UNIVERSITY OF SOUTH FLORIDA ST. PETERSBURG
UNDERGRADUATE CURRICULUM REQUEST

Submit this form and related documents to the UGC by the meeting materials deadline.

Date Submitted: Oct. 20, 2010

Date Change is Requested to become Active: Fall 2011

Contact Name and E-Mail: John Arthur arthurj@mail.usf.edu

This change is for a:

☐ CHG TO ACADEMIC POLICY ♡ NEW COURSE PROP ☐ SUBSTANTIVE CHG ☐ NON-SUBSTANTIVE CHG

Have the changes been entered online? ☐ YES ☐ NO Check all that apply:

- Change to Course Title
- Change to Course Number
- Change to Prerequisites
- Addition of New Course(s)
- Deletion of Existing Course(s)
- Change to Catalogue Description
- Change to Admission Requirements
- Suspension of Program
- Addition of Track/Concentration/Emphasis
- Change to Track/Concentration/Emphasis
- Addition of Program
- Change to Program
- Deletion of Program
- Reinstatement of Program
- Other

Do the above changes mirror changes to the USF Tampa program? ☐ YES ☐ NO

Description of Change (Attach supporting documents if necessary):

New course proposal: ANT 4114 Seminar in Archaeological Method and Theory

ANT #4114

ANT 4114 - number assigned by SCNS.

Impact on College and University Resources:

Neutral or positive

<table>
<thead>
<tr>
<th>APPROVALS (IF DISAPPROVE, NOTE AND ATTACH COMMENTS)</th>
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<tbody>
<tr>
<td>TITLE / PRINT NAME</td>
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<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Chair, College UGC Committee</td>
</tr>
<tr>
<td>College Dean</td>
</tr>
<tr>
<td>Chair, USFSP UGC Committee</td>
</tr>
<tr>
<td>USFSP Regional V.C. Academic Affairs</td>
</tr>
</tbody>
</table>

CC. College Curriculum Committee / USFSP Graduate Curriculum Council/ Office of Academic Affairs
For questions, contact Linda Crossman at crossman@mail.usf.edu or 727-873-4143.

Ver 03/04/10
USF St. Petersburg - NEW Undergraduate Course Proposal Form

1. Department and Contact Information

<table>
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<tr>
<th>Department</th>
<th>College</th>
<th>Budget Account Number</th>
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<td>Anthropology, Criminology, and Interdisciplinary Social Sciences</td>
<td>College of Arts and Sciences</td>
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<table>
<thead>
<tr>
<th>Contact Person</th>
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<tr>
<td>Dr. John W. Arthur</td>
<td>727-873-4960</td>
<td><a href="mailto:arthurj@mail.usf.edu">arthurj@mail.usf.edu</a></td>
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2. Course Information

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<td>Seminar in Archaeological Method and Theory</td>
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If yes, Maximum Number of Times? 
Maximum Number of Credits?

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Total Clock Hours: 45

Abbreviated Title (30 characters maximum):

3. Prerequisites

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4. Co-requisites

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5. Registration Restrictions

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<td>Class</td>
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<tr>
<td>Level</td>
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</table>

6. Course Description
The purpose of the course is to give undergraduate students, who focus on archaeology, a preliminary understanding of basic archaeological methods and theories, which will help them in graduate studies and cultural resource management work. This course examines the major theoretical paradigms, which archaeologists use to infer meanings from the archaeological record. In the second part of the course, we will learn and practice different types of field methods and analyses of specific materials (i.e., ceramics, lithics, bone, etc.).

7. Gordon Rule

<table>
<thead>
<tr>
<th>Does this course meet the writing portion of the Gordon Rule?</th>
<th>No</th>
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<tr>
<td>If you indicated &quot;yes&quot; above, specify how the 6,000 words will be covered (exams, papers).</td>
<td></td>
</tr>
<tr>
<td>Does this course meet the computation portion of the Gordon Rule?</td>
<td>No</td>
</tr>
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</table>

8. Justification

a. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?

The course gives students an understanding of the basic tenets of archaeological methods and theory, which are different from cultural anthropological methods and theories. The course also allows students to undertake and receive training in archaeological excavations at the Weedon Island site (8PI1) and then to learn how to process the material remains properly at the archaeological lab located on the University of South Florida St. Petersburg campus. This prepares the students to be able to assess if they want to continue pursuing a career in archaeological anthropology and situates them to be more competitive when applying for graduate school and/or seeking employment at a cultural resource company.

b. What specific area of knowledge is covered by this course which is not covered by courses currently listed?

The history of archaeological methods and theories from the 1930s to the present.

c. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

Students must take a minimum of three (3) credits selected from a list of designated method courses. This course gives students wishing to focus on archaeological anthropology a chance to complete their methods component of the anthropological degree.

d. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?

Yes, it has been offered twice before.
Fall 2009 – 15 students
Spring 2007 – 12 students

e. How frequently will the course be offered? What is the anticipated enrollment?

Once a year, with an anticipated enrollment of 15 students.

f. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (Please forward the non-substantive course change form regarding the course to be deleted to the Council secretary.)
9. Other Course Information

A. Objectives

1) To give the students a comprehensive knowledge of the changes of archaeological methods and theory over the last 80 years.

2) To give the students an opportunity to conduct archaeological and laboratory research at one of the most important archaeological sites, Weedon Island (8PI1), located in the southeastern United State. While the site dates back to 5000 years ago, it is the type site for the Weedon Island culture (A.D. 100-900), which encompasses most of Florida and a large section of the southeast.

B. Learning Outcomes

STUDENT LEARNING OUTCOMES FOR ANTHROPOLOGY MAJORS:
When you successfully complete this course, you will have fulfilled 3 credit hours toward the Anthropology Program requirements

In particular, you will be able to describe, explain, and discuss:

A. Content/ Discipline Knowledge and Skills

1. Master concepts central to the anthropological perspective i.e. culture; human evolution, diversity of culture, physical type, language, gender/sex, cultural relativism, holism, historical and cross-cultural comparisons, kinship, globalism

2. Identify major figures in the history of anthropology, the major schools/orientation of anthropological theory, and important trends in contemporary anthropological theory and methods

B. Communication Skills

2. Develop effective written presentations

3. Contribute effectively to group discussion

C. Critical Thinking Skills

1. Demonstrate critical thinking and analytical abilities, and construct sound arguments regarding global human diversity, as well as commonality

2. Demonstrate familiarity with the standards of professional ethics espoused by the disciple of anthropology

C. Major Topics

- Archaeological Theory and Methods, Analogy and Inference, Identity, Gender, Ethics

D. Textbooks


10. Syllabus
Please provide the syllabus with this form when the course is approved for submission.

11. Liberal Arts Certification

General Course Requirements (check all categories for which you are requesting certification.)

<table>
<thead>
<tr>
<th>English Composition</th>
<th>Quantitative Methods</th>
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<tbody>
<tr>
<td>Natural Science</td>
<td>Historical Perspectives</td>
</tr>
<tr>
<td>Social Science</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>African, Latin American, Middle Eastern, or Asian Perspectives</td>
<td></td>
</tr>
</tbody>
</table>

Exit Requirements (you may apply for certification in both of the following. If you choose Literature and Writing, you will also be certified for Gordon Rule.)

| Major Works and Major Issues | Literature and Writing |

Skills and Dimensions (Indicate which of the following are given significant consideration in the course.)

<table>
<thead>
<tr>
<th>X Values and Ethics</th>
<th>X Race and Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Gender</td>
<td>X International Perspectives</td>
</tr>
<tr>
<td>X Environmental Perspectives</td>
<td>X Analytical Thinking</td>
</tr>
<tr>
<td>X Conceptual Thinking</td>
<td>X Creative Thinking</td>
</tr>
<tr>
<td>X Writing Skills</td>
<td>X Oral Expression</td>
</tr>
</tbody>
</table>
ARCHAEOLOGICAL METHOD
AND THEORY
ANT-4930-SECT-60
Fall 2009
Place: Coquina Hall 232
Tuesday: 2:00 - 4:50
Instructor: Dr. John W. Arthur
Email: arthurj@stpt.usf.edu
Office: Davis Hall 270
Office Hours: Mondays and Wednesdays 9:00-10:00 or by appointment.

WEBPAGE
Syllabus and course information is on Blackboard
The course will be organized around the readings and will be structured similar to a
graduate seminar course. I will at times give brief outlines of the major points regarding
the theories and methods, but otherwise students are expected to have done the
readings before each class and be well prepared to discuss at length.

REQUIRED TEXT
Readings should be completed before class on the day assigned on the syllabus below.
Archaeology: Discovering Our Past, Robert J. Sharer and Wendy Ashmore, 3rd
Articles will be placed on Blackboard under Course Readings.

EXCAVATION REQUIREMENTS
Part of the semester we will spend time in the archaeological lab located in STG 216,
where we clean, sort, label and begin to store and analyze artifacts, we will go to
Weedon Island and do a series of test excavations on the shell midden for 4 Saturdays
in October and November. This will be mandatory for all students and is a required part
of your course involvement. It will be 25 percent of your final grade, which include your
active participation (i.e., attendance and positive contribution to the work).

COURSE DESCRIPTION
The purpose of the course is to give undergraduate students, who focus on
archaeology, a preliminary understanding of basic archaeological methods and theories,
which will help them in graduate studies and cultural resource management work. This
course examines the major theoretical paradigms, which archaeologists use to infer
meanings from the archaeological record. In the second part of the course, we will
learn and practice different types of field methods and analyses of specific materials
(i.e., ceramics, lithics, bone, etc.).

STUDENT LEARNING OUTCOMES FOR ANTHROPOLOGY MAJORS:
When you successfully complete this course, you will have fulfilled 3 credit hours
toward the Anthropology Program requirements
In particular, you will be able to describe, explain, and discuss:

A. Content/Discipline Knowledge and Skills
   1. Master concepts central to the anthropological perspective
      i.e. culture; human evolution, diversity of culture, physical type, language,
      gender/sex, cultural relativism, holism, historical and cross-cultural
      comparisons, kinship, globalism
   2. Identify major figures in the history of anthropology, the major
      schools/orientation of anthropological theory, and important trends in
      contemporary anthropological theory and methods

B. Communication Skills
   2. Develop effective written presentations
   3. Contribute effectively to group discussion

C. Critical Thinking Skills
   1. Demonstrate critical thinking and analytical abilities, and construct sound
      arguments regarding global human diversity, as well as commonality
   2. Demonstrate familiarity with the standards of professional ethics espoused
      by the discipline of anthropology

EXAMS, POP-QUIZZES, AND PAPER

During the semester, there will be two non-cumulative, in-class EXAMS (100 points
each) covering material from lectures, assigned readings, and discussions presented in
class. There will be no formal review session or study guide, but you may email me with
questions.

Format: Each exam will consist of multiple choice and short answer questions.

During the semester I will give a number of Pop-Quizzes (100 points total) on the
readings for that specific week. You should know what the significance/purpose of each
reading (both text and articles) and be able to provide two to three examples from each
reading regarding the main point of the article or chapter. The number of pop-quizzes
will be determined if people are reading and interacting in class discussions. If people
are reading and interacting then I will give fewer pop-quizzes.

Make-up Policy - Except for medical reasons or official university business, there will be
no late exams. All make-up exams will be essay exams.

DISCUSSION LEADERS AND PARTICIPATION

Each week two people will lead the discussion of the readings. This means that
students who are leading discussions should come with questions from each reading,
which will help facilitate discussion and dialogue. It is expected that each student should have read and critiqued each reading regarding its significance and examples which provide a foundation to what each author(s) is discussing. You will be graded on participation for this course, so it is imperative that you are actively engaged in the readings and willing to discuss them each week! Your participation grade is 100 points and includes your attendance and active participation in the mapping and testing at Weedon Island, as well as your leading the discussions during class time.

PAPER

At the end of the semester, each student is required to write an 8 to 10 page paper (100 points) finishing the parable "The Golden Marshalltown: A Parable for the Archaeology of the 1980s" originally written by Kent Flannery (1982). Each paper should end the parable including characters that represent theoretical perspectives from 1990 to the present. Be imaginative and have fun with this writing assignment, but remember to focus your writing on how archaeological theory has changed from the Flannery's perspective to the one which you will write that includes the last 19 years.

GRADING

1) Your grade will be based on the the average of your two non-cumulative exams (100 points each), pop-quizzes (100 points), paper (100 points), and attendance and participation (100 points) Hence, to determine your grade I will divide your final point total by 500 for your average. If at the end of the semester the class average is below 75, I will curve the final grade. I will not curve each exam individually.

Extra Credit

Each month there will be lectures given by distinguished archaeologists at the Weedon Island Preserve Cultural and Natural History Center. If you attend these one hour lectures and write a one-page summary of the lecture (1 inch margins, 12 point Times Font) I will give you 3 points toward the next exam. I will announce to the class when these lectures will occur.

Grades without a curve will be assigned according to the following scale and grades: A+ 100-97, A 96-94, A- 93-90, B+ 89-87, B 86-84, B-83-80, C+ 79-77, C 76-74, C- 73-70, D+ 69-67, D 66-64, D- 63-60, and E

LINKS

Society for American Archaeology
American Anthropological Association

Course Outline

<table>
<thead>
<tr>
<th>DATE</th>
<th>LECTURE TOPIC</th>
<th>REQUIRED READINGS</th>
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<tbody>
<tr>
<td>Week 1, August 25</td>
<td>Introduction to Course; Why is Archaeological Theory Important?</td>
<td>Text: Chapters 1 and 2</td>
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<tr>
<td>Week 2, September 1</td>
<td>Direct Historical Approach and Culture History</td>
<td>Text: Chapters 3 and 17 Steward 1942; Taylor 1948 Chapters 3 and 4; Watson 1995</td>
</tr>
<tr>
<td>Week 3, September 8</td>
<td>Processual Archaeology/Explanations and Critiques</td>
<td>Text: Chapter 4 Binfold 1962; Arthur and Weedman 2005; Hodder 1985</td>
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<tr>
<td>Week 4, September 15</td>
<td>Analogy and Inference</td>
<td>Text: Chapter 5 and 13 Gould and Watson 1982; Wylie 1982; Binfold 1981</td>
</tr>
<tr>
<td>Week 5, September 22</td>
<td>Behavioral Theory and Processualism</td>
<td>Text: Chapter 6 Schiffer 1975; Binfold 1981; Skibo 2009</td>
</tr>
<tr>
<td>Week 6, September 29</td>
<td>Post-Processualism</td>
<td>Text: Chapters 7 and 8 Flannery and Marcus 1998; Leone 1998; Shanks and Hodder 1998</td>
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<tr>
<td>Week 7, October 6</td>
<td>Jump to Field Methods - Preparing a Site - Field Notes and Forms, Mapping and Excavation</td>
<td>Text: Chapters 7 and 8 Flannery and Marcus 1998; Leone 1998; Shanks and Hodder 1998</td>
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<td>Week 8, October 13</td>
<td>Test # 1</td>
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<td>Week 9, October 20</td>
<td>Dating, Typology, and Stratigraphy Archaeological Ethics 1</td>
<td>Text: Chapters 9 and 10 Zimmerman 2008; Smith and Jackson 2008</td>
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<td>Week 10, October 27</td>
<td>Ceramics</td>
<td>Text: Chapter 12 Dietler and Herbech 1989; Arthur 2003; Beck 2006</td>
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<tr>
<td>Week 11, November 3</td>
<td>Lithics</td>
<td>Text: Chapters 14 and 15 Discussion lead by Dr. Kathryn Arthur, USF St. Petersburg Rots and Williamson 2004; Dibble 1987; Sackett 1982; Bisson 2003; Weedman 2006</td>
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<td>Week 12, November 10</td>
<td>Floral, Faunal, and Human Bones</td>
<td>Text: Chapter 11 Tykot 2004; Bryant and Holloway 1983; Grayson 1973</td>
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<td>Week 13, November 17</td>
<td>Identity in Archaeology</td>
<td>Methods Text: Chapter 16 Insoll 2007; Mills 2002</td>
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<td>Week 15, December 1</td>
<td>Test # 2</td>
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**LIST OF ARTICLES BY WEEK**

**WEEK 2**

Steward, Julian


Taylor, Walter W.

1948 *A Study of Archaeology*, American Anthropological Association Memoir 69, Menasha Wisconsin. (**Chapters 3 and 4**) (There are more recent editions by other publishers and they are okay to read).
Watson, Patty Jo


**Week 3**

Arthur, John W., and Kathryn J. Weedman


Binford, Lewis


Hodder, Ian

1985  Postprocessual Archaeology. *Advances in Archaeological Method and Theory* 8:1-26. (Blackboard)

**Week 4**


Wylie, Alison

1982  An analogy by any other name is just as analogical: A commentary on the Gould-Watson dialogue. *Journal of Anthropological Archaeology* 1:382-401. (also at link above for Gould and Watson article)

Binford, Lewis


**Week 5**

Schiffer, Michael B.

Binford, Lewis


Skibo, James


**Week 6**

Flannery, Kent V., and Joyce Marcus


Leone, Mark P.


Shanks, Michael, and Ian Hodder


**Week 7**

Brumfiel, Elizabeth M.


Voss, Barbara L.


Sassaman, Kenneth E.

Week 9

Zimmerman, Larry J.


Smith, Clair and Gary Jackson


Week 10

See K. Arthur Website for PDF articles

Week 11

Dietler, Michael, and Ingrid Herbich


Arthur, John W.


Skibo, James M., Michael B. Schiffer, and Nancy Kowalski


Beck, Margaret E.


Week 12

Tykot, R. H.

Grayson, Donald K.


Bryant, V. M., Jr., and R. G. Halloway.


**Week 13**

Insoll, Timothy


Mills, Barbara J.


**Week 14**

Monica Udvardy, Linda L. Giles, & John B. Mitsanze.


Ferguson, T. J.


Hodder, Ian
USF ST. PETERSBURG - NEW COURSE PROPOSAL SUBMITTED

TRACKING NUMBER: 76      DATE/TIME: 2011-06-10 09:39:07.0

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<td>crossman</td>
<td>7278734143</td>
<td><a href="mailto:crossman@mail.usf.edu">crossman@mail.usf.edu</a></td>
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<td>Regular</td>
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Abbreviated Title (30 characters maximum)
Seminar-Arch Method & Theory

Prerequisites
[ANT 3101, UG C-] also majors only

Corequisites
none

Co-Prequisites
none

Course Description
preliminary understanding of basic archaeological methods and theories; examines major theoretical paradigms; learn and practice different types of field methods and analyses of specific materials (i.e., ceramics, lithics, bone, etc.)

3. Gordon Rule

Does this course meet the writing portion of the Gordon Rule?
N

If you checked "yes" above, specify how the 6,000 words will be covered (exams, papers).
N/A
Does this course meet the computation portion of the Gordon Rule?
N

4. Justification

A. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?
The course gives students an understanding of the basic tenets of archaeological methods and theory, which are different from cultural anthropological methods and theories. The course also allows students to undertake and receive training in archaeological excavations at the Weedon Island site (8PI1) and then to learn how to process the material remains properly at the archaeological lab located on the USF St. Petersburg campus. This prepares the students to be able to assess if they want to continue pursuing a career in archaeological anthropology and situates them to be more competitive when applying for graduate school and/or seeking employment at a cultural resource company.

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed? The history of archaeological methods and theories from the 1930s to the present.

C. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service? Student must take a minimum of three (3) credits selected from a list of designated method courses. This course gives students wishing to focus on archaeological anthropology a chance to complete their methods component of the anthropology degree.

D. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?
Yes. Fall 2009-15 students; Spring 2007-12 students

E. How frequently will the course be offered? What is the anticipated enrollment? Once a year. Anticipated enrollment of 15 students.

F. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (Please forward the nonsubstantive course change form regarding the course to be deleted to the Council secretary.)
no

G. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.) Masters Degree with 18 graduate credit hours in the field.

5. Other Course Information

A. Objectives
1. To give students a comprehensive knowledge of the changes of archaeological methods and theory over the past 80 years. 2. To give students an opportunity to conduct archaeological and laboratory research at one of the most important archaeological sites, Weedon Island (8PI1), located in the southeastern United States. While the site dates back to 5000 years ago, it is the type site for the Weedon Island culture (A.D. 100-900), which encompasses most of Florida and a large section of the southeast.

B. Learning Outcomes
Students will be able to describe, explain, and discuss: A. Content/Discipline Knowledge and Skills. 1. Master concepts central to the anthropological perspective (i.e. culture; human evolution, diversity of culture, physical type, language, gender/sex, cultural relativism, holism, historical and cross-cultural comparisons, kinship, and globalism. 2. Identify major figures in the history of anthropology, the major school/orientation of
anthropological theory, and the important trends in contemporary anthropological theory and methods. B. Communication Skills 2. Develop effective written presentations 3. Contribute effectively to group discussion C. Critical Thinking Skills 1. Demonstrate critical thinking and analytical abilities, and construct sound arguments regarding global human diversity, as well as commonality 2. Demonstrate familiarity with the standards of professional ethics espoused by the discipline of anthropology.

C. Major Topics
Archaeological Theory and Methods, Analogy and Inference, Identity, Gender, Ethics

D. Textbooks

6. Syllabus (Anatomy of a Syllabus)

Your college will forward an electronic copy of your syllabus to Undergraduate Studies when your course is approved for submission.

7. Liberal Arts Certification

General Course Requirements
- N/A

Exit Requirements
- N/A

Skills and Dimensions
- N/A

http://www.ugs.usf.edu/ugc/Proposals/STP/newinsert.cfm 6/10/2011