# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): [if not working select “COMMents on rollover” in your Word preferences under view] **please read these.**

**N.B. ALL numbered categories in section (A) must be completed. Please do not use highlight to select choices within a category but simply delete the options that do not apply to your proposal (e.g. in A.2 if this is a course revision proposal, just delete the creation and deletion options and the various program ones, so it reads “course revision”) Do not delete any of the numbered categories—if they do not apply leave them blank. If there are no resources impacted please put “none” in each A. 7 category.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **ANTH 311: ARCHAEOLOGY OF THE NORTH AMERICAN EXPERIENCE** |  |
| [Replacing](#Ifapplicable)  | **Anth 311: NOrth america archaeology** |
| A. 1b. Academic unit | **Faculty of Arts and Sciences**  |  |
| A.2. [Proposal type](#type) | **Course: revision**  |  |
| A.3. [Originator](#Originator) | **Amélie Allard** | [Home department](#home_dept) | **Anthropology** |
| A.4. [Context and Rationale](#Rationale) Note: Must include additional information in smart tip for all [new programs](#type) | **The current title and description of North America Archaeology no longer reflects the current state of archaeological practice, or the interests and expertise of the current faculty. This revision brings the course into line with current methods, theoretical frameworks and issues now characterizing the field of North American archaeology.** |
| A.5. [Student impact](#student_impact) | **Students will be exposed to more current approaches to both archaeological practice and to understandings of North American deep and recent history.** |
| A.6. [Impact on other programs](#impact)  | **None** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **None** |
| [*Library*:](#library) | **None** |
| [*Technology*](#technology) | **None** |
| [*Facilities*](#facilities): | **None** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2023** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |
| A.10. INSTRUCTIONS FOR CATALOG COPY: Use the Word copy versions of the catalog sections found on the UCC Forms and Information page. Cut and paste into a single file **ALL the relevant pages from the college catalog that need to be changed.** Use tracked changes feature to show how the catalog will be revised as you type in the revisions. If totally new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all changes is preferred. Send catalog copy as a separate single Word file along with this form. |
| A.11. List here (with the relevant urls), any RIC website pages that will need to be updated (to which your department does not have access) if this proposal is approved, with an explanation as to what needs to be revised:Archaeology Minor page on the web catalog (the title for the course will need to be updated): [**https://ric.smartcatalogiq.com/2022-2023/catalog/faculty-of-arts-and-sciences/anthropology/archaeology-minor/course-requirements/three-additional-courses-from-the-following-list-two-must-be-from-anth/**](https://ric.smartcatalogiq.com/2022-2023/catalog/faculty-of-arts-and-sciences/anthropology/archaeology-minor/course-requirements/three-additional-courses-from-the-following-list-two-must-be-from-anth/) |
| 1. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///Users/amelieallard/Desktop/transfer%20agreements) **and if it does explain in what way. Please indicate clearly what will need to be updated.**

N/A |
| A. 13 Check the section that lists “Possible NECHE considerations” on the UCC Forms and Information page and if any apply, indicate what that might be here and contact Institutional Research for further guidance. |

B. [NEW OR REVISED COURSES](#delete_if)  **Delete section B if the proposal does not include a new or revised course. As in section A. do not highlight but simply delete suggested options not being used. Always fill in b. 1 and B. 3 for context. NOTE: course learning outcomes and topical outlines only needed for new or substantially revised courses.**

|  | Old ([for revisions only](#Revisions))ONLY include information that is being revised, otherwise leave blank.  | NewExamples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **ANTH 311** | **ANTH 311** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **North America Archaeology** | **Archaeology of the North American Experience** |
| B.4. [Course description](#description)  | North American history from the first peopling of the continent to modern times is examined, including migration patterns, subsistence, environmental and social change, technology, and social life. | Students explore North American ancient and recent pasts through an examination of archaeological data and an analysis of the politics and ethics of archaeological practice. |
| B.5. [Prerequisite(s)](#prereqs) |  |  |
| B.6. [Offered](#Offered) |  |  |
| B.7. [Contact hours](#contacthours)  |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.11.a [Delivery Method](#instr_methods) |  |  |
| B.12. CATEGORIES 12. a. [How](#required) to be used |  | **Free elective and restricted elective** |
|  12 b. Is this an Honors  course? |  | **NO** |
|  12. c. [General Education](#ge) |  | **NO**  |
|  12. d. Writing in the  Discipline (WID) |  | **NO** |
| B.13. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Presentations | Papers |** **Class Work | Quizzes | Projects |**  |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | **30** |
| B.15. [Redundancy statement](#competing) |  | **N/A** |
| B. 16. Other changes, if any |  |

| B.17**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| To draw inferences regarding the diversity of the human experience in North America, from pre-Columbian to contemporary times, based on archaeological data; |  | See B.13 E.g.: Collaborative research and presentation projects on a regional topic |
| To understand the kinds of topics North American archaeologists research and the central questions germane to the study area; |  | See B.13 E.g.: Weekly quizzes and/or in-class activities; Final research project on a question/topic of their choice |
| To gain the ability to evaluate the validity and pertinence of evidence and frameworks as it pertains to North American archaeology; |  | See B.13E.g.: Weekly quizzes and/or in-class activities; Final research project on a question/topic of their choice |
| To demonstrate an ability to utilize anthropological and archaeological concepts to understand the world around them, including discussions of race and the legacies of colonization; |  | See B.13E.g.: Informal and formal writing assignments, including the final research project |
| To recognize the relevance of archaeology for addressing contemporary issues and policy-making in the US and Canada; |  | See B.13E.g.: In-class activities and discussions |
| To identify and analyze ethical issues in the practice of archaeology in North America, including addressing the colonial roots of the discipline, aspects of collaboration with descendant communities, and the role of federal legislation in the setting of ethical standards. |  | See B.13E.g.: In-class activities and discussions; Final research project |

| B.18. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE suitable for the contact hours requested. Proposals that ignore this request will be returned for revision.** |
| --- |
| 1. The practice of archaeology **(1 to 2 weeks)**
	1. Basic principles and methods
	2. Datasets
	3. Past and current analytic frameworks
2. The Peopling of the Americas
	1. Past and current interpretations: what evidence do we have?
	2. Controversies and broader significance: NAGPRA and other points of dissent
	3. Case study: Kennewick Man/The Ancient One
3. Regional overview of pre-Columbian North America **(2 to 3 weeks of class)**
	1. Hunting, Gathering and Horticulture in the West
	2. From Archaic to Pueblos in the Southwest
	3. Southeastern Archaic Traditions
	4. Early and Middle Woodland: Enigmatic Hopewell
	5. Mississippian traditions
	6. Great Plains, Arctic and far north
	7. Pacific Northwest
	8. Northeast
4. The invasion of North America: the archaeology of colonialism (and colonial archaeology) (**2 weeks**)
	1. Settler colonialism: archaeology’s colonial roots
	2. Case studies:
		1. Settler colonialism in the Northeast
		2. Missions: Southwest (Spanish missions) and Northeast (John Elliot’s “Praying Towns”)
		3. Merchant capitalism: Great Lakes and Northern California
	3. Additional themes: violence (physical, sexual, structural) (Barbara Voss); the formation of colonial landscapes; racial and ethnic dynamics
5. Indigenous archaeologies: Decolonizing Archaeology
	1. Postcolonial frameworks, Collaborative Archaeology (Sonia Atalay), issue of “invisibility”
	2. Case studies: Resistance, Resilience and Survivance (Silliman), Places of Refuge (Schneider)
	3. Tribal archaeology programs
6. The archaeology of the African American Diaspora
	1. Approaches to the African American experience
	2. Case studies: NYC’s African Burial Ground, Plantation Archaeology, Post-Emancipation African-American communities
7. Labor, immigration and class dynamics
	1. Labor in Spanish Presidios (Silliman)
	2. Chinese Railroad workers and Chinatowns
	3. Mill towns in the Northeast: immigration and ethnic dynamics
8. Racial and Ethnic Dynamics in 19th-century North America
	1. Interethnic households
	2. Irish immigration in the Northeast
9. The practice of archaeology in North America:
	1. Legislation and federal regulations pertaining to archaeology
	2. Codes of ethics and professional organizations
	3. Cultural Resource Management and applied archaeology
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## D. Signatures

* **Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair**.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and their relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu to the current Chair of UCC. Check UCC website for due dates. Do NOT convert to a .pdf.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. THESE may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Peter Little | Chair of Anthropology | \*Signed on paper copy | 4/20/2023 |
| Earl Simson | Dean of Faculty of Arts and Sciences | \*Signed on paper copy | 4/25/2023 |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION; all faculty are welcome to attend.