

ORIGINATOR'S SECTION:	
1. College: <input checked="" type="checkbox"/> Coas <input type="checkbox"/> CBA <input type="checkbox"/> CoE	Desired Term and Year of Implementation (e.g., Fall 2008): F2008 <i>Fall 2009</i>
2. Current Course abbreviation and Number: ANTH 380	

TYPE OF CHANGE(S). Check all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input checked="" type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input checked="" type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section— both current and new — is required only for items checked () above.

NEW INFORMATION:

CURRENT INFORMATION:

3. Title: General Archaeology		Course abbreviation and Number:
4. Abbreviated Title for Banner (no more than 25 characters): General Arch		Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Current Archaeology
5. Number of Units:		Abbreviated Title for Banner: (no more than 25 characters, including spaces) Current Arch
6. Catalog Description:		Number of Units:
		Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)

7. Mode of Instruction* (See pages 17-23 at <http://www.calstate.edu/cim/data-clem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers.)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture			Lecture		
Activity			Activity		
Lab			Lab		

8. Grading Method:*

- Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
- Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
- Credit/No Credit Only (C)
- Credit/No Credit or Report-in-Progress Only (CP)

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- Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
- Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
- Credit/No Credit Only (C)
- Credit/No Credit or Report in Progress Only (CP)

9. If the NP or CP grading system was selected, please explain the need for this grade option.

10. Course Requires Consent for Enrollment?_

- Yes No
- Faculty Credential Analyst Dean
- Program/Department/Director/Chair

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- Yes No
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- Program/Department/Director/Chair

*If Originator is uncertain of this entry, please consult with Program Director/Chair.

CURRENT INFORMATION:

NEW INFORMATION:

11. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)	Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)
12. Is Course Cross Listed: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course	Is Course Cross-listed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course and check "yes" in item #17 below.
13. Prerequisite(s):	Prerequisite(s):
14. Corequisite(s):	Corequisite(s):
15. Documentation attached: <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline	

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information - all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)? Yes No
 If yes, please specify:
 Course can fulfill 3 of 15 units total required for Foundational Anthropology Courses for major

17. Does this course change impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Check "yes" if the course is cross-listed. Yes No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

 Discipline _____ Support _____ Oppose
 Signature _____ Date _____

 Discipline _____ Support _____ Oppose
 Signature _____ Date _____

18. Reason(s) for changing this course:
better name attracts more students.

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

1. Originator (Please Print) Bonnie Bade Date 13 Mar 08

2. Program Director/Chair B. Bade Date 13 Mar 08

3. College Curriculum Committee Mark Quilley Date 5-12-08

4. College Dean (or Designee) [Signature] Date 5/12/08

5. UCC Committee Chair _____ Date _____

6. Vice President for Academic Affairs (or Designee) _____ Date _____

7. President (or Designee) _____ Date _____

ANTH 380 General Archaeology Draft Syllabus

Survey of global archaeological sites, archaeological practice, the history of archaeology, and current issues in archaeology including intellectual property rights and the relationship between archaeology and world/regional cultural resources. Course includes examination of the construction of culture history and the archaeological record, survey and excavation, dating technologies, and subsistence patterns. Portions of the class are dedicated to examination of local archaeological sites or collections, pictographs and petroglyphs, lithic techniques, indigenous land management practices, indigenous resource management practices, indigenous knowledge of archaeological sites, ceremonial sites, food gathering and processing sites, village sites, and contemporary use of culturally significant sites by local indigenous bands.

Course topics listed below are presented using the anthropological perspective, which includes holism; evolutionary analysis; cultural integration (how beliefs, economies, political structures, gender, etc. are interrelated and influence each other); and employs a cross-cultural comparison of human phenomena concerned with the production of material remains and the archaeological record. Additionally, course topics address the human universals, such as gender, world view, classification, causation, concepts of space and time, political organization, social organization, family and religion as these are revealed in the material remains and archaeological record of specific civilizations and societies. For example, the presence of large-scale masonry drainage and water systems in ancient Mexican archaeological sites reveals a social, political and economic organization that allowed for engineering specialists as well as commanded vast amounts of labor.

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Objectives of the course:

- Be able to understand, converse about and write about material culture and how it reveals aspects of the learned, symbolic, dynamic, and integrated nature of social systems. Be able to understand that culture is ideas and that ideas inform behavior. Therefore, the material remains of a society are organized in ways that reveal sets of ideas and beliefs. For example, the complex mummification and entombment practices of the Egyptians reveals a set of ideas about religion, the afterlife, and the social order.

- Define the emic (believer, adherent, member) and etic (outsider, non-member,) perspectives and know the role of the archaeologist in bridging the two. Through cross-cultural examination of material remains and the archaeological record the course examines the organization of the human-built world and the sets of that inform it.
- Identify the ethical issues surrounding archaeological investigation and the relationship between the archaeologist and the subject of study. Many archaeologists work in culture areas of the past that have living, contemporary members. The relationship between the archaeologist and the contemporary communities influences research design, research process, research outcome, and research dissemination. Ethical issues involving archaeological investigation lie in the acknowledgement and articulation of the nature of the relationship between the community and the archaeological researcher.

1. Archaeology and its history
2. Fundamental Anthropological Concepts
3. The Interdisciplinarity of Archaeology
4. Archaeological Techniques and Method
5. Subsistence Patterns
6. World Archaeological Sites
7. Major Archaeological Sites: Africa—Social Organization
8. Major Archaeological Sites: Asia—The Role of Religion
9. Major Archaeological Sites: Europe--Subsistence and Gender
10. Major Archaeological Sites: the Americas—Culture and Meaning
11. Intellectual Property Rights
12. The Archaeologist and Cultural Resources
13. Cultural Resource Management
14. Local Archaeology
15. Community-Based Archaeology
16. Contemporary Uses of Archaeological Sites

Assignments:

1. In-Class midterm
2. Research project: explore gender, social organization, the role of religion, the economy, and/or another aspect of human existence as it is revealed in an archaeological site.
3. Online discussion
4. In-class presentation of research
5. Take-home final