I. Catalog Description (50 words; brief synopsis of course content, emphases)

A survey of human prehistory and the origins of civilization. Topics covered include archeological theory and methodology, the evolution of humans, the origins of culture, development of agriculture, and the early history of World civilizations. Theory reinforced by field experience.

II. Prerequisites?

None.

III. Expanded Course Description (150 words; primary course content, intended student level and role(s) course is to play in the curriculum)

Archeology 2013 is a core course intended to introduce the student to World prehistory and early complex cultures (commonly termed "civilizations"). As the prehistoric/early historic period incorporates over 99 percent of human existence, this course encompasses many topics. These include fundamentals of archeological theory and excavation techniques, and the origin and evolution of humans from the australopithecine-level through *Homo sapiens*. Hunting-gathering cultures are reviewed, including Australian, Pacific Island societies, the first American aboriginal peoples, and other cultures often described as "mesolithic". Another topic covered concerns the transition from hunting-gathering to agricultural societies. When, where, and how did this occur? Early complex cultures are discussed, including the early Mesopotamian "civilizations", ancient Egypt, the Indus Valley Civilization, China, early European complex cultures (Mycenean, Minoan, Hittite, etc.), Mesoamerican cultures (Olmec, Mayan, Aztec and others), and South American cultures (including Inca). North American cultural areas are discussed, including those in the southwestern United States (Anasazi and others) and eastern North America (including the Mississippian Culture).

IV. Intended Student Learning Outcomes? Required; knowledge outcomes (what students who successfully complete the course will be expected to know). Optional; skill outcomes (what students who successfully complete the course will be able to do). Optional; value outcomes (what students who successfully complete the course will value or appreciate).
Knowledge Outcomes.

The student should generally understand how archeologists construct hypotheses and how they conduct archeological surveys and excavations. They should understand the origin and evolutionary development of humans. The student should comprehend how ecology and tradition combine to influence the development of cultures, and be able to interpret specific human cultures utilizing these concepts.

Value Outcomes.

As many individuals tend to be somewhat provincial, archeology is a valuable tool to introduce students to other cultures and their ideas. This broadens the student's awareness, and hopefully assists them in understanding, and possibly better appreciating, other societies.

V. Unless otherwise stipulated in this master syllabus by the department, the following items are subject to faculty discretion as described in each faculty member's individual course outline/syllabus:

a) Course Requirements? (grading/evaluation procedures; class attendance policy; term papers, projects, field assignments; examinations; class participation, etc.).

Grading is based on the averages of several lecture tests and a final exam. Class attendance is important, but a student will not be penalized for not attending the lectures. The averages of conscientious students who attend classes regularly may be improved by means of bonus quizzes given periodically during the semester.

b) Required Text(s)?

A text is required.

c) Bibliography?

Department Head Signature/Date:

_________________________________  ___________/ ____ /_______
Signature                                     Date