

TITLE NEW WORLD ARCHAEOLOGY ARCHAEOLOGY

Sponsors DIANE MARNOWITZ e-mail MARNOWITZ@ROWAN.EDU
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DEPARTMENT GEOGRAPHY-ANTHROPOLOGY
College LAS

if LAS area: History/Anthropology Social Behavioral Sciences

Math/Science

UNDERGRADUATE GRADUATE

- New non-gen-ed Major
- Short-Term non-gen-ed
- Minor course or changes fewer than three to
- Existing non-gen-ed course
- Non-gen-ed segregated offerings
- Major
- Minor, second year, concentration track, certificate program

Signatures Required: representing approval before submission to Office of the Senate

Department Chair Richard A. Scott Date 10/12/06
Department CURRICULUM Chair Joseph J. ... Date 10/12/06
Academic DEAN Joy ... Date 10-12-06

COLLEGE CURRICULUM COMMITTEE Dean/Meeting Date 11/2/06
Approved 12/7/06
Not Approved

Signature: College Curriculum Chair [Signature]
Signature: SENATE CURRICULUM CHAIR [Signature] Date 12/2/06

Comments

Signature: Executive Vice President/Provost: [Signature] Date 1/2/07

Signature: REGISTRAR [Signature]
Date 1/5/07
Status: Approved Not Approved

Course Catalog for Rec'd and Approved
ANTH 02.270

Notification Recipients:
 Registrar Department Chair
 Registrar Department Chair
 Registrar Department Chair

06 07
~~SECRET~~

Rowan University
**CURRICULUM PROPOSAL
LIBRARY RESOURCE FORM**

The purpose of this form is to provide a channel of communication between the library and faculty changing and designing new courses/programs. The information will be used to assess the resources available in the library, and to identify resources the library should acquire to support the course/program. The information will also provide rationale for institutional support for library acquisitions

This form should be completed in a coordinated effort between the course sponsor(s) and the academic department liaison librarian. **THIS FORM MUST BE COMPLETED FOR ALL CURRICULUM PROPOSALS.**

- ④ The sponsor(s) complete parts A & B
If assistance is required to complete parts A & B, please notify the liaison librarian.

④ Forward this form to the librarian who will complete parts C, D & E
This form must be completed and attached to the original curriculum proposal before being approved by the Senate Curriculum Committee

A. College Liberal Arts and Science Department Geography/Anthropology
Proposed by: Diane Markowitz, Maria Rosado, David Kasserman,
Richard Scott

Date: 16 | 12 | 2006

Course Title: New World Archaeology

Anticipated Date for Course/Program Offering: _____

- B. List specific resources that should be acquired to support this course.
- C. Describe the resources available in the library to support this course/program, including reference, monographic, electronic databases, audio-visual materials, etc. A summary statement is sufficient.

In addition to circulating books on archaeology in the Americas, prehistory, etc and journals, both print and electronic, there are reference works, Archaeology of Ancient Mexico and Central America and The Oxford Encyclopedia of MesoAmerican Cultures

The listed books that we do not have will be ordered along with any more selected by the department liaison in this subject area.

D. List key periodicals available in the library to support this course/program.
Journal of Latin American Geography, from Academic Search Premier & Project Muse

Journal of Caribbean archaeology, from Directory of Open Access Journals

Journal of World Prehistory, from Academic Search Premier

Chungara, from Directory of Open Access Journals

Arctic Anthropology, from Academic Search Premier

In JSTOR, there are 35 journals listed under the subjects of Anthropology, Archaeology, or Latin American Studies

E. Librarian comments and recommendations:

With the continuing selection of books and materials in this area of archaeology, I believe this course would be beneficial to Rowan students studying anthropology and archaeology.

Name: LIBRARIAN LIAISON Ella N. Strattis Librarian Signature: *Ella N. Strattis*

[Handwritten signature]

LIBRARY RES. FORM
(ORIGINAL) HAS BEEN SIGNED
BY CAMPBELL LIBRARY DEPT
AND HAS BEEN SENT TO THE
SENATE.
~~300#03-04~~

Rowan University
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A. College Liberal Arts and Science, Department of Geography/Anthropology

Proposed by: Diane Markowitz, Maria Rosado, David Kasserman,
Richard Scott

Date: October 12

Course Title: New World Archaeology

Anticipated Date for Course/Program Offering: Fall 07

B. List specific resources that should be acquired to support this course.

- Bruhns, K. O. 1994. Ancient South America. Cambridge: Cambridge University Press.
- Dillehay, T. 2000. The Settlement of the Americas. New York: Basic Books.
- Fagan, B. 2005. Ancient North America. Thames and Hudson.
- Pringle, H. 1996 In Search of Ancient North America: An Archaeological Journey to Forgotten Cultures. John Wiley and Sons.

C. Describe the resources available in the library to support this course/program, including reference, monographic, electronic databases, audio-visual materials, etc. A summary statement is sufficient.

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 - Journal of World Prehistory, from Academic Search Premier**
 - Chungara, from Directory of Open Access Journals**
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Name: LIBRARIAN LIAISON Ella N. Strattis Librarian Signature:

Course Proposal Format

Details

- a. Course Title: New World Archaeology
- b. Sponsor(s): Diane Markowitz (instructor), Maria Rosado (instructor), David Kasserman, Richard Scott (Geography/Anthropology Dept. chair).
- c. Credit Hours: 3
- d. Course Level: Sophomore (200 level). Inclusion in MC/G
- e. Prerequisites: "Introduction to Archaeology" (ANTH 02 203)
- f. Course will be offered at least once every other year

Curricular Effect

Include a description of how the course implementation will affect other department, college, and university.

Introduction to Archeology, as currently offered at Rowan University, covers the purpose and process of archaeological research and data acquisition and the methods used to analyze and date archaeological finds. As the main focus, it teaches methods of discovery (site survey and excavation), analysis and classification of artifacts, methods of distinguishing artifacts from ecofacts, interpretation of artifacts, and archaeological mapping. These topics comprise a large portion of class time, leaving insufficient time to delve deeply into the scientific methodologies used in and the interpretations of archaeological evidences for past cultures. With the addition of New World Archeology and Old World Archeology, we hope to remedy this situation as these courses will focus more on identifying and analyzing the ways archaeologists reconstruct human behavior, and interpret and explain cultural change. Traditionally archaeology, as practiced and taught in the Americas, is divided into fields and geographical regions thus providing not only depth of understanding but breadth as well for the cultures in question. Therefore, the proposed course's emphasis will be on scientific interpretations for archaeological cultures of the Western Hemisphere. The title "New World Archaeology" is appropriate as it is understood not only from a historical perspective (the archaeology of the peoples at the time of Columbus' arrival and their ancestors) but also identifies a major research endeavor of archaeologists working in the Americas- that of tracing the earliest humans and their cultural legacy on through historical times. Giving this course will enable students who study anthropology to learn about archaeology and its fields beyond the introductory level, an essential task when deciding whether or not to pursue graduate work in archeology.

- Offerings - which class will be dropped or offered less frequently as a result of this course?
 - No courses will be dropped or will be offered less frequently.
- Adequacy of the present staff, resources, space needs, and any other additional requirements for implementation. This section should include a description of any costs that will be incurred by implementation of the proposal.
 - There are currently three anthropologists in our department and two well-qualified adjuncts are available from the University of Pennsylvania. All Ph.D. programs in anthropology, require that the degree candidate be competent in archeology, as one of the four fields of anthropology. Additionally, we have available to us two well-qualified

ABDs from the University of Pennsylvania whose major field is archeology. There will be no increased costs as a result of implementing this proposal.

- Recommended Library Resources: Provide a list of resources required to implement the course and any predicted resources for future needs.

- Resources Required: we have a growing collection of books and several journals relevant to archeology. However, we would like to have the following books:
 - Bruhns, K. O. 1994. Ancient South America. Cambridge: Cambridge University Press.
 - Dillehay, T. 2000. The Settlement of the Americas. New York: Basic Books.
 - Fagan, B. 2005. Ancient North America. Thames and Hudson.
 - Pringle, H. 1996 In Search of Ancient North America: An Archaeological Journey to Forgotten Cultures. John Wiley and Sons.

- Predicted resources:
 - Arriaza, B. 1995. Beyond Death: The Chinchorro Mummies of Ancient Chile. Washington, D.C.: Smithsonian Institution Press.
 - Aveni, A. Editor. 1991. The Lines of Nazca. Philadelphia: The American Philosophical Society.
 - Bauer, B. 1992. The Development of the Inca State. Austin: University of Texas Press.
 - Bawden, G. 1996. The Moche. Cambridge: Blackwell Publishers Inc.
 - Brumfiel, E.M. and Fox, J.W. 2003. Factional Competition and Political Development in the New World. University of Cambridge.
 - Bauer, B. 1998. The Sacred Landscape of the Inca: The Cuzco Ceque System. Austin: University of Texas Press.
 - Burger, R. 1992. Chavin and the Origins of Andean Civilization. London: Thames and Hudson.
 - Chungara Journal On-line ISSN 0717-7356, Publication of the Universidad de Tarapacá, Chile
 - McGhee, R 1996. Ancient People of the Arctic, Univ of British Columbia Press.
 - A. Hendon, A. and Joyce, R 2003. Mesoamerican Archaeology: Theory and Practice (Blackwell Studies in Global Archaeology). Blackwell Publishing.
 - Rowley-Conwy P. (1999). Arctic Archaeology (World Archeology Series). Routledge.
 - Wright, L. 2006. Diet, Health, And Status Among the Pasion Maya: A Reappraisal of the Collapse . Vanderbilt Institute of Mesamerican Archaeology.
 - Weeks, J.M. Satterthwaite, L. Butler, M.and Alden Mason, J. and Hill, J. 2005.Piedras Negras Archaeology, 1931-1939: Piedras Negras Preliminary Papers; Piedras Negras Archaeology: Architecture. University of Pennsylvania Museum of Archaeology and Anthropology Press.

- See Library resource Form:

Librarian comments and recommendations (Ella Stratis, Library Liaison):

"With the continuing selection of books and materials in this area of archaeology, I believe this course would be beneficial to Rowan students studying anthropology and archaeology."

Short-term Evaluations: if the course has been short-term, append the evaluation.

Rationale

Statements specifically indicating the proposal's merits and uniqueness in relation to the goals of the university and direction of the sponsoring college(s) and department(s). Include distinguishing characteristics especially when there is overlap with existing courses. What is the appropriateness and significance of the course? How will this course enhance the curricular offerings of the University?

A plurality of our Anthropology Minors are History majors. Archeology is a method for finding and explaining the physical remains of history and pre-history and, as such, can be viewed as a historical method. We have had Anthropology minors go on to graduate school in Archeology in the past and have several now who wish to become archeologists and will apply to graduate school. To improve their chances of acceptance, we would like to provide them and other interested students with the opportunity of studying archeology beyond the introductory level. Moreover, many students, upon finishing Introduction to Archeology, have requested further course work. Currently, the only upper level Archeology class we have offered has been "Egyptian Archeology", given as a seminar here by an ABD from University of Pennsylvania's Anthropology Department whose research is in Egypt.

One of our faculty members, Dr. Maria Rosado, although working primarily in bioarchaeology has, through her research and by teaching courses in Indians of North America and Natives of South America, become expert in the archeological evidence for pre-Columbian cultures in the Western Hemisphere. She is eminently well-qualified to teach this course and will be teaching it in the fall of 2006 as a Seminar in Anthropology. This course will present the archeological evidence for the rich diversity of cultures that existed in the Western Hemisphere before the arrival of Europeans.

Essence of the Course

- a. Objectives of the course in relation to student outcomes. These are statements of what a student is to learn as a result of completing the course.

By or before the end of this course the student should be able to demonstrate knowledge and application on/of the following objectives and discuss these in class, on exams, presentations, and other assignments: archaeological research skills, communication and reading skills, understanding of scientific/professional ethics and values, understanding of diverse interest in the past, understanding of conservation of non-renewable resources, understand social and present-day relevance, and critical thinking skills.

The objectives will be achieved by: critically examining the anthropological and archeological evidence via lectures, discussion, and group activities; by understanding the varied factors that contribute to cultural change; and by using a holistic and diachronic approach to reconstruct the cultural patterns of the cultures of the pre-Columbian/ prehistoric and historical cultures of the Americas.

Topical outline:

History of New World archaeology; concept of culture; anthropological and archaeological theory; the scientific method and archaeological research; archaeological excavation methods , research methods design; the Paleoindian period, Meadowcroft, Pennsylvania and Monte Verde, Ice-Age cultures in Beringia and Patagonia; the Archaic period, the Chinchorro culture, the earliest evidence for plant and animal domestication in the Americas; Arctic archaeology; the Formative period, Diaguita cultures of Chile; peoples of the Caribbean, the Taino culture; the Archaeology of New Jersey, the Lenape culture; Adena, Hopewell, and Mississippian cultures; the concept of civilization, the Anasazi and archaeology of the southwest US, Nazca and Moche cultures, the Maya and writing systems; state organized societies, Inca; Aztecs, and Zapotecs; the archaeology at the time of the European arrival; the archaeology of encroachment and conquest; ethics in archaeological research; and archaeological conservation and responsibilities.

- b. Evaluation of students and grading procedure. These should be generic and should not include specific classroom requirements.

The students will be evaluated via: a series of quizzes throughout the semester to assess specific content knowledge; in-classroom reading activity and written, homework essay assignments based on journal articles to assess critical thinking skills; and group excavation activity and interpretation of evidence, and presentation to assess understanding of archaeological, scientific methods.

- c. Course Evaluation: Procedures that will be used to assess the success of the course in meeting the goals and objectives of the college as well as the objectives of the course (e.g., student evaluations, departmental curriculum review, program review).

A pre- test will be administered at the very beginning of the semester and a post test at the very end of the semester. The pre- and post- test will combine questions specific to archaeological content knowledge and skills, critical thinking skills (e.g., concepts and logical inferences), writing and reading skills, and team work skills (e.g., excavation, reading and writing group activities).

Given that students will be spending a considerable amount of time applying the scientific method, interpreting evidence, and reviewing scientific articles, it is expected that students will learn the skills and knowledge necessary to apply inductive/ deductive reasoning in the reconstruction of New World cultures.

Results of Consultations

- a. Letters of consultation MUST be included from all departments or programs (NOT INDIVIDUALS) that have similar course content or might otherwise be affected by this proposal. If the proposal is inter-disciplinary, evidence concerning consultation with all departments potentially involved must be included.

There is no other course at Rowan University with content similar to American Archeology.

- b. Additional consultation should be solicited from any individual on campus who might have expertise relative to the course. List the names of all persons from departments and/or disciplines consulted. Attach a statement about the results (pro and con) of the consultation.
- c. Attach copies of any written consultation. Include consultations both supportive and non-supportive.
- d. Consulted parties may appear in person at the Open Hearing.

Additional Information, comments, etc.

Catalog Description

ANTH 02 270

3 S.H.

New World Archaeology

Prerequisite: "Introduction to Archaeology" (ANTH 02 203)

This course covers the prehistoric and early historic cultural adaptations of the native peoples of the Americas. Emphases will be placed upon: current research trends and findings particularly in the last three decades; prehistoric cultural ecology; culture change and culture process; and current new and traditional controversies, from the earliest Native American hunter-gatherers to settled societies, animal and plant domestication, to the impact of colonization, and the impact of archaeological conservation. Students will research articles on discoveries and debates, prepare a research report, and apply learned archaeological methods in a simulated excavation.