

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1427**

Fields marked with * are required

Name of Initiator: Jennifer George **Email:** jgeorge2@unm.edu **Phone Number:** 505 277-1534 **Date:** 09-15-2014

Associated Forms exist? Yes Initiator's Title Dept Administrator 2: Anthropology Department
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Proposed effective term

Semester Fall Year 2015

Course Information

Select Appropriate Program Undergraduate Degree Program
Name of New or Existing Program New Core Course ANTH 220
Select Category Major Degree Type
Select Action New

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.

See current catalog for format within the respective college (upload a doc/pdf file)

Does this change affect other departmental program/branch campuses? If yes, indicate below.

Reason(s) for Request (enter text below or upload a doc/pdf file)
 Request to add ANTH 220 to the Core Curriculum (no change to exact title)

[ANTH 220 Core Curriculum request 9 15 14.pdf](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

[ANTH 220 Budget statement 9 15 14.pdf](#)

Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

A proposal to add ANTH 220: World Archaeology to the existing Core Curriculum.

Identification of the area into which the course will fit: **Social/Behavioral Sciences**

This document contains the following material:

I. Rationale for adding the course to the core

Justification for adding the course to the Core

How will this course benefit UNM students?

Why does it belong in the UNM Core Curriculum?

Impact statement on the effect this addition may have upon other departments/courses currently in the Core

Current and predicted enrollments for the next three years

Demonstrated example of "Annual Report on Assessment"

II. Budget/Faculty Load statement

Budget impact statement

Resources (faculty/facilities) that the department has for teaching the course

III. Documentation of UNM and HED Core Competencies addressed and Student learning outcomes and proposed techniques to assess those outcomes.

[Based on UNM Outcomes Assessment template:

<http://www.unm.edu/~assess/SupportingFiles/Plan%20for%20Assessment%20of%20Courses-Template.doc>]

IV. Complete syllabus and course schedule including time on topics and suggested text

I. Rationale for inclusion of Anth 220 in the Core Curriculum

The Department of Anthropology faculty present the following arguments in favor of adding Anthropology 220 (World Archaeology) to the UNM core requirement in Social Sciences:

Arguments for Including ANTH 220 in the UNM Core:

As the department's survey course in global prehistory, World Archaeology typically enrolls approximately 40-80 undergraduates, many of whom are Anthropology majors and minors. The course is a direct heir to Frank Hibben's legendary UNM Anthropology 101 and has been taught under various numbers and in different forms by other instructors, including James Boone and Lawrence Straus, and others since Hibben's retirement 36 years ago. It is required for Anthropology majors with an Archaeology Concentration as part of the Anthropology core sequence, and it is part of an optional sequence to fulfill the anthropology minor core requirement and for concentrators in Ethnology and Evolutionary Anthropology. ANTH 220 also serves as a prerequisite for ANTH 320 and ANTH 357. As such, it fulfills a core requirement for Anthropology majors and minors, but not the University core curriculum (as do ANTH 101, 121L, 130, 150/151L, 160/161L). The Archaeology faculty in Anthropology have continued to offer World Archaeology every year, and frequently in successive semesters, increasing its overall enrollment. It is also taught as part of the evening and weekend program, and starting Fall 2011 it was expanded as an offering through Extended University.

1) It is fundamental that college graduates and citizens of today's world have a basic knowledge not only of "recent" history and civilizations--both western and non-western—but also of the 2.5 million-year-long evolution of human culture. This course surveys the development and increasing importance of culture as part of the long-term adaptive success of the hominin family (humans and our extinct ancestors) from the origins of the first stone tools in Africa to the rise of agriculture and finally complex societies in all the inhabited continents after the end of the Ice Age less than 10,000 years ago. A growing dependence on culture—including social organization, ideology & technology—is the fundamental hallmark of the evolutionary trajectory of humankind, allowing "us" to survive and even to thrive throughout the course of the major environmental changes of the late Pleistocene and Holocene periods and ultimately to colonize all the regions of the planet—and even to begin the exploration of space. This course explains how the unique human story developed from the first bipedal primates in tropical Africa to the builders of pyramids, tombs and temples in Mesopotamia, Egypt, China, Mesoamerica, Peru and beyond.

2) Many undergraduates who enroll in upper-division Anthropology courses (300-

and 400-level) have never taken a survey of early human cultural developments, which hampers their ability to succeed at an advanced level and requires faculty instructors to offer basic as well as advanced instruction. Since this survey course does not fulfill university-wide requirements, faculty have not made ANTH 220 a formal prerequisite for upper-division study, which could discourage undergraduate enrollments at that level.

3) In the current budget context, which has mandated pause-and-hold and the search for instructional efficiencies, the Anthropology Department would be well served by this curricular change, which brings an entirely appropriate, timely, and important course that has been developed over the course of 35 years into the fold of offerings for the entire student body by way of the core curriculum. It will also serve as an important recruitment tool for the Anthropology major, and will be attractive to non-major students in the humanities, social and natural sciences.

Current and Predicted Enrollment:

The following table presents enrollment figures for Anthropology 220 for the past five years:

Anth 220 enrollment since 2009		
Year	Semester	Enrolled
2014		
	Fall	60 (online)
	Spr	43
		69 (online)
2013		
	Fall	63 (online)
	Spr	55
2012		
	Fall	59 (online)
	Spr	53
2011		
	Fall	37
	Spr	70
2010		
	Fall	56
	Spr	66
2009		
	Spr	32

These figures show a stable (slightly increasing if Online versions are counted) over the past 5 years. We expect a slight increase in enrollments if the course is added to the Core Curriculum.

Documented annual assessment report:

The Outcomes Assessment instrument takes the form of a 10 question multiple choice test, to be given at the beginning, and again at the end of the semester. The ten questions test students' knowledge of the major social, technological and economic transitions in human prehistory and contemporary ideas about the causes and consequences of these transitions. The questions will be rephrased somewhat, with different examples, the second time around. The exam will be graded on a scale of 1 – 10, 10 representing a perfect score. Individual students scores (scale of 1 – 10) and their means and variances from the beginning and end of the term are stored in an Excel spreadsheet. The mean change in score from the beginning to the end of the semester will be recorded and its statistical significance evaluated with a Student's t-test. The rubric for achievement of outcomes will be a statistically significant improvement in the mean class score. Scores will be disseminated to all archaeology subfield members. The subfield will meet to assess the success of the methods used to teach the learning objectives and to devise alternative measures to increase the difference in initial and final mean scores.

Baseline Knowledge Quiz (Anthropology 220; given in Spring 2014)

1. Anatomically modern humans are thought to have appeared

- a) about 5 million years ago
- b) about 2 million years ago
- c) about 200,000 years ago
- d) about 20,000 years ago

2. The earliest domestication of crop plants occurred in several areas of the world

- a) about 2000 years ago
- b) about 8,000 to 10,000 years ago
- c) about 35,000 years ago
- d) about 60,000 years ago

3. One of the big advantages of planting and harvesting crops over hunting and gathering is

- a) you can produce more food with less work
- b) it takes more work to grow crops, but you produce more food on a smaller area of land
- c) you can supplement your diet with carbohydrates
- d) crop agriculture gives a more balanced diet

4. Mesoamerican civilization differs from those that developed in Eurasia in that

- a) There is no monumental architecture
- b) There is no agriculture
- c) There were no large domesticated animals that could be used for meat, dairy or plowing
- d) Iron metallurgy developed there without an intervening Bronze Age

5. Corn (maize) was a staple crop

- a) In early civilizations in China and Africa
- b) In Mesoamerican and Andean civilizations
- c) In Mesopotamia and Europe
- d) In Polynesia

6. Sexual division of labor is a characteristic of

- a) Only hunter-gatherer societies
- b) Only intensive agricultural societies
- c) All known traditional human societies, regardless of subsistence pattern
- d) None of the above

7. Traditional cultures that made and used stone tools

- a) Disappeared after the invention of agriculture
- b) Persisted into the 20th century
- c) Were always based on hunting and gathering
- d) Never grew crops or had domestic animals

8. The North and South America were most likely to have been first settled by humans

- a) Between 13,500 and 20,000 years ago
- b) Between 50,000 and 60,000 years ago
- c) Between 120,000 and 200,000 years ago
- d) None of the above

9. The first known domesticated animals were

- a) dogs
- b) cats
- c) pigs
- d) horses

10. By 25,000 years ago in the Upper Paleolithic, humans had the following

- a) use of art in the form of painting and sculpture
- b) the use of sewing to make clothing
- c) the use of fire for cooking
- d) all of the above

Results: 48 students took the test at the beginning and end (first and last week) of the semester. The mean score at the beginning of the semester was 6.27 (out of 10) and at the end, 8.06. A paired Student's t-test showed that the improvement in scores is significant at $p < .0001$ (see results in table below).

	<i>First week</i>	<i>Last week</i>
Mean score (out of 10)	6.270833333	8.0625
Variance	4.627216312	3.804521
Observations	48	48
Hypothesized Mean Difference	0	
df	47	
t Stat	-5.258297989	
p-value (T<=t) one-tail	1.747×10^{-6} (<.0001)	
t Critical one-tail	1.677926722	
p-value (T<=t) two-tail	3.494×10^{-6}	
t Critical two-tail	2.011740514 (<.0001)	

II. Budget/Faculty Load statement

a. Budget impact statement: At least one section of Anth 220 (and its predecessor Anth 120) has been taught every semester for about 30 years. Enrollments have ranged between about 25 to 40 in the classroom based course and up to 60 in the online version. Although we expect the average enrollment to increase if the course is given Core Curriculum status (and thus taking enrollment pressure off the other CC courses in Anthropology), we expect the overall impact on budget and department faculty/resources/facilities to be very little over what it currently is. This will particularly true with EU (Online) offerings, as classes with 30+ enrollments will include a TA position.

b. Resources (faculty/facilities) that the department has for teaching the course: Anth 220 rotates between 2 to 5 faculty members every semester. Lecture classes are held mainly in Hibben 105, which has 100 seats. There is also an online section that has been now been taught twice. We expect assigning Anth 220 Core Curriculum status will change the current situation very little. Again, we do expect the change will take enrollment pressure off other Anthropology Core Curriculum courses.

III. Documentation of UNM and HED Core Competencies addressed and Student learning outcomes and proposed techniques to assess those outcomes. [Based on UNM Outcomes Assessment template]

Department Name: Anthropology

Course Number and Title: Anthropology 220 World Archaeology

The course falls within the UNM Core Area IV: Social and Behavioral Sciences, and as such will strive to achieve the 4 educational goals described below

NM HED Area IV: Social and Behavioral Sciences Competencies UNM Area 4: Social and Behavioral Sciences		
Core Competency <i>Students will:</i>	Rationale <i>Students should:</i>	Assessment Suggestions
1. Identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.	Develop an understanding of self and the world by examining the content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behavior and social systems.	Essays, examinations requiring analysis of information, problem based applications, research projects, laboratory experiments.
2. Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.	Enhance their knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.	Comparative & problem based essays, examinations requiring analysis of information, research projects.
3. Describe ongoing reciprocal interactions among self, society, and the environment.	Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.	Comparative & problem based essays, portfolios, research projects, laboratory experiments, fieldwork.

4. Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.	Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice.	Problem based projects, research projects, essays, examinations requiring analysis of information, fieldwork.
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Anthropology 220: Course Goals, Student Learning Outcomes, and Assessment

Course Goal #1: Students will gain familiarity with the major global transitions in human prehistory, including the advent of modern human behavior and technology, the origins of domestication of plants and animals, the emergence of sedentary village life, and the rise of civilization and urbanism

Student Learning Outcomes (SLOs) for Goal #1:

SLO 1: Students will be able to describe and critically evaluate, in writing, the types of questions explored by archaeologists, and how archaeological investigation compares and contrasts to investigation in other disciplines in terms of its methods and subject matter

Addresses UNM/HED Area III, Competency 3: Communicate scientific information.

SLO 2: Students will be able to describe, in writing, the different approaches used by archaeologist to formulate research questions about the human past and the methods used to address these questions.

Addresses UNM/HED Area III, Competency 5: Apply scientific thinking to real world problems

Course Goal #2: Students will understand the various theoretical debates within the field of archaeology regarding the causes and consequences of these major global transitions

Student Learning Outcomes (SLOs) for Goal #2:

SLO 1: Students will be able to describe, in writing, the different approaches used by archaeologists to formulate research questions about the causes of major social, technological and economic transitions in human prehistory and the methods used to address these questions.

Addresses UNM/HED Area III, Competency 5: Apply scientific thinking to real world problems

SLO 2: Students will be able to describe, in writing, theories of sociocultural, biological, and evolutionary change in human prehistory and how these theories address or account for variation or fit with patterning or other structures

Addresses UNM/HED Area III, Competency 3: Communicate scientific information.

Addresses UNM/HED Area NM HED Area IV: Social and Behavioral Sciences
Competency 1: Identify, describe and explain human behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities.

Addresses UNM/HED Area NM HED Area IV: Social and Behavioral Sciences
Competency 4: Apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments.

Course Goal #3: Students will understand the goals of archaeology, the types of questions that archaeologists seek to answer

Student Learning Outcomes (SLOs) for Goal #3:

SLO 1: Students will be able to describe, in writing, the purpose and findings of archaeological research in one or more specific geographic regions

Addresses UNM/HED Area III, Competency 1: Describe the process of scientific (in this case archaeological) inquiry

SLO 2: Students will be able to describe, in writing, the different approaches used by archaeologist to formulate research questions about the human past and the methods used to address these questions.

Addresses UNM/HED Area III, Competency 5: Apply scientific thinking to real world problems

Student Learning Assessment:

Learning assessment will be accomplished through 1) a series of three written exams during the semester and 2) a short knowledge survey to be given at the beginning and again at the end of the semester. These are described below.

Assessment of student learning during the course will be accomplished through the administering of 3 exams (including a final) during the course of the semester. The exams will be problem and fact-based examinations involving short answers and short essay questions requiring analysis of information presented in class. The short essay questions will be designed to call upon higher order thinking (example of one of three exams to be administered during the semester is provided above).

In addition, an Outcomes Assessment instrument will take the form of a 10 question multiple choice test, to be given at the beginning, and again at the end of the semester. [Note: an example is given above] The ten questions will test student's knowledge of the major social, technological and economic transitions in human prehistory and contemporary ideas about the causes and consequences of these transitions. The questions will be rephrased somewhat, with different examples, the second time around. The exam will be graded on a scale of 1 – 10, 10 representing a perfect score. Individual students' scores (scale of 1 – 10) and their means and variances from the beginning and end of the term will be stored in an Excel spreadsheet. The mean change in score from the beginning to the end of the semester will be recorded and its statistical significance evaluated with a t-test. The rubric for achievement of outcomes will be a statistically significant improvement in the mean class score. Scores will be disseminated to all archaeology subfield members. The subfield will meet to assess the success of the methods used to teach the learning objectives and to devise alternative measures to increase the difference in initial and final mean scores.

IV. Full course syllabus & Sample Exam

WORLD ARCHAEOLOGY

Anthropology 220, Section 101, Fall 2012

Instructor: James L. Boone

Graduate School of Management Bldg., Rm. 128

Tuesday, Thursday 12:30 pm-1:45 pm

I. GENERAL INFORMATION

Instructor: James L. Boone

Office and Office Hours: Tuesday 10:30-11:30 Anthropology Annex Rm 114

Office Phone and e-mail: jboone@unm.edu, Phone 505-990-4514

II. COURSE DESCRIPTION

This introductory course in archaeology is designed to give you an appreciation of both the diversity and continuity of the human experience through time. You will become familiar with some of the most significant and fascinating archaeological sites around the world, from the cave paintings of ice age mammals in France and Spain to the Mayan pyramids at Tikal, Guatemala. Using these and other examples of world-famous archaeological sites across the globe, we will explore different methods and theoretical approaches that archaeologists use to gain insight into our remarkable human past.

III. LEARNING OBJECTIVES

- Gain familiarity with the major global transitions in human prehistory, including the advent of modern human behavior and technology, the origins of domestication of plants and animals, the emergence of sedentary village life, and the rise of civilization and urbanism
- Understand the various theoretical debates within the field of archaeology regarding the causes and consequences of these major global transitions
- Understand the goals of archaeology, the types of questions that archaeologists seek to answer

IV. TEXTBOOK and WEB PAGE

Images of the Past, by T. Douglas Price & Gary M. Feinman (5th ed., 2008, McGraw-Hill).

The syllabus and lecture material will be posted on the WebCT page constructed for this course. The site can be accessed by everyone that is registered for this class using your UNM netid (go to <http://learn.unm.edu>, at *log in* use your id, same as your e-mail). If you don't have a UNM id, you can get one by going to <http://netid.unm.edu>

V. GRADING

Your grade will be comprised of scores from THREE EXAMS, which includes the final exam. The exams are NOT CUMULATIVE. The exams will consist of approximately 25-30 multiple-choice questions, short answer questions, and a few discussion questions. Review sheets for exams will be provided several days before the exam, along with in-class reviews. The exam questions will be drawn largely from the lecture material, supported by the text. The exams will be weighted as follows:

Exams Weighting:

Exam 1: 30%

Exam 2: 35%

Final exam: 35%

Grading Scale

A+ = 96-100%

A = 90-95%

B+ = 86-89%

B = 80-85%

C+ = 76-79%

C = 70-75%

D = 60-69%

<60% = F

V. POLICIES

Students must have valid excuse for missed exams, and must complete a make-up exam with one week of the regularly scheduled exam. If you know you will miss an exam ahead of time, you must contact the instructor immediately, in order to schedule a makeup time for the exam. It is the student's responsibility to initiate drops from the class or complete withdrawals. If you need accommodations in this

class, prior notice needs to be given to the instructor and Accessibility Resource Center, Mesa Vista Hall 2021 (277-3506).

VI. COURSE SCHEDULE

Week 1 (Aug 26 and 28) Introduction to Archaeology; The First Humans

Readings: Chapter 1, pages 1-25 (focus on terms on page 5 and 7)

Week 2 (Sept. 2 and 4): The First Humans continued

Readings: Chapter 2, pages 35-69; focus on "Hadar", "Laetoli", Swartkarns"

Week 3 (Sept. 9 and 11): Out of Africa: Homo erectus

Readings: Chapter 3, pages 371-103; focus on "Trinil", "Zhoukoudian" and "Atapuerca"

Week 4 (Sept. 16 and 18): The Rise of Homo sapiens

Reading: Chapter 4, pages 105-122; focus on Neanderthal traits, Out of Africa and Multi-regional Hypotheses, modern and ancient DNA

Week 5 (Sept. 23 and 25): The Upper Paleolithic in Europe

Readings: Chapter 4: 123-126; 130-135 focus on "Lascaux"

Exam Review

EXAM 1: September 30

Week 6 (Oct 2): The Upper Paleolithic in Europe

Readings: Chapter 4: 127-129, 136-141. Focus on "Dolni Vestonice", "Portable Art".

Week 7 (Oct. 7 and Oct. 9): Paleoindians

Readings: Chapter 4, pages 145-159. Focus on "Beringia", Monte Verde", "Kennewick Man"

Week 8 (Oct. 14): Mesolithic and Archaic Periods

Readings: Chapter 5, pages 161-173. Focus on "Vedbaek", "Bone chemistry"

Readings Chapter 7, pages 270-273, Focus on "Poverty Point"

FALL BREAK Oct. 16-17 (Thursday-Friday)

Week 9 (Oct. 21 and Oct. 23): The First Farmers

Readings: Chapter 6, pages 197-206; 209-218, 242-247, 256-263. Focus on "Explaining Origins of Agriculture", "Abu Hureyra", "Çatalhöyük", "Guilà Naquitx"

Week 10 (Oct. 28 and 30): Native North Americans

Chaco Film

Exam Review

EXAM 2: November 4

Week 11 (Nov. 6): Mound and Megalith Builders

Readings: Chapter 7, pages. 265-269. 274-291. Focus on "Hopewell", "Cahokia"

Readings: Chapter 11, pages 515-519. Focus on "Stonehenge"

Week 12 (Nov. 11 and 13): Ancient Mesoamerica, The Olmecs

Readings: Chapter 8, pages 319-323. 329-334.

Week 13 (Nov 18 and Nov. 20): Ancient Mesoamerica continued

Readings: Chapter 8, pages 346-364. Focus on "Teotihuacan", "Mesoamerican Ballgame" Tikal"

Week 14 (Nov. 25): Writing and Calendars

Readings: Chapter 8, pages 365-366, 374-383

THANKSGIVING HOLIDAY November 27-30 (Thursday -Sunday)

Week 15 (Dec 2 and 4): The Moche and the Inca

Readings: Chapter 9, pages 385-388, 399-403, 405-408

Readings: Chapter 9, pages 417-428

Week 16 (Dec 9 and 11): The Iceman

Chapter 11: page 508.

Final Review

FINAL EXAM: Friday, December 19, 10:00am-12:00 noon

A proposal to add ANTH 220: World Archaeology to the existing Core Curriculum.

Identification of the area into which the course will fit: **Social/Behavioral Sciences**

This document contains the following material:

Budget/Faculty Load statement

Budget impact statement

Resources (faculty/facilities) that the department has for teaching the course

Memo from Dean or College Curriculum Committee regarding financial support for 5 to 10 years

II. Budget/Faculty Load statement

a. Budget impact statement: At least one section of Anth 220 (and its predecessor Anth 120) has been taught every semester for about 30 years. Enrollments have ranged between about 25 to 40 in the classroom based course and up to 60 in the online version. Although we expect the average enrollment to increase if the course is given Core Curriculum status (and thus taking enrollment pressure off the other CC courses in Anthropology), we expect the overall impact on budget and department faculty/resources/facilities to be very little over what it currently is. This will particularly true with EU (Online) offerings, as classes with 30+ enrollments will include a TA position.

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