
Term Information

Effective Term Autumn 2022

General Information

Course Bulletin Listing/Subject Area Anthropology
Fiscal Unit/Academic Org Anthropology - D0711
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 1101
Course Title Archaeology and Human Diversity, Lessons from the Past
Transcript Abbreviation ArchHumanDiversity
Course Description Examines how power relations shaped racial, ethnic, and gender identities in ancient societies by examining archaeological sites like Tutankhamen's tomb, Stonehenge, Machu Pichu, and Great Zimbabwe and shows how these and other sites have been misrepresented in the media and misused by governments to promote racism and inequality.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Sometimes
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.0201
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Race, Ethnic and Gender Diversity

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Describe the ways that race, ethnicity, and gender were expressed and portrayed in famous, and not so well-known, archaeological sites, and how these interrelated concepts developed and changed.
- Recognize how we know what we know about past human societies and learn how to recognize frauds, myths, and pseudoscientific explanations.
- Understand how archaeological research has been distorted in many media and misused by governments and religious and ethnic groups to promote racism and inequality and to deny connections between indigenous groups and their ancestors.
- Learn how studying ancient societies can help us understand humanity's deep cultural heritage and can shape our thinking about power relations and the intersection of race, ethnicity, and gender today.
- Understand how people with diverse racial, ethnic, and gender identities contributed to social changes in the past and reflect on how we can apply lessons from the past to contemporary social problems.

Content Topic List

- Course Introduction
- Indiana Jones and the Romance of Archaeology
- Archaeology is Not Treasure Hunting
- Archaeology is Not Looting or Grave Robbing
- Archaeology and Pseudoarchaeology
- Way before the time of tombs and temples
- The Emergence of Human Behavior
- Lascaux Cave, "Venus Figurines," and Upper Paleolithic Art
- The Mystery of Stonehenge
- Tutankhamun, Tombs, Temples, and Texts in Ancient Egypt
- De-Mystifying Ancient African Kingdoms
- Lost Cities
- The First Emperor of China
- Changing Ideas about Gender and Identity in the Past
- The Ancient World of the Maya
- Myths about Moundbuilders and Summary Discussion

Sought Concurrence

No

COURSE REQUEST
1101 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/01/2022

Attachments

- ge-foundations-submission Anthropology 1101.pdf: GE Rational
(GEC Course Assessment Plan. Owner: Healy, Elizabeth Ann)
- Anthro 1101 Archaeology and Human Diversity Lessons from the Past syllabus REVISED 2 highlighted changes.pdf:
Updated Syllabus
(Syllabus. Owner: Healy, Elizabeth Ann)

Comments

- Please see Panel feedback email sent 1-5-22 RLS *(by Steele, Rachel Lea on 01/05/2022 11:59 AM)*
- Please see Panel feedback e-mail sent 12/03/21 . *(by Cody, Emily Kathryn on 12/03/2021 02:32 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Healy, Elizabeth Ann	11/02/2021 08:58 AM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	11/02/2021 09:04 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/22/2021 11:54 AM	College Approval
Revision Requested	Cody, Emily Kathryn	12/03/2021 02:32 PM	ASCCAO Approval
Submitted	Healy, Elizabeth Ann	12/06/2021 10:05 AM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	12/06/2021 11:33 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/06/2021 11:37 AM	College Approval
Revision Requested	Steele, Rachel Lea	01/05/2022 11:59 AM	ASCCAO Approval
Submitted	Healy, Elizabeth Ann	01/18/2022 11:19 AM	Submitted for Approval
Approved	Guatelli-Steinberg, Debra	01/18/2022 02:43 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/01/2022 11:32 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/01/2022 11:32 AM	ASCCAO Approval

THE OHIO STATE UNIVERSITY
Anthropology 1101
Archaeology and Human Diversity, Lessons from the Past
Autumn Semester, 202x, Three Credit Hours

Instructor

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Office Hours

Wednesday and Friday
12:00 - 3:00 PM
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Class Hours

Tues. & Thurs. 9:35-10:55 AM
4025 Smith Laboratory
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COURSE SYLLABUS **NOTE: There is NO Required Textbook.**

Land Acknowledgement: The Ohio State University occupies ancestral lands called *Ohi:yo* by the *Onodowaga* and many other First Nations, including the *Shaawanwa lenaki*, *Twightwee*, *Lenni Lenape*, and *Wendat*. This is where the *skenq-tq* (Scioto) and Olentangy Rivers have flowed since time immemorial. Treaties in 1768, 1784, 1785, 1795, and 1818, and the 1830 Indian Removal Act, forced First Nations (Native American) people to cede land and leave their homes. This history of colonization informs our shared future of collaboration and innovation. Ohio State University acknowledges that the land we occupy was theirs.

GENERAL EDUCATION COURSE OBJECTIVES

This course satisfies the **Race, Ethnicity and Gender Diversity** area of the General Education curriculum. The goals and expected learning outcomes are:

Goal 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems. **Successful Students are able to:**

- (1.1) Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- (1.2) Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- (1.3) Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- (1.4) Evaluate social and ethical implications of studying race, gender, and ethnicity.

Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Students are able to:

- (2.1) Demonstrate critical self-reflection and critique of their social positions and identities.
- (2.2) Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- (2.3) Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

Specific Course Objectives, Successful students will:

1. Describe the ways that race, ethnicity, and gender were expressed and portrayed in famous, and not so well-known, archaeological sites, and how these interrelated concepts developed and changed.
2. Recognize how we know what we know about past human societies and learn how to recognize frauds, myths, and pseudoscientific explanations.
3. Understand how archaeological research has been distorted in many media, and misused by governments and religious and ethnic groups to promote racism and inequality and to deny connections between indigenous groups and their ancestors.
4. Learn how studying ancient societies can help us understand humanity's deep cultural heritage and can shape our thinking about power relations and the intersection of race, ethnicity, and gender today.
5. Understand how people with diverse racial, ethnic, and gender identities contributed to social changes in the past and reflect on how we can apply lessons from the past to contemporary social problems.

Course Description: Lectures, presentations, discussions, and assignments (including critical self-reflections and critiques), introduce students to some of the ways that power relations shaped racial, ethnic, and gender identities in ancient societies. Examples of intersectionality at archaeological sites that captured the public's imagination are discussed. Students compare and contrast the normative ideas about race, ethnicity, sexuality, and gender that are imposed and enforced today with some ancient concepts of what roles and identities were “normal” and “acceptable” within diverse societies. Students will consider if there is evidence for racism, sexism, and ethnic stereotyping that contributed to the emergence of hereditary inequality and privileged elites at famous sites like Tutankhamen's tomb, Stonehenge, Machu Pichu, and Great Zimbabwe. Students will learn how results of research at these and other sites have been distorted in many modern media, and misused by modern governments and religious and ethnic groups to promote racism and inequality today and deny connections between indigenous groups and their ancestors. Students will critique and reflect on their own identities as we discuss ancient sites and address major questions about ourselves, such as: *How did ancient concepts of race, ethnicity, and gender develop and change? Why is there so much human diversity today? What are the origins of inequality? Why are humans so violent?* We will also examine how these questions are addressed in the media. We consider other ethical issues confronting archaeologists, and learn why it is important to treat ancient human remains and cultural materials with respect. Students will gain a better understanding of how people with diverse racial, ethnic, and gender identities shaped social relations in the past, and will be better prepared to face social issues in the present and in the future.

This is a Foundational Course open to all Ohio State undergraduate students and there are no prerequisites. *It is NOT a course in World Prehistory or Archaeological Method and Theory.* If students are interested in those aspects of archaeology, they should enroll in ANT 2201H, *Introduction to Archaeology and World Prehistory* (Honors), ANT 2201, *Introduction to Archaeology*, or ANT 3401, *Fundamentals of Archaeology*.

There is no Required Textbook.

Grades are based on two Exams (each 15% of the grade), attendance, participation in class discussions, and self-reflections and critiques (10%), scores on five Assignments (20%), the score on a Group Presentation that outlines and discusses an example of a fantastic or pseudoarchaeological claim about the past (20%), and the score on a Research Project focusing on an archaeological investigation of race, ethnicity, and gender in the past that is presented in the media. Each student will write a critique of how the project was conducted and presented in the media, discuss ethical concerns and inaccuracies in the media coverage, and suggest how it could have been improved (20%).

Writing critical self-reflections and critiques. Getting starting with reflective and critical writing can be difficult. The reflections and critiques you will prepare in your assignments and for class discussions are not meant to be just descriptive, argumentative, or analytical. The objective is to engage in a form of self-reflection and assessment of what you have learned in the class, and to understand how the topics apply to your own life experiences. In the classes during Weeks 2, 6, 7, and 9 and in Assignments 1 and 3, you are asked to reflect upon and critically appraise your social position, identity, beliefs, and behavior. Here are some questions you may use as reflective guidelines: *What have I learned about the powers and norms that shape my perceptions and life experiences this week? What were the key concepts and issues presented and discussed? Is this new to me, and does it make sense? Have my perceptions of who I am changed? How might I apply these lessons in a novel or different situation?*

OUTLINE OF TOPICS COVERED IN THE COURSE

Web Links and E-Reserves are available on Carmen

Part I: What Archaeology Is, and Is Not; and How Race, Ethnicity, and Gender Diversity have been Studied by Archaeologists

Week 1: Introduction

Tues. Aug 24: Introduction, discuss syllabus, research project, choose the teams for the group presentations, assessment quiz. Short descriptions of what Anthropological Archaeology *is* and what Anthropological Archaeologists *do*. Definitions of **Race, Ethnicity, Gender, and Diversity** are presented. Go to these Web links: (1) <https://courses.lumenlearning.com/culturalanthropology/chapter/ethnicity-race/>

(2) <https://www.livescience.com/difference-between-race-ethnicity.html>

(3) <https://www.anthropology-news.org/articles/building-a-diverse-and-inclusive-archaeology/>

View Short Videos: (1) What is Anthropology? <https://www.youtube.com/watch?v=sMFsgPy1H5M>

(2) Race: Are we so Different? <https://www.youtube.com/watch?v=8aaTAUAEyho>

Thurs. Aug. 26: Drawing on other classes you have taken, and what you have learned outside of class, tell me what you have learned about anthropological archaeology, and what you have learned about the ways that race, ethnicity, and gender have been studied by anthropological archaeologists. How would you identify yourself to an Anthropologist if they asked you about your race, ethnicity, and gender?

There also will be a discussion of land acknowledgements today. Go to this link: (4) <https://www.anthropology-news.org/articles/rethinking-land-acknowledgments/>

Week 2: Indiana Jones and the Romance of Archaeology

Tue. Aug. 31: Race, Ethnicity, Gender Diversity, and the Romance of Archaeology. Go to these links which illustrate and discuss how Indiana Jones films have shaped public perceptions of what archaeologists do:

(5) <https://medium.com/@sbwardle/the-romance-of-archaeology-11e36db1af95>

(6) <https://www.chicagotribune.com/entertainment/movies/ct-chicago-closeup-indiana-jones-20141106-column.html>

(7) <https://www.smithsonianmag.com/arts-culture/enduring-myths-raiders-lost-ark-180977923/>

Thu. Sept. 2: Discussion of Assignment 1: Is the way that Indiana Jones, a white male, treats women, non-white people, and “foreigners” just the “way things were” in the 1930s and 1940s? Do the categories of race, gender, and ethnicity have the same impacts on our lived experiences today as they did back then? Have things changed? Prepare a critical self-reflection and critique of your social position and identity. How are the powers and norms that shape *your* own conceptions of your race, ethnicity, gender, and position in society different than they were in the 1930s and 1940s? (ELO 1.1, 1.2, 2.1)

Week 3: Archaeology is Not Treasure Hunting

Tue. Sept. 7: Is treasure hunting legal or ethical? **Read Handout #1**, the revised *Code of Ethics of the Society for American Archaeology* (SAA); and also look at this **Video**: <https://www.youtube.com/watch?v=n5q4YvNzZZs> and go to this Web link: (8) <https://www.smithsonianmag.com/history/shipwreck-off-floridas-coast-pits-treasure-archaeologists-against-treasure-hunters-180974018/>

Thu. Sept. 9: Go to link **Treasure hunting!**: (9) https://nautarch.tamu.edu/shiplab/index_treasurehunters.htm Choose an example of treasure hunting presented in the media. Is this “ethical and legal archaeology?”

Week 4: Archaeology is Not Looting or Grave Robbing

Tue. Sept. 14: The Tragedy of Slack Farm and NAGPRA, **Read E-Reserve 1**, *Battlefields and Burial Grounds* by Roger C. and Walter R Echo-Hawk; **Handout #2** *Statement on Treatment of Human Remains*, and go to this link (10): <https://30daysofkentuckyarchaeology.wordpress.com/2017/09/18/slack-farm-thirty-years-ago/>

Thu. Sept. 16: Discussion of Assignment 2: The racial and ethnic categories “white” and “Indian” have been recognized for centuries in the USA. Laws protected white graves from looters, but the tragedy of Slack Farm, and the double standard employed by archaeologists allowed Native American graves to be dug up freely. How did the tragedy of Slack Farm affect First Nations (Native American) people and their efforts to reclaim and rebury their dead? How have NAGPRA and the SAA Statement on Human Remains changed perceptions of the racial and ethnic category “Indian” among First Nations, archaeologists, and the public? (ELO 1.3, 2.3)

Week 5: Archaeology and Pseudoarchaeology

Tue. Sept. 21: What is Pseudoarchaeology? Go to these links:

- (11) <https://ahotcupofjoe.net/2018/08/what-is-pseudoarchaeology/>
 (12) <https://www.penn.museum/sites/expedition/archaeology-and-pseudo-archaeology/>
 (13) <https://pages.vassar.edu/realarchaeology/2019/12/08/combating-pseudoarchaeology-in-the-internet-age/>

Thu. Sept. 23: Group Presentations and Discussions

Part II: What We can Learn about Race, Ethnicity, and Gender Diversity from Archaeological Sites

Week 6: Way before the time of tombs and temples

Tue. Sept. 28: Our Hominin ancestors, Genomics and Human Diversity. Go to this link:

- (14) <https://www.nytimes.com/2007/11/25/business/25dna.html> ; and read the PDF on **Diversity in our Hominin ancestors** on the Carmen page (this includes short excerpts from Introductory Anthropology textbooks). Studies by *Mary Leakey, Glyn Issac, and Kay Behrensmeyer* will also be discussed (see **Recommended Readings 5 and 6**). Are modern concepts of race, ethnicity, and gender appropriate in studies of ancient hominins? If they are, do you think hominin perceptions of identity were different than your perceptions of race, ethnicity, and gender? (ELO 2.1)

Thu. Sept. 30: The origin of our species. **Read: E-Reserve 2**, Origins of *Homo sapiens*, in Robert J. Wenke (1999) *Patterns in Prehistory: Humankind's First Three Million Years* (4th ed.), Oxford, and go to this link:

- (15) <https://www.anthropology-news.org/articles/ten-things-archaeology-tells-us-about-neanderthals/>

Week 7: The Emergence of Modern Human Behavior

Tue. Oct. 5: Lascaux Cave, “Venus Figurines,” and Upper Paleolithic Art, Read **E-Reserve 3**, Chapter 1 in *Doorways through time*, and compare the interpretations of Upper Paleolithic Art to ones in these web links:

- (16) <https://www.smithsonianmag.com/history/the-cave-art-debate-100617099/>
 (17) <https://digitalcommons.wou.edu/pure/vol4/iss1/7/>
 (18) <https://anthrosource.onlinelibrary.wiley.com/doi/epdf/10.1525/ap3a.1990.2.1.11>; and view this **short video**: <http://www.youtube.com/watch?v=bzShXDxm2v8>

Thu. Oct. 7: Discussion of Assignment 3, What does it mean to be human? How would you describe your racial, ethnic, and gender identity and your position in society? (ELO 2.1) If we are all members of one species, *Homo sapiens*, why is there so much diversity? How do your perceptions of the differences in members of our species shape your own attitudes about race, ethnicity, and gender, your beliefs, and your behavior? (ELO 2.2)

Week 8: The Mystery of Stonehenge

Tue. Oct. 12: How has recent research at Stonehenge changed our perceptions of ancient Europeans?

- Go to these Web links: (19) <https://www.nature.com/articles/d41586-018-03773-6>;
 (20) <https://journals.sagepub.com/doi/10.1177/1359183506063024>;
 (21) <https://www.history.com/topics/british-history/stonehenge>

Wed. Oct. 13: EXAM 1 DUE: 4:00 PM in my office.

Thu. Oct. 14: Autumn Break, No Class

Week 9: Tutankhamun, Tombs, Temples, and Texts in Ancient Egypt

Tue. Oct. 19: Race, ethnicity, and gender in ancient Egypt. Read **E-Reserve 4**, Chapters 3 and 4 in *Doorways through time*, **E-Reserve 5**, **D. H. Kelly (1991)** Egyptians and Ethiopians, Color, Race, and Racism; go to *Ethnic Identities in the Land of the Pharaohs* <https://www.cambridge.org/core/elements/ethnic-identities-in-the-land-of-the-pharaohs/A08B80C56B307D0970EC6CDAC9CADD9> read Sections 2.1 Egyptology and Scientific Racism, 2.2 Egyptology, Culture-Historical Archaeology and Ethnic Identity; 3.1 Ethnic Identity: Primordial Approach, 3.4 Habitus and Ethnic Identity, 3.5. Postcolonial Theory and Ethnic Identity,

3.6 Intersectionality; 5 Concluding Remarks. Also go to this web link (22) Samuels, Tristan. 2015. Herodotus and Black Body: A Critical Race Theory Analysis, *Journal of Black Studies* 46(7):723-741: https://www.jstor.org/stable/24572916?seq=1#metadata_info_tab_contents

Do you think that perceptions of difference by Ancient Egyptians shaped their attitudes, beliefs, or behavior? Was this the same way that your own perceptions shape *your* attitudes, beliefs, and behavior? (ELO 2.2)

Thu. Oct. 21: Discussion of Assignment 4, (a) Describe and evaluate how social position or social rank and cultural constructs such as race, gender, and ethnicity were represented in Egyptian images on their artifacts, tombs, and monuments. (ELO 1.1.) (b) Discuss the social and ethical implications of the ways that representations of race, gender, and ethnicity preserved in Egyptian texts and mummies have been studied. (ELO 1.4).

Week 10: De-mystifying Ancient African Kingdoms

Tue. Oct. 26: White supremacist myths about Great Zimbabwe. Go to these Web links about Great Zimbabwe (23) <https://www.ushistory.org/civ/7d.asp> (24) <https://www.scientificamerican.com/article/great-zimbabwe-2005-01/>

Thu. Oct. 28: Race, gender, and ethnicity in prehistoric East African and West African Kingdoms. Read **E-Reserve 6**, Slavery and Race Imagined in Bilād As-Sūdān In *African Dominion*, by Michael A. Gomez, and go to this link: (25) <https://www.blackhistorymonth.org.uk/article/section/history-of-slavery/africa-before-transatlantic-enslavement/>

Week 11: Lost Cities in the New World

Tue. Nov. 2: Cahokia and the Prehistoric Chiefdoms of the Southeastern USA. Go to these web links: (26) <http://westerndigs.org/sacrificial-and-common-graves-alike-reveal-diversity-in-ancient-city-of-cahokia/> (27) <https://source.wustl.edu/2019/03/feedingcahokia/>

Thu. Nov. 4: Machu Pichu and the Inka Empire. Read **E-Reserve 7**, Chapter 25 in *Doorways through time*; and go to these weblinks: (28) https://knowledge.e.southern.edu/cgi/viewcontent.cgi?article=1036&context=hist_studentresearch (29) <https://www.encyclopedia.com/environment/encyclopedias-almanacs-transcripts-and-maps/gender-and-religion-gender-and-south-american-religions>

Week 12: Ancient Chinese Empires

Tue. Nov. 9: Qin Shi Huangdi and the terra cotta army. Read **E-Reserve 8**, Chapter 20 in *Doorways through time*; and go to this Web link: (30) <https://www.cambridge.org/core/journals/journal-of-chinese-history/article/chinese-identity-during-the-age-of-division-sui-and-tang/FAD4932A46731656F46D426EECE0DB10>

Thu. Nov. 11: Veteran's Day, No Class

Week 13: Changing Ideas about Gender and Identity in the Past

Tue. Nov. 16: Hatshepsut, The Vix Princess, and Mazaokiywin. Read **E-Reserve 9**, Archaeology, Gender, and Identity, in Matthew Johnson, (2020) *Archaeological Theory, An Introduction* (3rd ed.); and **E-Reserve 10**, Bettina Arnold (2012) *The Vix Princess Redux: a retrospective on European Iron Age gender and mortuary studies*, and also these links: (31) <https://escholarship.org/content/qt3rv0t4np/qt3rv0t4np.pdf> (32) <https://link.springer.com/article/10.1007/s10816-016-9288-9> (De)queering Hatshepsut.

Thu. Nov. 18: Discussion of Assignment 5, Describe how the intersection of race, gender, and ethnicity shaped the lives of Hatshepsut, The Vix Princess, and Mazaokiywin. How do new interpretations of their lives differ from earlier views in the archaeological literature? (ELO 1.3)

Tuesday Nov. 23 and Thursday November 25: Thanksgiving Break, No Class

Week 14: The Ancient World of the Maya

Tue. Nov. 30: Tikal and the Mayan city-states in the rainforest. **Read E-Reserve 11**, Chapter 22 in *Doorways through time*, and go to this web link: (33) <https://www.anthropology-news.org/articles/twenty-first-century-colonialism-in-maya-archaeology/>

Thu. Dec. 2: Sustainability and Resilience: lessons from the Maya. **E-Reserve 12**, D. J. Kennett et al. (2012) *Development and Disintegration of Maya Political Systems in response to Climate Change*.

Week 15: Myths about Moundbuilders and Summary Discussion.

Tue. Dec. 7: Indigenous First Nations perspectives on Ohio's ancient earthworks. Read **E-Reserve 13**, Kenneth L. Feder (2011) *The Myth of the Moundbuilders*, and **E-Reserve 14** excerpts from, Richard W. Yerkes, Ariene Pépin, and Jay Toth (2020). *Indigenous Native American Perspectives on Functions of Hopewell Bifaces from Mound 25, Hopewell Mound Group (33Ro27), Ross County, Ohio*.

Summary: How has the past shaped the present? **Research Projects are due.**

Fri. Dec. 10: EXAM 2 DUE, 4:00 PM in my office

Notes on the Assigned Readings:

There are no textbooks for this course. PDFs of required E-Reserve readings include a variety of sources employing different perspectives in their discussion of REGD topics and issues:

E-Reserve 1 includes excerpts from *Battlefields and Burial Grounds: The Indian Struggle to Protect Ancestral Graves in the United States* by Roger C. Echo-Hawk and Walter R Echo-Hawk (1994). It summarizes Native American efforts to rebury ancestral human remains and grave offerings and presents Indigenous perspectives on reburial and repatriation.

E-Reserve 2 Origins of *Homo sapiens sapiens*, is chapter 4 in Robert J. Wenke (2007) *Patterns in Prehistory: Humankind's First Three Million Years* (5th ed.), Oxford, pp.132-180 (with references). It focuses on the origin and migration of our species between 300,000 and 30,000 years ago. There are discussions of the lifeways of Neanderthals and *Homo sapiens sapiens*, and interpretations of art and ritual, including expressions of gender in Paleolithic cave paintings.

E-Reserve 3, Chapter 1, Paintings from Prehistory, pp.13-15 is from *Doorways Through Time: The Romance of Archaeology*, by Stephen Bertman (1986). This book on the romance of archaeology is an example of the ways that artifacts and archaeological sites were presented to the public in the 1960s, 1970s, and 1980s. **E-Reserves 4, 7, 8, and 11**, on ancient Egyptian, Incan, Chinese, and Mayan states, are also chapters from this popular book. Characterizations of race, ethnicity, gender, and diversity in it are contrasted with more recent studies. For example, compare information in **E-Reserve 2** with **E-Reserve 3** from *Doorways Through Time*.

E-Reserve 5, D. H. Kelly's 1991 article, Egyptians and Ethiopians: Color, Race, and Racism, contends that Egyptians were not Africans. It will be compared to **E-Reserve 4** and articles that employ Critical Race Theory to identify racial and gender biases.

E-Reserve 6, Slavery and Race Imagined in Bilād As-Sūdān, chapter 4 of Michael A. Gomez's 2019 book, *African Dominion*, looks the trans-Saharan slave trade and its imbrications with developing notions of race and gender.

E-Reserve 9 is chapter 9, Archaeology, Gender, and Identity, pp. 156-179, in Matthew Johnson (2020) *Archaeological Theory, An Introduction* (3rd ed.), Wiley-Blackwell, a textbook on archaeological theory that summarizes bias corrections and feminist and queer perspectives on race, ethnicity, and gender diversity in archaeology.

E-Reserve 10 is Bettina Arnold's 2012 book chapter, The Vix Princess Redux: a retrospective on European Iron Age gender and mortuary studies, is from *La Arqueología funeraria desde una perspectiva de género*, edited by Lourdes Prados Torreira, a collection of papers on expressions of gender in prehistoric burials.

E-Reserve 12 is a 2012 article by D. J. Kennett et al., Development and Disintegration of Maya Political Systems in response to Climate Change, in *Science* 338(6108).

E-Reserve 13 is Kenneth L. Feder's 2011 chapter, The Myth of a Vanished Race, in his book, *Frauds, Myths, and Mysteries*. It summarizes racist 19th century claims that ancestral Native Americans did not build prehistoric mounds and earthworks.

E-Reserve 14 excerpts from, Richard Yerkes', Ariene Pépin's, and Jay Toth's 2021 chapter, Indigenous Native American Perspectives on Functions of Hopewell Bifaces from Mound 25, Hopewell Mound Group, in *Encountering Hopewell in the Twenty-first Century*, University of Akron Press. Co-author Jay Toth is the tribal archaeologist for the Seneca Nation.

Bibliography of Assigned Reading and Links to Recommended Readings

Week 1: Four Web links (ca. 20 total pages).

(1) Lumen Learning, Cultural Anthropology, Chapter 6, Deconstructing Race.

<https://courses.lumenlearning.com/culturalanthropology/chapter/ethnicity-race/>

(2) Bryce, Emma. 2020. What's the difference between race and ethnicity? *Live Science*.

<https://www.livescience.com/difference-between-race-ethnicity.html>

(3) Heath-Stout, Laura. 2019. Building a Diverse and Inclusive Archaeology. *Anthropology News* website, August 12, 2019.

DOI: 10.1111/AN.1238 <https://www.anthropology-news.org/articles/building-a-diverse-and-inclusive-archaeology/>

(4) Lambert, Michael C., Elisa J. Sobo, and Valerie L. Lambert. 2021. Rethinking Land Acknowledgments. *Anthropology News* website, December 20, 2021.

<https://www.anthropology-news.org/articles/rethinking-land-acknowledgments/>

Recommended Readings: (1) Lieberman, Leonard. 1997. Gender and the Deconstruction of the Race Concept. *American Anthropologist* 99(3):545-558.

https://www.jstor.org/stable/681742?seq=1#metadata_info_tab_contents

(2) Wagner, Jennifer, et al. 2017. Anthropologists' views on race, ancestry, and genetics. *American Journal of Physical Anthropology* 162: 318-327. DOI 10.1002/ajpa.23120

<https://onlinelibrary.wiley.com/doi/10.1002/ajpa.23120>

(3) Information about the American Anthropological Association "RACE are we so different" project:

<https://www.americananthro.org/LearnAndTeach/Content.aspx?ItemNumber=2062>

(4) Human Biodiversity and Race and Social Inequality, In: *Anthropology: Asking Questions about Human Origins, Diversity, and Culture*, edited by Robert L. Welsch, Luis A. Vivanco, Agustin Fuentes, 2nd edition, (2020) , pp. 265-267,

270-283, 432-436. Oxford University Press, New York (this is a **PDF available on the course Carmen page**).

Week 2: Three Web links (11 total pages)

(5) Wardle, Savannah. 2018. The Romance of Archaeology. <https://medium.com/@sbwardle/the-romance-of-archaeology-11e36db1af95>

(6) Metz, Nina. 2014. What Indiana Jones gets wrong (and right) about archaeology. *Chicago Tribune*.

<https://www.chicagotribune.com/entertainment/movies/ct-chicago-closeup-indiana-jones-20141106-column.html>

(7) Killgrove, Kristina. 2021. The Enduring Myths of "Raiders of the Lost Ark." *Smithsonian Magazine*.

<https://www.smithsonianmag.com/arts-culture/enduring-myths-raiders-lost-ark-180977923/>

Week 3: Handout 1, two Web links (13 total pages); and a 4:17 minute video.

(8) Neimark, Jill. 2020. A Shipwreck of Florida's Coast Pits Archaeologists Against Treasure Hunters. *Smithsonian Magazine*: <https://www.smithsonianmag.com/history/shipwreck-off-floridas-coast-pits-treasure-archaeologists-against-treasure-hunters-180974018/>

(9) Steffy, J. Richard. Treasure Hunting! https://nautarch.tamu.edu/shiplab/index_treasurehunters.htm

Week 4: HO 2, E-Reserve 1, Battlefields and Burial Grounds, Roger C. Echo-Hawk & Walter R. Echo-Hawk and a **Web link**

(36 total pages). **Web link:** (10) Pollack, David (2017) Slack Farm Thirty Years Ago, *Thirty Days of Kentucky Archaeology*:

<https://30daysofkentuckyarchaeology.wordpress.com/2017/09/18/slack-farm-thirty-years-ago/>

Week 5: Three Web links (12 total pages).

(11) Feagans, Carl. 2018. What is Pseudoarchaeology? *Archaeology Review*: <https://ahotcupofjoe.net/2018/08/what-is-pseudoarchaeology/>

(12) Fagan, Brian. 1987. Archaeology and Pseudoarchaeology. University of Pennsylvania Museum, *Expedition* 29(2):

<https://www.penn.museum/sites/expedition/archaeology-and-pseudo-archaeology/>

(13) Combating Pseudoarchaeology in the Internet Age: <https://pages.vassar.edu/realarchaeology/2019/12/08/combating-pseudoarchaeology-in-the-internet-age/>

Week 6: E-Reserve 2, *Origins of Homo sapiens sapiens*, by Robert J. Wenke, and two **Web links** (52 total pages).

(14) Nixon, Ron (2007) DNA Tests Find Branches but Few Roots. Includes an interview with Henry Lewis Gates, Jr.

New York Times, <https://www.nytimes.com/2007/11/25/business/25dna.html>

(15) Wragg Sykes, Rebecca. 2021. Ten Things Archaeology Tells Us about Neanderthals. *Anthropology News* website,

March 1, 2021: <https://www.anthropology-news.org/articles/ten-things-archaeology-tells-us-about-neanderthals/>

Recommended Readings: (5) Rose, Linda, and Fiona Marshall. 1996. Meat Eating, Hominid Sociality, and Home Bases Revisited. *Current Anthropology* 37(2):307-338: https://www.jstor.org/stable/2744352?seq=1#metadata_info_tab_contents

(6) Anna K. (Kay) Behrensmeyer profile and publications. Smithsonian Museum of Natural History, Human Origins:

<https://humanorigins.si.edu/about/human-origins-program-team/anna-k-kay-behrensmeyer>

Week 7: E-Reserve 3, Chapter 1 *Doorways Through Time*, Stephen Bertman, **3 Web links** (17 total pages), and a 6:36

minute video. **Web links:** (16) Curry, Andrew. 2012. The Cave Art Debate. *Smithsonian Magazine*:

<https://www.smithsonianmag.com/history/the-cave-art-debate-100617099/>

(17) Vandewettering, Kaylea R. 2015. Upper Paleolithic Venus Figurines and Interpretations of Prehistoric Gender

Representations. *PURE Insights* 4, Article 7: <https://digitalcommons.wou.edu/pure/vol4/iss1/7/>

- (18) Nelson, Sarah M. 1990. Diversity of the Upper Paleolithic “Venus Figurines” and Archaeological Mythology. In *Special Issue: Powers of Observation: Alternate Views in Archaeology*. Anthropological Papers of the American Anthropological Association 2 (1): 11-22: <https://anthrosource.onlinelibrary.wiley.com/doi/epdf/10.1525/ap3a.1990.2.1.11>
Week 8: Three **Web links** (40 total pages)
- (19) Callaway, Ewen. 2018. Divided by DNA: The uneasy relationship between archaeology and ancient genomics. *Nature* 555:573-576: <https://www.nature.com/articles/d41586-018-03773-6>
- (20) Parker Pearson, Mike, et al. 2006. Materializing Stonehenge: The Stonehenge Riverside Project and New Discoveries. *Journal of Material Culture* 11: 227-261: <https://journals.sagepub.com/doi/10.1177/1359183506063024>
- (21) Stonehenge. 2010/2020. History Channel webpage: <https://www.history.com/topics/british-history/stonehenge>
Week 9: E-Reserve 4, Chapters 3&4 *Doorways Through Time*, **E-Reserve 5** *Egyptians and Ethiopians*, D. H. Kelly, and weblink (65 total pages). **Web links:** (21) Matic, Uroš. 2020. excerpts from *Ethnic Identities in the Land of the Pharaohs*. Cambridge University Press, Cambridge: <https://www.cambridge.org/core/elements/ethnic-identities-in-the-land-of-the-pharaohs/A08B80C56B307D0970EC6CDAC9CADD9>
- (22) Samuels, Tristan. 2015. Herodotus and Black Body: A Critical Race Theory Analysis. *Journal of Black Studies* 46(7):723-741. https://www.jstor.org/stable/24572916?seq=1#metadata_info_tab_contents
Week 10: E-reserve 6 and three **Web links** (27 total pages)
- (23) Great Zimbabwe 2022. *Ancient Civilizations online textbook*: <https://www.ushistory.org/civ/7d.asp>
- (24) Ndoro, Webber. 2005. Great Zimbabwe. *Scientific American*: <https://www.scientificamerican.com/article/great-zimbabwe-2005-01/>
- (25) B:M 2021. Africa before Transatlantic Enslavement: <https://www.blackhistorymonth.org.uk/article/section/history-of-slavery/africa-before-transatlantic-enslavement/>
Week 11: E-Reserve 7, Chapter 25, *Doorways in Time*, and four **Web links** (30 total pages).
- (26) De Pastino, Blake. 2015. Sacrificial and Common Graves Alike Reveal Diversity in Ancient City of Cahokia: <http://western digs.org/sacrificial-and-common-graves-alike-reveal-diversity-in-ancient-city-of-cahokia/>
- (27) Everding, Gerry. 2019. Women shaped cuisine, culture, of ancient Cahokia. *Washington University, St. Louis*: <https://source.wustl.edu/2019/03/feedingcahokia/>
- (28) Hunt, Sarah A. 2016. Women of the Incan Empire before and After the Conquest of Peru. *Student Research 5*. https://knowledge.e.southern.edu/cgi/viewcontent.cgi?article=1036&context=hist_studentresearch
- (29) Gender and South American Religions. 2021. *Encyclopedia.com*: <https://www.encyclopedia.com/environment/encyclopedias-almanacs-transcripts-and-maps/gender-and-religion-gender-and-south-american-religions>
Week 12: E-Reserve 8, Chapter 20, *Doorways in Time* and one **Web link** (50 total pages).
- (30) Holcombe, Charles. 2019. Chinese Identity during the Age of Division, Sui and Tang. *Journal of Chinese History* 4(1): 31-52: <https://www.cambridge.org/core/journals/journal-of-chinese-history/article/chinese-identity-during-the-age-of-division-sui-and-tang/FAD4932A46731656F46D426EECE0DB10>
Week 13: E-Reserve 9, *Archaeology, Gender, and Identity*, **E-Reserve 10**, *The Vix Princess Redux*, and two weblinks (61 total pages). **Web links:** (31) Sweeney, Deborah. 2011. Sex and Gender, in *UCLA Encyclopedia of Egyptology* pp.1-14: <https://escholarship.org/content/qt3rv0t4np/qt3rv0t4np.pdf>
- (32) Matic, Uroš. 2016. (De)queering Hatshepsut: Binary Bind in Archaeology of Egypt and Kingship Beyond the Corporeal. *Journal of Archaeological Method and Theory* 23:810-831. <https://link.springer.com/article/10.1007/s10816-016-9288-9>
Week 14: E-Reserve 11, Chapter 22, *Doorways in Time*, **E-Reserve 12**, *Development and Disintegration of Maya Political Systems in Response to Climate Change*, Douglas Kennett et al. and one web link (20 total pages).
Web link: (33): Estrada-Belli, Francisco. 2020. Twenty-first Century Colonialism in Maya Archaeology. *Anthropology News* website, December 23, 2020. DOI: 10.14506/AN.1559: <https://www.anthropology-news.org/articles/twenty-first-century-colonialism-in-maya-archaeology/>
- Week 15; E-Reserve 13** Kenneth L. Feder (2011) *The Myth of a Vanished Race*, and **E-Reserve 14** excerpts from, Richard W. Yerkes, Ariene Pépin, and Jay Toth (2020). *Indigenous Native American Perspectives on Functions of Hopewell Bifaces from Mound 25, Hopewell Mound Group* (30 total pages).

Links to some REGD research and advocacy groups:

1. American Anthropological Association (AAA)

1.a. Members' Programmatic, Advisory, and Advocacy Committee (MPAAC) <https://www.americananthro.org/mpaac#AntiRacism>,

1.b. The Association for Queer Anthropology (AQA) <http://queeranthro.org/>

1.c. Association for Feminist Anthropology <https://afa.americananthro.org/history/>

1.d. Association of Indigenous Anthropologists <https://aia.americananthro.org/>

1.e. National Association for the Practice of Anthropology <https://www.practicinganthropology.org/>

2. Society for American Archaeology (SAA)
 - 2.a. Career and Practice <https://www.saa.org/career-practice/saa-statements-guidelines>
 - 2.b. Education and Outreach <https://www.saa.org/education-outreach/teaching-archaeology/teaching-guidelines>;
3. American Association of Biological Anthropologists
 - 3.a. Gender and Science: a comprehensive approach <https://physanth.org/news/3121/>

Disability Services

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request accommodations may do so through OSU's request process, managed by Student Life Disability Services (SLDS). If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, register with SLDS then meet with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. Contact SLDS at: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Academic Misconduct

All students should become familiar with the rules governing academic misconduct, especially as they pertain to plagiarism and cheating. Ignorance of the rules is not an excuse and all alleged cases of academic misconduct will be reported to the Committee on Academic Misconduct (COAM). It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct. It is important that students review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct <http://studentlife.osu.edu/csc/>. Failure to follow the rules and guidelines established in the University Code of Student Conduct and this syllabus may constitute Academic Misconduct. **Instructors shall report all instances of alleged academic misconduct to the committee.** If the **Committee on Academic Misconduct** determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the **misconduct could include a failing grade in this course and suspension or dismissal from the University.**

PLEASE TAKE CARE OF YOURSELF (Mental Health Statement):

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower.

You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at <https://suicidepreventionlifeline.org/>

Sexual Misconduct and Relationship Violence

Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation. To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity: **Online reporting form at equity.osu.edu, Call 614-247-5838 or TTY 614-688-8605, Or Email equity@osu.edu**

Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential.

Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Please Note: In case of unexpected instructor absences information will be posted on the web site (below). This site should be consulted during inclement weather to check for class cancellations or delays. Do not call the department, check the web site: <https://anthropology.osu.edu/>

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: _____

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: _____

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)