

**Course Title & Number:** \_\_\_ANT 121 Introduction to Archaeology\_\_\_\_\_

**Competency Area:** **SOCIAL PHENOMENA KNOWLEDGE / UNDERSTANDING** (Goal: Students will develop an increased understanding of the influences that shape a person’s, or group’s attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.)

**Faculty submitting the Learning Outcomes:** \_\_\_\_\_Timothy Jacobs\_\_\_\_\_

**Date:** \_\_\_\_\_

**[Instructions:** *Please match the Learning Outcomes in the left hand column to those of the course you are submitting for Gen Ed approval. List the corresponding course outcomes in the right hand column to indicate a match.*]

| BOR TAP’s Learning Outcomes  | Corresponding Outcomes for Course Named Above  |
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| <p>1. Explain social, organizational, political, economic, historical, or cultural elements that influence and are influenced by individuals and groups.</p> | <p>Describe the processes and methods of stewardship: preserving nonrenewable cultural resources through policy, law, and public education<br/>           Analyze details of past important cultures worldwide, describing major transitions in prehistory and how this knowledge is important for modern humans and interpreted differently by different interest groups</p>  |
| <p>2. Summarize different theories and research methods used to investigate social phenomena.</p>  | <p>Describe the basic archaeological skills: how to locate, record, investigate, analyze, and interpret archaeological sites<br/>           Describe the processes and methods of stewardship: preserving nonrenewable cultural resources through policy, law, and public education<br/>           Describe not only specific case studies but general archaeological principles relating to real world problem solving, showing practical application of knowledge from the human past<br/>           Analyze details of past important cultures worldwide, describing major transitions in prehistory and how this knowledge is important for modern humans and interpreted differently by different interest groups</p> |
| <p>3. Explain ethical issues pertaining to social contexts and phenomena.</p>  | <p>Discuss critically professional ethics and values in archaeology: skills, honesty, responsibility to science and to the public<br/>           Describe the processes and methods of stewardship: preserving nonrenewable cultural resources through policy, law, and public education<br/>           Analyze details of past important cultures worldwide, describing major transitions in prehistory and how this knowledge is important for modern humans and interpreted differently by different interest groups</p>  |

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| <p>4. Explain issues of diversity within and across cultures.</p>  | <p>Analyze details of past important cultures worldwide, describing major transitions in prehistory and how this knowledge is important for modern humans and interpreted differently by different interest groups</p>  |
| <p>5. Apply concepts or theories of social phenomena to real world situations. (e.g., service learning, group work, clubs, organizations, civic engagement, conflict resolution, and internships).</p> | <p>Discuss critically professional ethics and values in archaeology: skills, honesty, responsibility to science and to the public<br/> Describe the processes and methods of stewardship: preserving nonrenewable cultural resources through policy, law, and public education<br/> Describe not only specific case studies but general archaeological principles relating to real world problem solving, showing practical application of knowledge from the human past<br/> Analyze details of past important cultures worldwide, describing major transitions in prehistory and how this knowledge is important for modern humans and interpreted differently by different interest groups</p> |
|  | <p><b><i>Additional Outcomes</i></b></p>  |