ANT 483: Theories of Archaeological Research

In Workflow
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Approval Path
1. Tue, 23 Feb 2016 16:25:16 GMT
   Daniel Case (dtcase): Approved for 16SOC UG Director of Curriculum
2. Thu, 24 Mar 2016 19:14:03 GMT
   William Smith (wrs): Approved for 16SOC UnderGrad Head
3. Tue, 29 Mar 2016 13:46:56 GMT
   Jeffrey Despain (despain): Approved for CHASS CC Coordinator UG
   Daniel Case (dtcase): Approved for 16SOC GR Director of Curriculum
5. Tue, 19 Apr 2016 19:29:27 GMT
   William Smith (wrs): Approved for 16SOC Grad Head
6. Thu, 08 Sep 2016 12:38:38 GMT
   Jeffrey Despain (despain): Approved for CHASS CC Meeting UG
7. Thu, 08 Sep 2016 14:17:56 GMT
   David Austin (david_austin): Approved for CHASS CC Chair UG
8. Thu, 08 Sep 2016 20:14:14 GMT
   Hope Ziglar (hope_ziglar): Approved for CHASS Final Review UG
   Deanna Dannels (dpdannel): Approved for CHASS Dean UG
10. Tue, 13 Sep 2016 18:59:58 GMT
    Jeffrey Despain (despain): Approved for CHASS CC Coordinator GR
Viewing: ANT 483/ANT 583 : Theories of Archaeological Research
Changes proposed by: jrrasch

Change Type
Major

Course Prefix
ANT (Anthropology)

Course Number
483

Course ID
024340

Dual-Level Course
Yes

Dual-Level Course Number:
583
Cross-listed Course
No

Title
Theories of Archaeological Research

Abbreviated Title
Theory of Archeology

College
College of Humanities and Social Sciences

Academic Org Code
Sociology (16SOC)

CIP Discipline Specialty Number
45.0201

CIP Discipline Specialty Title
Anthropology.

Term Offering
Fall Only

Year Offering
Offered Alternate Even Years

Effective Date
Summer 1 2016

Previously taught as Special Topics?
No

Course Delivery
Face-to-Face (On Campus)

Grading Method
Graded with S/U option

Credit Hours
3

Course Length
16 weeks

Contact Hours (Per Week)

<table>
<thead>
<tr>
<th>Component Type</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Course Attribute(s)
Course Is Repeatable for Credit
No

Instructor Name
John Millhauser

Instructor Title
Assistant Professor

Grad Faculty Status
Assoc

Anticipated On-Campus Enrollment
Open when course_delivery = campus OR course_delivery = blended OR course_delivery = flip

<table>
<thead>
<tr>
<th>Enrollment Component</th>
<th>Per Semester</th>
<th>Per Section</th>
<th>Multiple Sections?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>30</td>
<td>30</td>
<td>No</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Course Prerequisites, Corequisites, and Restrictive Statement
Prerequisite: ANT 251 or 253 and 3 cred 300-level ANT

Is the course required or an elective for a Curriculum?
Yes

Which Curricula are Affected?

<table>
<thead>
<tr>
<th>SIS Program Code</th>
<th>Program Title</th>
<th>Required or Elective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>16anthba</td>
<td>Anthropology</td>
<td>Required</td>
</tr>
</tbody>
</table>

Catalog Description
Covers the theories that inform archaeological research in the effort to locate and interpret material evidence about past human activities. Topics include the history of archaeology, theories of archaeological practice and interpretation, ethics, and working with stakeholders. Relies on case studies and major syntheses and critiques of current theoretical debates. Cases focus on the origins of social complexity, human-environmental interactions, and critical perspectives on inequality, race, class, gender, and ethnicity. Students may not receive credit for both ANT 483 and ANT 583.

Justification for each revision:
Title: This course is one of the options for the theory requirement for Anthropology, but the course title creates confusion for students about whether this fits theory or methods. The course is not a research methods course, so we thought a title change would make it more clear.

Catalog Description: Changes made to the catalog description to better describe the course as currently taught.

Does this course have a fee?
No

Is this a GEP Course?
No

Consultation

Instructional Resources Statement
We expect Dr. Millhauser to teach this course every other fall as part of his regular teaching load.

Course Objectives/Goals
This course is built on the premise that every archaeologist "does theory" whether they like or not, whether they are explicit about it or not. Our course objectives are to learn about the theories that inform archaeological research. This take three forms: First, we will cover theories about what constitutes
archaeological data and what kinds of evidence and arguments archaeologists accept as valid. Second, we will cover theories about what human culture is, its change over time, and what kinds of questions archaeologists can ask based on the data available to them. Third, we will cover theories about how archaeological research influences the contemporary world, our responsibility to engage with different groups, and how basic and scientific research interact with one another. Students will learn about all three through readings, discussions, and first-hand research experiences.

Student Learning Outcomes

By the end of the class, students will be able to:

1. Argue the relevance of archaeological research to topics concerning human welfare (environmental degradation and sustainability, social inequality, gender and race relations, & nationalism to name a few)

2. Evaluate an archaeological study in terms of its research design, theoretical approach, and internal logic

3. Analyze the ethical implications of conducting archaeological research and the issues surrounding the preservation, interpretation, and ”ownership” of archaeological remains

4. Communicate all of the above to professional audiences in oral and written form.

Student Evaluation Methods

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Weighting/Points for Each</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Discussion based course, requires active participation from students. See syllabus.</td>
</tr>
<tr>
<td>Readings</td>
<td>20%</td>
<td>Once a week, students will be responsible for posting reading responses on Moodle prior to class (by 9am) on the day that we will cover those readings.</td>
</tr>
<tr>
<td>Discussion</td>
<td>10%</td>
<td>Co-facilitation of discussion - Twice during the semester, each student will be responsible for helping to co-facilitate class discussion. See syllabus.</td>
</tr>
<tr>
<td>Exam</td>
<td>25%</td>
<td>Midterm take-home exams based on readings.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35%</td>
<td>Readings-based essay exam.</td>
</tr>
</tbody>
</table>

Topical Outline/Course Schedule

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time Devoted to Each Topic</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>See attached syllabus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Syllabus

ANT_483-583_Syllabus_2168-05jkm.docx

Additional Documentation

ADDITIONAL WORK FOR GRADUATE STUDENTS

Reading responses: Graduate students will be expected to post responses twice a week (on all readings). These responses are described in the syllabus and will count for the 20% "Reading" grade above.

NSF Research proposal: Graduate students will write a 15-page NSF DDIG (Doctoral Dissertation Improvement Grant) proposal on the archaeological topic of their choice. This will count for 20% of the final grade (the midterm and final exam will each count for 20% of the final grade for graduate students). CIM does not make it easy for me to show how these grades work for undergraduates and graduates. Sorry.

ghodge 11/16/2016 Edit 'course objectives/goals' as written these are 'student learning outcomes'; Is student learning outcome "Develop a National Science Foundation Graduate Research Fellowship proposal for grad students only? If so, then please indicate here and on syllabus. Any additional outcomes for grad students? No student evaluation methods shown for grad students. No weight shown for the hour discussion session or the proposal. This should also be clarified in the syllabus. Syllabus should make clear that grad students can not take course S/U. Syllabus 'course structure' does not describe the extra sessions for graduate students. Syllabus must address both grad and undergrad students.
ghodge 11/22/2016 Ready for ABGS reviewers.

ABGS Reviewer comments:
-No concerns or suggestions.

Course Reviewer Comments
jkmillha (Fri, 18 Nov 2016 15:58:44 GMT): I have uploaded a new syllabus with the requested changes. Below, I quote the comments from reviewer ghodge and my responses: "ghodge 11/16/2016 Edit 'course objectives/goals' as written these are 'student learning outcomes'" -- I have changed the "course objectives/goals" on CIM so they do not duplicate the outcomes. I have added the heading "course objectives/goals" to the syllabus with the appropriate text. "Is student learning outcome 'Develop a National Science Foundation Graduate Research Fellowship proposal for grad students only?' If so, then please indicate here and on syllabus." -- I have removed the NSF grant from the outcomes on CIM entirely to reflect the syllabus. Any additional outcomes for grad students? -- No. The graduate students have the same outcomes. No student evaluation methods shown for grad students. No weight shown for the hour discussion session or the proposal. This should also be clarified in the syllabus. -- Graduate students do not meet for an extra hour, they have to post responses to all of the readings online (undergrads only post on half of the readings). I have made this change to CIM. I have clarified the proportion of the final grade derived from the NSF proposal. Student evaluation methods for graduate and undergraduate students are now separated on the syllabus (pp 4 to 6 on syllabus). CIM does not give me the option to split undergraduate and graduate evaluation methods, so only the undergraduate methods are stipulated on CIM. Syllabus should make clear that grad students can not take course S/U. -- Done (page 7 of syllabus) Syllabus 'course structure' does not describe the extra sessions for graduate students. -- See above. Grad students have additional posts online, no extra sessions. Syllabus must address both grad and undergrad students. -- Unless you provide me with additional specific ways in which the syllabus needs to address both kinds of students, then I will assume that making these changes satisfies that comment.
jkmillha (Fri, 18 Nov 2016 16:01:48 GMT): The CIM system took all of my formatting and lumped it into one paragraph. Here is the same paragraph, with better formatting. jkmillha (11/18/16 10:58 am): I have uploaded a new syllabus with the requested changes. Below, I quote the comments from reviewer ghodge and my responses: (1) "ghodge 11/16/2016 Edit 'course objectives/goals' as written these are 'student learning outcomes'" -- I have changed the 'course objectives/goals' on CIM so they do not duplicate the outcomes. I have added the heading 'course objectives/goals' to the syllabus with the appropriate text. (2) "Is student learning outcome 'Develop a National Science Foundation Graduate Research Fellowship proposal for grad students only?' If so, then please indicate here and on syllabus." -- I have removed the NSF grant from the outcomes on CIM entirely to reflect the syllabus. (3) "Any additional outcomes for grad students?" -- No. The graduate students have the same outcomes. If you expect that graduate students should have different outcomes, then please make this clear. (4) "No student evaluation methods shown for grad students. No weight shown for the hour discussion session or the proposal. This should also be clarified in the syllabus." -- Graduate students do not meet for an extra hour, they have to post responses to all of the readings online (undergrads only post on half of the readings). I have made this change to CIM. I have clarified the proportion of the final grade derived from the NSF proposal. Student evaluation methods for graduate and undergraduate students are now separated on the syllabus (pp 4 to 6 on syllabus). CIM does not give me the option to split undergraduate and graduate evaluation methods, so only the undergraduate methods are stipulated on CIM. Syllabus should make clear that grad students can not take course S/U. -- Done (page 7 of syllabus) Syllabus 'course structure' does not describe the extra sessions for graduate students. -- See above. Grad students have additional posts online, no extra sessions. (7) "Syllabus must address both grad and undergrad students." -- Unless you provide me with additional specific ways in which the syllabus needs to address both kinds of students, then I will assume that making these changes satisfies that comment.

Key: 6128