Submit original with signatures + 1 copy + electronic copy to UAF Governance. See http://www.ua.edu/uaegov/faculty/cd for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:
Department: ANTHROPOLOGY
Prepared by: MARK SICOLI
Email Contact: msicoli@alaska.edu

College/School: CLA
Phone: 474-884
Faculty Contact: Mark Sicoli

1. ACTION DESIRED
(CHECK ONE):
Trial Course
New Course X

2. COURSE IDENTIFICATION:
Dept: ANTH Course # 659 No. of Credits 3
Justify upper/lower division status & number of credits: This is a graduate seminar with a high reading load and expectations of students' participation in round-table discussions.

3. PROPOSED COURSE TITLE:
Language and Prehistory

4. To be CROSS LISTED?
YES/NO
If yes, Dept: LING Course # 659
(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED?
YES/NO
If yes, Dept. Course #

6. FREQUENCY OF OFFERING:
Offered Fall Even-Numbered Years
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved) Fall 2012

8. COURSE FORMAT:
NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.
COURSE FORMAT:
(check all that apply)
1 2 3 4 5 X 6 weeks to full semester
OTHER FORMAT (specify)
Mode of delivery (specify lecture, field trips, labs, etc)

9. CONTACT HOURS PER WEEK:
3 LECTURE hours/weeks
LAB hours/week
PRACTICUM hours/week
Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See http://www.ua.edu/uaegov/faculty/cd/credits.html for more information on number of credits.
OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

ANTH F659 Language and Prehistory
3 Credits Offered FALL EVEN-NUMBERED YEARS
What can we learn about the past through the comparison of languages? This course surveys the theory and methods that use linguistic data to reconstruct prehistory. We will study the evolutionary frameworks of case studies that make efforts to integrate the subfields of anthropology on questions of culture change. Students will work on a term project that uses computational methods of phylogenetics. Prerequisites: Graduate Student Enrollment or Permission of Instructor. Cross-listed with LING F659 (3+0)
11. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

   - H = Humanities
   - S = Social Sciences

   Will this course be used to fulfill a requirement for the baccalaureate core? [ ]
   
   YES [ ] NO [x]

   IF YES, check which core requirements it could be used to fulfill:
   - O = Oral Intensive, Format 6
   - W = Writing Intensive, Format 7
   - Natural Science, Format 8

12. **COURSE REPEATABILITY:**

   Is this course repeatable for credit? [ ]
   
   YES [ ] NO [x]

   Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

   How many times may the course be repeated for credit? [ ] TIMES

   If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? [ ] CREDITS

13. **GRADING SYSTEM:** Specify only one.
   
   LETTER: [x] PASS/FAIL: [ ]

14. **RESTRICTIONS ON ENROLLMENT (if any)**

15. **PREREQUISITES**

   Graduate Student Enrollment or Permission of Instructor.

   These will be required before the student is allowed to enroll in the course.

16. **SPECIAL RESTRICTIONS, CONDITIONS**

17. **PROPOSED COURSE FEES**

   Has a memo been submitted through your dean to the Provost & VCAS for fee approval? [ ] Yes/No

18. **PREVIOUS HISTORY**

   Has the course been offered as special topics or trial course previously? [ ] Yes/No

   If yes, give semester, year, course #, etc.

19. **ESTIMATED IMPACT**

   WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

   This class will need a seminar classroom

20. **LIBRARY COLLECTIONS**

   Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

   No [ ] Yes [x]

   Library has been contacted (2/14) and the one book from the required texts that is not yet part of the collections has been requested. Granted.

21. **IMPACTS ON PROGRAMS/DEPTS**

   What programs/departments will be affected by this proposed action?

   Include information on the Programs/Departments contacted (e.g., email, memo)

   This course increases the graduate offerings in Linguistic Anthropology.

22. **POSITIVE AND NEGATIVE IMPACTS**

   Please specify positive and negative impacts on other courses, programs and departments resulting from the
This course will form part of the graduate offerings in Linguistic Anthropology that addresses requests of graduate students to develop linguistic anthropological courses that could be directly integrated into theses and dissertation topics for graduate students in Archaeology and Physical/Biological Anthropology. It will also be of value for graduate students in linguistics and mathematics.

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

The last 10 years have seen an rapid increase in the development of computational methods in linguistics and anthropology that are interfacing the work of biologists, archaeologists and linguistic, and cultural anthropologists. This course surveys both the history of such interactions between the anthropological subfields and the new turn toward bioinformatic methods which has revolutionized the field. This course is designed to be a rigorous introduction that develops students’ the knowledge and experience with the theory and methods needed to undertake a linguistic phylogenetic project as part of the work of the term.

**APPROVALS:**

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<th>Signature, Chair, Program/Department of:</th>
<th>Date</th>
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<th>Date</th>
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<td>02-09-2012</td>
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**Offerings above the level of approved programs must be approved in advance by the Provost.**

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

<table>
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<tr>
<th>Signature, Chair, UAF Faculty Senate Curriculum Review Committee</th>
<th>Date</th>
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**ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)**

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<th>Signature, Dean, College/School of:</th>
<th>Date</th>
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ATTACH COMPLETE SYLLABUS (as part of this application).
Note: The guidelines are online: http://www.uaf.edu/uafgov/faculty/cd/syllabus.html
The department and campus wide curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course change will be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES
During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:
   - Title, course number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:
   - Name, office location, office hours, telephone, email address.

3. Course readings/materials:
   - Course textbook title, author, edition/publisher.
   - Supplementary readings (indicate whether required or recommended) and any supplies required.

4. Course description:
   - Content of the course and how it fits into the broader curriculum;
   - Expected proficiencies required to undertake the course, if applicable.
   - Inclusion of catalog description is strongly recommended, and Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:
   - Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:
   - A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say “lab”. Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:
   - Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:
    - Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.)

11. Support Services:
    - Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services:
    The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.
    - State that you will work with the Office of Disabilities Services (208 WHIT, 474-5655) to provide reasonable accommodation to students with disabilities.”
SYLLABUS

COURSE INFORMATION

Title: Language and Prehistory
Number: ANTH 659 / LING 659
Credits: 3.0 CR
Prerequisites: Graduate Student Enrollment or Permission of Instructor
Location: TBA
Meeting Time: TBA

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>TEACHING ASSISTANT</th>
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<tr>
<td>Instructor: Dr. Mark Sicoli</td>
<td>TBA</td>
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<tr>
<td>Office Location: 312D Eielson</td>
<td>Office Location: TBA</td>
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<td>Office Hours: TBA</td>
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<tr>
<td>Telephone: 474-6884</td>
<td>Telephone: TBA</td>
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<tr>
<td>Email: <a href="mailto:msicoli@alaska.edu">msicoli@alaska.edu</a></td>
<td>Email: TBA</td>
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REQUIRED TEXTS:


All other required and recommended readings will be made available through Blackboard

COURSE DESCRIPTION:

What can we learn about the prehistoric past from the comparison of languages? In testing hypotheses about culture change in the past, how can linguistic data interface with data from archaeology, biological/physical anthropology, and cultural studies of kinship and mythology? This course surveys the history and current direction of theory and methods that use linguistic data in the reconstruction of prehistory, cultural diversification, and diffusion between cultures. As an independent subfield of anthropology, linguistic anthropology interfaces with each of the other subfields in the unique ways that we will survey. We will study comparative and typological linguistics and evolutionary frameworks for biology, material culture, and language and work with case studies that use statistical and bioinformatic methods to test hypotheses of language change and language relatedness and make efforts to integrate the subfields of anthropology on questions of culture change in the past. Students will work on a term project that uses computational methods of phylogenetics.
CATALOG DESCRIPTION:

ANTH F659 Language and Prehistory
3 Credits Offered Fall Even-Numbered Years

What can we learn about the past through the comparison of languages? This course surveys the theory and methods that use linguistic data to reconstruct prehistory. We will study the evolutionary frameworks of case studies that make efforts to integrate the subfields of anthropology on questions of culture change. Students will work on a term project that uses computational methods of phylogenetics. Prerequisites: Graduate Student Enrollment or Permission of Instructor. Cross-listed with LING F659. (3+0)

COURSE GOALS

The goal of this seminar is to engage the study of prehistory through the application of linguistic methods. Students will become familiar with the history of this field, its successes and its critiques.

STUDENT LEARNING OUTCOMES:

- Students will develop an understanding of the role of linguistic analysis in multi-disciplinary approaches to cultural change and the reconstruction of human prehistory.
- Students will evaluate different modes of evidence and units of analysis in the reconstruction of prehistory and how scholars have attempted to bring together the anthropological subfields around questions of prehistory.
- By the end of the course students will be able to critically assess different scientific and popular theories on human migrations and relationships between the world's languages.
- Student will develop knowledge and skills to conduct phylogenetic and network analysis on different types of data producing novel studies as a part of this course.

INSTRUCTIONAL METHODS:

The course is a seminar and will consist primarily of seminar discussions around topics of assigned readings. Students will submit written responses to the reading for peer-review and lead two class discussions: one as a team member with another student and one solo. Students will also conduct individualized research for the term paper and give a 20-minute oral presentation of the results. There will also be several homework assignments and practical exercises.
STUDENT EVALUATION:
Students will be evaluated on the bases of class participation, reading responses, homework/practical exercises, leading two seminar meetings, a research paper, and a long presentation of research results.

COURSE REQUIREMENTS:

- Class participation: Students are expected to attend class regularly and arrive on time. There are typically 3-5 reading assignments per week that are required, as well as supplementary readings for which they will be responsible.

- Homework assignments/practical exercises: Students will be assigned several homework assignments to build skills in comparative linguistics doing phylogenetic analysis.

- Six short written reading responses: These are one or two page response papers to the readings for a given week. Students are expected to summarize the readings and briefly discuss how they are in dialogue with each other and with the course flow.

- Leading two seminar discussions: Each student will lead two seminar sessions.

- Research Paper: Graduate students will write a 25-page research paper based on readings from the course and that develops a novel project using phylogenetic or network analysis.

- Oral Presentation: Graduate Students will give a 45-minute presentation of your research paper to the class.

GRADING (by absolute score):

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<tr>
<td>Class Participation:</td>
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<tr>
<td>Response Papers:</td>
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<td>Leading Two Seminars:</td>
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<td>Homework:</td>
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<td>Research Paper:</td>
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<td>Oral Presentation:</td>
<td>15%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
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ANTH 659 Language and Prehistory
Grading is based on the following scale. No pluses or minuses will be given:

- 90-100% A
- 80-89% B
- 70-79% C
- 60-69% D
- 59% and below F

ACADEMIC INTEGRITY:

Plagiarism is a form of cheating in which you use anyone else's ideas and/or words (both published or personally communicated) without proper citation of the source. Whether from a printed source, the Internet, a lecture or a friend or family member, you must cite the source properly, if you got the idea from someone else—and this is true even if you are not using the Source's exact wording. Be aware of the University's policies on academic dishonesty.

When academic dishonesty is documented on any assignment or exam, you will receive a zero and the matter may be turned over to the Dean of Students for inquiry, with a failing grade in the course.

You should familiarize yourself with the Student Code of Conduct (http://www.uaf.edu/catalog/current/academics/regs3.html#Student_Code) and the University statement on Plagiarism (http://library.uaf.edu/ls101-plagiarism).

For information on how to properly cite sources see: http://library.uaf.edu/ls101-citing

SUPPORT SERVICES:
Student Support Services are available at UAF: http://www.uaf.edu/sssp/
These services include: free tutorial services; academic advising, mentoring, and personal support; direct financial assistance to qualified low-income participants; use of laptop computers, labs, and other technology resources; and cultural and social engagement. The office is located at 512 Groening building, and the phone number is 474-6884.
See also http://www.uaf.edu/catalog/catalog_10-11/services/serv01.html

WRITING CENTER:
Students can get help with their writing at The Writing Center (801 Gruening):
http://www.alaska.edu/english/studentresources/writing/
You can make an appointment (474-5314) to go over a paper with someone at any stage in the writing process, from rough outline to final draft. You can also print up to 25 pages at a time for free. This is an excellent service to take advantage of at any stage of your student career.

ANTH 659 Language and Prehistory
DISABILITY SERVICES:
The University of Alaska is committed to providing equal access for students with disabilities. If you experience a disability and will need special accommodations, please contact me during my office hours. The UAF Disability Services office is located in the Whitaker Building, room 208 and can be contacted by email at uaf-disabilityservices@alaska.edu, by phone at (907)474-5655, or by TTY at (907)474-1827.
COURSE SCHEDULE

WEEK 1  Introduction: Questions, Theories, Methods

Evolutionary Anthropology and the integration of the Anthropological Subfields


WEEK 2  Setting up a Common Ground

What are the units of analysis in:

Cavalli-Sforza, Luiga Luca. 2000. *Genes, Peoples, and Languages*  
Ch. 1 Genes and History, Ch. 4 Technological Revolutions and Gene Geography  
Ch 5. Genes and Languages

WEEK 3  Lexical Reconstruction, Family Trees, and Material Reference

Campbell, Lyle. "Linguistic Contributions to Guatemalan Prehistory  
Kaufman, Terrence and John Justeson "Historical Linguistics and Pre Columbian Mesoamerica,  
Sicoli, Mark. 2000. Loanwords and Contact-Induced Change in Lachixio Zapotec.

WEEK 4  Geolinguistics and Homelands

- Kaufman, Terrence. 1985. "Otomanguean Homelands"

WEEK 5  The Early Days: Lexicostatistics and Glottochronology

WEEK 6  Bioinformatic Methods of Phylogenetics

Cavalli-Sforza, Luiga Luca 2000. *Genes, Peoples, and Languages* Ch. 6 Cultural Transmission and Evolution.
Grey, Bryant, and Greenhill 2010 "On the Shape and Fabric of Human History" D.Bryant, F.Filimon, R.D.Gray; "Untangling our Past: Languages, trees, splits and networks"
Holder and Shennan "How Tree-like is Cultural Evolution"

WEEK 7  Bioinformatic Methods of Phylogenetics (cont)

Dunn et al. 2005 "Structural Phylogenetics and the Reconstruction of Ancient Language History"
Holden, Meade and Pagel "Comparison of Maximum Parsimony and Bayesian Bantu Language Trees"
Mace, Ruth "On the Use of Phylogenetic Comparative Methods to Test Co-evolutionary Hypotheses across Cultures"

WEEK 8  Case Study: Austronesian

Greenhill, Simon and Russel Gray. 2009. Austronesian language phylogenies: Myths and misconceptions about Bayesian computational methods.

WEEK 9  Case Study: Indo-European

Campbell, Lyle "Indo-European Linguistic Prehistory"
Nelson-Sathi et al2010 "Networks uncover hidden lexical borrowing in Indo-European language evolution."
WEEK 10  Case Study: Dene-Yeneseic

Kari and Potter "Introduction: The Dene-Yeniseian Connection"
Part 1: The evidence for Dene-Yeniseian"
    Comrie, Bernard "The Dene-Yeniseian Hypothesis"
    Vajda, Edward "A Siberian Link with Na-Dene Languages"
    Vajda, Edward "Yeniseian, Na-Dene, and Historical Linguistics"


WEEK 11  THANKSGIVING RECESS

WEEK 12  Case Study: Dene-Yeneseic (cont)

Potter, Ben "Archaeological Patterning in Northeast Asia and Northwest North America"
Scott, Richard and Dennis Q'Rouke "Genes across Beringia"
Ives, John et al. "Dene-Yeniseian and Processes of Deep Change in Kin Terminologies"

WEEK 13  Case Study: Dene-Yeneseic (cont)

Fortescue, Michael 2010. "Yeniseian: Siberian Intruder or Remnant? Testing the Hypotheses using computational phylogenetics; Into America or Out of America? This week presents original research by Sicoli to test four hypotheses laid out in Fortescue 2010 using computational linguistic methods.

WEEK 14  Student Presentations

Students present their research projects to the class. Instructor feedback given.

WEEK 15  Student Presentations

Students present their research projects to the class. Instructor feedback given.

WEEK 16  FINALS WEEK -Final Projects due.

ANTH 659 Language and Prehistory