



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

| Name | User ID | College | Department |
|---------------|---------|-------------------|---------------|
| SARAH MCCLURE | sbm19 | Liberal Arts (LA) | Not Available |

Academic Home: Liberal Arts (LA)

Type of Proposal: Add Change Drop

Current Bulletin Listing

Abbreviation: **ANTH**

Number: **223**

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

This proposal is for prerequisite enforcement.

Message for Reviewers:

Course Designation

(ANTH 223N) European Prehistory

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Europe Prehistory

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:

ANTH 223 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 in Europe. The course integrates two domain fields: the Social and Behavioral Sciences (GS) and the Humanities (GH). Certain ancient sites and cultures are particularly well known and of general fascination to many people. In Europe this distinction belongs to sites such as Lascaux and Altamira with their realistic cave paintings of animals, Stonehenge with its enigmatic stone circles, and the ancient Celts with their sagas and modern legacies. These sites and peoples have long played a role in modern imaginings of past European cultures and continue to attract tourism and inspire modern thinking. ANTH 223 will examine these and other sites to tell the story of humans in Europe before the Roman Empire. In archaeological terms, this course explores the archaeological record of human societies in Europe from the Upper Palaeolithic to the Iron Age, spanning a 40,000-year period. 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. Furthermore, foundational approaches from the humanities are incorporated in the critical analysis of symbols and style, along with sources of information from ancient Greek and Roman historical texts. 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 archaeological sites discussed in class. 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:

Listing of major topics:

- History of Archaeology in Europe – ½ week
- Before 40,000 years ago – ½ week
- Pleistocene Landscapes – ½ week
- Neanderthals and anatomically modern humans – ½ week
- The Upper Palaeolithic – Peoples and Refugia – 1 week
- Upper Palaeolithic Art – 1 week
- Pleistocene Extinctions and the Holocene – 1 week
- The Mesolithic: Federsee and Lepenski Vir – 1 week
- The Spread of Food and Pottery Production – 1 week
- Early Farmers and Village Life – 1 week
- The Chalcolithic/Copper Age: Varna and Oetzi, the Ice Man – 1 week

- Megaliths and ceremonial landscapes: Stonehenge and Newgrange – 1 week
- The rise of social complexity in the Mediterranean – 1 week
- Bronze Age: Social differentiation, technology, trade, and warfare – 1 week
- Iron Age: Cultural diversity and the origins of the Celts – 1 week
- The Celts: Hallstatt to La Tene; Celtic Art – 1 week
- The Celts and the Romans and the end of the Iron Age – 1 week

Course Description:

ANTH 223 (European Prehistory) is designed to introduce students to the concepts and evidence used in understanding the development of cultural diversity on our planet using prehistoric Europe as a case study. This class explores the archaeological record of human societies in Europe from the Upper Palaeolithic to the Iron Age, spanning a 40,000-year period. Many archaeological sites, such as Stonehenge, are widely known but often misunderstood or sensationalized. ANTH 223 traces the history of humans in Europe and provides the cultural, chronological, and environmental contexts to understand these places on the landscape. The class explores the extinction of Neanderthals and Pleistocene animals, the origins of art, the transition to agriculture, the beginnings of metallurgy, and the rise of complex societies. Emphasis is placed on the evidence for subsistence and production, funerary rites, changes in settlement, production of art, symbolism, the role of technology, and emergence of social hierarchies. The course introduces students to archaeological and anthropological concepts by viewing cultural groups in ecological and social context, and highlighting the variability of human adaptations to shifting climates and natural and social environments. It also introduces students to key concepts from the humanities, especially the analysis of systems of visual culture and historic texts, and their integration into reconstructions of past human lifeways.

ANTH 223 integrates two General Education Domain fields: the Social and Behavioral Sciences (GS) and the Humanities (GH). The course enables students to develop competency for combining knowledge across different domains, using methods from the social sciences and humanities in concert to create understandings of past lifeways, 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. To achieve these educational objectives, ANTH 223 draws on multiple teaching formats and resources, including classroom lectures, films, and readings from a textbook and additional texts.

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

l Name: SARAH MCCLURE (sbm19)

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.

Students are expected to learn the culture history of prehistoric Europe and how pre-industrial human societies have changed through time and influenced each other, even over wide geographic expanses. By using chapters in the prehistory of Europe as studies in basic anthropological concepts and issues, students will develop critical thinking that relates these concepts to issues in the modern world. The great variety of human adaptations in Europe's prehistory 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 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.

Student performance in this course will be determined based on two quizzes, a "picture worth a thousand words" essay; one discussion leader session with 1 page summary, two exams (midterm and final), and class participation (5%). Each exam (30% each) will include true/false, multiple choice, and short answer questions.

In the "picture worth a thousand words" essay (15%) students will write a 1000-word essay on one of 5 images from European prehistory. Students will need to conduct independent research to craft a polished essay that demonstrate that they 1) know what is pictured in the image; 2) understand how it relates to topics and material presented in the class; 3) what the significance of the depiction is for human prehistory; 4) discuss how the pictured item or site was created and its symbolic value in the past and present; and 5) offer their opinions about how the image represents a particular idea or interpretation of the item or site, or evokes a specific emotional response.

In addition, each student will be a Discussant (10%) and responsible for presenting one of the week's readings and leading a

discussion of the day's topic based on that reading and general material in the class. Two students will be assigned to a single class and are encouraged to work together to present and lead discussion for a maximum of 10 minutes (5 minutes each). A 1-page summary by each discussant must be handed in the day of discussion, and at least 2 questions will be created by students for use as immediate response feedback to help guide the discussion and following lecture. Participation (5%) in class will be based on active engagement with course materials, clicker activity, and contributions to discussions.

Finally, the quizzes (10%) will consist of 10 to 20 questions on the readings and lectures.

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 a regional overview 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 management and curation of artifacts and preservation of archaeological sites, the political and historical contexts of archaeological practice in different nation states, 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 223 builds on more basic Anthropology courses (ANTH 001, ANTH 002) and expands concepts in ANTH 009: Rise of Civilization in the Old World. It complements the many other area courses offered in the Anthropology Department (e.g., Mesoamerican and North American archaeology classes) by exposing students to another culture area currently underrepresented in the department. It will fulfill a Humanities and Social-Behavioral Science of Integrated Studies in General Education.

A description of any special facilities:

NONE

Frequency of Offering and Enrollment:

Offered every 1-2 years; enrollment: up to 120

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.

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.

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 40,000 years of human cultural processes in an area that today comprises many different modern nation states. 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. At the same time, it also illuminates how current political boundaries influence our understandings of the past by highlighting differences in intellectual traditions, political uses and abuses of the past (e.g., Nazi regime's appropriation of prehistory in Germany), and basic challenges of conducting research in multi-lingual settings.

Social Responsibility and Ethical Reasoning: The study of the development of human societies in distinctive parts of Europe 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.

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 essay is to engage students in processes of inquiry into the developments of past human societies from multiple perspectives.

Integrative Thinking:

Exams (60%) and quizzes (10%) will be used to assess students' ability to synthesize knowledge across multiple domains, historical periods, and differing perspectives. The midterm (30%) and final (30%) 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 (multiple choice, short answer, and short essay) 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%) will emphasize the connection between scientific method and theory, focusing on the nature of archaeological evidence and its interpretation. The essay will clearly require students to integrate multiple knowledge domains to assess the social, historic, cultural, and symbolic significance of an image based on material presented in class.

Global Learning:

Exams, quizzes, discussion, and essay will be used to assess students' understanding and ability to analyze similarities and differences among cultures around Europe and how modern cultural differences influence our views and understanding of the remote past. Students must also demonstrate in all assessments that they understand how the history of research has impacted the kind of archaeology practiced in time and space.

Social Responsibility and Ethical Reasoning:

Exams (midterm and final) will be used to assess student comprehension of ethical issues discussed in class 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 and participate (5%) with the material for the day and provide opportunities to explore certain issues more deeply. By having students (the day's discussants) ask some of these questions, students will be challenged to think of issues relevant to their lives or peers.

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?

ANTH 223 engages students with the rich tapestry of human cultural development in Europe 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 223 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 223 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. This element is the key focus of the essay assignment, but is mirrored in all lectures and assessments throughout the course.

Daily 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, Week 1 focuses on the discipline of archaeology, its history in Europe, and how we organize time, space and cultures in the past. For example, this includes a comparative approach of the development of archaeology as a discipline in Europe in three distinct cases: 1) the UK, where archaeology developed from an aristocratic interest in ancient Greece and Rome to include the monuments of Western Europe and Britain more specifically; 2) Germany, where much of the development of prehistoric archaeology as a discipline (including founding academic departments and museums) was interlinked with the Nazi regime and its political objectives; and 3) the Soviet Union, where archaeology was used as a tool to define Marxist ideals of egalitarianism and the downfall of hierarchical societies. Each of these cases has tangible legacies in archaeological practice today.

Weeks 2-5 explore the biological and cultural criteria archaeologists use to define being human and the history of humans in Europe. This fundamental question is interwoven with discussions of religion and evolution, the origins of art and symbolic expression, Ice Age subsistence, and social organization in a world very different from the one we inhabit today.

Weeks 6-8 focuses on the Holocene and the human societies that lived in Europe during this period. This includes the great diversity of hunter-gatherer cultures, some very nomadic while others very sedentary, and the spread of farming to Europe from the Near East. This time period is particularly interesting because there is a mixture of both adoption of farming as a subsistence strategy by indigenous hunter-gatherers, as well as farming populations colonizing areas throughout Europe, introducing new animal and plant species to European environments.

Weeks 9-12 turn to the emergence of social inequality and complexity, as well as the rise and fall of urbanized civilizations in the Mediterranean. 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 Europe. Finally, in weeks 13-15, students are exposed to the ancient Celts and other Iron Age cultures that were the 'barbarians' of ancient Rome. Using classical texts along with archaeological data, students learn that various perceptions of "the Other" are not limited to modern times, but rather have interesting deep historical counterparts.

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).

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?

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 populations in Europe over a 40,000 year period 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 spread of food production,

chronometric dating, and human demography, among others. In addition, the culture history of the region provides a window into long-term adaptive processes.

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 in Europe highlights key anthropological issues concerned with human diversity and the processes of change that characterize cultural traditions.

Specifically, Week 1 deals with the development of archaeology as a discipline in Europe and how it relates more broadly to anthropology. Weeks 2-5 explore the peoples of Ice Age Europe and how different hunter-gatherer societies formed distinctive cultural groups in changing environments. This section also includes the interactions between Neanderthals and modern humans, the origins of art, and understanding Pleistocene environments very different to what we see in this region today. Weeks 6-8 focuses on the Holocene and the human societies that lived in Europe during this period. This includes the great diversity of hunter-gatherer cultures, some very nomadic while others sedentary, and the spread of farming to Europe from the Near East. Weeks 9-12 turn to the emergence of social inequality and complexity, as well as the rise and fall of urbanized civilizations in the Mediterranean. Finally, in weeks 13-15, students are exposed to the ancient Celts and other Iron Age cultures that were the 'barbarians' of ancient Rome.

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).

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 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. 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 223 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 and scales of understanding interact to give us shared insight into variability in global cultural phenomena.

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 developments for 40,000 years, from Ice Age hunter-gatherers 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. Throughout Europe, archaeology is considered to be a discipline of the Humanities, whereas in the US it falls under anthropology and the Social Sciences. The history and current practice of archaeology in Europe is therefore an ideal case to intertwine the methods and approaches of both the Humanities and Social Sciences. This course therefore gives equal attention to the two domains by integrating approaches from the Humanities and Social Sciences throughout the lectures. As a result, 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.

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 experience, will instruct the course.

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

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

Exams (60%) and quizzes (10%) will be used to assess students' ability to synthesize knowledge across multiple domains, historical periods, and differing perspectives. The midterm (30%) and final (30%) 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. Exams, quizzes, discussant, and essay will be used to assess students' understanding and ability to analyze similarities and differences among cultures around Europe and how modern cultural differences influence our views and understanding of the remote past. Students must also demonstrate in all assessments that they understand how the history of research has impacted the kind of archaeology practiced in time and space. The essay (15%) in particular will clearly require students to integrate multiple knowledge domains to assess the social, historic, cultural, and symbolic significance of an image based on material presented in class. In addition, Discussant (10%) presentations and 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 and participate (5%) with the material for the day and provide opportunities to explore certain issues more deeply.

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: 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. This course fulfills the BA: Humanities requirement by exposing students to the rich tapestry of human cultural development in Europe and broadening 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.

This course fulfills the BA: Other Cultures: The course material focuses solely on non-U.S. and non-Western cultures.

Intercultural Requirements:

1. This course meets the definition of an international cultures course. The course material is focused indigenous cultures, so well over 50% of the content will address topics of relevance to international cultures.

2. This course examines past human societies in Europe and the archaeological evidence for the spread of biologically modern humans into the region, Ice Age hunter-gatherers, spread of food production, and the emergence of social complexity. The rich archaeological record from Neanderthals and ancient modern humans 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.

ANTH 223 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: History of Archaeology in Europe
- Week 2: Pleistocene Landscapes, Neanderthals and anatomically modern humans
- Week 3: The Upper Palaeolithic
- Week 4: The Origins of Art
- Week 5: Pleistocene Extinctions and the Holocene
- Week 6: The Mesolithic: Federsee and Lepenski Vir
- Week 7: The Spread of Food and Pottery Production
- Week 8: Early Farmers and Village Life
- Week 9: The Chalcolithic/Copper Age: Varna and Oetzi, the Ice Man
- Week 10: Megaliths and ceremonial landscapes: Stonehenge and Newgrange
- Week 11: The rise of social complexity in the Mediterranean
- Week 12: Bronze Age: Social differentiation, technology, trade, and warfare
- Week 13: Iron Age: Cultural diversity and the origins of the Celts
- Week 14: The Celts: Hallstatt to La Tene; Celtic Art
- Week 15: The Celts and the Romans and the end of the Iron Age

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 the interconnections between human societies living in prehistoric Europe and demonstrates that the current political, cultural, and social divisions are a relatively recent phenomenon. In contrast, various waves of cultural groups shared cultural, ritual, and economic affinities in the past, and this course highlights how prehistoric culture groups did not develop in isolation, but rather through a diversity of interactions.

c. The study of prehistoric peoples of Europe will dispel many stereotypes associated with specific sites or peoples and will challenge students to imagine lives and worldviews very different from their own.

e. The course highlights amazing feats of human ingenuity in the past – particularly in art, technology, and architecture. 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 in Europe, 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. Exams (60%) and quizzes (10%) will be used to assess students' ability to synthesize knowledge across multiple domains, historical periods, and differing perspectives. The midterm (30%) and final (30%) 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. Exams, quizzes, discussant, and essay will be used to assess students' understanding and ability to analyze similarities and differences among cultures around Europe and how modern cultural differences influence our views and understanding of the remote past. Students must also demonstrate in all assessments that they understand how the history of research has impacted the kind of archaeology practiced in time and space. The essay (15%) in particular will clearly require students to integrate multiple knowledge domains to assess the social, historic, cultural, and symbolic significance of an image based on material presented in class. In addition, Discussant (10%) presentations and 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.

Campuses That Have Offered (ANTH 223) 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 |
|----------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|

Potential Impact

Pre-Requisites

ANTH 223 is *listed as a pre-requisite or concurrent course* for the following courses:

Note: Not all courses may be listed here, due to lionpath requirement incompleteness.

No pre-requisites or concurrent courses found

Sample Course Syllabus
ANTH 223 European Prehistory

Course: ANTH 223

Course Title: European Prehistory

Credits: 3

Readings: *Europe Before Rome*, by T. Douglas Price, 2013. Oxford: Oxford University Press

Prerequisites/Co-requisites/Concurrent Requirements/Recommended

Preparation: None.

Course Attributes/Designations: This course fulfills integrative General Education requirements for Humanities (GH) and Social and Behavioral Sciences (GS) as well as International Culture (IL) and BA requirements.

General Education Learning Objectives

The following two General Education Learning Objectives will be covered in this course:

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.

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.

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.

BA Requirements: Humanities, Social and Behavioral Sciences, Other Cultures

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. This course fulfills the BA: Humanities requirement by exposing students to the rich tapestry of human cultural development in Europe and broadening 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.

This course fulfills the BA: Other Cultures: The course material focuses solely on non-U.S. and non-Western cultures.

Course Description

ANTH 223 (European Prehistory) is designed to introduce students to the concepts and evidence used in understanding the development of cultural diversity on our planet using prehistoric Europe as a case study. This class explores the archaeological record of human societies in Europe from the Upper Palaeolithic to the Iron Age, spanning a 40,000-year period. Many archaeological sites, such as Stonehenge, are widely known but often misunderstood or sensationalized. ANTH 223 traces the history of humans in Europe and provides the cultural, chronological, and environmental contexts to understand these places on the landscape. The class explores the extinction of Neanderthals and Pleistocene animals, the origins of art, the transition to agriculture, the beginnings of metallurgy, and the rise of complex societies. Emphasis is placed on the evidence for subsistence and production, funerary rites, changes in settlement, production of art, symbolism, the role of technology, and emergence of social hierarchies. The course introduces students to archaeological and anthropological concepts by viewing cultural groups in ecological and social context, and highlighting the variability of human adaptations to shifting climates and natural and social environments. It also introduces students to key concepts from the humanities, especially the analysis of systems of visual culture and historic texts, and their integration into reconstructions of past human lifeways.

ANTH 223 integrates two General Education Domain fields: the Social and Behavioral Sciences (GS) and the Humanities (GH). The course enables students to develop competency for combining knowledge across different domains, using methods from the social sciences and humanities in concert to create understandings of past lifeways, 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. To achieve these educational objectives, ANTH 223 draws on multiple teaching formats and resources, including classroom lectures, films, and readings from a textbook and additional texts.

Course Learning Objectives:

Students are expected to learn the culture history of prehistoric Europe and how pre-industrial human societies have changed through time and influenced each other, even over wide geographic expanses. By using chapters in the prehistory of Europe as studies in basic anthropological concepts and issues, students will develop critical thinking that relates these concepts to issues in the modern world. The great variety of human adaptations in Europe's prehistory 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.

Grading

| | |
|--------------------------------|-----|
| Quizzes | 10% |
| Picture worth a thousand words | 15% |

| | |
|--------------------------|-----|
| Discussant w/ summary | 10% |
| Midterm Exam | 30% |
| Final Exam | 30% |
| Attendance/Participation | 5% |

There will not be a grade curve.

Final letter grades for the course will be figured as follows:

A = 93-100%; 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%