

General Education Council

2015-2016 Academic Year

Agenda for the meeting on Tuesday, September 22, 2015, in ELL 106 at 3:30 P.M.

1. Call to order
2. Greeting and Introductions
3. Approve the Minutes of the two previous meetings
 - a. Attachment A: Minutes from the meeting on Mar. 26, 2015
 - b. Attachment B: Minutes from the meeting on Apr. 21, 2015
4. Old Business
 - a. Report from last year's GEC representative at the UCC (Dr. Kate Shirk)
 - b. Call for nominations to serve as GEC representative at the UCC for the 2015-2016 AY
 - c. Election of the GEC representative at the UCC for the 2015-2016 AY
 - d. Reports from our Standing Committees
 - i. Budget (Dr. Scott Drzyzga)
 1. Initial balance
 2. Attachment C: Dr. David Godshalk's and Dr. Sharon Harrow's General Education Grant Final Report re: their visits to the Holocaust Museum and Smithsonian Museums in Washington, DC.
 - ii. Assessment (Dr. Dudley Girard)
 1. Report of summer activities
 2. Attachment D: Minutes from the meeting on Apr. 24, 2015
 - iii. Program (Dr. Sherri Bergsten)
 1. Report of summer activities
 2. Attachment E: Minutes from the meeting on Apr. 7, 2015
 3. Attachment F: Minutes from the meeting on May 4, 2015
 4. Attachment G: Minutes from the meeting on Aug. 20, 2015
 5. Attachment H: Minutes from the meeting on Sept. 1, 2015
 6. Attachment I: A General Education Special Topics Course Proposal: ANT190
 7. Updated "190-type" General Education Special Topics course proposal
 - iv. First Year Experience (Dr. Scott Drzyzga)
 1. No report
5. New Business
 - a. Committee assignments for AY 2014-2015
6. Announcements
7. Call to adjourn

General Education Council

2014-2015 Academic Year

Minutes for the meeting on Thursday, March 26, 2015, in ELL 205 at 3:30 P.M.

Members in attendance included Drs. J. Mike, S. Drzyzga, M. Moilanen, S. Bergsten, A. Predecki, C. Sipes, D. Girard, B. Finucane, L. Cella, W. Kingsley, J. Hamblin, R. Lesman, M. Lucia, K. Shirk, C. Botteron, A. Seibert, K. Lorenz, L. Bryant, A. James, J. Beck, B. Wentz, B. Henson, B. Meyer, J. Clements, and K. Moll.

1. Call to order

The meeting was called to order at 3:35pm.

2. Approve the Minutes of the previous meeting

a. Attachment A: Minutes from the meeting on Feb. 24, 2015

Motion made by Dr. Moilanen to approve the minutes. Motion passed unanimously.

3. Old Business

a. Summary of the conversation with department chairs about General Education Program reform at the College of Arts & Sciences Council meeting on Friday, February 27, 2015. (Dr. Scott Drzyzga)

Dr. Drzyzga presented his report, beginning by expressing optimism based on Governor Wolf's recent statements about increasing the PASSHE budget.

Dr. Drzyzga recently spoke with the UCC chair and Registrar to discuss the UCC proposal revision for Gen Ed special topics ("190") courses.

On April 13, 2015, there will be a meeting between the "Middle States Working Group" and GEC members who recently traveled to Middle States and Assessment conferences. Dr. Drzyzga intends for Drs. Bryant and Girard to be in attendance, but they had not yet received an invitation. Dr. Drzyzga will speak with Associate Provost Schoolcraft to rectify this.

Dr. Drzyzga attended the most recent Arts and Sciences College Council meeting to discuss General Education. Dr. Drzyzga displayed the years during which each PASSHE school has made its most recent revision to General Education programs. West Chester University is at approximately the same place in its revision process as Shippensburg, with implementation of a revised program estimated for 2017. In the current version of the WCU proposal, the program is 48 credits, 12 of which are "Freshman experience"-style courses.

b. Report from our GEC representative at the UCC (Dr. Kate Shirk)

The proposal changing the prerequisite for Chem Bonding was approved by the President.

The MUS 130 proposal was approved by UCC.

The UCC manual states that “special topics” courses can be offered 4 times before becoming permanent offerings, though current GEC guidelines state that 190 courses can only be offered 3 times. This is one of the issues that is intended to be resolved by a UCC proposal that is being considered by the Program Committee.

UCC was informed that this semester’s deadline for submitting 190 proposals is April 1.

c. Reports from our Standing Committees

i. Budget (Dr. Joseph Beck)

1. Grant proposals

One proposal was submitted for meal tickets for a Human Trafficking event. There was divided opinion in the Budget Committee, so the decision was left to the Provost, who rejected the proposal.

ii. Assessment (Dr. Dudley Girard)

1. Report

The Assessment Committee looked at drafts of assessment rubrics, making notes and requests for clarification.

Data is being gathered from “skills departments” (HCS, ENG, HIS, MAT).

There was a discussion on the CLA standardized testing. Currently 85 seniors have taken the test, and a flyer is being drafted to entice more students to take it. Dr. Botteron volunteered to help trim down the flyer to make it easier for students to view on mobile devices. The committee is still looking into options for getting freshmen to take the exam. Participation continues to be the major obstacle to this assessment.

TracDat is still looking promising for use as an assessment tool.

iii. Program (Dr. Sherri Bergsten)

1. Meeting minutes

2. Course proposals

The Program Committee is continuing to work on rubrics with the Assessment Committee.

There was an extended discussion on a UCC proposal to revise the original proposal that created the Gen Ed special topics (190) courses. Since this proposal was not distributed in time to be included on the agenda, the PC will continue to work on it and plans to submit it to GEC for consideration in April.

iv. First Year Experience (Dr. Kirk Moll)

This committee has not met since the last GEC meeting.

4. New Business

a. Nominations for GEC faculty co-chair and GEC secretary, AY 2015-2016.

Dr. Drzyzga was nominated for faculty co-chair. Drs. Hamblin and Feeney were nominated for secretary. Nominations will be continued to be accepted until the April meeting when elections will be held.

Since the April GEC meeting conflicts with the undergraduate research conference, there was a concern that GEC may not have a quorum in April.

Dr. Hamblin made a motion that, in the event GEC does not reach a quorum in April, elections for AY 2015-16 officers be held electronically. The motion passed unanimously.

5. Announcements

a. Apr. 1, 2015 is the effective deadline for departments to submit new 190-type proposals to be considered before and for Fall 2015.

b. The April meeting will be held on Tuesday, Apr. 21. Elections for AY 2015-2016. This meeting will be the final meeting of AY 2014-2015.

6. Call to adjourn

The meeting was adjourned at 4:32pm.

General Education Council

2014-2015 Academic Year

Minutes for the meeting on Tuesday, April 21, 2015, in ELL 205 at 3:30 P.M.

1. Call to order

Meeting called to order at 3:35pm. Quorum not yet achieved, so agenda items not actionable.

2. Approve the Minutes of the previous meeting

a. Attachment A: Minutes from the meeting on Mar. 26, 2015

Motion made to approve minutes.

3. Old Business

a. Close nominations for GEC faculty co-chair and GEC secretary, AY 2015-2016.

Nominations were closed. Dr. Scott Drzyzga was the sole nominee for faculty co-chair, and Drs. James Hamblin and Alison Feeney were nominated for secretary.

b. Hold elections for GEC faculty co-chair and GEC secretary, AY 2015-2016

Since there is no quorum, the election will be held online, as planned at the March GEC meeting.

c. Report from our GEC representative at the UCC (Dr. Kate Shirk)

There is a proposal to renumber ENG 106 and ENG 110 to have numbers above ENG 113, a recently-approved developmental writing course. The Program Committee has not yet had a chance to review that proposal, but will consider it at their next meeting.

d. Reports from our Standing Committees

i. Budget (Dr. Joseph Beck)

1. End-of-year report

Nothing new. No additional proposals were submitted. The original budget for AY 2014-15 was \$19,770.50, of which approximately \$6500 was awarded to approved grant proposals, and \$1750 was provided to Drs. Bryant and Girard for their travel to an assessment-related conference.

ii. Assessment (Dr. Dudley Girard)

1. End-of-year report including the recent CLA+ exam results

AC met earlier today. The CLA met the minimum 150 students taking the exam. One result from this year's efforts was that seniors during their last semester are not highly motivated, and we might be more successful by trying to test seniors in the fall. Data is still being gathered from the "skills" departments; this

effort may not be complete until the fall. The AC will also continue working on assessment methods related to the proposed Gen Ed revision.

Dr. Lorenz asked what incentive the seniors have to take the CLA exam seriously. Dr. Girard replied that while there were a couple of students who “flew” through the exam, the vast majority seemed to spend an appropriate amount of time working on it.

iii. Program (Dr. Sherri Bergsten)

1. End-of-year report including the status of the updated GenEd “190” course proposal

Dr. Clements gave the report. The Gen Ed 190 revision proposal was distributed, but could not be acted upon due to the lack of a quorum. From the PC report:

“On Friday, September 18, 2015, the Program Committee will distribute a document to the GEC members that will include the following:

- 1) Justification for General Education reform at Shippensburg University
- 2) [The] model with learning objectives for each “tag” along with examples of other recently implemented General Education programs at other universities
- 3) Plans for Program Assessment including how courses will enter and exit the program.
- 4) Plans for Assessment of Student Learning Outcomes with example rubrics for each “tag” in the model
- 5) A list of Frequently Asked Questions
- 6) Plans for sharing this model with the university community for feedback - including Open Forums to be held October 14, 15 and 16, 2015.”

iv. First Year Experience (Dr. Kirk Moll)

1. End-of-year report

Not much progress made, but the committee has explored some important issues. Focus has been on how to incorporate FYE principles/activities into existing skills courses. FYE committee is looking for GEC to make it a standing committee, possibly with certain assigned membership.

4. New Business

5. Announcements

6. Call to adjourn

June 29, 2015

General Education Grant Final Report**Dr. David F. Godshalk and Dr. Sharon Harrow****Bus Trip to Washington, D.C. to Visit the Holocaust Museum and Smithsonian Museums**

On Saturday, March 28, 2015, a total of forty-four students enrolled in Honors World History II: Thinking Historically in a Global Age, Honors Introduction to Literature, and diverse sections of History 106: Thinking Historically in a Global Age—traveled to the National Mall in Washington, D.C. via Bailey Coach Lines. Dr. David F. Godshalk served as a chaperone as did Dr. Steven Burg, who replaced Dr. Sharon Harrow, who was unable to attend due to an illness. All student participants visited the Holocaust Memorial Museum; for the final two hours of the trip, students also had the option of visiting their choice of other museums on the National Mall—including the Museums of American History and Natural History, and the memorials located on the National Mall. For lunch, students sampled authentic Indian food at the Grand Trunk restaurant, located near the National Mall.

Prior to the field trip, all of the students in Dr. Godshalk's Honors World History II class and many of the field trip attendees in Dr. Harrow's class attended an on-campus workshop, during which they were trained to analyze and process governmental records relating to Jewish Americans whose families and relatives had been affected by the Holocaust. These students ultimately processed more than eight hundred records of Holocaust victims and their families that are now available online.

The field trip and on-campus workshop inspired twelve of the thirty-five students in Dr. Godshalk's Honors courses and five students enrolled in Dr. Harrow's class to voluntarily organize a Days of Remembrance commemoration program on campus, as part of a national campaign sponsored by the Holocaust Museum. During this program, students who had attended the field trip spoke movingly of their experiences at the museum, and gave interactive presentations on the Holocaust, on the history of genocide since World War II, and on the problems associated with contemporary American racism. Speaking to an audience of over sixty fellow students, presenters shared what they had learned while visiting the Holocaust Museum's permanent exhibit and the museum's two temporary exhibits. The students even reached out to dining services. Mr. Nick Lula and other staff members at Chartwells graciously developed a menu for dinner in Reisner that featured traditional Jewish foods.

As the students themselves noted during their presentation, this field-trip experience successfully promoted the learning outcomes of Honors World History II—"Thinking Historically in a Global Age" and Honors Introduction to Literature. The immersive and interactive means in which the museums and memorials addressed the issues of war, genocide and civil war helped students develop "a foundational understanding of world history since 1500," "an ability to write clearly and think critically about world history since 1500," and "an ability to analyze historical events and trends effectively." In addition, this field experience played a crucial role in enhancing students' understandings of three themes that were developed in Dr. Godshalk's particular course: the role of historical memory in shaping contemporary political and social struggles, the historical experiences of laborers and enslaved workers in areas across the globe, and the worldwide impact of genocidal acts. The field trip also directly addressed a number of themes specific to the literature studied in Dr. Harrow's Honors 249 General Education class: particularly the effects of anti-Semitism on European and English Jews in *Mendoza, the Jew: Boxing, Manliness, and Nationalism*, *A Graphic History* and the struggles of colonial and postcolonial people across the globe in a number of literary works. Following the trip, many students noted that it was one of their richest experiences as students at Shippensburg University.

GEC Assessment Committee Minutes

Date: April 24, 2015

Prepared by Dudley Girard

Present: Kate Shirk, Dudley Girard, Lance Bryant, Cella Laurie

GEC Chair: Scott Drzyzga

Assessment Chair: Dudley Girard

Assessment Secretary: Lance Bryant

Reviewed issues to be taken up in the Fall:

-CLA+ Exam for freshmen

-Gathering the assessment data for skills courses

-Need to start gathering assessment data for category A in the spring.

A thanks for all the help from all the committee members both present and absence was expressed.

Ended on the hopes all would have a good summer.

Minutes

Program Committee of the General Education Council, 4/7/15, 3:30 pm, FSC 248

- I. Meeting was called to order by Dr. Sherri Bergsten, chair of the GEC Program Committee. The meeting was attended by Allison Predecki, Sherri Bergsten, Brian Wentz, Scott Drzyzga, Cynthia Botteron, Karl Lorenz and Paris Peet.
- II. Dr. Lorenz motioned to approve the minutes from the 3/24/15 meeting. The motion was seconded by Dr. Predecki. The minutes were approved unanimously.
- III. After conversations between Cathy Springer and Scott Drzyzga, the deadlines for Gen Ed 190 course proposals will be September 1 for courses to be taught in the following spring semester and February 1 for courses to be taught the following fall semester. Decisions on the course proposals will then be sent to the registrar by October 1 and March 1, respectively.
- IV. Program Committee members should make any minor modifications to the rubrics for each tag that were suggested by the Assessment Committee. These updated rubrics should be uploaded to the S: drive.
- VI. The committee discussed plans for next fall. On Friday, September 18, 2015, the Program Committee will distribute a document to the GEC members that will include the following:
 - 1) Justification for General Education reform at Shippensburg University
 - 2) Our model with learning objectives for each "tag" along with examples of other recently implemented General Education programs at other universities
 - 3) Plans for Program Assessment including how courses will enter and exit the program.
 - 4) Plans for Assessment of Student Learning Outcomes with example rubrics for each "tag" in the model
 - 5) A list of Frequently Asked Questions
 - 6) Plans for sharing this model with the university community for feedback including Open Forums to be held October 14, 15 and 16, 2015

The meeting was adjourned at 5:00 pm.

----Minutes submitted by Allison Predecki

Minutes

Program Committee of the General Education Council, 5/4/15, 11:00 am, FSC 248

- I. Meeting was called to order by Dr. Sherri Bergsten, chair of the GEC Program Committee. The meeting was attended by Allison Predecki, Sherri Bergsten, Brian Wentz, David Godshalk, Jennifer Clements and Paris Peet.
- II. Dr. Clements motioned to approve the minutes from the 4/7/15 meeting. The motion was seconded by Dr. Godshalk. The minutes were approved unanimously.
- III. The committee continued to discuss plans for next fall. Specific items that need to be addressed in the document on general education reform that the Program Committee will distribute to GEC members in September were identified. Dr. Bergsten will have paid reassigned time over the summer to work on this document. The committee agreed to meet on Thursday, August 20th to begin making revisions to this document before it is distributed to the GEC.

The meeting was adjourned at 12:00 pm.

----Minutes submitted by Allison Predecki

Minutes

Program Committee of the General Education Council, 8/20/15, 9:00 am, FSC 248

I. Meeting was called to order by Dr. Sherri Bergsten, chair of the GEC Program Committee. The meeting was attended by Allison Predecki, Sherri Bergsten, Brian Wentz, Cynthia Botteron, Scott Drzyzga, Doug Birsch, Mark Spicka and Michael Greenberg.

II. The committee had a long discussion about the current climate on campus specifically regarding the retrenchment letter issued by the university administration earlier in August. The committee agreed that the plans to engage the GEC and the university community in a discussion about general education reform needed to be revised. The committee began making plans for a series of open forums with the university community for the fall. The first open forums will be held at the beginning of October. The justification for general education reform at Shippensburg University and examples of recently revised general education programs at other universities will be presented with ample opportunity for discussion.

III. The meeting was adjourned at 12:00 pm.

----Minutes submitted by Allison Predecki

Minutes

Program Committee of the General Education Council, 9/1/15, 3:45 pm, FSC 248

I. Meeting was called to order by Dr. Sherri Bergsten, chair of the GEC Program Committee. The meeting was attended by Allison Predecki, Sherri Bergsten, Brian Wentz, Scott Drzyzga, Doug Birsch, Karl Lorenz, Alice James, Jennifer Clements and Paris Peet.

II. The committee reviewed a proposal from the Department of Sociology and Anthropology for a general education special topics course, ANT 190: Great Discoveries in Archaeology. The committee found that the course learning objectives aligned with the learning objectives for Category E. Alice James motioned that the committee recommend to the GEC that ANT 190 be approved as a general education special topics course. The motion was seconded by Paris Peet and the motion was unanimously approved.

III. The committee set the dates for the first open forums addressing general education reform for October 2 and October 8. Two dates were scheduled to allow for as many members of the campus community as possible to attend. The justification for general education reform at Shippensburg University and examples of recently revised general education programs at other universities will be presented with ample opportunity for discussion. The committee will meet on Tuesday, September 15 at 3:45 pm and will work on these documents.

IV. The meeting was adjourned at 5:00 pm.

---Minutes submitted by Allison Predecki

ANT 190 Great Discoveries in Archaeology
General Education Special Topics Course Proposal
Category E

Dr. Karl Lorenz, Instructor
Professor of Anthropology
Department of Sociology and Anthropology
kglore@ship.edu

To the General Education Council,

I propose an introductory-level survey course in world archaeology entitled ANT 190: Great Discoveries in Archaeology (syllabus attached) and seek your approval. This course has been designed to meet the general education, category E learning objectives, which are to:

1. summarize, analyze, and evaluate the relevant principles, theories, research, and research methods that are essential to understanding the behavior of individuals and groups.
2. identify patterns and processes of human activity within and across cultures.
3. identify causes of human action
4. identify examples of diversity in human organizations and structures and their impact on human behavior.
5. identify the impact of social forces on individuals and groups.

For the past 20 years at Shippensburg, I have taught an undergraduate introductory archaeology course (ANT 150) every semester as a required course for the anthropology minor. However, it is not part of the general education program because it does not meet all of the learning objectives due to its primary focus on how archaeologists interpret the past using archaeological methods and theories. That course focuses primarily on societies with relatively simple levels of social organization such as Ice Age hunter-gatherers and early agriculturalists. Unlike ANT 150, the proposed course will be offered to non-anthropology minors and principally focus on great archaeological discoveries from twelve ancient and complex civilizations of the Old and New Worlds. These civilizations include Sumerians, Babylonians, Assyrians, Egyptians, Minoans, Mycenaeans, Classical Greeks, Romans, Chinese, Maya, Aztec, and Inca. I propose to offer the course every spring semester, while the current ANT 150 (now taught during both fall and spring semesters) would be offered every fall semester.

The proposed course meets the category E learning objectives in the following ways:

Obj. 1: Summarize, analyze, and evaluate the relevant principles, theories, research, and research methods that are essential to understanding the behavior of individuals and groups.

Throughout the course, readings, films, and PowerPoint presentations will expose students to the relevant archaeological techniques and theories used to interpret the cultural significance of the great discoveries that are our focus. For example, when discussing the role of preservation of perishable remains, we will compare what can be learned about Roman civilization from a study of the Coliseum vs. Pompeii. Also, the decipherment of stone inscriptions can open whole new avenues of research like those enabled by the discovery and subsequent decipherment of the Rosetta stone. Moreover, pottery analysis is crucial to dating significant human site occupations that lend insight into whether Greek legends like Atlantis and the Trojan War were fictional myths or whether they were based on real historical events. I have developed in-class small group exercises in which students can learn how to analyze the diagnostic attributes of prehistoric pottery that have been used by archaeologists to resolve these research problems. Likewise, I have developed an in-class exercise on the role that symbols played in ancient Egyptian hieroglyphic writing. Students' performance on written work from in-class exercises, quizzes and exams will be assessed for student ability to identify and explain the principal archaeological theories and methods involved in archaeological problem solving.

Obj. 2: Identify patterns and processes of human activity within and across cultures.

Archaeology by definition involves the study of past peoples' behavior and processes as revealed by the pattern of material remains they leave behind. Throughout the course students will have numerous opportunities to investigate the diverse range of human behavior patterns within and between complex ancient cultures of the Middle East, North Africa, the Mediterranean, East Asia, and Central and South America. Some examples from the course that illustrate these diverse patterns of behavior include: how stratified social classes in ancient Egypt are reflected in Egyptian mummification practices; or how human heart sacrifice by the Aztec served as a political and a religious tool of a militaristic expansionist state. Questions from quizzes, exams, in-class small-group exercises, and the end of term short-story assignment will provide multiple vehicles for assessing students' ability to identify varying patterns of human activity within and across cultures and to attribute such variability to cultural differences.

Obj. 3: Identify causes of human action.

Students will be organized in small discussion groups regularly and be asked to construct plausible scenarios of what life would have been like for a native of a particular ancient culture under study. In so doing, students can be made aware of specific kinds of actions taken by different ancient people that resulted in the rise and/or decline in their society's complexity. Sometimes these past human actions by members of ancient states take the form of conquest warfare, e.g., the Mycenaean Greeks, Romans, Aztec, or Inca. At other times, ancient people pursued more peaceful actions like the trading relationships between the Minoans of Crete and the Egyptians, leading to the creation of societal wealth reflected in the excavated remains of the Minoan palace compound at Knossos. On both quizzes and exams, students will be asked to compare and contrast human actions within and between ancient civilizations being studied.

Obj. 4: Identify examples of diversity in human organizations and structures and their impact on human behavior.

This course continuously exposes students to diversity in human organizations and structures by surveying how different ancient societies around the world solved or failed to solve problems related to the maintenance of peace, order and the welfare of their people. The study of the success and failures of ancient peoples can have great applications to many of the challenges facing our world today, such as managing population pressure on the world's resources, coping with natural disasters, and reducing conflict between nations, states and non-state entities. Questions on quizzes, exams, and in-class small group assignments (like the example mentioned under objective 3) will assess how well students not only identify human organizational diversity, but also understand the impact of such diversity on human behavior.

Obj. 5: Identify the impact of social forces on individuals and groups.

The primary written and oral presentation for this course is an end of term group assignment in which students have the opportunity to apply what they have learned about any one of the ancient cultures we have studied to understanding the impact of social forces on individuals and groups. Students will work in groups of threes in order to compose a short story (8-10 pages) of historical fiction taking the perspective of two or more groups of native people living in any one of the twelve ancient cultures we will study from around the world. This assignment requires students to identify the social forces that helped to shape each ancient culture and to write about how those forces impacted the lives of different groups within that culture.

**ANT 190 Great Discoveries in Archaeology
Spring 2016**

Instructor - Karl Lorenz
Tu Th 9:30 - 10:45 am
308 Grove Hall
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Office: 335 Grove Hall
Phone: 477-1771
Office Hours: M W 12:30-1:45 pm
Tu Th 11:00 am-12:15 pm and by
appointment

COURSE DESCRIPTION

This course introduces students to the ways that great archaeological discoveries around the world have led to a rewriting of the history of humans on Earth. We explore the diverse strategies employed by peoples worldwide from the distant and recent past that led to the evolution of societal complexity into some of the earliest states. Our primary focus will be on comparing and contrasting how the archaeological methods and theories that examine the rise and fall of ancient civilizations can be applied across a whole range of case studies of great discoveries from the Middle East, North Africa, the Mediterranean, East Asia, as well as Central and South America. Old world civilizations such as the Sumerians, Babylonians, Assyrians, Egyptians, Minoans, Mycenaeans, Classical Greeks, Romans, and Chinese will be discussed in addition to New World civilizations of the Aztec Maya, and Inca.

COURSE MATERIALS

Scarre, Christopher and Brian Fagan (2008) *Ancient Civilizations*, Third Edition. Pearson-Prentice Hall Publishers, (textbook).

D2L Readings:

Fagan, Brian M. (1994) *Quest for the Past: Great Discoveries in Archaeology*. Waveland Press, Prospect Heights, Illinois.

- 1) How Archaeology Works (excerpts from pages 44-55)
- 2) Arthur Evans and the Minoans, pp. 149-172.

COURSE OBJECTIVES

By the end of the course the student should have some understanding of the many ways in which complex societies evolved throughout the world, from their rise to their ultimate fall. This course will place emphasis on the larger, more complex state level societies that comprise the category of ancient world civilizations. A focus on everyday lives of the ancients will give us an understanding of the accomplishments of which each society was capable, such that the building of the pyramids of Egypt or Maya hieroglyphics won't seem like such a mystery.

GRADED COURSEWORK

A student's grade for the course is based on his/her performance on two hourly exams, a final exam, in-class small group exercises, in-class presentations, a term paper and daily discussion participation.

Exams: Each hourly exam is worth 20% of the course grade. Each exam will be based on lectures, discussion, readings from textbook and reserve articles, and slides and movies or videotapes shown in class. Each hourly exam completes a section of the course. The final exam covers the final section of the course and will not be cumulative. The final is worth 20% of the course grade. Therefore, exams are worth 60% of the total course grade. Format of exams can include multiple choice, short answer, as well as word problems based on archaeological digs. No makeup exams will be given unless I am contacted before the exam is given and a legitimate excuse is given as justification for the makeup. Otherwise, a grade of ZERO will be assigned for the exams not taken at the times listed in your syllabus.

Small Group Work: Occasionally I will organize the class into small discussion groups and assign each group with an archaeological problem that will require participation of everyone in the group to solve. It is strongly advised that you attend those classes involving small group work, as it counts toward class participation, which is worth 5% of your course grade.

Short Story and Presentation: Students will work in threes and receive one grade for their jointly written short story (8-10 pages typed) and oral presentation (10-15 minutes per group) to the class. The presentation gives each student group an opportunity to communicate to the rest of the class about what your short story is about (brief summary of plotline) and, more importantly what known archaeological remains you used to justify the setting for your story and the primary concerns about your particular ancient people who you choose to make the subject of your story. In other words, your grade will directly reflect how well you explain which archeological evidence you used and how well you used it in your story. The presentations will be given during the last full week of the course. Attendance is required during this last week of class or else you will forfeit your entire participation grade for the course. Guidelines will be provided as to what constitutes a good short story and oral presentation. The written story is worth 10% and the oral presentation is worth 10% of the course grade for a total of 20% of the course grade for this assignment.

GRADE SCORING PERCENTAGES

I will give all graded coursework a number grade from 0-100, along a straight 90-80-70-60 scale for determining final course grades. I do recognize the distinction between plus and minus grades when awarding final course grades.

20% - Mid-term 1
20% - Mid-term 2
20% - Final Exam
15% - In-class quizzes
10% - Jointly written short story
10% - In-class Group Oral Presentation
5 % - In class Participation

READING AND WRITING ASSIGNMENTS AND DISCUSSION

You will be expected to have read the assigned readings for class each week **before** the start of each week and be able to discuss the issues presented. On occasion students will be chosen at random and be asked to give a short oral or written critique of the weekly readings in class. Discussion participation counts toward your final course grade so it is advisable to come to class prepared for discussion.

OFFICE HOURS

I have set aside five hours per week for office hours for anyone needing help understanding concepts presented in the course. If you cannot come at my appointed times, let me know and I can coordinate a time with you when we can meet. Any students with special learning needs should contact me at the beginning of the course, so that I can make arrangements to assist you. Do take advantage of my office hours if you ever have a question or if you just feel like talking about career opportunities or some topic of anthropology that interests you.

This course fulfills a Category E Social and Behavioral Sciences requirement: To create an awareness and recognition of the disciplines which examine and analyze group and individual behavior, which is of increasing importance for all who seek to understand and to predict the patterns and processes of human activity and to examine the causes of human action and the diversity of its organization and structure.

University Conduct

Shippensburg University faculty support a safe campus environment for all. No one on this campus has the right to threaten you or make you feel intimidated in any way. More specifically, unwanted advances, harassment, aggressive or violent behavior, and sexual assault will not be tolerated. A comprehensive list of reporting options and support services, including confidential resources, can be found at www.ship.edu/no_more/.

ANT 190 COURSE SYLLABUS

Assigned Readings: AC= Ancient Civilizations
D2L Readings are listed by author

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Week 1	Archaeology: Theory and Practice	Fagan, 1 (1994)
Week 2	What is Civilization? Theories for Rise and Fall	AC, Ch. 1-2
Week 3	Discovery of the Earliest Civilizations 3000-1000 BC The Middle East and North Africa Mesopotamia – Iraq - Ur	AC, Ch. 3;
Week 4	Egypt - Pyramids of Giza, The Rosetta Stone, King Tut's Tomb	AC, Ch. 4
Week 5	In class group work EXAM #1 in class	
Week 6	Mesopotamia (1000-700 BC) Babylonians and Assyrians Nineveh Library and the Palace of Nimrud	AC, Ch. 8
Week 7	The Mediterranean (2000-1000BC) Crete and the Minoans- Palace of Knossos and Akrotiri	AC, Ch.9 (242-258) Fagan, 2 (1994)
Week 8	Mycenae and Troy In class discussion and group work	AC, Ch.9 (258-269)
Week 9	Greece (1000 -30 BC) Black and Red Figure Pottery and the Parthenon	AC, Ch.10

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Week 10	The Mediterranean (31 BC – AD 476) Rome Pompeii and the Coliseum	AC, Ch. 11
	Exam #2 in class	
Week 11	East Asia (400 BC – AD 200) Tomb of Qin Huang Shi and The Great Wall of China	AC, Ch. 14
Week 12	Mesoamerica Classic Maya (AD 300-800) Tomb of Pacal	AC, Ch. 15 (417-429)
Week 13	Aztec (AD 1350-1520) Templo Mayor	AC, Ch. 16 (450-459)
Week 14	South America Inca of Peru (AD 1476-1534) Machu Picchu	AC, Ch. 18
Week 15	In-class presentations Short Stories due in class	

Final Exam to be given in class during Finals Exams Week