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74-5/14
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FACULTY SENATE
CURRICULUM COMMITTEE
Course Approval Form

Department Geography/Anthropology
Title Archeology
Sponsor(s) Janet M. Robison No. of Credits 3

Approved by the department Yes Graduate ()
Not recommended by the department Undergraduate (X)

Information copies forwarded: Academic Dean; Chairman; Curriculum Committee

Charles A. Sturtevant
Signature: Department Chairman

RECEIVED
OCT 9 1974

ACADEMIC DEAN

Consultation on proposal has been held

Comments:

Signature: Academic Dean

CURRICULUM COMMITTEE

Proposal received 10/30/74
Open Hearing held 12/6/74 tabled 2/24/75

Returned to the department for the following reason(s):

development of courses

Approved by the Curriculum Committee

Presented to Executive Committee of the Faculty Senate as information

Notifications forwarded: Academic Dean; Department Chairman

J. Fisher
Signature: Chairman, Curriculum Committee

3/12
3/84

ACADEMIC DEAN

I have reviewed the final documents as approved and concur with same.
Budget, faculty and library resources are adequate for immediate implementation.

I have reviewed the final documents as approved and concur with same.
Budget, faculty and/or library allocations for the current academic year
are inadequate for immediate implementation or implementation in the next
fiscal year. The earliest that the proposal might be implemented would be

HEGIS Taxonomy Number: _____

Alan Brown 8/31/15
Signature: Academic Dean

Copies forwarded: Chairman, Curriculum Committee; Department Chairman;
Provost; Registrar

REGISTRAR

Approved course description received

Signature: Registrar

PROVOST

Official copy and approval sheet filed

Signature: Provost (or designee)

- Note:
- 1) Course proposal format is attached
 - 2) A copy of this approval form should accompany each proposal
 - 3) A copy of a proposed catalogue description of the course must accompany the proposal as a separate page.

COURSE CATALOGUE INFORMATION: INTRODUCTION TO
ARCHAEOLOGY 2201.203

J.M.ROBISON

This course covers the rudiments of archaeological field techniques, methods of analysis for bones and material culture, and dating methods; it is an important aspect in the study of anthropology.

Glassboro State College
Glassboro, New Jersey

Course Proposal

I. Identification of the Proposal

- A. Name - Archeology
- B. Sponsor - Janet M. Robison, Department of Geography/Anthropology

II. Statement from the Department Chairman

This course would be the basic course for this facet of Anthropology. Archeology is a fundamental tool for social scientists and as such should be of interest to students other than future Anthropology majors. The offering of this course would not place unusual demands in library resources; several faculty are qualified to offer this course.

III. Outline of the Proposal

- A. Essence of the Proposal
 1. Course Title: Archeology
 2. Semester hours of credit granted: 3
 3. Course level and Prerequisites: undergraduate; 300 level, Cultural Anthropology or permission of instructor.
 4. Current curricula pattern into which it falls: Free elective
 5. Enrollment: 30 per section maximum

- B. Details of the Proposal
 1. Uniqueness of the Course -

This course is a necessary addition to obtaining a well-rounded program in anthropology at Glassboro State College. Archaeology is one of the four major areas of study for the anthropologists. A study of man's past is essential to complete comprehension of Homo sapiens sapiens (man). The study of archeological methodology and theory will appeal to many persons in the college community expressing interest in understanding man and his culture.

From the particular focus of understanding man's past as an integral part of anthropology, a course in archeology is essential for students of anthropology. The unique approaches of anthropologists specializing in archeology

will provide special insight into man's physiological and cultural development through time; archeology (often correlated with techniques of ethnohistory for literate societies) provides data for the development of diachronic studies which are of particular value in understanding processes of change.

A course in Archeology is a unique and essential addition to Glassboro State College's course curriculum if a well-rounded, complete, and informative presentation and selective potential of courses in anthropology is to be offered at Glassboro State College.

2. Objectives of the Course; Students will:

- a. Become familiar with the basics of archeology
- b. Understand areas of research in archeology
- c. Developing skills in archeological theory and methodology
- d. Become aware of the interrelations of archeology with other areas of anthropology (that is, physical anthropology, cultural anthropology, and anthropological linguistics).

3. Scope of the Course -

GENERALIZED COURSE OBJECTS

Introduction

The History of Archeology

The Training of the Archeologist (educational requirements and processes as well as job availabilities)

Understanding Archeological Field Techniques

Excavating tools, techniques for recovering data, rules for recording data

Understanding Stratigraphy

Methods in Aerial Photography (techniques explained)

Dating Methods

Carbon 14
Fission-track
Pollen analysis
Potassium argon
etc.

The Analysis of Artifacts

For example, calculation of pot sherd diameters, the study of trends in pottery design, postulation of tool and weapon uses, etc.

Comparative Study of Bones and Teeth

The analysis of human and animal remains to note such information as age, pathology, sex, evidence of birth processes in females, indications about subsistence methods, etc.

The Study of Excavations Reported in the Literature

Reports date from various time dimension and geographical locations.

Archeology's Interaction with other Specializations within Anthropology

Examples will be given which illustrate the cross disciplinary borrowing from Cultural Anthropology, Physiology Anthropology, and Linguistics as well as with subjects outside of Anthropology.

The Goals and Objectives of Archeological Research

4. General Statement of Teaching Methods

The two major goals of this course can be obtained in two segments. Initially, emphasis will be placed on the understanding of work done in archeology (methods and theory). Lectures, examples, and discussion will help enable comprehension. Finally, students will be encouraged through research and analysis to examine the practical application of archeological method and theory.

Audio-visual aids, when obtainable, will be of use. Students of the sciences will be encouraged to apply other knowledge to anthropological theory and method in archeology.

The study of archeology will, hence, indicate to the student the close interrelationship of: the sectors of anthropological research, the other sciences, and historical methods when written forms exist. Such an approach will contribute to a complete understanding of man.

5. Methods of Evaluation

The students will demonstrate progress in this course by:

- a. Actively engaging in class discussions and activities, projects, analyses, etc.
- b. Illustrating skills which show understanding and analytical comprehension of the kinds of information which can be gleaned from archeological research.

C. Rationale

A well-developed, competent program in anthropology requires a course in Archeology. A comprehensive study of Homo sapiens sapiens (man) cannot be accomplished without delving into man's past. Material culture and associated human and animal remains often are the only indicators of past, non-literate societies.

Studying archeology essentially involves two levels of analysis: (1) understanding the techniques or methodology; and (2) learning to interpret the data - or finding theoretical orientation to explain the data. The first level generally is gained initially by the student; interpretation of the data (that is, theory formation), however, cannot ensue without the initial grasp of the methodology. Once the student has gained abilities in these two levels of analysis, he is on his way to a complete comprehension of archeology.

If students of anthropology are to have a rounded, complete, and intellectually integrated education in the study of man at Glassboro State College, a course in archeology is definitely essential. Omitting the anthropologist's work in archeology is denying Glassboro State College students the comprehension of a major sector of anthropological literature, theorization, problems of analysis, and analytical methodologies. Students should, I believe, be exposed to and understand how anthropologists study man's past as a part of the total understanding of Homo sapiens. Also, students need to gain abilities for their own research using anthropological methodologies and theorizations for deciphering and comprehending past societies; understanding the past is a requisite for understanding the present and future.