

Eastern Illinois University  
New Course Proposal  
HIS 4780, Origins of Europe: Archaeology and History

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Gray boxes (except check boxes) will expand as you type in them.

Please check one:  New course  Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** HIS 4780
2. **Title (may not exceed 30 characters, including spaces):** Origins of Europe: Archaeology
3. **Long title, if any (may not exceed 100 characters, including spaces):** Origins of Europe: Archaeology and History
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:**  Fall  Spring  Summer  On demand
6. **Initial term of offering:**  Fall  Spring  Summer  Year 2008
7. **Course description (not to exceed four lines):** Introduction to the archaeology and history of early Europe (1000 B.C.-1000 A.D.), with an emphasis on the how archaeological (material culture) and historical (written) sources are used in its study.
8. **Registration restrictions:**
  - a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).  
None
  - b. **Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. None
  - c. **Who can waive the prerequisite(s)?**  
 No one  Chair  Instructor  Advisor  Other (Not Applicable)
  - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): None
  - e. **Repeat status:**  Course may not be repeated.  
 Course may be repeated to a maximum of \_\_\_\_\_ hours or \_\_\_\_\_ times.
  - f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:  
Sophomore and higher
  - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: Freshman
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] Writing Intensive
10. **Grading methods** (check all that apply):  Standard letter  C/NC  Audit  ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)
11. **Instructional delivery method:** lecture (This is a drop-down menu.)

## **PART TWO: ASSURANCE OF STUDENT LEARNING**

### 1. Student Learning Objectives:

#### a) Students will:

- (1) identify the major historical events that shaped early Europe from the Bronze Age (ca. 1000 BC) to the Feudal Transformations (ca. 1000 AD)
- (2) identify major European geographical features and archaeological cultures during that time period
- (3) analyze and describe archaeological and historical sources and methods
- (4) identify and analyze the interaction of major historical trends (e.g. influence of Greek ideas and institutions; growth of Roman Empire and its ideological legacy; barbarian invasions and Christianization; expansion of Europe and emergence of medieval structures) with environmental, technological, social and economic factors (e.g. impact of agriculture and trade; ups and downs of urban development; funerary practices as reflections of social structure, economic forces and ideology).

#### b) Graduate Students will:

Graduate students who take the course will do extra reading, to develop greater depth of knowledge in regard to both content and research methodologies, and will be examined separately on this material. They will prepare a longer research paper (minimum 15 pages), and make a seminar presentation based on their research.

### 2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

All students will take a mid-term and a final exam and pursue a research project (minimum 10 pages, exclusive of bibliography and of appended illustration for undergraduates, 15 pages for graduate students). Each will research and critique, both orally and in writing, a scholarly article on one of the topics treated in the course. This paper will be revised based on instructor's comments. Archaeological documents, such as ground plans of sites, stratigraphic sections, distribution maps of artefacts, and proposed reconstructions of features will also be analyzed and critiqued in class.

### 3. Explain how the instructor will determine students' grades for the course: Midterm: 25%; Final: 25%; Research Project: 25%; Homework and In-Class exercises and presentations: 25% The midterm and final exam will be split between short answers (25%) and longer essays (75%). The Homework and In-Class exercises are all written work.

### 4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

This course will not be technology-delivered. It requires a face-to-face teaching environment.

### 5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit.

Graduate students will be required to identify a substantial scholarly article published within the last twenty years on an assigned topic, write a critical resumé outlining and critiquing its arguments, and make an in-class presentation. They will also be assigned extra reading, and will be tested separately on this. They will write a more substantial research paper (15 pages of text, minimum) and submit a more substantial bibliography (minimum of 10 titles of books and other print media; electronic sources will not count for this minimum).

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified.

All students will take a mid-term and a final exam and pursue a research project (minimum 10 pages, exclusive of bibliography and of appended illustration for undergraduates, 15 pages for graduate students). Each will research and critique, both orally and in writing, a scholarly article on one of the topics treated in the course. Archaeological documents, such as ground plans of sites, stratigraphic sections, distribution maps of artefacts, and proposed reconstructions of features will also be analyzed and critiqued in class.

### **PART III: OUTLINE OF THE COURSE**

Schedule (The outline is designed for two 75-minute periods a week)

- 1) Introduction and expectations. Methodologies in history and archaeology.
- 2) Prehistoric background to Europe: Neolithic to Bronze Age (3000-1000 BC)
- 3) Europe in the Late Bronze Age: Cultural zones and contacts (ca 1000 BC)
- 4) Ritual sites, megaliths and landscape: Avebury and Stonehenge (Britain)
- 5) Early Iron Age: settlements and trade networks (Hallstatt, Austria)
- 6) Funerary archaeology and social structure (La Tène, Switzerland)
- 7) Trans-alpine contacts in the the Age of the Hallstatt Princes (700-500 BC)
- 8) Early Oppida at Kelheim and the Heuneburg (Southwest Germany)
- 9) La Tène: Age of Warriors and Migrations (450-100 BC)
- 10) Hillforts: Celtic expansion in the British Isles (Maidan Castle)
- 11) Rise of Rome & North-South trade in the age of Celtic oppida (250-50 BC)
- 12) Proto-urban sites (Mt. Beuvray, France & Manching, Bohemia)
- 13) Roman conquests and Celtic societies (150 BC- 100 AD)
- 14) MIDTERM
- 15) Romanised Europe and its Barbarians (100-400 AD)
- 16) Town and villa, fort and village in Gaul and Britain
- 17) Did the Roman Empire “fall”? Late Antique Transformations. (350-700 AD)
- 18) Fundamentals of Christian Archaeology (Autun, France)
- 19) Early Medieval Societies 1: Celtic heritage in the British Isles (Dun Aileen, Tintagel)
- 20) Anglo-Saxon archaeology & history (Sutton Hoo, Jarrow)
- 21) Early Medieval Societies 2: Merovingian Franks in Gaul (Tournai, Frénouville)
- 22) Germans, Slavs and Christianization (Hordain, Wittislingen)
- 23) Outline of the new Europe: the Carolingians (Paris & Saint-Denis) (700-1000 AD)
- 24) Europe expands: the Vikings ( Hedeby, Denmark & York, England)
- 25) Feudal transformations: birth of the medieval village (Saleux & Mondeville, France)
- 26) Archaeology of Castles and rural landscape (Walhain, Belgium)
- 27) Student Seminar Reports (alternate topic: Revival of Towns–Tours, France)
- 28) Student Seminar Reports
- 29) Student Seminar Reports
- 30) Student Seminar Reports. Conclusions.

### **PART IV: PURPOSE AND NEED**

1. Explain the department’s rationale for developing and proposing the course.

For historical periods predating the widespread use and preservation of written records (in Europe, after 1000 A.D.) archaeology is all important as a source of history, but it must be used in conjunction with the

limited types of written evidence which have survived. Recent advances in archaeological methodology, coupled with extensive excavation driven by development and aided by the application of scientific methods such as Carbon-14 and paleo-ethno-botany have revolutionized our understanding of European history and culture. They suggest that the fundamental structures= and institutions that defined pre-Industrial Europe developed over the two millennia between the Late Bronze Age (ca 1000 BC) and the medieval era of castles and feudalism (ca 1000 A.D.) This course should be of particular interest both to students of history and of anthropology/archaeology.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

The course is open to all students of sophomore level and higher. Freshmen are not assumed to possess the necessary writing and critical skills. There are no prerequisites. It may be taken as an elective for undergraduate or graduate credit. It fits into the archaeology concentration in the Anthropology major, and the European concentration for History majors, and for History graduate students.

3. If the course is similar to an existing course or courses, justify its development and offering.

This course does not duplicate any existing course.

No deletions are planned. This course fills a gap in available offerings for the study of European history and archaeology, for the History Department and for the Anthropology/Archaeology Department. It offers an innovative (for Eastern Illinois University) approach to combining the methodologies of these two disciplines to study European history from an integrated humanistic and scientific perspective.

4. Impact on Program(s):

- a. For undergraduate programs: This course will be an approved elective in the History major program, and in the Archaeology minor within the Archaeology major. It will also be submitted to the Medieval Studies Committee, for consideration as an elective within the Medieval Studies Minor.
- b. For graduate programs: his course may be taken as an elective for students in the History M.A. program, where it fits into the European concentration.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

## **PART V: IMPLEMENTATION**

1. Faculty member(s) to whom the course may be assigned: Bailey K. Young
2. Additional costs to students: None
3. Sample texts and supplementary materials to be used (Include publication dates):

Barry Cunliffe (ed) The Oxford Illustrated Prehistory of Europe (Oxford, 1994)

Barry Cunliffe, The Ancient Celts (Penguin 1997)

John Collis, The European Iron Age (Routledge, 1984)

Peter Wells, Farms, Villages and Cities (Cornell, 1984)

Patrick Geary, Before France and Germany (Oxford, 1988)

Peter Bogucki & Pam Crabtree, *Ancient Europe*.  
Encyclopedia of the Barbarian World (Thompson-Gale, 2004)

Articles from such scholarly journals as *Antiquity*, *Journal of Roman Studies*, *Acta Archaeologica*, *Britannia*, *Medieval Archaeology*

Books on reserve:

The Cambridge Encyclopedia of Archaeology, ed. Paul Bahn (1999)

Archaeology: An Introduction, ed. Colin Renfrew (1997)

## PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will **not** be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

## PART VII: APPROVALS

Date approved by the department or school \_\_\_\_\_ 11-15-2006 \_\_\_\_\_

Date approved by the college curriculum committee \_\_\_\_\_ 1-24-2007 \_\_\_\_\_

Date approved by the Honors Council (if this is an honors course) \_\_\_\_\_

Date approved by CAA 2-15-07 CGS 3/20/07

\*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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