



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
KENNETH GALE HIRTH	kgh2	Liberal Arts (LA)	Not Available
Kristina Guild Douglass	kgd14	Liberal Arts (LA)	Not Available
TIMOTHY MICHAEL RYAN	tmr21	Liberal Arts (LA)	Not Available

Academic Home: Liberal Arts (LA)

Type of Proposal: Add Change Drop

Current Bulletin Listing

Abbreviation: ANTH

Number: 9

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

Course Designation

(ANTH 9N) Rise of Civilization in the Old World

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Rise Old World Civ

Discipline: General Education

Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

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

Minimum Credits: 3

Maximum Credits: 3

Repeatable: NO

Department with Curricular Responsibility: Anthropology (UPLA_ANTH)

Effective Semester: 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.

Travel Component: NO

Course Outline

A brief outline or overview of the course content:

This course focuses on the rise of civilization in the Old World (Africa, Asia, Europe, and Polynesia), spanning over two-million years of human history. As a course in anthropological archaeology, it follows a comparative framework which examines the particulars that make each culture unique, but emphasizes the structural similarities in how ancient societies evolved. We will focus on sites and finds that capture popular imagination (i.e., cave art, the pyramids of Egypt, Stonehenge, the myth of Atlantis, Easter Island), but we delve deeper into critically assessing the broader anthropological issues they relate to, how archaeologists know what they say they know, and what they can tell us about ourselves as members of the human race.

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

Week 1: Introduction to Anthropology & archaeological methods and theory relevant to study of Old World Civilizations

Week 2: Biological and cultural evolution

Week 3: Out of Africa dispersals

Week 4: Upper Paleolithic Period and cultures

Week 5: Post-Pleistocene and origins of agriculture

Week 6: Evolution of social complexity

Week 7: Mesopotamia and early states

Week 8: Africa and Early Egypt

Week 9: Dynastic Egypt and alternative forms of complexity

Week 10: Indus Valley civilization

Week 11: Early complex societies in East Asia, Dynastic and Imperial China

Week 12: Civilizations of the ancient Aegean: Minoans, Mycenaeans and Troy

Week 13: Western Mediterranean and Rome

Week 14: Stonehenge and Mesolithic Europe

Week 15: Collapse? Easter Island and Polynesia

Course Description:

ANTH 009 introduces students to the anthropology of early complex societies in the Old World, with an emphasis on the civilizations of Mesopotamia, Egypt, the Indus Valley and China. Course information emphasizes the nature of these societies, analysis and interpretation of their basic institutions, their religions and world views, and their culture histories. Within the context of each segment sociological concepts such as "institution", "household", "stratification", "political economy", "urbanization", and a host of others are used as organizing features. Issues of gender, ethnicity, and class structure are also discussed, and much information is presented in weeks 2 and 3 that is pertinent to an understanding of human biological variation and our cultural attitudes toward it, with obvious implications for issues of race. The course is much broader, however, in that it attempts to place the emergence of these ancient civilizations into the overall perspective of the larger evolutionary career of the human species in the

Old World, including human biological and cultural evolution during the later stages of the Paleolithic, the origins and spread of early agriculture, etc. During the first part of the course there is also a series of introductory lectures designed to inform students about what archaeology is and how prehistoric archaeologists carry out scientific research to reconstruct and explain what happened in the past. A great deal of emphasis is placed on ideas, concepts, and theories used by anthropological archaeologists to design and interpret their research and to explore not only what happened in the past, but to develop ideas about why things happened as well. Also included are lectures about archaeological finds or issues that have been particularly well publicized and about which students often express considerable curiosity. The main objectives are a) to expose students to a series of historically significant non-modern, non-Western societies and cultures using overtly evolutionary, behavioral, and sociological perspectives; b) to enlighten students concerning the kinds of extant information that are available for these societies, how research is designed to acquire new data, and how scholar's interpret these data, and c) to stress the nature of the agrarian human condition out of which modern societies so recently emerged, and under which people in many developing societies still live. Central to the latter are issues of subsistence agriculture and human demography. Central to Anth. 009 are comparisons among several great Old World civilizations, comparisons with other world civilizations and cultures, and comparisons with modern society.

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

| Name: Kristina Guild Douglass (kgd14)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

| Name: KENNETH GALE HIRTH (kgh2)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

| Name: TIMOTHY MICHAEL RYAN (tmr21)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

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

This course covers many of the great developments or milestones of human development: the use of tools, the origins of agriculture, the development of complex society and the state, and the first appearance of cities, writing, and complex market systems. These developments are fundamental to understand where and under what conditions civilization developed.

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.

Four objective (multiple choice & true/false)/essay exams will be given that will test students on the content of each section of the course. Exams will cover material presented in both the lectures and assigned readings & resources. Quizzes will be taken on-line outside of class and submitted through Canvas. Quizzes will use an objective format and are intended to prepare students for the type of questions to be asked on the three examinations. Final grades are assigned following Penn State normal grade guidelines. Nevertheless, a curve may be used if the course instructor determines that it is necessary for grading purposes. The breakdown of grading is as follows:

First Exam 20%

Second Exam 20%

Third Exam 20%

Final Exam 20%

Quizzes (4 quizzes, 5% each) 20%

Total Points 100%

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 course parallels ANTH 008 (Aztec, Inca, Maya), its New World counterpart. It also serves as a useful precursor for courses in other departments where broad-based comparisons of ancient civilizations or archaeological methods are of concern, or where (as

in CAMS) more specialized courses in Egyptian archaeology, etc., are offered.

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 009 fulfills basic BA requirements and Integrated General Education requirements in the Social and Behavioral Science (GS) and Humanities (GH). The course can be taken in fulfillment for the requirements of the BA and BS degrees offered in Anthropology, as well as a minor in Anthropology.

A description of any special facilities:

None

Frequency of Offering and Enrollment:

This course will be offered in Fall and Spring semester every year with a target enrollment of 170.

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.

Changes to this course will allow for more effective instruction about civilizations of the Old World through explicit use of evidence, methods and theories derived from the humanities and social sciences.

Alignment with General Education Objectives

- 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.

Critical and Analytical Thinking: Students will be presented with major theories in how complex societies developed in the Old World and what characterizes social complexity. They will also be presented with the suite of archaeological and historical evidence that is used to support or dispute theories of social complexity and the rise and fall of civilizations. The course provides students then with the tools they need to critically assess the evidence for the development of social complexity in the Old World and evaluate the strengths and weaknesses of the evidence used to derive theories of these major social developments.

Integrative Thinking: Students will integrate knowledge and evidence from the social sciences (archaeology) and humanities (history) to understand how societies developed forms of social and political complexity in the Old World. They will have to grapple with issues of equifinality in archaeology and historiography in history to assess the bases for characterizing Old World civilizations, identify areas in which evidence is lacking, and propose new ways of understanding these societies.

Global Learning: This course is comparative across a large span of human history and across several macro regions of the Old World. Students will be presented with examples of societies from Africa, Asia and the Pacific, all of which exemplify unique trajectories in the development of complex social, political and economic forms. Because of the popularity of ancient civilizations like Dynastic Egypt or Imperial Rome, for example, students will be challenged to dig deeper into assumptions they may already

have about these societies and reflect on the ways in which these societies resemble and are different from their own culture. Long-term perspectives on social development and decline across several major culture areas will also allow students to contextualize major social and political trends in the contemporary world.

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.

Critical and Analytical Thinking: Class discussions, exam essays and multiple-choice questions on quizzes and exams are all designed for students to evaluate specific interpretations of evidence used in the development and defense of theories on the emergence of social complexity.

Integrative Thinking: Class discussion and exam essay questions will be designed to encourage students to integrate evidence stemming from social sciences and humanities approaches. Grading rubrics for the essay questions will take into account whether students have integrated evidence across domains as a key to successful answers. This will include students highlighting the ways in which evidence from different domains may not agree. Class discussions are designed to prepare students to articulate the complementarities and/or disparities of data from different domains.

Global Learning: Quizzes and exams will feature questions that encourage comparative assessment of key topics across time and culture areas.

General Education Domain Criteria

General Education Designation: Inter-Domain

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?

Students will develop competencies in critical thinking in the humanities through exposure to primary sources, both textual and material. For many civilizations covered in this course there is both historical and archaeological evidence available to scholars. Students will be exposed to primary texts and artifacts from these societies that can be used to clarify our understanding of broader social, political and economic processes. Students will learn how these sources are deciphered and interpreted by researchers in the humanities, including historians and art historians.

Students will demonstrate knowledge of major cultural developments through time because the course is structured as a cross-cultural and diachronic examination of Old World civilizations. They will learn about the emergence of well-known examples of complex societies, like Dynastic Egypt, but will be given more depth and context for the way in which scholars build knowledge about this culture and time period. They will also learn about these civilizations by focusing on their emergence, development, and decline or major transition.

Students will be presented with material covering multiple culture areas and societies across Eurasia, Africa and the Pacific, offering them an inherently comparative perspective on social developments cross-culturally.

GS Criteria

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?

Students will become familiar with methods of inquiry and evidence from archaeological and physical anthropological investigations of Old World societies that can be used to clarify our understanding of broader social, political and economic processes. Students will learn how these datasets are acquired methodologically, and how they are interpreted, paying careful attention to the scope of possible interpretations based on available evidence. Ultimately, students will have a grasp of how social and behavioral scientists use concepts, theoretical models and data to understand the development of social complexity.

Inherent in the course are extensive discussions of geographic and ecological variation and human adaptation to both. The very deep time depth exposes students to societies very different from our own, including social and cultural forms that have no direct analogs in the modern world. A final intent is to make students understand basic concepts such as biological and cultural evolution, as well as a host of more restricted ones, such as "institution", "household", "stratification", "political economy", "urbanization", and a host of others that are all used to organize presentations. Issues of gender, ethnicity, and class structure are also discussed.

Integrative Studies

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 evidence stemming from historical and archaeological sources and will learn how evidence from these domains is acquired methodologically, and then interpreted using theoretical frameworks from both the humanities and the social sciences. They will have the opportunity, in the case of several Old World case studies, to compare and contrast the knowledge built through the use of archaeological and historical data. This inter-domain comparative approach to the evidence for social complexity allows students to develop a conscious ability to assess how narratives about the past are constructed and the strengths and challenges of dealing with data from multiple domains.

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.

The two domains will receive approximately equal attention because the case studies selected represent primarily societies for which we have evidence from both domains, including textual, artifactual and biological evidence. Of the 15 macro topics/case studies, nine offer excellent opportunities to integrate significant evidence bases from the humanities and social sciences. These are the following topics:

- Mesopotamia and early states
 - Africa and Early Egypt
 - Dynastic Egypt and alternative forms of complexity
 - Indus Valley civilization
 - Early complex societies in East Asia, Dynastic and Imperial China
 - Civilizations of the ancient Aegean: Minoans, Mycenaeans and Troy
 - Western Mediterranean and Rome
 - Stonehenge and Mesolithic Europe
 - Collapse? Easter Island and Polynesia
-

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.

This course is taught by archaeologists with expertise in Old World societies. Because of the nature of the available evidence for these civilizations, archaeologists expert in the Old World are systematically integrating evidence from multiple domains, including the humanities and the social sciences.

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

Integrative Thinking: Class discussion and exam essay questions will be designed to encourage students to integrate evidence stemming from social sciences and humanities approaches. Grading rubrics for the essay questions will take into account whether students have integrated evidence across domains as a key to successful answers. This will include students highlighting the ways in which evidence from different domains may not agree. Class discussions are designed to prepare students to articulate the complementarities and/or disparities of data from different domains.

General Education Designation Requirements

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:

This course is comparative across a large span of human history and across several macro regions of the Old World. The course material is focused on indigenous cultures from the Old World, so over 50% of the content will address international cultures. Students will be presented with examples of societies from Africa, Asia and the Pacific, all of which exemplify unique trajectories in the development of complex social, political and economic forms. Because of the popularity of ancient civilizations like Dynastic Egypt or Imperial Rome, for example, students will be challenged to dig deeper into assumptions they may already have about these societies and reflect on the ways in which these societies resemble and are different from their own culture.

Campuses That Have Offered (ANTH 9) Over The Past 4 Years

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:

Course Abbreviation and Number: ANTH 009

Course Title: Rise of Old World Civilization

Credits: 3

Pre-requisites: none

Course Attributes/Designations: GenED, GH, GS

General Education Learning Objectives:

Critical and Analytical Thinking: Students will be presented with major theories in how complex societies developed in the Old World and what characterizes social complexity. They will also be presented with the suite of archaeological and historical evidence that is used to support or dispute theories of social complexity and the rise and fall of civilizations. The course provides students then with the tools they need to critically assess the evidence for the development of social complexity in the Old World and evaluate the strengths and weaknesses of the evidence used to derive theories of these major social developments.

Integrative Thinking: Students will integrate knowledge and evidence from the social sciences (archaeology) and humanities (history) to understand how societies developed forms of social and political complexity in the Old World. They will have to grapple with issues of equifinality in archaeology and historiography in history to assess the bases for characterizing Old World civilizations, identify areas in which evidence is lacking, and propose new ways of understanding these societies.

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Course Description:

ANTH 009 introduces students to the anthropology of early complex societies in the Old World, with an emphasis on the civilizations of Mesopotamia, Egypt, the Indus Valley and China. Course information emphasizes the nature of these societies, analysis and interpretation of their basic institutions, their religions and world views, and their culture histories. Within the context of each segment sociological concepts such as "institution", "household", "stratification", "political economy", "urbanization", and a host of others are used as organizing features. Issues of gender, ethnicity, and class structure are also discussed, and much information is presented in weeks 2 and 3 that is pertinent to an understanding of human biological variation and our cultural attitudes toward it, with obvious implications for issues of race. The course is much broader, however, in that it attempts to place the emergence of these ancient civilizations into the overall perspective of the larger evolutionary

career of the human species in the Old World, including human biological and cultural evolution during the later stages of the Paleolithic, the origins and spread of early agriculture, etc. During the first part of the course there is also a series of introductory lectures designed to inform students about what archaeology is and how prehistoric archaeologists carry out scientific research to reconstruct and explain what happened in the past. A great deal of emphasis is placed on ideas, concepts, and theories used by anthropological

archaeologists to design and interpret their research and to explore not only what happened in the past, but to develop ideas about why things happened as well. Also included are lectures about archaeological finds or issues that have been particularly well publicized and about which students often express considerable curiosity. The main objectives are a) to expose students to a series of historically significant non-modern, non-Western societies and cultures using overtly evolutionary, behavioral, and sociological perspectives; b) to enlighten students concerning the kinds of extant information are available for these societies, how research is designed to acquire new data, and how scholar's interpret these data, and c) to stress the nature of the agrarian human condition out of which modern societies so recently emerged, and under which people in many developing societies still live. Central to the latter are issues of subsistence agriculture and human demography. Central to Anth. 009 are comparisons among several great Old World civilizations, comparisons with other world civilizations and cultures, and comparisons with modern society.

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