



**SENATE COMMITTEE ON CURRICULAR AFFAIRS**  
**COURSE SUBMISSION AND CONSULTATION FORM**

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**Principal Faculty Member(s) Proposing Course**

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Name	User ID	College	Department
SARAH BARBARA MCCLURE	sbm19	Liberal Arts (LA)	Not Available
TIMOTHY RYAN	tmr21	Liberal Arts (LA)	Not Available
KIRK FRENCH	kdf146	Liberal Arts (LA)	Not Available
DOUGLAS WARREN BIRD	dwb5537	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal:  Add  Change  Drop

**Current Bulletin Listing**

Abbreviation: **ANTH**

Number: **2**

I am requesting recertification of this course for the new Gen Ed and/or University Requirements Guidelines

**Course Designation**

(ANTH 2N) World Archaeology

**Course Information**

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: World Arch

Discipline: General Education

Course Listing: Inter-Domain

**Special categories for Undergraduate (001-499) courses**

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**Foundations**

Writing/Speaking (GWS)

Quantification (GQ)

**Knowledge Domains**

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

**Additional Designations**

Bachelor of Arts

International Cultures (IL)

United States Cultures (US)

- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

**First-Year Engagement Program**

- First-Year Seminar

**Miscellaneous**

- Common Course

**GE Learning Objectives**

- GenEd Learning Objective: Effective Communication
- GenEd Learning Objective: Creative Thinking
- GenEd Learning Objective: Crit & Analytical Think
- GenEd Learning Objective: Global Learning
- GenEd Learning Objective: Integrative Thinking
- GenEd Learning Objective: Key Literacies
- GenEd Learning Objective: Soc Resp & Ethic Reason

**Bulletin Listing**

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<b>Minimum Credits:</b>	3
<b>Maximum Credits:</b>	3
<b>Repeatable:</b>	NO
<b>Department with Curricular Responsibility:</b>	Anthropology (UPLA_ANTH)
<b>Effective Semester:</b>	After approval, the Faculty Senate will notify proposers of the effective date for this course change. Please be aware that the course change may not be effective until between 12 to 18 months following approval.
<b>Travel Component:</b>	NO

**Course Outline**

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**A brief outline or overview of the course content:**

ANTH 2N is an Integrated Studies General Education course designed to synthesize knowledge of past cultural variability and the major developments of the prehistoric and early historic human past at a global scale. The course integrates two Domain fields: the Social and Behavioral Sciences (GS) and the Humanities (GH). Students are introduced to archaeology as a dynamic, scientifically rigorous, and socially engaged discipline that studies the remains of the human past that survive in the world today. Anthropological concepts are coupled with the evidence that characterizes past human societies and cultural diversity, highlighting how cultural systems vary across time and space, and how these dynamics fundamentally shape human interactions. In addition, students are challenged to examine the role of the past in today's world through readings, discussions, and lectures on ethical issues relevant to the archaeology of the periods discussed in lecture. As a result, this course provides students with tools to approach questions of human diversity, community engagement, and long-term cultural legacies, and how different systems of food production, social organization, religious beliefs, economies, and political structures emerged through time and the material remnants these societies left behind.

**A listing of the major topics to be covered with an approximate length of time allotted for their discussion:**

Week 1. Topic: What is Archaeology? Basic terms and methods, including how archaeologists locate and excavate sites, and how remains are analyzed.

Methods: Ethnoarchaeology and radiocarbon dating

Ethics discussion: Community archaeology

Week 2. History of archaeology: organizing time, space, and cultures in the past

Methods: Faunal analysis and taphonomy

Ethics discussion: Thomas Jefferson, the Archaeologist

Week 3. Origins of humanity: human evolution and the first tool users

Methods: Dating early hominin sites; the use of fire

Ethics discussion: Frauds: Piltdown and Kama-takamori

Week 4. Homo erectus and Neanderthals

Methods: Stone tool analysis, geoarchaeology and micromorphology

Ethics discussion: Religion and evolution

Week 5. The origin and spread of modern humans

Methods: Luminescence dating and use wear analysis

Ethics discussion: Modern human origins and questions of race

Week 6. Peopling of Australia and the New World

Methods: Experimental archaeology and calibrating radiocarbon dates

Ethics discussion: Repatriation of indigenous burial remains

Week 7. Origins and spread of farming in the Old World

Methods: Harris matrix and paleoethnobotany

Ethics discussion: Modern political borders and archaeology

Week 8. Origins and spread of maize agriculture in the New World

Methods: Pottery analysis

Ethics discussion: Who owns the past?

Week 9. Foragers, farmers, hunters, fishers: diversity in subsistence practices

Methods: Micropaleobotanical analysis and residues

Ethics discussion: Archaeology and the Environment

Week 10. Emergence of social complexity: Stonehenge, Pueblo Bonito, Great Zimbabwe, and Cahokia

Methods: Remote sensing and dendrochronology

Ethics discussion: Trade in African antiquities

Week 11. Cities, pyramids, and palaces: state formation in Mesopotamia, the Mediterranean and Africa

Methods: Archaeology and genetics

Ethics discussion: The fate of Iraq's and Syria's Antiquities

Week 12. Early states in Asia: India, China, and SE Asia

Methods: Underwater archaeology

Ethics discussion: Archaeology and development

Week 13. Social complexity in Mesoamerica

Methods: Human osteology and stable isotopes

Ethics discussion: Archaeology and tourism

Week 14. States and empires in the Andes

Methods: Analyzing metal artifacts

Ethics discussion: Archaeology and conservation

Week 15. Archaeology Today

Methods: Tracking diseases

Ethics discussion: What should the future of archaeology look like?

### Course Description:

ANTH 2N (World Archaeology) introduces students to the concepts and evidence used in understanding the development of cultural diversity on our planet. This course provides an interdisciplinary overview of the major developments in the early human past.

Beginning with hominid tool-users, this course tracks the evolution and eventual spread of humans to all corners of the earth, Ice

Age hunter-gatherers, the origins of art, the origins of agriculture and settled village life, and the rise and fall of complex urban

civilizations. Through cross-cultural comparisons of indigenous cultures of the past and anthropological theory, students are

exposed to topics such as the origins of gender differences in the division of labor, the role of ideology in cultural adaptation,

differential access to technologies, economic production, artistic expression, the origins of social inequality, the ways that

symbolic representation in the past shaped the nature of shared meaning and values, and the mechanisms of cultural change.

ANTH 2N provides a unique perspective for understanding our increasingly complex and diverse contemporary world. Specifically,

students will learn 1) archaeological approaches for identifying variability in the development of cultural systems; 2) anthropological

concepts and archaeological evidence used to evaluate factors that shape the diversity of past cultural systems; and 3) the tools to

explore the dynamic interaction between scientific process, reconstruction of past cultures, and current issues facing societies in

an ever-changing world. The course also emphasizes ethical considerations within archaeology to illustrate the role of

representations, values, norms, and traditions on reconstructions of past human societies.

ANTH 2N fulfills 3 credits of the General Education Integrative Studies requirements by integrating two General Education Domain

fields: the Social and Behavioral Sciences (GS) and the Humanities (GH). Students develop competency for combining knowledge

across different domains and interpreting the past human experience in light of current issues and concerns. Students thus gain

skills in evaluating their own values relative to the deep history of the human past and different ways for structuring and

understanding the world. The course also fulfills an International Cultures (IL) requirement by providing an informed perspective on

human cultural and behavioral diversity in the past. To achieve these educational objectives, ANTH 2N draws on multiple teaching

formats and resources, including classroom lectures, hands-on labs, and readings from a textbook. Students are evaluated based

on two exams and their participation and two quizzes in lab section. ANTH 2N is offered every semester.

### The name(s) of the faculty member(s) responsible for the development of the course:

| Name: DOUGLAS WARREN BIRD (dwb5537)

Title: Associate Professor of Anthropology

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| Name: KIRK FRENCH (kdf146)

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Name: TIMOTHY RYAN (tmr21)

Title:

Phone:

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## Course Justification

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### **Instructional, Educational, and Course Objectives:**

**This section should define what the student is expected to learn and what skills the student will develop.**

Students are expected to learn the evidence and synthesize knowledge of past cultural variability and the major developments of the prehistoric and early historic human past at a global scale, from the beginnings of tool use and spread of humans across the planet, to the rise and fall of complex societies around the world. Students will learn the methods by which archaeologists identify and interpret past lifeways, exploring concepts of evolution, culture change, migration, identity, religion, and social organization. By using archaeological examples as studies in basic anthropological concepts and issues, students will develop critical thinking that relates these concepts to issues in the modern world and evaluate the roles archaeology plays in society today. The great variety of human adaptations in the world highlights key anthropological issues concerned with the diversity of humans and the processes of change that characterize cultural traditions. In addition, emphasis on archaeological methods and techniques promote the understanding of how science works and what leads archaeologists to their conclusions and reconstructions of ancient peoples.

### **Evaluation Methods:**

**Include a statement that explains how the achievement of the educational objective identified above will be assessed.**

**The procedures for determining students' grades should be specifically identified.**

In order to engage and evaluate students' abilities to integrate different types of domain knowledge about past cultural diversity, they will be asked to compare their own perspectives on issues raised in lecture with what they learn about the human past. Throughout the semester informal survey questions will be asked with immediate results feedback through an in-class response system (i-Clicker or other platform). Questions will focus on materials from course readings, film, and new discoveries in the media, and are designed to engage students directly in lecture for that day. Responses will be included in real time and used in lecture and lab as a source of discussion, elaboration, and a measure of understanding of the material. This aspect will help gauge the degree to which students are integrating knowledge sources across domains in a dynamic educational environment. 70% of the grade will come from student performance on 2 exams: a mid-term (30%) and a final (40%). These are multiple-choice scantron assessments based on a study guide designed to engage students not only in describing past human lifeways, but to evaluate their understanding of the scientific method as well as different ways of understanding and explaining variability in human culture and the current role of archaeology in modern societies.

The remaining 30% of the evaluation comes from 2 quizzes (10% each) and participation (10%) in weekly lab sections. These are hands-on small group labs that focus on archaeological methods and the integration of method and theory in reconstructing past human societies.

### **Relationship/Linkage of Course to Other Courses:**

**This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.**

This class will fulfill basic BA and General Education requirements (GS/GH, IL) and fits into the archaeology emphasis of the anthropology curriculum in the Department of Anthropology. The course is intended as an introduction to the study of the human past, and as such complements the material covered in all introductory anthropology courses as well as several upper division courses. This course relates to the social and behavioral sciences in that the basic content addresses what archaeologists know about the diversity and history of human societies and how various kinds of archaeological and anthropological theories, methods, techniques, and interpretations are used to interpret the archaeological record. Basic scientific issues include human adaptation to natural and social environments, technological innovations, the origins and spread of food production, chronometric dating, and human demography, among others. In addition, it relates to humanities in its emphasis on social responsibility, ethical issues, and critical thinking in each lecture. Critical issues such as the ownership of cultural resources, cultural heritage and tourism, illicit antiquities dealing, and community engagement provide the framework for critical thinking and understanding the ways that communication and representation shape the nature of shared meaning, value and practice.

### **Relationship of Course to Major, Option, Minor, or General Education:**

**This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.**

ANTH 2N is one of three required introductory courses for the major and is also required for the minor. It will fill a Humanities and Social-Behavioral Science of Integrated Studies in General Education.

### **A description of any special facilities:**

n/a

### **Frequency of Offering and Enrollment:**

The course will be offered each Fall and Spring semester. Enrollment up to 300.

#### **Justification for Changing The Proposal:**

**Include a justification for each change to the course. Particular attention should be paid to the effects of the course change within the discipline and in other disciplines where the course may be required within a major or used as a service course. When a unit submits several course changes, with or without new course proposals, a general statement covering the programmatic effects of the changes should be submitted.**

(1) To align with new General Education requirements and guidelines

(2) Course has been updated to reflect new Integrated Studies in General Education, with Social and Behavioral Science (GS) and Humanities (GH) domains.

(3) The changes to ANTH 2N include a title change (from "Introduction to Archaeology" to "World Archaeology") intended to facilitate students' course selection by providing more information about the course content. The course has been redesigned from having a heavy emphasis on archaeological methods to one that is a global survey of past human lifeways, integrating case studies, methods, theory, and current issues of archaeology in modern society.

#### **Alignment with General Education Objectives**

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**EFFECTIVE COMMUNICATION** – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

**KEY LITERACIES** – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

**CRITICAL AND ANALYTICAL THINKING** – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

**INTEGRATIVE THINKING** – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

**CREATIVE THINKING** – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

**GLOBAL LEARNING** – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

**SOCIAL RESPONSIBILITY AND ETHICAL REASONING** – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

**What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.**

**Integrative Thinking:** Students will be presented with information from multiple domains (time periods, research methods, cultural perspectives) and will gain critical thinking skills by learning how archaeologists "know what they know", and insight into ways of integrating knowledge and evidence from the social sciences and humanities to understand how people experienced their worlds, how those worlds were expressed and are currently represented, and the variability in the ways humans have organized themselves in the past. Students are exposed to many basic concepts and issues from the social sciences that relate broadly to human behavior, including intentional and unintentional consequences of decision-making and more humanistic approaches to meaning within cultural contexts including archaeological reconstructions of cultural systems, qualitative and quantitative archaeological methods, and discussions of ethics and modern implications of past human lifeways. This challenges students to compare and contrast what they learn about past human societies with their own cultural experiences as well as what they have learned in other classes.

**Global Learning:** The course highlights 2 million years of human cultural processes, many examples of parallel developments in ecologically and culturally distinctive areas throughout the world, as well as the interconnections between prehistoric human societies. It demonstrates that current political, cultural, and social divisions are relatively recent phenomena. In contrast, various waves of cultural groups shared cultural, ritual, and economic affinities in the past, and this course emphasizes how prehistoric culture groups developed through a diversity of interactions.

**Social Responsibility and Ethical Reasoning:** The study of the development of human societies in distinctive regions of the world will dispel many stereotypes associated with specific sites or peoples and will challenge students to imagine lives and worldviews very different from their own. The course emphasizes issues of social, environmental, and ethical responsibilities of archaeological excavation and interpretation, cultural tourism, and ownership of the past. Being presented with how other cultures have dealt with these issues in the past and present will provide students with the knowledge needed to make socially responsible and ethically sound decisions in the future.

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**How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.**

The goal of all student participation, exams, and exercises is to engage students in processes of inquiry into the developments of past human societies from multiple perspectives.

**Integrative Thinking:**

Exams (70%) and quizzes (20%) will be used to assess students' ability to synthesize knowledge across multiple domains, historical periods, and differing perspectives. The midterm (30%) and final (40%) will evaluate student mastery of course material and be an important tool to integrate thinking across the social sciences and humanities. Questions will integrate multiple domains and address the diversity of past human societies and their implications for current social and environmental issues. Prior to each exam, students are given a comprehensive study guide with a list of key terms and concepts that they need to relate to one another. Exam questions (in multiple choice form) are built from the study guide, and student performance is evaluated on the accuracy of identification and how well they were able to relate the terms within and across broad conceptual frameworks in the class. Furthermore, two quizzes (10% each) in lab sections will emphasize the connection between scientific method and theory, focusing on the nature of archaeological evidence and its interpretation.

**Global Learning:**

Exams and quizzes will be used to assess students' understanding and ability to analyze similarities and differences among cultures around the world.

**Social Responsibility and Ethical Reasoning:**

Exams (midterm and final) will be used to assess student comprehension of ethical issues discussed in class, lab, and in readings. In addition, regular interactive lecture questions specifically on the social, environmental, and ethical responsibilities of archaeology and past human societies with real time integration of results in lecture will allow students to actively engage with the material for the day and provide opportunities to explore certain issues more deeply. By revisiting questions from week 1 at the end of the semester, this exercise will also be used to assess the knowledge gained by the end of the course.

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## **General Education Domain Criteria**

**General Education Designation:** Inter-Domain

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### **GH Criteria**

- Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas
- Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses
- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

### **What components of the course will help students achieve the domain criteria selected above?**

ANTH 002 engages students with the rich tapestry of human cultural development and challenges them to broaden their understanding of what it means to be human. By studying the variation in human social organization, belief systems, subsistence, technology, and architecture through time, students have the opportunity to redefine their ways of thinking about and seeing the world today. ANTH 002 challenges students through three main humanities-based learning criteria by evaluating: 1) the role of historic and current social norms in reconstructions of the past; 2) quantitative and qualitative data sources for interpreting the material remains of past human societies; and 3) the diversity of past human societies at a time when all humans were 'non-Western' and with an absence of global political and economic forces.

Students in ANTH 002 engage directly with the material remains of past cultural expressions from diverse societies. Students deal with that diversity by being challenged to reconstruct how people of the past experienced, represented, and shaped the world. Lectures, readings, films, and hands-on activities provide students with tools for inquiring how people lived in very different times and places. For the GH Domain, the class focuses especially on understanding the ways that symbolic representation in the past shaped the nature of shared meaning, value and practice. We also emphasize the influences of modern society in shaping the questions we ask of the past.

Throughout the course ethical discussion topics help frame the overarching theme of lectures with specific examples that relate to the material presented that week. Students are exposed to the history of archaeological thought, definitions of culture, and interpreting primary data in the form of material remains of past human lifeways. Specifically, Weeks 1 and 2 focus on the discipline of archaeology, its history, and how we organize time, space and cultures in the past. Along with these over-arching topics, important issues of working with indigenous or local communities will be highlighted, and the role of historic figures such as Thomas Jefferson in the development of archaeology in the US. Weeks 3-5 explore the biological and cultural criteria archaeologists use to define being human. This fundamental question is interwoven with discussions of religion and evolution, questions of human origins and race, and the role of scientific frauds in the public and scientific understandings of human development.

Weeks 6 focuses on the spread of human societies throughout the world with case studies from Australia and the Americas. Weeks 7-9 explore the independent origins of agriculture on multiple continents and their spread to new areas and peoples. Here a fundamental question is discussed: 'who owns the past'? In readings and lecture we discuss indigenous rights, especially the diversity of indigenous religious beliefs and systems of understanding that are often in tensions with Western scientific endeavors, and the roles of modern geopolitical organization on the exploitation, conservation, interpretation and presentation of past human societies.

Weeks 10-14 turn to the emergence of social inequality and complexity, as well as the rise and fall of urbanized civilizations on multiple continents. This section also deals explicitly with questions of the illicit antiquities trade, economic development and tourism in areas covered in class. In particular, discussion is placed on the laws and ethics of looting and selling artifacts, their role in supporting nefarious organizations. Furthermore, we study the dynamics between economic development, cultural tourism, and conservation for archaeology in multiple parts of the world. Finally, in the last week the students take what they have learned

throughout the course to think about the future of archaeology and discuss what they think an ethical and socially responsible archaeology of the future could look like.

All of these topics provide a platform to illustrate the role of representations, values, norms, and traditions on reconstructions of past human societies. In addition to these Humanities Learning Criteria, more systematic social science approaches are equally emphasized (see GS Learning Criteria).

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## GS Criteria

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- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

### What components of the course will help students achieve the domain criteria selected above?

The course introduces students to archaeological and anthropological concepts by viewing human groups in ecological and social context, and highlighting the variability of human adaptations through space and time. Fundamental changes in human evolution occurred with the beginning of tool use, and subsequent evolutionary processes resulted in the emergence and eventual spread of biologically modern humans. As humans spread throughout the world, people adapted their cultural practices to new environments, adapting to changing climates, and creating new forms of social organization, technologies and worldviews. Another fundamental shift in the human story occurred with the emergence of food production. For the vast majority of human history, people were hunters and gatherers, subsisting on wild plants and animals. This changed in several places in the world, beginning ca. 11,000 years ago, when various societies began clearly manipulating plant and animals by managing their production and propagation. The resulting domestication of plants and animals and development of food producing societies had long-term effects on this planet. The development of state-level societies, including our own, would not have been possible without established farming practices and these plants and animals continue to provide us with our basic survival. These complex urban societies developed independently in a variety of environmental and social contexts, and studying their development and collapse provides insights into the costs and benefits of high-density urban living.

Students will gain an appreciation of the depth of the human story and the variety of ways that people organized their worlds through time. They will also learn how science works and how archaeologists use the scientific method to address fundamental social, behavioral, and cultural questions in the past. Through archaeological examples, students will develop critical thinking that relates basic anthropological concepts to issues in the modern world. The great variety of adaptations in the history of humans worldwide highlights key anthropological issues concerned with human diversity and the processes of change that characterize cultural traditions. General topics are covered in lectures and readings. In addition, students participate in problem-oriented and hands-on practicum sessions (lab sessions) where the theories and methods introduced in lecture and readings are applied to archaeological data.

Specifically, Weeks 1 and 2 deal with the development of archaeology as a discipline and how it relates more broadly to anthropology. In particular, the role of ethnographic analogy to interpret material remains of past human societies forms a clear link to cultural anthropology. Lab sessions will emphasize key archaeological methods such as radiocarbon dating and faunal analysis. Weeks 3-5 focus on human evolution and the appearance of tool use, followed by the evolution and spread of hominids to new parts of the planet, and the emergence of biologically modern humans. Methods include those most relevant to these topics such as dating methods, stone tool analysis, and identifying human modified artifacts. Weeks 6-9 turn to major colonization events in Australia and the Americas, as well as the independent emergence and subsequent spread of farming on multiple continents. In lab sections students are taught about excavation techniques, paleobotany, and pottery analysis. Weeks 10-14 highlight the rise and fall of social complexity in Asia, Africa, and the Americas, including major urban societies. Here recent methodological advances are introduced, such as remote sensing techniques, ancient DNA studies, geochemical analyses, paleodiseases, and human osteology. Finally, the last week focuses on the current state of archaeology in the world and challenges students to think of what an archaeology of the future should look like.

All of these topics provide a platform to illustrate the role of archaeological and anthropological concepts in addressing fundamental social, behavioral, and cultural questions in the past, and highlight the variability of human adaptations through space and time. In addition to these Social Science Learning Criteria, humanities-based approaches are equally emphasized (see GH Learning Criteria).

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## Integrative Studies

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### Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

Students will be presented with information from multiple domains (time periods, research methods, cultural perspectives) and will gain critical thinking skills by learning how archaeologists “know what they know”, and insight into ways of integrating knowledge and evidence from the social sciences and humanities to understand how people experienced their worlds, how those worlds were expressed and are currently represented, and the variability in the ways humans have organized themselves in the past. This evidence allows students to ask questions about temporal and spatial variability of cultural behavior and expression. With the cross-cultural survey of human societies, students are required to engage with that diversity by integrating knowledge from within a particular cultural tradition with knowledge about comparative cultural diversity developed beyond a particular time or place. This challenges students to compare and contrast what they learn about past human societies with their own cultural experiences as well, encouraging them to reflect on the ways that social and political contexts influence our views of the past. As a result, ANTH 002 fundamentally integrates across the humanities and social sciences: it provides productive tools for interpreting past human cultures while also illustrating productive ways of understanding, explaining, and engaging with cultural diversity. As a result students learn that the humanities and social sciences are not mutually exclusive, and that different levels/scales of understanding interact to give us shared insight into variability in global cultural phenomena.

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**Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course**

**topics, assignments, or other course components, and that students will integrate material from both domains.**

This course is integrative in scope, focusing on the diversity of human societies and their material and symbolic expression, ethical issues and social responsibilities of archaeology as a discipline, and the integration of theory, method, evidence, and interpretation for reconstructions of the human past. As given in detail in the GS and GH sections, this course spans human evolution to the emergence of complex societies, and illustrates the creative capacities of humans to adapt to new natural and social environments through changes in subsistence, technologies, and social organizations.

Weeks 1 and 2 focus on the discipline of archaeology, its history, and how we organize time, space and cultures in the past. Important issues of working with indigenous or local communities are highlighted, and the role of historic figures such as Thomas Jefferson in the development of archaeology in the US. These weeks also highlight the relationship of archaeology to anthropology, in particular the role of ethnographic analogy to interpret material remains of past human societies. Lab sessions emphasize key archaeological methods such as radiocarbon dating and faunal analysis. Weeks 3-5 explore the biological and cultural criteria archaeologists use to define being human. This fundamental question is interwoven with discussions of religion and evolution, questions of human origins and race, and the role of scientific frauds in the public and scientific understandings of human development. Methods include those most relevant to these topics such as dating methods, stone tool analysis, and identifying human modified artifacts. Weeks 6-9 turn to major colonization events in Australia and the Americas, as well as the independent emergence and subsequent spread of farming on multiple continents. In lab sections students are taught about excavation techniques, paleobotany, and pottery analysis. We discuss a fundamental question: Who owns the past? In readings and lecture we discuss indigenous rights, especially the diversity of indigenous religious beliefs and systems of understanding that are often in tensions with Western scientific endeavors, and the roles of modern geopolitical organization on the exploitation, conservation, interpretation and presentation of past human societies. Weeks 10-14 highlight the rise and fall of social complexity in Asia, Africa, and the Americas, including major urban societies. This section also deals explicitly with questions of the illicit antiquities trade, economic development and tourism in areas covered in class. In particular, discussion is placed on the laws and ethics of looting and selling artifacts, and their role in supporting nefarious organizations. Furthermore, we study the dynamics between economic development, cultural tourism, and conservation for archaeology in multiple parts of the world. In lab, recent methodological advances are introduced, such as remote sensing techniques, ancient DNA studies, geochemical analyses, paleodiseases, and human osteology. Week 15 focuses on the current state of archaeology in the world. During this week students are challenged to take what they have learned throughout the course to think about the future of archaeology and discuss what an ethical and socially responsible archaeology of the future could look like. Students will be able to integrate their knowledge of the diversity of human societies and their material and symbolic expression, ethical issues and social responsibilities of archaeology as a discipline with theory, method, evidence, and interpretation for reconstructions of the human past.

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**Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.**

Anthropologist trained in both humanities and social science approaches for explaining human cultural variability, with many years of archaeological and/or ethnographic experience, will instruct the course.

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**Describe the assessments that will be used to determine students' ability to apply integrative thinking.**

Exams (70%) and quizzes (20%) will be used to assess students' ability to synthesize knowledge across multiple domains, historical periods, and differing perspectives, integrating theory and evidence from across the humanities and social sciences. The midterm (30%) and final (40%) will evaluate student mastery of course material and be an important tool to integrate thinking across the social sciences and humanities. Questions will integrate multiple domains and address the diversity of past human societies and their implications for current social and environmental issues. They will be used to assess students' understanding and ability to analyze similarities and differences among cultures around the world along with comprehension of ethical issues discussed in class, lab, and in readings. In addition, regular interactive lecture questions specifically on the social, environmental, and ethical responsibilities of archaeology and past human societies with real time integration of results in lecture will allow students to actively engage with the material for the day and provide opportunities to explore certain issues more deeply. By revisiting questions from week 1 at the end of the semester, this exercise will also be used to assess the degree to which students have integrated knowledge from different domains throughout the course. Two quizzes (worth 10% each) in lab sections will emphasize the connection between scientific method and theory, focusing on the nature of archaeological evidence and its interpretation. The final 10% of the grade is based on participation in lab sessions with discussion and hands-on activities.

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**General Education Designation Requirements**

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**Bachelor Of Arts Requirements:**

- BA: Natural Sciences
- BA: Other Cultures
- BA: Foreign/World Lang (12th Unit)
- BA: Humanities
- BA: Social and BA: Behavioral Sciences
- BA: Arts
- BA: Quantification
- BA: Foreign/World Lang (All)

This course fulfills the BA: Other Cultures requirement by focusing on indigenous cultures from around the world, providing students with an informed perspective on human cultural and behavioral diversity and the human experience.

This course fulfills the BA: Humanities requirement by providing students an opportunity to understand diverse ways of seeing, thinking about, and experiencing the world at large.

This course fulfills the BA: Social and BA: Behavioral Sciences requirement by exposing students to the theoretical frameworks of the social and behavioral sciences and the application of anthropological science in understanding human cultural and behavioral

diversity.

**Intercultural Requirements:**

1. This course meets the definition of an international cultures course.

2. This course examines past human societies in different parts of the world and the archaeological evidence for the origins and spread of biologically modern humans, beginnings of food production, and the emergence of social complexity. The rich archaeological record from hominid ancestors to early cities and complex states provides an avenue to address the cultural, ritual, and symbolic elements of human societies within a variety of economic systems and social formations.

This course cultivates student knowledge of the similarities and differences among international cultures in the past and in the present. It exposes students to different cultural values, traditions, beliefs and customs. It also increases students' knowledge of the history of humans on this planet and the social, environmental, cultural, and economic developments through time that helped shape the modern world. Finally, students will gain insight into the ethical, political, economic, and historical implications of archaeology and reconstructing past societies.

- Week 1. Topic: What is Archaeology? Basic terms and methods, including how archaeologists locate and excavate sites, and how remains are analyzed.

Methods: Ethnoarchaeology and radiocarbon dating

Ethics discussion: Community archaeology

- Week 2. History of archaeology: organizing time, space, and cultures in the past

Methods: Faunal analysis and taphonomy

Ethics discussion: Thomas Jefferson, the Archaeologist

- Week 3. Origins of humanity: human evolution and the first tool users

Methods: Dating early hominin sites; the use of fire

Ethics discussion: Frauds: Piltdown and Kama-takamori

- Week 4. Homo erectus and Neanderthals

Methods: Stone tool analysis, geoarchaeology and micromorphology

Ethics discussion: Religion and evolution

- Week 5. The origin and spread of modern humans

Methods: Luminescence dating and use wear analysis

Ethics discussion: Modern human origins and questions of race

- Week 6. Peopling of Australia and the New World

Methods: Experimental archaeology and calibrating radiocarbon dates

Ethics discussion: Repatriation of indigenous burial remains

- Week 7. Origins and spread of farming in the Old World

Methods: Harris matrix and paleoethnobotany

Ethics discussion: Modern political borders and archaeology

- Week 8. Origins and spread of maize agriculture in the New World

Methods: Pottery analysis

Ethics discussion: Who owns the past?

- Week 9. Foragers, farmers, hunters, fishers: diversity in subsistence practices

Methods: Micropaleobotanical analysis and residues

Ethics discussion: Archaeology and the Environment

- Week 10. Emergence of social complexity: Stonehenge, Pueblo Bonito, Great Zimbabwe, and Cahokia

Methods: Remote sensing and dendrochronology

Ethics discussion: Trade in African antiquities

- Week 11. Cities, pyramids, and palaces: state formation in Mesopotamia, the Mediterranean and Africa

Methods: Archaeology and genetics

Ethics discussion: The fate of Iraq's and Syria's Antiquities

- Week 12. Early states in Asia: India, China, and SE Asia

Methods: Underwater archaeology

Ethics discussion: Archaeology and development

- Week 13. Social complexity in Mesoamerica

Methods: Human osteology and stable isotopes

Ethics discussion: Archaeology and tourism

- Week 14. States and empires in the Andes

Methods: Analyzing metal artifacts

Ethics discussion: Archaeology and conservation

- Week 15. Archaeology Today

Methods: Tracking diseases

Ethics discussion: What should the future of archaeology look like?

3. The long description clearly includes the pertinent information on the IL aspects of this course.

4. This course addresses many of the points listed:

a. The course highlights parallel developments of human social organization in ecologically and culturally diverse areas, as well as

the interconnections between prehistoric human societies seen through migrations, trade, and cultural influences to new areas. It demonstrates that current political, cultural, and social divisions are relatively recent phenomena. In contrast, various waves of cultural groups shared cultural, ritual, and economic affinities in the past, and this course emphasizes how prehistoric culture groups developed through a diversity of interactions.

c. The study of the world's early human societies will dispel many stereotypes associated with specific sites or peoples, subsistence practices or social formations, and will challenge students to imagine lives and worldviews very different from their own.

e. The course highlights human responses to several planet-altering developments in the past, such as climate change and mass extinctions, migration and colonization of new territories, the domestication of plants and animals, and their successful propagation as a foundation of human economic systems. This will allow students to better appreciate the range of cultural achievements and human conditions through time.

i. This class will also demonstrate how scholars from many different nation-states cooperate in research on many levels, despite differences in economic background and intellectual traditions.

k. Students also learn about current issues in the practice and regulation of archaeology, including how reconstructions of the past have been and are still used for political purposes by different stakeholders. This helps them understand the nature of social justice and the manipulation of historical data in modern social and political contexts.

5. Include a statement that explains how the achievement of the US/IL educational student objectives will be assessed (e.g. grading procedures).

Exams (70%) and quizzes (20%) will be used to assess students' ability to synthesize knowledge across multiple domains, historical periods, and differing perspectives. The midterm (30%) and final (40%) will evaluate student mastery of course material and be an important tool to integrate thinking across the social sciences and humanities. Questions will integrate multiple domains and address the diversity of past human societies and their implications for current social and environmental issues. Prior to each exam, students are given a comprehensive study guide with a list of key terms and concepts that they need to relate to one another. Exam questions (in multiple choice form) are built from the study guide, and student performance is evaluated on the accuracy of identification and how well they were able to relate the terms within and across broad conceptual frameworks in the class. Furthermore, two quizzes (10% each) in lab sections will emphasize the connection between scientific method and theory, focusing on the nature of archaeological evidence and its interpretation.

### Campuses That Have Offered (ANTH 2) Over The Past 4 Years

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semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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**UPLOADED DOCUMENTS FOLLOW:**

Anth 002: World Archaeology  
3 Credits; Gen Ed GS/GH; IL

Professor: Dr. Sarah McClure  
Department of Anthropology  
Office: Carpenter Building 423  
Office Hours: Mondays 1:30-3pm; or by appointment  
Email: sbm19@psu.edu

Class Room:  
Class Hours:

### General Education Learning Objectives

- Integrative Thinking
- Global Learning
- Social Responsibility and Ethical Reasoning

### Course Description

ANTH 002 is an Integrated Studies General Education course designed to synthesize knowledge of past cultural variability and the major developments of the prehistoric and early historic human past at a global scale. The course integrates two Domain fields: the Social and Behavioral Sciences (GS) and the Humanities (GH). Students are introduced to archaeology as a dynamic, scientifically rigorous, and socially engaged discipline that studies the remains of the human past that survive in the world today. Anthropological concepts are coupled with the evidence that characterizes past human societies and cultural diversity, highlighting how cultural systems vary across time and space, and how these dynamics fundamentally shape human interactions. In addition, students are challenged to examine the role of the past in today's world through readings, discussions, and lectures on ethical issues relevant to the archaeology of the periods discussed in lecture. As a result, this course provides students with tools to approach questions of human diversity, community engagement, and long-term cultural legacies, and how different systems of food production, social organization, religious beliefs, economies, and political structures emerged through time and the material remnants these societies left behind.

### Course Learning Objectives

This course will provide students with an understanding of past human societies. Students will study the archaeological evidence for various kinds of social formations, subsistence activities, technologies, belief systems, and artistic expression in several time periods and areas around the globe. The course highlights 2 million years of human cultural processes, many examples of parallel developments in ecologically and culturally distinctive areas throughout the world, as well as the interconnections between prehistoric human societies. Students will be presented with information from multiple domains (time periods, research methods, cultural perspectives) and will gain critical thinking skills by learning how archaeologists "know what they know", and insight into ways of integrating knowledge and evidence from the social sciences and humanities to understand how people experienced their worlds, how those worlds were expressed and are currently represented, and the variability in the ways humans have organized themselves in the past. Students are exposed to many basic concepts and issues from the social sciences that relate broadly to human behavior, including intentional and unintentional consequences of decision-making and more humanistic approaches to meaning within cultural contexts including archaeological reconstructions of cultural systems, qualitative and quantitative archaeological methods, and discussions of ethics and modern implications of past human lifeways. This challenges students to compare and contrast what they learn about past human societies with their own cultural experiences as well as what they have learned in other classes.

Students are expected to have done the readings on the lecture topic before the class meets. Two classes per week are lectures and the third is a lab session. These hands-on practica give students the opportunity to learn about the methods of archaeology and experience the artifacts and techniques archaeologists use to generate the data for reconstructing past lifestyles. Classes will be interactive and students are expected to be active participants. Lectures and discussions will be accompanied by the occasional video.

Assessments are based on a midterm (30%) and final (40%) along with 2 quizzes (10% each) and participation in lab sessions (10%). The exams will evaluate student mastery of course material from class, lab, and in readings. Questions will integrate multiple domains and address the diversity of past human societies and their implications for current social and environmental issues. In addition, regular interactive lecture questions specifically on the social, environmental, and ethical responsibilities of archaeology and past human societies with real time integration of results in lecture will allow students to actively engage with the material for the day and provide opportunities to explore certain issues more deeply. Two quizzes (worth 10% each) in lab sections will emphasize the connection between scientific method and theory, focusing on the nature of archaeological evidence and its interpretation. The final 10% of the grade is based on participation in lab sessions with discussion and hands-on activities.

#### Important Dates to Remember

Midterm:

Final:

Book Review:

Film Review:

#### Required Reading

- Textbook: Chazan, M. (2017). World Prehistory and Archaeology. Pathways through Time. Routledge Press.

#### Tentative Schedule

##### Week 1: What is Archaeology?

Reading: Chazan Chapter 1

Day	Topic
	Course overview, Introductions
	Basic terms and methods
Lab	Ethnoarchaeology and radiocarbon dating

##### Week 2: History of archaeology

Reading: Chazan Chapter 2

Day	Topic
	Organizing time, space, and cultures in the past
	History of archaeology in the Americas
Lab	Faunal analysis and taphonomy

##### Week 3: Origins of humanity: human evolution and the first tool users

Reading: Chazan Chapter 3

Day	Topic
	Evolution and the fossil record
	Fire, tools and sharing food
Lab	Dating early sites

Week 4: *Homo erectus* and Neanderthals

Reading: Chazan Chapter 4

Day	Topic
	Expansion out of Africa
	Neanderthal culture and adaptations
Lab	Stone tool analysis and geoarchaeology; Quiz #1

Week 5: Origin and spread of modern humans

Reading: Chazan Chapter 5

Day	Topic
	What is a modern human?
	Modern humans in Europe
Lab	Luminescence dating and use wear analysis

Week 6: Peopling of Australia and the New World

Reading: Chazan Chapter 6

Day	Topic
	Australia
	The New World
Lab	Experimental archaeology

Week 7: Origins and spread of farming in the Old World

Reading: Chazan Chapter 7

Day	Topic
	Origins of Agriculture in the Near East
	MIDTERM
Lab	Paleoethnobotany

Week 8: Origins and spread of maize agriculture in the New World

Reading: Chazan Chapter 8

Day	Topic
	Plant domestication in Mesoamerica
	First Farmers in Eastern North America
Lab	Pottery analysis

Week 9: Foragers, farmers, hunters, fishers

Reading: Chazan Chapter 9

Day	Topic
	First farmers in Africa
	First farmers in the Andes
Lab	Pollen, starch and residue analysis

Week 10: Emergence of social complexity

Reading: Chazan Chapter 10

Day	Topic
	Great Zimbabwe and Stonehenge
	Pueblo Bonito and Cahokia
Lab	Remote sensing

Week 11: Cities, pyramids, and palaces

Reading: Chazan Chapter 11

Day	Topic
	Mesopotamia
	Egypt and the Mediterranean
Lab	Archaeology and genetics

Week 12: Early states in Asia

Reading: Chazan Chapter 12

Day	Topic
	China
	India and SE Asia
Lab	Underwater archaeology; Quiz #2

Week 13: Social complexity in Mesoamerica

Reading: Chazan Chapter 13

Day	Topic
	The Maya
	Teotihuacan
Lab	Human osteology and stable isotopes

Week 14: States and empires in the Andes

Reading: Chazan Chapter 14

Day	Topic
	Chavin and Nasca
	Moche and the Inca
Lab	Analyzing metals

Week 15: Archaeology Today

Reading: Chazan, Epilogue

Day	Topic
	Collapse of States and their aftermath
	What is the future of archaeology?
Lab	Tracking diseases

FINALS WEEK:

*Final Exam: Date and Time TBA*

Basis for Grading

Your final grade for this course will be determined based on two exams (mid-term and final), two quizzes, and active participation in lab. Questions will be true/false and multiple choice and will cover material in readings, lectures, discussions, and labs. The two exams will be administered online through Canvas: [canvas.psu.edu](http://canvas.psu.edu). Your exam attempt will be timed (length TBD on the basis of the number of questions -- generally 1 min/question, not to exceed the normal class time).

Please note that when an exam window is open, we will not meet in person. That time is dedicated to taking the exam, but because we have the added flexibility offered by online assessment, you will have the option of taking the exam at another time on the day of the exam. Because the exam window will consist of a 24-hour period, and it is available for you to take online from any computer where you can access the internet and the CANVAS system, no make-ups will be granted except in extreme cases of long-term hospitalization, or other excuses deemed reasonable and at the discretion of the instructor. Quizzes will take place during lab section.

Midterm	30%
Final	40%
Quiz #1	10%
Quiz #2	10%
Lab Participation	10%

There will not be a grade curve. Final letter grades for the course will be figured as follows:

A = 95-100%; A- = 90-92.9%

B+ = 87-89.9%; B = 83-86.9%; B- = 80-82.9%

C+ = 77-79.9%; C = 73-76.9%; C- = 70-72.9%

D+ = 67-69.9%; D = 63-66.9%; D- = 60-62.9%

F = <59.9%

### Students with Disabilities

Note to students with disabilities: Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable academic adjustments in this course, contact the Office for Disability Services. For further information regarding policies, rights and responsibilities please visit the Office for Disability Services (ODS) Web site at: [www.equity.psu.edu/ods/](http://www.equity.psu.edu/ods/). Instructors should be notified as early in the semester as possible regarding the need for reasonable accommodations.

### Academic Integrity

Cheating on an exam or quiz will result in a failing grade in the class, and the issue will be pursued further under the university's regulations concerning academic integrity. This activity includes, but is not limited to, copying from another student's test, bringing answers to the exam (e.g., written on a sheet of paper, an arm, or a cap visor), or getting answers by phone text messages. Students who are unsure about what is meant by cheating should consult the College of the Liberal Arts web site:

<http://laus.la.psu.edu/current-students/current-students/academic-integrity>