Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:

- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
- Completed and signed forms are due no later than the second Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator: Name Linda Winkler
   Department Anthropology
   Phone and email 408 4605; linda.winkler@wilkes.edu

2. Proposal Title: ANT 105: Introduction to Archaeology and World Prehistory

3. Check only one type of proposal: (double click on the appropriate check box and change default value to "checked").

   - [ ] New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   - [ ] New Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary.
   - [ ] Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   - [ ] Elimination of Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary.
   - [ ] Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
   - [ ] General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
   - [x] Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
   - [ ] Course additions or deletions not affecting programs (such as elective courses, transition of "topics" courses to permanent courses).
   - [ ] Change in course credit or classroom hours.
   - [ ] Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).
☐ Other (Specify)
4. Indicate the number of course modification forms that apply to this proposal:

   x   Course Addition Form (plus syllabi)
   _____ Course Deletion Form
   _____ Course Change Form

5. Executive Summary of Proposal.

   Briefly summarize this proposal. The breadth and depth of this executive summary should reflect the complexity and significance of the proposal. Include an overview of the proposal, background and reasoning behind the proposal and a description of how the proposal relates to the mission and strategic long-range plan of the unit and/or university. For incidental changes a one or two sentence explanation is adequate.

   This proposal seeks approval for a new course ANT 105: Introduction to Archaeology and World Prehistory. This course would simultaneously be offered as a special topics course in History. This course would expand the anthropology offerings and also appeal to many history majors, particularly those in the public history major.

   Wilkes University currently offers a concentration in anthropology which several students have completed since 2015 and several students are also currently taking courses to complete the concentration. In general, this anthropology concentration has been attractive to students interested in global affairs, social service, public affairs, communications, and history. Enrollment in our existing anthropology classes has been strong. However, we have very few anthropology courses available. In order to complete the concentration, students need to take four courses and we only offer four courses. This limits the breadth of what students are exposed too and also faculty perspective since the same person teaches all four. Anthropology is the only single faculty member department at Wilkes with no adjuncts or other anthropologists teaching. This new course would expand the course offerings as well as provide academic training in an area of broad interest to our students. It would be taught by an adjunct with a degree in archaeology and relevant field experience. We hope to offer it as a hybrid on-line course with traditional materials on-line but with a face to face field/lab included.

   The Introduction to Anthropology class (ANT 101) covers the bare basics of information about archaeology (one week of lectures) and many students are interested in learning more. Archaeology is one of the four subfields of anthropology and in many universities, is offered as an undergraduate degree option in and of itself. An archaeology course is not offered anywhere in our immediate area of NEPA. As such, this would broaden our academic offerings to include more areas of anthropology, offers an option to our public history students, and incorporate our students into archaeology activities in our own area through class activities with local groups (see syllabus).

   This course will include an overview of archaeological method and theory and its application in the study of world prehistory. It will include sections on human material culture, culture change, the role of the environment in modifying human behavior, the physical processes involved in the creation and excavation of archaeological sites, and archaeology's relationship to anthropology and history. Students will learn both methods and theory and also examine historical archaeology. They will
visit an ongoing archaeological site being excavated by the Frances Dorrance Chapter of the Pennsylvania Archaeological Society (https://www.facebook.com/HistoryNEPA/)

6. Other specific information. (Not applicable for incidental changes.)

What other programs, if any, will be affected by this proposal? Describe what resources are available for this proposal. Are they adequate? What would be the effect on the curriculum of all potentially affected programs if this proposal were adopted? Include any potential effects to the curriculum of current programs, departments and courses.

This new course will offer curricular opportunities for students across the university but also for those interested in anthropology, history, and in particular, public history. It could be cross-listed as a special topics course in history offering the public history students an additional course option. The only added resource would be hiring an adjunct to develop and teach the course. That has already been accomplished. We have interviewed and hired an adjunct with on-line teaching experience, who trained as an archaeologist and works with the Pennsylvania Pennsylvania Historical & Museum Commission.

7. Program Outline. (Not applicable for incidental changes).

A semester-by-semester program outline as it would appear in the bulletin for a new program or any modified program with all changes clearly indicated.

This course will be offered in the fall semester in order to ensure that students can visit an active archaeological site.
1. Course Title: Introduction to Archaeology and World Prehistory

2. Course Number: _ANT 105________________________
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours___3___    Lab Hours_____    Other_____

4. Course Prerequisites: None

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This anthropology course is an overview of archaeological method and theory and its application in the study of world prehistory. This course addresses human material culture, culture change, the role of the environment in modifying human behavior, the physical processes involved in the creation and excavation of archaeological sites, historical archaeology and archaeology's broader relationship to history.

6. Required Documentation:
   Proposed Syllabus     Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
8. Signatures and Recommendations. (please date)

- Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
- If a potential signatory disagrees with a proposal he/she should write “I disagree with this proposal” and a signed statement should be attached to this submission.

<table>
<thead>
<tr>
<th>Print Name/Title</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Diane Wenger, Chair, Global Cultures</td>
<td>Diane Wenger</td>
<td>11/14/17</td>
</tr>
<tr>
<td>Kyle L. Kaciere, Chair, Division of Behavioral and Social Sciences</td>
<td>Kyle L. Kaciere</td>
<td>11/14/17</td>
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</tbody>
</table>

Department chair(s) of all potentially affected programs

<table>
<thead>
<tr>
<th>Print Name/Title</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Paul Riggers</td>
<td>Paul Riggers</td>
<td>11/13/17</td>
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</table>

Dean(s) of any potentially affected College/School.

<table>
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<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Susan Hritzak</td>
<td>Susan Hritzak</td>
<td>11/13/17</td>
</tr>
</tbody>
</table>

Registrar

Print Name | Signature | Date
---|-----------|---------

Provost (For new programs, significant revisions and revisions to the General Education Program revisions only).

Provost should check here _____ if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.

Print Name | Signature | Date
---|-----------|---------

Chair, Academic Planning Committee. For new programs, program revisions sent via the provost. Signature indicates that the proposal has been reviewed and approved by APC.

Print Name | Signature | Date
---|-----------|---------

Chair, General Education Committee. For revisions to General Education program only. (Signature indicates that the proposal has been approved by GEC).
1. Course Title: Official title for course – as opposed to the popular title

2. Course Number: 
Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours_____ Lab Hours_____ Other_____

4. Course Prerequisites:

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

6. Required Documentation:
   Proposed Syllabus Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Fall 2017: Anthropology 105 Introduction to Archaeology and World Prehistory

Course Description
This course is an overview of archaeological method and theory and its application in the study of world prehistory. This course addresses human material culture, culture change, the role of the environment in modifying human behavior, the physical processes involved in the creation and excavation of archaeological sites, and archaeology's relationship to anthropology and history.

Course Objectives and Learning Outcomes
After successful completion of this course, students will:
1. Define the field of archaeology and the characteristics of the discipline
2. Explain how archaeology complements the study of history
3. Describe the methods of archaeological dating
4. Describe the methods of archaeological survey and sampling
5. Identify the research methods most appropriate for different types of archaeological sites
6. Describe how archaeologists reconstruct ancient lifeways.
7. Recognize the elements of human culture that are not directly evident in the archaeological record
8. Define social ranking and recognize its representation in the archaeological record
9. Describe the archaeological evidence for subsistence patterns
10. Identify cultural change in the archaeological record.
11. Explain the theories of the rise of civilizations
12. Summarize the distinguishing cultural features of the Natufians, Maya, Inca, Harappans, Mesopotamians, Mississippians, Hopewell, Pueblo, Shang, Egyptian, and Great Zimbabwe cultures.

Textbooks


Course Requirements and Class Attendance
To successfully complete this course, each student is required to:
- Read all print and online material as assigned
- Complete the reflection for each module
- Complete the discussion for each module
- Complete the quiz for each module
- Complete the Research Project for the course
This course is conducted in a hybrid online/in-person format. All course content and assessments are provided through Desire2Learn. Students must log in to access the content, including readings and multi-media, and take the quiz for each module. Students will turn in all written assignments through the Dropbox. Students will also engage classmates and the instructor in Discussion posts. There will be one class field trip to the Conrail-Pittston archaeological site so that students may see and have a chance to participate in an archaeological excavation.

**Evaluation and Grading**

Grades will be based on the quizzes, reflections, and discussion posts completed for each module. There is also a semester-long Research Project with components due at intervals throughout the course. The final component of the Research Project serves as the final examination for this course.

- **Quizzes** = 150 points
- **Reflections** = 225 points
- **Discussions** = 180 points
- **Research Project** = 200 points
- **Total points** = 755 points

**Assignment Rubrics**

Reflections and Discussion posts will be graded according to their respective assignment rubrics. The Research Project will have rubrics for grading each specific component of the project.

**Plagiarism/Duplication**

Academic Dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized material or fabricated information in any academic work. It includes, but is not limited to: cheating, plagiarism, buying or selling of class documents, falsifying of one’s own or another’s records, or knowingly assisting someone who engages in any of the above.

Students are expected to complete their assignments in their own words, using their own knowledge and understanding of the material they are studying. This requires students to concentrate and think more fully about the material, which in turns facilitates learning beyond a superficial level.

**Quizzes**

Each module will have a 10-point quiz associated with it. These quizzes will be based on vocabulary and basic concepts in the textbooks.

**Reflections**

Each module will have a Reflection paper assigned based on concepts we have covered that week. This is the student’s opportunity to demonstrate critical thinking skills about the content and its applications. A Reflection should be no more than one page and will be graded according to the accompanying rubric.
Discussion Answers
For each module, there will be a discussion topic. Students are expected to explore their thoughts and questions about a topic and share them with the class. Students must also respond to the posts of at least two other classmates. These discussions are meant to simulate an asynchronous conversation. Discussions will be graded according to the accompanying rubric.

Research Project
Throughout the semester, students will engage with the course concepts through a semester-long, cumulative Research Project. Students will choose their topic in the first week of the course. Sections of the project will be due at intervals during the course. The last components of the project are due during finals week.

Late Assignment Policy
Students are expected to complete assignments within the designated time frame for each module. I do not accept late assignments. In the event of illness or emergency, work may be made up without penalty. Students must e-mail or telephone me as soon as possible to make arrangements.

Conversion Scale for Final Grade

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<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90.00-100%</td>
<td>4.0</td>
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<tr>
<td>87.50-89.99%</td>
<td>3.5</td>
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<tr>
<td>80.00-87.49%</td>
<td>3.0</td>
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<tr>
<td>77.50-79.99%</td>
<td>2.5</td>
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<tr>
<td>70.00 to 77.49%</td>
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<tr>
<td>67.50-69.99%</td>
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<tr>
<td>59.50-67.49%</td>
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<td>0-59.49%</td>
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Course Schedule

<table>
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<tr>
<th>Week</th>
<th>Start Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments due</th>
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</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Aug. 27</td>
<td>Overview and Introductions</td>
<td>Fagan Chapters 1 and 2</td>
<td>Quiz Reflection</td>
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<td></td>
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<td></td>
<td>Olszewski Chapter 1</td>
<td>Discussion</td>
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<td>Research Project Selection</td>
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<tr>
<td>Week Two</td>
<td>Sept. 3</td>
<td>Archaeology as anthropology Theoretical Approaches</td>
<td>Fagan Chapter 3</td>
<td>Quiz Reflection</td>
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<td></td>
<td>Fagan Chapter 4</td>
<td>Discussion</td>
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<tr>
<td>Week Three</td>
<td>Sept. 10</td>
<td>World-wide Paleolithic Subsistence Strategies</td>
<td>Olszewski Chapter 4 and 5</td>
<td>Quiz Reflection</td>
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<td></td>
<td>Discussion</td>
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<td>Research Project Part Two</td>
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<tr>
<td>Week Four</td>
<td>Sept. 17</td>
<td>Dating and Chronology American Southwest</td>
<td>Fagan Chapter 5</td>
<td>Quiz Reflection</td>
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<td></td>
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<td></td>
<td>Olszewski Chapter 6</td>
<td>Discussion</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Textbook</td>
<td>Notes</td>
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<td>Week Five</td>
<td>Sept. 24</td>
<td>Excavation Techniques</td>
<td>Fagan Chapter 7</td>
<td>Quiz Reflection Discussion Research Project Part Three</td>
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<td>American Ohio River Drainage</td>
<td>Olszewski Chapter 7</td>
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<td>Week Six</td>
<td>Oct. 1</td>
<td>Classification and Technology</td>
<td>Fagan Chapter 8</td>
<td>Quiz Reflection Discussion</td>
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<td>Week Seven</td>
<td>Oct. 8</td>
<td>Mesopotamia</td>
<td>Olszewski Chapter 8</td>
<td>Quiz Reflection Discussion</td>
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<td>Week Eight</td>
<td>Oct. 15</td>
<td>Social Stratification</td>
<td>Fagan Chapter 13</td>
<td>Quiz Reflection Discussion</td>
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<td>Ancient Egypt</td>
<td>Olszewski Chapter 9</td>
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<td>Week Nine</td>
<td>Oct. 22</td>
<td>Dietary Analysis</td>
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<td>Quiz Reflection Discussion</td>
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<td>Shang China</td>
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<td>Week Ten</td>
<td>Oct. 29</td>
<td>Settlement Patterns</td>
<td>Fagan Chapter 12</td>
<td>Quiz Reflection Discussion</td>
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<td>The Indus Valley</td>
<td>Olszewski Chapter 11</td>
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<td>Week Eleven</td>
<td>Nov. 5</td>
<td>Ancient Climate</td>
<td>Fagan Chapter 10</td>
<td>Quiz Reflection Discussion</td>
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<td>Mesoamerica</td>
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<td>Week Twelve</td>
<td>Nov. 12</td>
<td>South America</td>
<td>Olszewski Chapter 13</td>
<td>Quiz Reflection Discussion Research Project Part Five</td>
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<td>Week Thirteen</td>
<td>Nov. 19</td>
<td>Ethno-archaeology</td>
<td>Fagan Chapter 9</td>
<td>Quiz Reflection Discussion</td>
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<td>Week Fourteen</td>
<td>Nov. 26</td>
<td>Africa</td>
<td>Olszewski Chapter 14</td>
<td>Quiz Reflection Discussion</td>
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<td>Week Fifteen</td>
<td>Dec. 3</td>
<td>Historical Archaeology</td>
<td>Fagan Chapter 6</td>
<td>Quiz Reflection Discussion Research Project Part Six</td>
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<td>Finals</td>
<td>Dec. 10</td>
<td>Final Project</td>
<td>Final Project</td>
<td>Research Project Part Seven and Part Eight</td>
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