



Minnesota State University, Mankato HOLD and CLEAR built with Acrobat V. 4 and 5
Curriculum Proposal

518 ✓

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

| | | |
|---|---|---------------------------|
| College: Social and Behavioral Sciences | (Check all that apply): | Proposal # 79 |
| Department: Anthropology | <input checked="" type="checkbox"/> Undergraduate | Effective Date of Change: |
| Program: Undergrate Minor | <input type="checkbox"/> Graduate | Academic Year 06-07 |
| Type of Change: COURSE PROPOSALS | CIP # | (For Office Use Only) |
| Proposed: Change in Credits | | |
| Title Current: Ancient Peoples | | |
| Title Proposed: Ancient Peoples | | |
| 24-Char. Abbrev: | | |

| Course Designator and Number | Number of Credits |
|------------------------------|-------------------|
| Anth 102 | 3 |
| Anth 102 | 4 |

(if applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):
 A global survey of the origins and spread of human societies from 40,000 years ago to the development of written languages. Focuses on regional and cross-cultural data to examine similarities and differences in the development of tool technologies, food systems, and complex societies through time.

Rationale or Justification for change:
 The department is converting all of its lower division major and minor core courses from 3 to 4 credits to enhance course coverage in preparation for the more detailed study of the upper division courses in our major. Additional work to bring this course up to a 4-credit level includes weekly out-of-class reading and writing assignments designed to give students greater exposure to current global archaeological data and integrate its meaning with core lecture content. See syllabus for further details.

*****For General Education or Cultural Diversity Courses Only*****

| GE Category # | GE Category Name (Maximum of 3 Categories) | Cultural Diversity Course: (Please check one.) |
|---|--|---|
| 5 | History and the Social and Behavioral Sciences | <input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.) <input checked="" type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.) |
| 10 | People and the Environment | |
| <i>NOTE: Already listed in these categories</i> | | |

? For Writing Intensive Courses, attach a description of the kind and quantity of writing.
 ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:
 a. Syllabus or course outline.
 b. Course's student learning outcomes associated with each GE competency or CD designation.
 c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

*****For New Courses*****

| | | |
|--|---|--|
| (Check all that apply): | Instructional Type: Lecture | Course will be offered: |
| <input type="checkbox"/> Course is an elective. | Grading Format: <input type="checkbox"/> Grade <input type="checkbox"/> P/N | <input type="checkbox"/> Fall Semester |
| <input type="checkbox"/> Course is required for program | | <input type="checkbox"/> Spring Semester |
| <input type="checkbox"/> Pre- or Co-requisites: | | <input type="checkbox"/> Summer Session |
| <input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) | | |

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)
 Attach paper copies of the following:
 a. Syllabus or course outline.
 b. Course's student learning outcomes.
 c. A list of resources required to offer and support this course.
 d. A description of how teaching this course will affect department staffing.
 e. If 400/500 level course, an explanation of added expectations of graduate students.



Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Paul A. Brown 10/19/06
Department Chair Date

Comments:

College Curriculum Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

David M. ... Ph.D LISW
Committee Chair Date
10-25-06

Comments:

College Dean

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

John C. Alvin 11/2/06
Dean Date

Comments:

General Education Subcommittee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Ronald M. ... 7-26-07
General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 3/1/07
UCAP Faculty Chair Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

Faculty Association Graduate Chair Date

Comments:

Graduate Dean

Recommended
 Not Recommended

Graduate Dean Date

Comments:

Academic Affairs Council

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 3/12/07
Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)

[Signature] 3/13/07
Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

Syllabus: Anthropology 102

Ancient Peoples

Instructor

Professor: Dr. Ron Schirmer
Office: Trafton North 333
Laboratory: Trafton South 392
Office Phone: 507.389.6612
Laboratory Phone: 507.389.1919
Email: ronald.schirmer@mnsu.edu
Office Hours:

Teaching Assistant:
Office: Trafton South 392
Office Phone: 507.389.1919
Email:
Office Hours:

Course Information

Meeting Schedule:

Meeting Place:

Text: C. Scarre, ed.: *The Human Past: World Prehistory & the Development of Human Societies*. Thames & Hudson, New York. 2005.

Course Description

Human beings have lived on Earth as a distinct species for over 100,000 years, emerging from an evolutionary process in primates stretching back over 6 million years. Particularly in the last 40,000 years humans have spread out to cover the globe and have developed a mind-boggling diversity in the details of our respective societies. Despite this diversity, some things remain the same – or at least similar enough to be compared. The ability to study, understand, and compare human societies is the province of anthropology, and for 99% of human history the only way to do this is through archeological study. Understanding the deep history and wide breadth of human societies is more than just interesting, though, it can help us comprehend the patterns of what seems like a very confusing modern world. In this course, you will learn how we study past human cultures, and the details of general patterns in human cultural evolution.

Course Expectations

Attendance

I expect you to attend class, but I am smart enough to know that you won't always come. I would hope that you're smart enough to know that you *should* come. For these reasons, I will not take regular attendance. Rather, I will conduct in-class quizzes at random intervals throughout the semester. Each "quiz" will count as 10 points toward your final grade in the class. If you are going to be absent or if some emergency situation arises, SEND ME AND THE T.A. AN EMAIL! Don't come to us two days later asking for leniency; you all have access to email and there's no reason for delays.

Readings

You need to complete the scheduled reading prior to my lecture on the topic. I encourage you to write down questions to discuss during class. It's a lot more fun for everyone if you ask me questions rather than have me watch you all sleep during my lectures. I try to

keep the lectures interesting, but yes, I do sometimes get more into the details than you really need to know. I do post my lecture notes on D2L, and if all goes well, I'll be using D2L to manage your grades. This means that you need to learn to use it, too – you'll be able to keep track of your grades throughout the semester this way.

Assignments

Each week, an additional scholarly article relevant to the week's topic will be posted on the course D2L site. Students must read the article and prepare a 2-page paper on that additional work. The paper content should show not only that you read the article, but you must also integrate that information with the content of the course. All papers must be word processed and submitted in hard copy in class. No hand written or electronic submissions will be accepted. Oh, and don't try to get by with sloppy work – grammar, punctuation, and spelling will count.

Examinations

There will be three examinations in this course. The class meeting before each exam will be a review period. All three exams will be of equal point value in calculating final grades and will be given during regular class hours. The **examinations** will be held on **Friday, September 29th, Wednesday, October 25th, and Friday, December 8th** during normal class hours. All exams will be multiple choice, matching, etc., in format. Students must bring their own "bubble sheets" – get the 100-question blue ones from the bookstore. Students will NOT be permitted to use books, notes, or other aids during the exams. Exams are NOT cumulative. Note: there is no exam for this class during finals week.

Extra Credit

Students may earn up to 10 points of extra credit by completing 3 hours of service learning in the Anthropology department. Upon a student's initiative, an additional 10 extra credit points may be available – ask me and we'll talk about it. No student may earn more than 20 extra credit points in the semester. A representative of the service learning program in the department will be in class at the beginning of the semester to explain this option.

Ethics

Students are expected to follow the highest standards of academic honesty: *plagiarism, false citations, or improper collaborations will not be tolerated* and are grounds for immediate failure of the class and disciplinary action in the College. Student papers will be checked for plagiarism by use of "turn-it-in.com" and/or other resources.

Accommodations

MSU-Mankato is dedicated to providing a supportive learning environment for all students. Any student requiring learning accommodations due to a documented disability is entitled to assistance from the Office of Disability Services. The ODS is located in Room 132 of the Memorial Library, and can be reached at 507.389.2825 (voice), 800.366.2562 (TTY).

Grading

Late papers will not be accepted, nor will exams be re-administered. Final grades for the class will be determined by the student's performance as detailed in the table below.

| Course Component | Point Value Each | Total Points | Percentage of Grade |
|------------------|------------------|--------------|---------------------|
| Quizzes | 10 | 100 | 18.2% |
| Reaction Papers | 15 | 150 | 27.3% |
| Exams | 100 | 300 | 54.5% |
| Totals | n/a | 550 | 100.0% |

I typically prefer to calculate final grades on a straight percentage basis (e.g., 90 - 100% = A; 80 - 90% = B; etc.). However, I realize that students may prefer to be graded on a normalized curve. I will leave the choice up to the class, but everyone in the class will be graded by the same method.

Schedule

| Week | Dates | Chapters | Topics |
|------|---------------|---------------|--|
| 1 | 8/28 - 9/1 | 1 | What is Archeology? |
| 2 | 9/6 - 9/8 | 4, 5 | Spread of Humans (pp. 152 to end of chapter), Subsistence and Social Transformations |
| 3 | 9/11 - 9/15 | 5, 6 | Subsistence and Social Transformations, Foragers to Farmers in Southwest Asia |
| 4 | 9/18 - 9/22 | 6, 7 | Foragers to Farmers in Southwest Asia, Advent and Spread of Agriculture in East Asia |
| 5 | 9/25 | 7 | Advent and Spread of Agriculture in East Asia |
| | 9/27 | Review | Chs. 1-7 |
| | 9/29 | Exam 1 | Shock and Denial |
| 6 | 10/2 - 10/6 | 8, 9 | Australia and Austronesia, Origins of Agriculture in the Americas |
| 7 | 10/9 - 10/13 | 10, 11 | Holocene Africa, Holocene Europe |
| 8 | 10/16 - 10/20 | 11, 12 | Holocene Europe, Civilizations in Southwest Asia |
| 9 | 10/23 | Review | Chs. 8-12 |
| | 10/25 | Exam 2 | Bargaining and Guilt |
| 10 | 10/30 - 11/3 | 13 | Mediterranean Civilizations |
| 11 | 11/6 - 11/10 | 14, 15 | South and East Asia |
| 12 | 11/13 - 11/17 | 16 | Mesoamerica |
| 13 | 11/20 - 11/22 | 16, 17 | Mesoamerica, South America |
| 14 | 11/27 - 12/1 | 17, 18 | South America, North America |
| 15 | 12/4 | 18 | North America |
| | 12/6 | Review | Chs. 13-18 |
| | 12/8 | Exam 3 | Anger, Depression, and Acceptance |

Addendum to Anth 102 Ancient Peoples Course Proposal # 79

Rationale for change from 3 to 4 credits

All students will participate in a weekly laboratory session under the direction of the instructor. This is in addition to the other lecture, reading and writing requirements of the course. Students are also expected to make a minimum of five visits throughout the semester to archaeological sites, museums and other related locations. A reflection paper of 2-3 pages is required following each visit. A list of appropriate sites and locations will be provided at the beginning of the semester.



April 26, 2007

To: Brenda Flannery, Assistant Vice President for Undergraduate and International Studies
From: Ron Nickerson, Chair
General Education Committee

Re: Credit Conversion Proposals: 3 - 4 credits

The General Education Committee recently reviewed several course proposals from the Anthropology and Women's Studies departments to convert General Education courses from 3 credit courses to 4 credit courses. The Undergraduate Curriculum and Academic Policy Committee (UCAP) recommended approval of the credit conversions for the affected courses in February/March, 2007. These proposals were part of larger program redesigns in the two departments that involved both General Education and non-General Education courses.

The General Education Committee requested the opportunity to review these course proposals because we were concerned with the impact of the conversion on the General Education Curriculum. The committee also wished to see the rationale for the conversions because current General Education Guidelines stipulate that courses bearing more than 3 credits may be included in the General Education curriculum with "justification" for the additional credit hours.

The General Education Committee has struggled with these proposals for a variety of reasons ranging from a concern over the overall impact on the General Education Curriculum of converting 3 credit courses to 4 credit courses within the curriculum to ensuring that the increase in credit hours actually resulted in increased faculty to student contact hours or sufficient addition of course content/requirements for students.

The committee's initial recommendation on these proposals was to reject the conversions because the documentation justifying the conversions that the departments supplied did not clearly show how much increased contact hours or course content/requirements for students was associated with the revised courses. The result of this recommendation would have been: a) withdrawal of the course proposals and continuing to teach them as 3 credit courses; b) conversion of the courses to 4 credits and their removal from the General Education curriculum; or c) conversion to 4 credit courses for purposes of total credits earned, but only 3 General Education credits. None of these alternatives seemed to be acceptable to all of the parties involved in the discussion.

In an uncharacteristic move to accommodate the departments, the General Education Committee chose to reconsider the proposals in question if the departments provided more explicit

documentation supporting how the credit conversion would result in increased faculty to student contact hours or increased content/requirements. This move was taken largely because the proposals arrived late in the year and the departments were largely unaware of the General Education guidelines regarding courses greater than 3 credits. Both departments provided the requested information.

At its April 25, 2007 meeting, the General Education Committee reconsidered the proposals and reluctantly voted to reverse its original recommendation. The committee recommends that the 3 to 4 credit hour conversions be allowed and that the courses be retained in the General Education curriculum for the following course proposals:

| Proposal Number | Department | Course Number | Course Name |
|------------------------|-------------------|----------------------|--|
| 68 | Women's Studies | WOST 110 | Introduction to Women's Studies |
| 70 | Women's Studies | WOST 220 | Global Perspectives on Women and Change |
| 71 | Women's Studies | WOST 225 | Introduction to Lesbian, Gay, Bisexual and Transgender Studies |
| 72 | Women's Studies | WOST 251 | Coming of Age: Gender & Culture |
| 77 | Anthropology | ANTH 240 | Language and Culture |
| 80 | Anthropology | ANTH 230 | People: An Anthropological Perspective |

The committee requests that a copy of this memo and the attached documentation be added to the relevant course proposals as a record of the justification provided to support the conversions. The committee also voted to recommend approval of proposal #79 to convert Anthropology 102 from a 3 credit to a 4 credit course.

The General Education Committee also recommends that the Office of Academic Affairs, UCAP and the General Education and Diversity Committee work together next year to develop a better understanding of what constitutes a reasonable rationale for conversion of courses from 3 credits to 4 or more credits so that we can respond to future course proposals with greater consistency and efficiency.

cc: John Alessio, Dean, College of Social and Behavioral Sciences
 Susan Freeman, Chair, Department of Women's Studies
 Paul Brown, Chair, Department of Anthropology
 Dan Cronn-Mills, Chair, UCAP
 Gen Ed Committee Members
 Kim Pederson, Administrative Assistant, Academic Affairs