Program
Archaeology-
Landscape
Archaeology
Department
Anthropology
College
Arts & Sciences
Year
2017-18
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I. Program Overview

The field of landscape archaeology focuses on understanding the spatial consequences of how people construct and manipulate the environment around them. Students who elect the BA program in Archaeology-Landscape Archaeology take courses offered by the Anthropology and Geography departments. Students completing the Archaeology-Landscape Archaeology BA program can expect to obtain jobs in the fields of cultural and natural resource management, planning, and risk analysis. Other graduates elect to pursue MA and PhD degrees for careers in research and teaching.
II. Program Outcomes

Please include in this section your program learning outcomes as they are listed in the P-1 form in eCurriculum. If you are already planning to revise those program learning outcomes, indicate in this section which ones might be changed, and what the new program learning outcomes are likely to be. In general, learning outcomes should be measurable, assessable, or observable in some way and aligned with national standards.

Original Program Learning Outcomes:
1. Students will be able to describe and discuss topics related to the field of Archaeology, and characterize the approaches and issues associated with it.
2. Students will apply their understanding of Archaeological topics and approaches to advanced methodological and theoretical considerations in upper level capstone courses; in particular, they will assess and evaluate research and articulate interpretations and arguments derived from data.
3. Students will apply their in-classroom training and mid-collegiate methods preparation through a field research experience or archaeology internship that allows them hands-on experience in Archaeological research.
4. Students will connect their classroom experiences to real-world contexts through the application of the methodological and theoretical approaches of Archaeology to case studies and field sites outside of the classroom, and will articulate arguments for the relevance of Anthropology in today's globalized society.
5. Within their broad training in Archaeology, students will specialize in the methods, theories, and topics of Landscape Archaeology, gaining fluency in foundational, skills-oriented and elective courses related to this topic.

Proposed new Program Learning Outcomes:

Upon completion of the BA program in Archaeology-Landscape Archaeology students will be able to …

1. Describe and critically discuss topics related to the field of archaeology, and to articulate approaches and issues associated with the specific field of Landscape Archaeology.
2. Apply their understanding of archaeological topics and approaches by assessing and evaluating primary research in the fields of archaeology and geography.
3. Articulate interpretations and arguments derived from data in both written and oral communication formats.
4. Complete a field research experience or archaeology internship in which they apply different methodological and theoretical approaches to research questions in archaeology.
5. Articulate the relevance of archaeology in today's globalized society.
6. Apply the general theoretical and methodological approaches common to archaeology to address specific research questions relevant to the field of landscape archaeology.
III. Curriculum/Program Map

Please include in this section a grid that identifies connections that exist between required courses in this program and the corresponding program-level learning outcomes. In other words: how will program outcomes be met? This grid should further indicate the expected levels of learning at each level (whether emerging, strengthening, or achieved). The CET&L web site includes templates that you might find useful in completed this grid.

See following pages
<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>ANTH 1005 (Intro)</th>
<th>Methods (ANTH 3016, 4020, OR 4022)</th>
<th>Field Research (ANTH 4034, 4035, 4036, 4037, 4038, 4039, OR 5020)</th>
<th>Foundation (ANTH 4028 OR GEOG 5155)</th>
<th>Skills (choose 12 credits from list)</th>
<th>SC Dist (choose 1 from list)</th>
<th>GA Dist (choose 1 from list)</th>
<th>Capstone (ANTH5025)</th>
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</thead>
<tbody>
<tr>
<td>PLO 1: Describe and discuss archaeology and landscape archaeology</td>
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<td>PLO 2: Assess and evaluate primary research</td>
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<td>E, D</td>
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<td>D, A</td>
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<tr>
<td>PLO 3: Articulate interpretations and arguments in written and oral formats.</td>
<td>E, D</td>
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<td>E, D</td>
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<td>D, A</td>
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<td>PLO 4: Complete a field research experience or archaeology internship.</td>
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<td>E, D, A</td>
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<tr>
<td>PLO 5: Articulate the relevance of</td>
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<td>PLO 6: Apply theoretical and methodological approaches</td>
<td>E, D, A</td>
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<td>D, A</td>
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</table>
IV. Methods and Measures

Please include in this section a description of the assessment methods that your program plans to use in assessing each of its program learning outcomes. These methods ideally include both direct and indirect examples of student learning, with authentic, performance-based assessment performed at all levels.

• One helpful guide for this section is the “Program Assessment Checklist” (also available on the CET&L web site), which lists and describes a variety of possible assessment measures. You might include that list and then check off any of the measures that you plan to use to assess the learning outcomes in your program.

• As a next step with this Checklist, identify what knowledge/skills students must be able to demonstrate at various levels at the end of each required course and upon graduation, verify that they align with your program outcomes, and describe how that alignment will be measured and assessed.

See following section

Please note—before defining expected levels of achievement we will collect baseline data for 2-3 years. After this period, the Curriculum Committee will meet to review collected assessment data and define expected levels of achievement for each PLO.
<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Assessment Tool and stage (E, D, A) of assessment</th>
<th>Course(s) where assessment occurs*</th>
</tr>
</thead>
</table>
| **PLO 1: Describe and discuss archaeology and landscape archaeology**       | • A standard assignment (unique to ANTH 1005), or to the chosen SC or GA listing will be used each time the course is taught to assess at the “E” stage.  
  • A standard set of questions (each set unique to ANTH 6028 and GEOG 6055) will be included on the final exam to assess at the “D”, and “A” stages | ANTH 1005, SC listing\(^1\), OR GA listing\(^2\) (E), ANTH 4028 OR GEOG 5155 (D, A)                |
| **PLO 2: Assess and evaluate primary research**                              | • A standard assignment (unique to ANTH 6028 or GEOG 6055) will be given each time the course is taught to assess at the “E” stage.  
  • Students will complete one written assignment (graded according to faculty-developed guidelines that evaluate content and focus, organization, writing style, and grammar/spelling) to assess at the “D” stage  
  • Students will complete one written assignment (graded according to faculty-developed guidelines that evaluate content and focus, organization, writing style, and grammar/spelling) to assess at the “A” stage | ANTH 4028 OR GEOG 5155 (E), Methods\(^3\) (D), Skills\(^4\) (D, A), ANTH 5025 (D, A)             |
| **PLO 3: Articulate interpretations and arguments in written and oral formats.** | • Students will complete one written assignment (graded according to faculty-developed guidelines that evaluate content and focus, organization, writing style, and grammar/spelling) to assess at the “D” and “A” stages  
  • Students will complete one oral assignment (graded according to a faculty developed guidelines that examine content and focus, organization, presentation style) to assess at the “D” and “A” stages | ANTH 4028 OR GEOG 5155 (E, D), ANTH 5025 (D, A)                                                 |
| **PLO 4: Complete a field research experience or archaeology internship.**   | • Students will complete assignments unique to each of the 5 courses that assess student learning at the E, D, and A stages by focusing on 4 key areas: correct application of relevant methodology, correct identification of lab materials, data collection, and data interpretation | ANTH 4034, 4035, 4036, 4037, 4038, 4039, 5020 (E, D, A)                                        |
| **PLO 5: Articulate the relevance of archaeology**                           | • A standard set of questions will be used on the final exam to assess at the “E” level (ANTH 1005)             | ANTH 1005 (E), ANTH 4028 OR GEOG 5155 (D), ANTH 5025 (A)                                       |
| PLO 6: Apply theoretical and methodological approaches | • Standard assignments and/or lab practicals in the methods, field, and skills courses will be used to assess at the “E”, “D”, and “A” stages. While these will vary from course to course (e.g., lab practicals in Ethnobotany may be quite different from those in Field Archaeology of the Southwest), assignments and practicals will be constructed so that they address 4 key areas: application of relevant methodology, identification of lab materials, data collection, and data interpretation.  
• Students will complete a research paper/project in order to assess at the “A” level. These papers/projects will be graded according to a faculty-developed guidelines that examine the quality of data collected, organization and presentation of data, data analyses, data interpretation, and grammatical/stylistic issues. |
| ANTH 3016, 4020, 4022 (E, D, A), ANTH 4036, 4037, 4038, 4039, 5020 (E, D, A), Skills† (D, A) |

One course will be selected to capture assessment data at the E, D, or A levels each year. †For a complete listing of Themes, GA (geoarchaeology) and SC (social complexity) distribution courses see Major checklist form in Appendix.
IV. **Assessment Infrastructure**

Please include in this section a description of the process by which your program intends to assess its learning outcomes.

- Describe which program faculty will be charged with overseeing the execution of the assessment plan as well as the ways in which they will carry out that charge, including a description of the planned timeline for assessment.
- Identify what kinds of administrative support will be available for those faculty.

Please note that assessment plans should be capable of producing reports annually based on their review of the relevant data from their programs. The work of your faculty might also be coordinated and aligned with similar assessment efforts at the college and institutional levels.

**Assessment Personnel**

Members of the departmental Curriculum Committee will review assessment information annually. The Curriculum Committee will consist of no fewer than three faculty members in the Department of Anthropology, including a representative from Archaeology, Cultural Anthropology, and Biological Anthropology. The Director of Undergraduate Studies (DUS) will assume the role of Curriculum Committee Chair. As needed, graduate assistants and/or the Program Coordinator (PC) may be involved in data collection (e.g., obtaining and organizing assessment items from faculty members for presentation to the Curriculum Committee). The PC will be in charge of setting up a Blackboard site (or other secure online site) to which faculty can upload the relevant assessment information from their courses. The Curriculum Committee will be charged with analyzing and interpreting these data, producing an annual report, and disseminating that report to other departmental faculty. The Curriculum Committee will also communicate with faculty teaching courses outside of the department (i.e. Geography) that may be used to fulfill requirements for the ARCL-LA major. It should be noted that given the anticipated large volume of work associated with assessment activities, faculty on the Curriculum Committee should be identified as having a substantial department service load according to departmental workload policies and merit criteria.

**Assessment schedule**

At the beginning of each semester, the PC will contact all faculty teaching required courses and remind them of the assessment data that will need to be collected for each course (e.g., scores on standard assignments, exams, final papers, etc.). At the conclusion of the semester, faculty will be asked to submit the relevant data electronically to the Blackboard site set up by the PC. The PC will organize these data according to the PLO that they address. He/she will produce summaries of these assessments. Once summarized, these data will be provided to the Curriculum Committee for review. The Curriculum Committee will meet *annually* (at the conclusion of the spring semester) to review assessment data for each required course and determine if actual level of achievement for each PLO matches the expected levels (*n.b.*, *initially these reviews will be used to generate baseline datasets on student achievement. After 2-3 years of data collection, the Curriculum Committee will use*
these baseline data to define expected levels of achievement for each PLO). A report will be produced and disseminated to the faculty at the beginning of the fall semester for their review and comment. If changes or modifications appear to be needed, the Department Head will explore the issue with relevant faculty, the Curriculum Committee will review the relevance of expectations, modification of student preparation will be considered, and potential adjustments will be examined (e.g., enrolling in a summer CET&L class in course design, re-examination of course SLOs, etc.). Annual reports of the Curriculum Committee and associated data and proposed recommendations (if any) will be stored and maintained by the PC.

While these annual reports and meetings allow for small-scale changes of courses, it is anticipated that every 4-5 years the Curriculum Committee will conduct larger-scale analyses of assessment data, with the end goal of identifying (and recommending) any major programmatic changes that may be needed.
V. Findings

Here you will describe and explain in this section any multi-year patterns and trends that your assessment efforts have identified, including a description of any relevant relationships to national standards.

VI. Use of Findings

In this final section, you will describe how your program intends to make use of the program-level assessment data it has gathered.

• How will this information be presented to and discussed among the faculty?
• How might this data or these discussions result in review and possible revision of course or program learning outcomes and pedagogical strategies?
<table>
<thead>
<tr>
<th>COURSE REQUIREMENTS: A MINIMUM OF 37 ANTHRO HOURS</th>
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Archaeology of Social Complexity Track
Landscape Archaeology Track
Geoarchaeology Track

Choose ONE track from list. Track courses may not fill core requirements.

I. REQUIRED CORE COURSE 3
   ANTH 1005 Intro to Archaeology 3

II. MID-COLLEGIATE METHODS 3
   ANTH 3016 Public Archaeology 3
   ANTH 4020 Principles of Archaeological Analysis 3
   ANTH 4022 Archaeobotany and Ethnobotany 3

III. FIELD RESEARCH 6
   ANTH 4024 Domestic Field Research in Archaeology 6
   ANTH 4035 International Field Research in Archaeology 6
   ANTH 4036 Field Research in European Archaeology 6
   ANTH 4037 Field Research in Southwest Archaeology 6
   ANTH 4038 Field Research in Mesoamerican Arch. 6
   ANTH 4039 Field Research in Midwest Archaeology 6
   ANTH 5020 Public Archaeology Internship 6

   Pre-approved field school/experience or independent lab/museum research 6

IV. CAPSTONE 4
   ANTH 5025 Archaeological Theory 4

ARCHAEOLOGY OF SOCIAL COMPLEXITY TRACK

A. FOUNDATION 3
   ANTH 3026 Origins of Civilization 3
   ARCH 4051 History and Theory of Cities 3

B1. TOPICS—OLD WORLD SOCIETIES 3
   AFST 2013 African American History before 1861 3
   AFST 2060 African History I: from Antiquity to 1860 3
   ANTH 2017 Old World Prehistory 3
   ANTH 3019 European Prehistory 3
   CLAS 2012 Pompeii: The Life and Death of an Ancient City 3
   CLAS 2021 Art and Archaeology of Ancient Egypt 3
   CLAS 2022 Art and Archaeology of Ancient Greece 3
   CLAS 2023 Art and Archaeology of Ancient Rome 3
   CLAS 3011 Palaces of the Bronze Age Aegean 3
   CLAS 3012 The Acropolis of Athens 3
   CLAS 3013 Roman Cities 3
   HIST 2015 History of the Atlantic World, 1500-1850 3
   HIST 3076 Imperial China 3
   JUDC 3005 Archaeology of the Holy Land 3
   JUDC 3080 Dead Sea Scrolls 3
   JUDC 3093 Archaeology and the Bible 3

B2. TOPICS—NEW WORLD SOCIETIES 3
   ANTH 2018 New World Prehistory 3
   ANTH 2035 Historical Archaeology 3
   ANTH 3020 Maya Prehistory 3
   ANTH 3022 Southwest Prehistory 3
   ANTH 3023 Ohio Valley Prehistory 3
   ANTH 3029 Indians of North America 3
   ANTH 3032H Reading Maya Texts 3
   ANTH 4030 Royal Courts of the Ancient New World 3
   HIST 2013 African American History Before 1861 3
   HIST 3021 History of Cincinnati 3
   HIST 3028 American Material Culture 3

B3. THEMES 6
   ANTH 3015 Curation Methods in Archaeology 3
   ANTH 3024 Origins of Agriculture 3
   ANTH 3027 Identities and Material Culture 3
   ANTH 3037 Archaeology of Slavery 3
   ANTH 4021 People and Wetlands 3
   ANTH 4026 Water Management 4
   ANTH 4028 Spatial Archaeology 3
   ARCH 6025 Introduction to Historic Preservation 3
   ARCH 6026 Techniques of Historic Preservation 3
   CLAS 4001 Bread and Butter: Food in the Ancient World 3
   CLAS 4002 Nuts and Bolts: Tech. in the Ancient World 3
   HIST 3046 Museums and Collecting 3
   HIST 4052 Cities in the Nineteenth Century 3

C. DISTRIBUTION—CHOOSE ONE FROM EACH TRACK 6
   Geoarchaeology Distribution
   Landscape Archaeology Distribution

*Semester conversion students should consult the Director of Undergraduate Studies and/or their IAP to determine their progress towards completion of the major

Track descriptions continued on back of page

Online course descriptions at: [http://www.uc.edu/webapps/courses/a_s.pdf](http://www.uc.edu/webapps/courses/a_s.pdf)
### LANDSCAPE ARCHAEOLOGY TRACK

**A. FOUNDATION**
- ANTH 4028 Spatial Archaeology 3
- GEOG 5155 Approaches to Past Landscapes 3

**B. SKILLS**
- ANTH 4021 People and Wetlands 3
- ANTH 4026 Water Management 3
- GEOG 5171C Introduction to Geographic Information Sciences 3
- GEOG 5175C Quantitative Geography and Spatial Statistics I 3
- GEOG 5176C Principles of Remote Sensing 3
- GEOG 5179C Qualitative Methods in Geography 3
- GEOG 5181C Intermediate GIS 3
- GEOG 5185C Quantitative Geography and Spatial Stats II 3
- GEOG 5187C Hyperspectral and Thermal Remote Sensing for Environmental Applications 3
- GEOG 5189C Digital Terrain and Watershed Analysis 3
- GEOG 5191C Advanced GIS & Web GIS 3
- GEOG 5195C Quantitative Geography and Spatial Statistics III 3
- GEOG 5196C Advanced Remote Sensing & Image Analysis 3

**C. DISTRIBUTION—CHOOSE ONE FROM EACH TRACK**
- Archaeology of Social Complexity Distribution
- Geoarchaeology Distribution

### GEOARCHAEOLOGY TRACK

**A. FOUNDATION**
- ANTH 4019 Formation Processes of the Arch. Record 3
- GEOG 5154 Soils 3

**B. SKILLS**
- ANTH 4029 Stable Isotope Ecology 3
- EVST 2020C The Human Impact on the Natural Environment 4
- EVST/HIST 2024 Global Environmental History 3
- GEOL 2004C Sedimentary Geology and Earth History 3
- GÉOL 2005C Geomorphology 3
- GEOL 2008 Minerology 3
- GEOL 4004 Glacial Geology 3
- GEOL 4008 Clay Minerology 3
- GEOL 4011C Quaternary Geology 3
- GEOL 4012C Modeling Landscapes 3
- GEOL 4017 Clay Minerology Seminar 3
- GEOL 6014 Quantitative Approaches to Paleobiology and Paleoecology 3

**C. DISTRIBUTION—CHOOSE ONE FROM EACH TRACK**
- Archaeology of Social Complexity Distribution
- Landscape Archaeology Distribution