

LSC Use Only Proposal No: _____ UWUCC Use Only Proposal No: 14-102
 LSC Action-Date: AP-11/20/14 UWUCC Action-Date: AP 3/17/15 State Action Date: App 3/31/15

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Ben Ford	Email Address nywq@iup.edu
Proposing Department/Unit Anthropology	Phone 7-3932

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course
 Course Prefix Change
 Course Deletion
 Course Revision
 Course Number and/or Title Change
 Catalog Description Change

Current course prefix, number and full title: _____

Proposed course prefix, number and full title, if changing: ANTH 310 Voyages of Discovery

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills
 Knowledge Area
 Global and Multicultural Awareness
 Writing Across the Curriculum (W Course)

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship
 Information Literacy
 Oral Communication
 Quantitative Reasoning
 Scientific Literacy
 Technological Literacy

3. Other Designations, as appropriate

Honors College Course
 Other: (e.g. Women's Studies, Pan African)

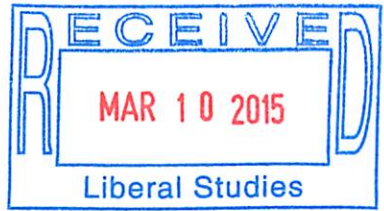
4. Program Proposals

Catalog Description Change
 Program Revision
 Program Title Change
 New Track
 New Degree Program
 New Minor Program
 Liberal Studies Requirement Changes
 Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	10/14/14
Department Chairperson(s)	<i>[Signature]</i>	10/16/14
College Curriculum Committee Chair	<i>[Signature]</i>	10/29/14
College Dean	<i>[Signature]</i>	10/29/14
Director of Liberal Studies (as needed)	<i>[Signature]</i>	3/10/14
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail S. Sechrist</i>	3/18/15



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 Liberal Studies

2. SYLLABUS OF RECORD

I. Catalog Description

ANTH 310 Voyages of Discovery

3c-01-3cr

Prerequisites: none

Focuses on human diasporas through key explorations and explorers, spanning the period from 40,000 years ago to the late 19th century and touching on every inhabited continent. Through these voyages of discovery, it addresses the diffusion of ideas, the migration of peoples, technological development and its role in culture change, and the historical and cultural circumstances involved in geographic expansion. Cultures from across the globe and throughout time will be discussed in terms of their expansion and their responses to the expansion of other cultures. Discusses the historical roots of globalism and its archaeologically visible results.

II. Course Outcomes

Upon completion of the course, students will be able to:

Objective 1:

Describe the chronology of major voyages of discovery.

Expected Student Learning Outcome 1:

Informed Learner

Rationale:

Assignments will require students to place voyages of discovery in their historical contexts. The expansion of human societies across the globe is linked to previous migrations and to contemporary historical, political, economic, and cultural trends. Linking the voyages to their place in the past lays the foundation for the remaining objectives.

Objective 2:

Explain the roles of culture and technology in exploration, and the resulting culture contact.

Expected Student Learning Outcomes 1 and 2:

Informed and Empowered Learner

Rationale:

Culture contact is what occurs when two or more cultures intersect, it includes the exchange of ideas and generally results in changes to all cultures involved. Assignments will require students to understand the drivers and mechanisms of expansion. Students will be asked to transform information about the culture, economy, and technology of a group into knowledge about how these factors combine to allow and facilitate discovery, migration, and, in some cases, invasion. This objective requires students to understand the roots of globalism, by explaining how and why disparate cultures come into contact.

Objective 3:

Evaluate biases in primary and secondary documents.

Expected Student Learning Outcomes 2 and 3:

Empowered and Responsible Learner

Rationale:

Data for this course will be drawn from a wide range of archaeological, ethnographical, and historical sources. Each of these sources has biases – ranging from site formation processes to the prejudices of the time – and students will be required to recognize and understand how these biases impact what is known about voyages of discovery and the consequent cultural contacts. By analyzing the biases of the past, students will be asked to understand the biases of their time and themselves.

Objective 4:

Integrate different perspectives on expansion, drawing on both the ‘discoverer’ and the ‘discovered.’

Expected Student Learning Outcome 3:

Responsible Learner

Rationale:

Assignments will require students to assess how the perception of an event or process will vary based on the perspective of the observer. These assignments will require students to think critically about how ‘facts’ and their interpretation exist in a cultural milieu and are linked to how an individual sees themselves and their culture. Multiculturalism implies a multitude of voices and perceptions; this objective is designed to confront students with some of that variety.

Objective 5:

Explain the relationship between past culture contact and the formation of modern global communities.

Expected Student Learning Outcomes 2 and 3:

Responsible Learner

Rationale:

The present is a product of the past, so assignments will require students to make linkages between historic voyages of discovery and current economic, political, and cultural conditions. Students will be asked to analyze how geographic expansions and culture contacts formed the multiethnic, globally-linked world that they currently inhabit. Writing assignments, class discussions, and on-line chat will encourage students to grapple with how their position in the world and their relationships, direct and indirect, with people in other parts of the world are partially a product of past culture contacts.

III. Course Outline

- A. Introduction (1 hour)
- B. What is a Voyage of Discovery? What is Discovery? (1 hr.)
- C. Early Voyages of Discovery (2.5 hours)
 - 1. Out of Africa
 - 2. Hominids in Australia
 - 3. Peopling the New World
- D. Hatshepsut and the Egyptians (1 hours)
- E. Phoenicians (1.5 hours)
- F. Greeks (2 hours)
 - 1. Odysseus, Jason and Herodotus

- G. Romans (2.5 hours)
 - 2. In the Mediterranean
 - 3. In Northern Europe and Asia
- H. Pacific Island Voyaging (1.5 hours)
- I. Sinbad and Dhows (1.5 hours)
- J. Erik the Red, Lief Erickson and the Viking (2 hours)
- K. Ahmad ibn Fadlan (1.5 hours)
- L. Hajji Abu Abdullah Muhammad Ibn Battuta (1.5 hours)
- M. Richard the Lionhearted and the crusaders (1.5 hours)
- N. Marco Polo (1.5 hours)
- O. Henry the Navigator and the beginnings of European overseas expansion (2 hours)
- P. Zheng He and Chinese Expansion (1.5 hours)

Mid-Term Examination (1.5 hours)

- Q. The Spanish in the New World (3 hours)
 - 1. Francisco Pizarro and the Spanish in South America
 - 2. Hernando de Soto and the Spanish in Central and North America
- R. Francis Drake and the English in the New World (1.5 hours)
- S. Abel Tasman and the United East India Company (VOC) (1.5 hours)
- T. James Cook (1.5 hours)
- U. Charles Darwin and the *Beagle* (1.5 hours)
- V. Inland Waters of North America: Antoine Brule, LaSalle, Lewis and Clark (2 hours)
- W. Ishmael, the *Pequod*, and the whaling voyages of the 1840s (1.5 hours)
- X. Similarities and Differences in Culture Contact (2 hour)

Final Examination (2 hours)

IV. Evaluation Methods

1. **Examinations** (40%) – Two examinations will be given, a **Midterm** and a **Final**. Each will consist of multiple-choice, short answer and/or essay questions. Each will be worth 20% of the final grade and will cover the major sections of the course.

2. **Research Paper (30%)** – The research paper (maximum of 10 pages) will be a critical analysis of a primary document (or collection of documents) pertaining to an instance of initial contact between cultures. The goal of the paper is to utilize additional textual and non-textual sources to analyze and assess the claims and descriptions of the primary document. 20% of grade will be based on initial draft of the paper and 10% on a revised final draft.
3. **Presentation (10%)** – Each student will give a short oral presentation accompanied by digital visual aids. The presentations will be interspersed throughout the semester and will relate to the topic of the day. The presentation will require the student to research and discuss a particular voyage of discovery or an aspect of a voyage.
4. **Participation (20%)** – Each week a discussion topic will be posted in a chat room accessible through the course online learning management system. Students will be expected to engage in a civil discussion of the posted topic and related topics that develop as part of the discussion.

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 attendance policy will follow the Undergraduate Course Attendance Policy as outlined in the undergraduate catalog.

VII. Required Textbook and Readings

- 1) Fernández-Armesto, Felipe. 2007. *Pathfinders: A Global History of Exploration*. W.W. Norton & Co., New York.
- 2) Course Reader containing selected articles/chapters from the bibliography and primary sources.

VIII. Special Resource Requirements

None

IX. Bibliography

Ambrose, Stephen

1997 *Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West*. Touchstone, New York.

Anderson, Grahame

2001 *The Merchant of the Zeehaen: Isaac Gilsemans and the Voyages of Abel Tasman*. Te Papa Press, Wellington, NZ.

Asbridge, Thomas

2011 *The Crusades: The Authoritative History of the War for the Holy Land*. Ecco, New York.

Battutah, Ibn (Tim Mackintosh-Smith, ed.)

2003 *The Travels of Ibn Battutah*. Macmillan, London.

Bawlf, Samuel

2004 *The Secret Voyage of Sir Francis Drake: 1577-1580*. Penguin, New York.

Beazley, C. Raymond

2010 *Prince Henry the Navigator, the Hero of Portugal and Modern Discovery, 1394-1460 AD – With an Account of Geographical Progress Throughout the Middle Ages as the Preparation for His Work*. Fili-Quarian Classics, Minneapolis.

Buck, Peter

1985 *Vikings of the Sunrise*. Greenwood Press, Westport, CT.

Burton, Richard (trans.)

2009 *The Seven Voyages of Sinbad the Sailor*. Digireads.

Calloway, Colin

1991 *Dawnland Encounters*. University of New England Press, Hanover.

Calloway, Colin

1997 *New Worlds for All*. John Hopkins University Press, Baltimore.

Casson, Lionel

1991 *The Ancient Mariners*. Princeton University Press, Princeton.

Casson, Lionel

1994 *Travel in the Ancient World*. John Hopkins University Press, Baltimore.

Casson, Lionel

1995 *Ships and Seamanship in the Ancient World*. John Hopkins University Press, Baltimore.

Clayton, Lawrence, Edward Moore, Vernon Knight Jr., and Charles Hudson

1995 *The De Soto Chronicles: The Expedition of Hernando de Soto to North America in 1539-1543*, 2 volumes. University of Alabama Press, Tuscaloosa.

Cook, James

2004 *Captain Cook's Journal During the First Voyage Round the World*. Kessinger Publishing, Whitefish, MT.

Cook, James

1971 *The Explorations of Captain James Cook in the Pacific*. Dover, New York.

Creighton, Margaret

1995 *Rites and Passages: The Experience of American Whaling, 1830-1870*. Cambridge University Press, New York.

Darwin, Charles

2001 *The Voyages of the Beagle: Journal of Researches into the Natural History and Geology of the Countries Visited During the Voyage of HMS Beagle Round the World*. Modern Library, New York.

Dixon, E. James

2000 *Bones, Boats, and Bison: Archaeology and the First Colonization of Western North America*. University of New Mexico Press, Albuquerque.

Dolin, Eric

2008 *Leviathan: The History of Whaling in America*. W.W. Norton, New York.

Dreyer, Edward

2006 *Zheng He: China and the Oceans in the Early Ming Dynasty, 1405-1433*. Longman, New York.

Dunn, Ross

2004 *The Adventures of Ibn Battuta: A Muslim Traveler of the Fourteenth Century*. University of California Press, Berkeley.

Fadlan, Ahmad Ibn (Richard Frye, ed.)

2005 *Ibn Fadlan's Journey to Russia*. Markus Wiener, Princeton.

Fitzhugh, William and Elisabeth Ward (eds.)

2000 *Vikings: The North Atlantic Saga*. Smithsonian Books, Washington, D.C.

Fleming, Fergus

2004 *Off the Map: Tales of Endurance and Exploration*. Grove Press, New York.

Gabai, Rafael Varon

1997 *Francisco Pizarro and His Brothers: Illusion of Power in Sixteenth-Century Peru*. University of Oklahoma Press, Norman.

Hemming, John

2008 *Atlas of Exploration*. Oxford University Press, New York.

Hoffecker, John

2004 *A Prehistory of the North: Human Settlement of the Higher Latitudes*. Rutgers University Press, Piscataway, NJ.

Holst, Sanford

2011 *Phoenician Secrets: Exploring the Ancient Mediterranean*. Santorini Publishing, Los Angeles.

Landstrom, Bjorn

1964 *The Quest for India: A History of Discovery and Exploration from the Expedition to the Land of Punt in 1493 B.C. to the Discovery of the Cape of Good Hope in 1488 A.D.* Allen and Unwin, London.

- Lewis, Meriwether and William Clark (Frank Bergon, ed.)
2002 *The Journals of Lewis and Clark*. Penguin Classics, New York.
- Maalouf, Amin
1989 *The Crusades Through Arab Eyes*. Schocken, New York.
- MacQuarrie, Kim
2008 *The Last Days of the Incas*. Simon and Schuster, New York.
- Madden, Thomas
2005 *The New Concise History of the Crusades*. Rowman and Littlefield, New York.
- Mancall, Peter (ed.)
2006 *Travel Narratives from the Age of Discovery: An Anthology*. Oxford University Press, New York.
- Mapp, Paul
2011 *The Elusive West and the Contest for Empire, 1713-1763*. University of North Carolina Press, Charlotte.
- Morison, Samuel Eliot
1971 *European Discovery of America*, 2 volumes. Oxford University Press, New York.
- Parkman, Francis
2010 *La Salle and the Discovery of the Great West*. Nabu Press, Charleston.
- Polo, Marco, Peter Harris, and Colin Thubron
2008 *The Travels of Marco Polo: Edited by Peter Harris*. Everyman's Library, New York.
- Roller, Duane,
2006 *Through the Pillars of Herakles: Greco-Roman Exploration of the Atlantic*. Routledge, New York.
- Russell, Peter
2001 *Prince Henry the Navigator*. Yale University Press, New Haven.
- Rusell-Wood, A.J.R.
1998 *The Portuguese Empire, 1415-1808: A World on the Move*. John Hopkins University Press, Baltimore.
- Seaver, Kristin
2010 *The Last Vikings: The Epic Story of the Great Norse Voyagers*. I.B. Tauris, London.
- Sugden, John
1992 *Sir Francis Drake*. Touchstone Books, New York.

Trezise, Percy

1988 *The Peopling of Australia (Stories of the Dreamtimes – Tales of the Aboriginal People)*. Gareth Stevens, New York.

Walker, James

2008 *Abel Janszoon Tasman: His Life and Voyages, and the Discovery of Van Diemen's Land in 1642*. Dodo Press, Gloucester, UK.

Wells, Spencer

2004 *The Journey of Man: A Genetic Odyssey*. Random House, New York.

Wilson, John

1991 *The Cruise of the Gipsy: The Journal of John Wilson, Surgeon on a Whaling Voyage to the Pacific Ocean, 1839-1843*. Ye Galleon Press, Oakesdale, WA.

3. ASSIGNMENT INSTRUCTIONS AND RUBRIC FOR ONE MAJOR ASSIGNMENT

Research Paper – Analyzing Primary Accounts

Critically analyze a first-hand account of an instance of initial contact between cultures. You may base your paper on a single document or a collection of documents but it will be necessary to utilize additional textual and/or non-textual (e.g. archaeological) sources to analyze and assess the claims and descriptions of the primary document. The goal of the paper is to place the first-hand account in its historical context and to analyze the biases that are present.

Your paper will be graded on:

1. How well you express your ideas (grammar, punctuation, clarity);
2. How well you demonstrate an understanding of the historical circumstances surrounding your chosen example of culture contact; and
3. The depth of your analysis of the document(s) and its biases.

Your paper should have an introduction with a clear thesis, a body that logically argues in support of your thesis, and a conclusion that sums up and conveys the implications of your argument. The paper should be no more than 10 pages long (double-spaced, 11-pt, Times New Roman font; 1" margins).

Grading Rubric for Research Paper

The research paper will be completed in two drafts. The initial draft will be worth 20% of the total course grade and the final draft will be worth 10% of the total course grade. Each draft will be graded based on the following criteria:

An 'A' paper will be thoughtful, analytical and will illustrate critical thinking. It will show a strong understanding of the cultural and historical factors surrounding the instance of culture contact and will provide a cogent analysis of the biases of the writer. It will be stylistically and grammatically well written.

A 'B' paper will be moderately thoughtful, analytical and critical. The links between the historical and cultural contexts and the example of culture contact will be clear, and it will show an understanding of the author's biases. It may have some grammatical, punctuation, or spelling errors.

A 'C' paper will demonstrate little analytical or critical thinking. There may be misunderstandings of the historical and cultural contexts, and/or the linkages between these contexts and the author's biases will not be logical or well explained. There will be grammatical, punctuation and/or spelling errors.

A 'D' paper will not demonstrate analytical or critical thinking. It will contain misunderstandings of the historical and cultural contexts, or fail to identify the biases of the writer. There may be significant grammatical, punctuation, and/or spelling errors. It might not have a thesis, or be missing one of the three main components of a paper (Introduction, Body, Conclusion).

An 'F' paper may not have a thesis, and may be missing one or more of the three main components of a paper (Introduction, Body, Conclusion). It will not develop an argument and might simply relate the details of the readings. There will be significant stylistic, spelling, and/or grammatical errors in the paper.

4. LIBERAL STUDIES QUESTIONS AND ANSWERS

- a. **What are the strategies your department will use to assure that basic equivalency exists?**

Basic equivalency among courses is not a concern for this course as this course will generally be taught by a single instructor during any given semester. While under normal circumstances this course will be taught by one sole professor, other professors may occasionally teach the course. In this event, professors will meet before the planning stages for the new semester and will discuss the overarching objectives of the course.

- b. **Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. By explicit reference to specific items in the syllabus and/or by an explanation in your response to this answer, please describe how your course will meet this criterion.**

This course deals explicitly with multiple ethnic groups (majorities and minorities in their regions) in that it discusses cultures throughout the globe. In many instances, groups that are ethnic minorities in the U.S. were the majority group at the point of contact. This course explores these various roles. Furthermore, this course is based on moments of culture contact and thereby the relationships between different groups. The course also juxtaposes many different cultures and asks students to analyze how power imbalances influence the perception of events, in the past and present. This course will draw on the perspective of both sides in instances of culture contact. Course Objectives 4 and 5 pertain to this requirement.

- c. **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. How will your course meet this criterion?**

The course reader will fulfill this requirement. The course reader will contain secondary articles and primary documents relating to the course content. These readings will expand the breadth and depth of the textbook material and will be referenced in course lecture and discussion. The students will also be required to analyze a primary document and associated secondary sources in order to complete the research paper assignment.

- d. **If this is an introductory course intended for a general student audience, how is it different from what is provided for beginning majors?**

This is an introductory course intended for a general student audience, but may be taken by majors. Required major courses do not cover exploration, migration, or culture contact in the same detail that this course does. Rather than focus on the cross-cultural patterns of migration and contact, this course focuses on specific examples that may be familiar to a general student audience.

5. COURSE ANALYSIS QUESTIONNAIRE

Section A: Details of the Course

- A1 This course is designed as a Liberal Studies Elective. No existing course at IUP focuses on the topic of culture contact through voyages of exploration. The topic of culture contact is addressed ANTH110 (Contemporary Anthropology) and ANTH211 (Cultural Anthropology) and early human diasporas (e.g. the initial populating of the earth) are discussed in ANTH213 (World Archaeology) and ANTH222 (Biological Anthropology), they do so only as one of many topics that such introductory courses must cover.
- A2 This course does not require any change to the content of existing courses or to program requirements.
- A3 This course has never been offered at IUP.
- A4 This course is not a dual level course.
- A5 This course cannot be taken for variable credit.
- A6 An internet search for similar courses yielded no results.
- A7 The content and skills of the proposed course are not recommended or required by a professional society.

Section B: Interdisciplinary Implications

- B1 This course will only be taught by instructors of the Anthropology Department.
- B2 No department offers a course on voyages of discovery or global culture contact. A letter of support from the History Department is attached.
- B3 This course will not be cross-listed with other departments.

Section C: Implementation

- C1 Faculty resources are adequate. The proposed course will be rotated with ANTH213 (World Archaeology). ANTH213 is currently offered as two sections in both Spring and Fall semesters. The proposed course will be offered every other year as two sections in either the Spring or Fall semester instead of offering World Archaeology.
- C2 Current resources are essentially adequate. It may be necessary to purchase supplemental texts for the library. These purchases can be made using the Anthropology Department's current Library budget.
- C3 None of course's resources are funded by a grant.
- C4 This course will be taught during the Fall or Spring semester every other academic year.
- C5 Two sections in any one semester.

- C6 This course will accommodate 25 students per section. This number of students is dictated by the research paper and in-class presentation required by the course.
- C7 No professional society recommends enrollment limits or parameters for a course of this nature.
- C8 This course is not a distance education course.

Section D: Miscellaneous

None

Subject: Anthropology 310

From: "R. Scott Moore" <rsmoore@iup.edu>

Date: 3/14/2014 10:07 AM

To: "Ben Ford" <nywq@iup.edu>, <Phillip.Neusius@iup.edu>

Ben and Phil,

The History Department supports the ANTH 310: Voyages of Discovery new course proposal. It looks like a very interesting course and one we would recommend to our majors.

Scott

Dr. R. Scott Moore
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Pyla-Koutsopetria Archaeological Project
