, etc.).</p> <p>E. Smooth transitions are used.</p> <p>F. The conclusion is satisfying.</p>	<p>A. The main idea is evident, but the organizational structure may need to be strengthened; ideas may not always flow smoothly.</p> <p>B. The introduction may not be well-developed.</p> <p>C. Main points are not always clear.</p> <p>D. Supporting material may lack in originality or adequate development.</p> <p>E. Transitions may be awkward.</p> <p>F. The conclusion may need additional development.</p>	<p>A. Idea "seeds" have not yet germinated; ideas may not be focused or developed; the main purpose is not clear.</p> <p>B. The introduction is undeveloped or irrelevant.</p> <p>C. Main points are difficult to identify.</p> <p>D. Inaccurate, generalized, or inappropriate supporting material may be used.</p> <p>E. Transitions may be needed.</p> <p>F. The conclusion is abrupt or limited.</p>
The nonverbal message supports and is consistent with the verbal message. (10 points)	<p>A. The delivery is natural, confident, and enhances the message — posture, eye contact, smooth gestures, facial expressions, volume, pace, etc. indicate confidence, a commitment to the topic, and a willingness to communicate.</p> <p>B. Limited filler words ("ums") are used.</p> <p>C. Clear articulation and pronunciation are used.</p>	<p>A. The delivery generally seems effective— however, effective use of volume, eye contact, vocal control, etc. may not be consistent; some hesitancy may be observed.</p> <p>B. Filler words are not distracting.</p> <p>C. Generally, articulation and pronunciation are clear.</p>	<p>A. The delivery detracts from the message; eye contact may be very limited; the presenter may tend to look at the floor, mumble, speak inaudibly, fidget, or read most or all of the speech; gestures and movements may be jerky or excessive.</p> <p>B. Filler words ("ums,") are used excessively.</p> <p>C. Articulation and pronunciation tend to be sloppy.</p>
Visual Presentation	A. The powerpoint	The powerpoint slides	The powerpoint slides

(10 points)	slides are A. attractively designed and relevant to the presentation. B. easy to read and clearly define the major presentations points	are A. Somewhat coordinated with the verbal presentation B. Somewhat difficult to read and reinforce only some of the main points of the presentation	are A. Not well coordinated with the verbal presentation B. Very difficult to read and do not reinforce main presentation points
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1(Based on rubrics developed by Northwest Regional Educational Laboratory. (1998) and revised by Loyola Marymont University Oral Presentation Example Rubric (http://www.lmu.edu/about/services/academicplanning/assessment/Assessment_Resources/Rubrics/Example_Rubrics/Oral_Presentation_Example_Rubric.htm))

5. ANTH 213: Liberal Studies Approval Questions

5.1. This course will be taught as a multiple-section, multiple instructor course in which all four of the archaeologists in the department teach the course from time to time. The department will maintain equivalency by sharing syllabi, approaches and information on new resources once a year. This will maintain flexibility and equivalency.

5.2. The course is an archaeological exploration of world prehistory and early history and will examine the archaeologies of non-western, ethnic and racial minorities, and women. In addition, the last section of the course will focus on case studies of the underrepresented and ethical issues faced by archaeologists.

5.3. As indicated in the syllabus, non-textbooks and supplemental readings will be used to supplement the course textbook.

5.4. This course is designed to introduce the field of archaeology to students with little or no previous experience with the subject. Anthropology majors are required to take one course from each of the four fields of anthropology. ANTH 244: Basic Archaeology is the introductory archaeology course for majors. It differs from this course in that it covers archaeological methods and theory in much more detail, but has less emphasis on cultural chronologies. Archaeology track majors can take this course as one of their liberal studies Social Science knowledge areas, because of the limited overlap in content of the two courses.

SYLLABUS OF RECORD (Old)

I. Catalog Description

Anth 213: World Archaeology 3 class hours, 0 lab hours, 3 credits (3c-0l-3cr)

Prerequisites: none

A survey of the prehistory of Western and non-Western cultures with an emphasis on the development of technology and on the evolution of adaptive strategies with particular attention to the origins of agriculture. Exposes the students to the diversity of past cultural systems and to the methodological and theoretical questions of concern to archaeologists.

II. Course Outcomes:

At the conclusion of the course, students should be able to:

1. Understand the basic concepts and methodologies of archaeological investigation (how archaeologists know what they know).
2. Understand the difference between archaeology and history.
3. Identify major archaeological sites in all parts of the world;
4. Create a timeline showing which sites are contemporaneous and which are not;
5. Be able to identify the major centers of domestication and the basic cultural sequences of regions throughout the world.
6. Understand how cultures have interacted with the environment in the past and what effect this interaction may have today.

III. Course Outline

Week 1: Introduction (3hours)

What is Archaeology?

How Do Archaeologists know what they know? Archaeological Analysis and Interpretation

Week 2: The First Hominins (3 hours)

The Manufacture of Early Stone Tools

Hunters or Scavengers?

The Who, When and Where of Leaving Africa

Week 3: When did hominins settle Europe? (3 hours)

What is the Paleolithic?

Neanderthals and Anatomically Modern Humans

Week 4: Why is the Upper Paleolithic so Important? (3 hours)

Why is the Upper Paleolithic so Important?

Settling the Rest of the Globe

Week 5: Postglacial Foragers around the World (3 hours)

Foraging Lifestyles and Significance

Week 6: The First Farmers (3 hours)

Why Agriculture?

Early Agriculture in the Middle East

Week 7: Early Farming throughout the World (3 hours)

Early Agriculture in Asia

Early Agriculture in the Americas

Midterm

Week 8 Early Agriculture in the Southwest and Complexity in the Northwest (3 hours)

Southwestern Towns and Centers

Complexity on the Northwest Coast

Week 9: Civilization in Mesoamerica (3 hours)

The Beginnings of Civilization in Mesoamerica

Classic Civilizations in Mesoamerica

The Postclassic

Week 10: South American Civilizations (3 hours)

Early Complexity in South America

Civilizations of the Coast and the Andes

The Inca

Week 11: Mesopotamian Civilization (3 hours)

The Tigris and Euphrates

The Near East

(Student Presentations)

Week 12: Civilizations Africa (3 hours)

Egyptian and African Civilizations

Essay Exam on Supplemental Readings (1 hour)

Week 13: Civilizations in India (3 hours)

Mohenjo Daro and the Ancient Indian Civilizations

Week 14: Neolithic and Megalithic Europe (3 hours)

The Bronze Age in the Aegean and Europe

Stonehenge

Final Exam: 2 Hours

(Total 44 hours)

IV. Evaluation Methods

- 1.) **(40%) EXAMS** - Two exams will be given, a **Midterm** and a **Final**. Each will consist of multiple-choice, short answer or essay questions. Each will be worth 20% of your grade and will cover the major sections of the course
- 2.) **(10%) EXERCISES** - A total of 10 exercises will be given during the semester. All eight will count in your class grade. For some exercises you will work in groups in the classroom.

- 3.) **(20%) BOOK ESSAY EXAM** – You will be required to read a supplemental book on some aspect of archaeology and write an in-class essay on the book.
- 4.) **(30%) IN CLASS PRESENTATION and WEB Project**– Each chapter of the textbook describes many archaeological sites. Each student will become an expert on one of the sites, to prepare a short in-class presentation on the site and then to create a website on the class course management system (Moodle/D2L) to summarize the information collected on the site. The in-class presentation should include at least 5 powerpoint slides about the site. As part of presentation, students should prepare 5 multiple choice exam questions that might be included in the midterm or final exam.

V. Grading Scale

Grading scale: A 90-100 B 80-89 C 70-79 D 60-69 F 59 and below

VI. Undergraduate Course Attendance Policy

IUP attendance policy will be followed.

VII. Required Textbook

1) Price, T. Douglas and Gary Feinman. 2010. *Images of the Past, Sixth Edition*

Supplemental/Non-textbook reading (Examples)

- 1) *Collapse: How Societies Choose to Fail or Succeed*. Jared Diamond (2005) New York: Viking Books
- 2) *Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology.* Kenneth Feder (2011), McGraw Hill
- 3) *Europe Between the Oceans: 9000 BC-AD 1000*. Barry Cunliffe (2008) Yale University Press

VIII. Special Resource Requirements

None

IX. Bibliography (available on request)