

**Core Curriculum  
Course Proposal Cover Sheet**

Department – **Chemistry, Geosciences and Physics**

College – **Science and Technology**

Department Head – **Dr. Arthur Low**

Course Prefix & Number – **ARCH 201**

Course Title - **Archeology**

Course Description – Archeology. (3-0). 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.

**THECB Foundational Component Area**

Social and Behavioral Sciences

**Checklist:**

Course Proposal Cover Sheet

Foundational Component Area Justification Form

Student Learning Outcome Alignment Form

# **Social and Behavioral Science**

## **FOUNDATIONAL COMPONENT AREA JUSTIFICATION FORM**

Social and Behavioral Science (from THECB Chapter 4: 4.28)

- Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.
- Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, **Empirical and Quantitative Skills** and Social Responsibility.

- Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
- Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication;
- Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

### **Rationale for Inclusion in this Category:**

Archeology is the study of ancient cultures. These ancient societies provided a foundation for all subsequent cultures, and molded modern societies. Archeology will studies long-term changes in human societies, as they document variation in human behavior and institutions before the modern era. An understanding of these ancient cultures will certainly provide an important perspective for understanding contemporary social science.

**STUDENT LEARNING OUTCOME ALIGNMENT FORM**  
Social and Behavioral Science

**Course Prefix/Number:** ARCH 201

**Course Title:** Archeology

**Core Objective: Critical Thinking** CT1: Students will evaluate evidence in analysis, interpretation or arguments.

Course SLO(s): The student will analyze arguments concerning development of important events during human history.

Learning Activities: This course covers many aspects of human cultural development that are scientifically controversial. Examples of topics that will be covered include the ecological/genetic reasons for the evolution of humans, the causes for development of early human cultures and technologies, the origins of agricultural societies, the development of complex cultures (including urbanization and development of “state” societies), the demise of various “civilizations”, and the possible reasons for parallel development of complex cultures in diverse geographic regions.

Means of Assessment: Embedded questions on tests.

**Core Objective: Critical Thinking** CT2: Students will synthesize varied components of information to form a rational conclusion.

Course SLO(s): The student will analyze human skeletal morphology to determine evolutionary trends and paleoecological traits.

Learning Activities: The student will arrange the casts of fossil human skulls from “primitive” to “derived”, and present their arguments/conclusions concerning the evolutionary trends and history of hominids.

Means of Assessment: A rubric will be prepared for assessment of the student. This rubric will have separate sections for “critical thinking” and “communication” and “quantitative values”.

**Core Objective: Communication** C1: Students will express ideas in written, visual or oral forms to a range of diverse audiences in multiple settings.

Course SLO(s): Upon conclusion of Core Objections: Critical Thinking CT2, the student will present their arguments concerning the evolution of human skull morphology.

Learning Activities: The student will arrange the casts of fossil human skulls from “primitive” to “derived”, and present their arguments/conclusions concerning the evolutionary trends and history of hominids.

Means of Assessment: A rubric will be prepared for assessment of the student. This rubric will have separate sections for “critical thinking” and “communication” and “quantitative values”.

**Core Objective: Empirical and Quantitative Skills** EQS1: Students will gather, interpret or use numerical data/observable facts to arrive at an informed conclusion.

Course SLO(s): The student will gather and interpret measurements of skull parameters in order to develop evolutionary trends.

Learning Activities: The student will arrange the casts of fossil human skulls from “primitive” to “derived”, and present their arguments/conclusions concerning the evolutionary trends and history of hominids.

Means of Assessment: A rubric will be prepared for assessment of the student. This rubric will have separate sections for “critical thinking” and “communication” and “quantitative values”.

**Core Objective: Social Responsibility** SR1: Students will demonstrate an understanding of different cultural perspectives.

Course SLO(s): The student will understand how many of our modern “cultural perspectives” have been molded during the prehistoric and early historic periods.

Learning Activities: The student will assess how geography, ecology and culture fuse to develop a “cultural perspective”. Is your, and other humans, cultural perspective dictated by regional geography and ecology? Or are our cultural perspectives the result of historical “traditions”? These questions are central to an understanding of cultural evolution and developed cultural perspectives.

Means of Assessment: Imbedded questions on tests.

**Core Objective: Personal Responsibility** PR1: Students will demonstrate an understanding of ethical standards as applied to decision-making.

Course SLO(s): The student will understand the value of preserving their cultural resources.

Learning Activities: Cultural resources are being destroyed at an alarming rate due to the activities of humans. What can individuals do to help stop this destruction? Students will learn ethical behavior as applied to archeology, including preservation of cultural resources and the influences of personal decisions and political agendas in the preservation (or destruction) of cultural resources.

Means of Assessment: Embedded questions on exams.



As department head, I will ensure that all faculty that teach this course are aware of the requirements that these core objectives and learning strategies be incorporated into the above referenced course. This action is taken so that Tarleton State University will be in compliance with Texas Higher Education Coordinating Board foundational component area and core objective requirements for the General Education Core Curriculum.

Signature \_\_\_\_\_

We, the undersigned faculty, support the proposed changes to this course and agree to incorporate them into our section of the above referenced course. This action is taken so that Tarleton State University will be in compliance with Texas Higher Education Coordinating Board foundational component area and core objective requirements for the General Education Core Curriculum.

(Signed document should be kept in department office, listing names below on the electronic document implies acceptance)

Phillip A. Murry