ANTHC131 : Archaeology

General Information

Author:	• Sarah King • Griffin, Alec • Jones, Matthew
Course Code (CB01) :	ANTHC131
Course Title (CB02) :	Archaeology
Department:	Social Science
Proposal Start:	Fall 2021
TOP Code (CB03) :	(2202.20) Archaeology
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000285098
Curriculum Committee Approval Date:	09/18/2015
Board of Trustees Approval Date:	11/03/2015
External Review Approval Date:	12/03/2015
Course Description:	This course is an introduction to the study of archaeology. The course includes a discussion of the nature of scientific inquiry; the history and interdisciplinary nature of archaeological research; dating techniques; methods of survey, excavation, analysis, and interpretation; cultural resource management; professional ethics; and selected cultural sequences.
Submission Type:	Mandatory Revision
	Updating this course for cyclical review, including updates to the textbook, methods of instruction, and emergency delivery methods. This course was last assessed fall 2020. Assessments did not impact the revision.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• Anthropology
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Formerly Known As

Course Formerly Known As

No Value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade Methods
- Pass/No Pass

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

☑ Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program

No value

Award Type

No value

Active

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cerro Coso General Education Requirements	Categories	Status	Approval Date	Comparable Course
Area 2.1	Social & Behavioral Sciences Social	Approved	No value	No Comparable Course defined.

CSU General Education Certification	Categories	Status	Approval Date	Comparable Course
Area D.1	Social Sciences Anthropology & Archeology	Approved	No value	No Comparable Course defined.

Intersegmental General Education Transfer Curriculum	Categories	Status	Approval Date	Comparable Course

| Area 4.A | Social and Behavioral Sciences Anthropology / Archeology | Approved | No value | No Comparable Course defined. |

C-ID	Categories	Status	Approval Date	Comparable Course
Anthropology	C-ID discipline	Approved	No value	ANTH C150

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)	**Course Non Credit Category (CB22)**	**Non-Credit Characteristic**
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Status (CB11)	**Funding Agency Category (CB23)**	
Credit Course.	Not Applicable.	☐ Cooperative Work Experience Education Status (CB10)
☐ Variable Credit Course		

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0

Activity		0
Total		108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0   **Faculty Load:** 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGLC101 - Freshman Composition

Students are expected to read and comprehend college-level texts explaining complex anthropological theories. In addition, they must critically analyze advanced scholarly articles for a research project. Students are also expected to write papers as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from errors. The advisory level ensures students have the skills necessary for success in these assignments.

AND

Advisory

LIBRC100 - Introduction to Library Research and Bibliography

LIBRC100 - Introduction to Library Research and Bibliography
Students in this course are required to write a research paper. This requires that they have the ability to find and evaluate scholarly sources, know the difference between publication types, and cite in proper APA format.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Written work
Rationale	Write an archaeological research proposal based on the methods discussed in class. The proposal should include site information, methods of excavation and artifact preservation, and publication plans.

Methods of Instruction	Outside reading
Rationale	Read "Brendremer, J.C., Richman K. A, (2006). Human subjects review and archaeology: a view from Indian country," and discuss the ethical issues presented by the authors.

Methods of Instruction	Lecture
Rationale	Forty-five minute lecture on the link between agriculture and the rise of complex civilizations.

Methods of Instruction	Audiovisual
Rationale	Have students view the digital Lascaux tour and write a two hundred word response to one of the panels.

Methods of Instruction	Discussion
Rationale	Discuss the role of historical archaeology in illustrating the daily lives of those not represented in the written record.

Assignments

Reading - Assigned readings from text book, example: "Read pgs 387-415 in your text. Pay close attention to the sections on radiometric dating techniques and be ready to discuss them in class."

Research paper - 1500 word research paper comparing cross-cultural examples of rising complexity, example: "What is the role of writing (or record keeping) in the development of complex societies? Is it a necessary component for civilizations to function properly? Choose one complex civilization from around the world to answer these questions. Analyze the role of record keeping in that civilization."

Methods of Evaluation	Rationale

Research Paper	Students may be required to prepare several papers that will require further research into materials from each class segment. These could range from brief (one page) reports submitted as homework, to complete essays (3-5 pages).
Other	Written reviews of films, articles, newspaper reports, etc. In addition to the regular textbook material, students could be required to prepare written reviews of other class-related materials as appropriate.
Participation	Students may be presented with leading questions for discussion based on the material from each section. They could be required to report on their findings, either orally in class or written comments in a thread
Tests	Students may have short quizzes, for example, on a single chapter's worth of material, or longer exams such as a midterm.
Distance Education Description: how outcomes are evaluated	Participation - Online courses will use discussion forums. Research Paper - Both online and onsite papers can be submitted via Turnitin.com or online. Quizzes and exams - Quizzes and exams can be taken online via a learning management system.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Feder, K., L.	The Past in Perspective: An Introduction to Human Prehistory, 8th,	Oxford Univ. Press	2019	
Renfrew, C. and Bahn, P.	Archaeology Essentials: Theories, Methods, and Practice	Thames & Hudson College	2019	

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Describe the various archaeological theories, methods, and techniques used to investigate the human past.
Expected SLO Performance: 70.0

Social Science Anthropology AA Degree for Transfer	Identify major trends in cultural evolution using the material cultures of prehistoric and historic humans.

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	Critique selected aspects of human social and cultural life from an anthropological perspective.
	Use the scientific method to analyze aspects of the human condition.
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	Use the scientific method to analyze aspects of the human condition.
	Analyze the place of humanity in nature and describe the methods used to study humans as biological organisms.
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	Compare and contrast major theoretical perspectives in anthropology.
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Social Science IGETC PLOs	Describe the method of inquiry used by the social and behavioral sciences.
Social Science Liberal Arts: Social & Behavioral Sciences AA Degree	Identify and analyze theories explaining the individual, social, historical, economic, or political activities of humans.
Social Science PLOs for CSU GE COA	Describe the method of inquiry used by the social and behavioral sciences.

Explain the nature of scientific inquiry and its application in archaeological research.

Expected SLO Performance: 70.0

Social Science Anthropology AA Degree for Transfer	Compare and contrast major theoretical perspectives in anthropology.
	Compare and contrast major theoretical perspectives in anthropology.
	Use the scientific method to analyze aspects of the human condition.
	Use the scientific method to analyze aspects of the human condition.
ISLOs Core ISLOs	Students who are completing a program will be able to communicate ideas, perspectives, and values clearly and persuasively while listening to others openly
Social Science Liberal Arts: Social & Behavioral Sciences AA Degree	Identify and apply the Scientific Method used by social scientists to study human behavior.

Articulate the goals and the legal, operational, and ethical framework of cultural resource management and heritage preservation.

Expected SLO Performance: 70.0

Social Science Anthropology AA Degree for Transfer	Compare and contrast major theoretical perspectives in anthropology.
	Compare and contrast major theoretical perspectives in anthropology.
	Use the scientific method to analyze aspects of the human condition.
	Use the scientific method to analyze aspects of the human condition.

Analyze the relationship between anthropology and archaeology.

Expected SLO Performance: 70.0

| *Social Science* Anthropology AA Degree for Transfer | Compare and contrast major theoretical perspectives in anthropology. |
| | Compare and contrast major theoretical perspectives in anthropology. |

Use the scientific method to analyze aspects of the human condition.

Outline

Course Outline

1. History and nature of archaeological research
    a. Anthropology
        i. Four fields
        ii. Holistic approach
    b. Origins of Archaeology
        i. Catastrophism
        ii. Uniformitarianism
        iii. Darwin and evolutionary theory
        iv. Three-age system
        v. Early fieldwork
            1. Thomas Jefferson
            2. Pitt-Rivers
2. Types of archaeological data
    a. Lithics
    b. Ceramics
    c. Metal
    d. Textiles
    e. Faunal remains
    f. Human remains
    g. Plant material
3. Archaeological theory and models and their relationship to data
    a. Cultural historical approach
    b. Ecological approach
    c. Processual Archaeology
    d. Post-Processual Archaeology
4. Dating techniques
    a. Relative dating
        i. Stratigraphy
        ii. Seriation
        iii. Biostratigraphy
        iv. Flourine dating
    b. Absolute dating
        i. Dendrochronology
        ii. Radiometric dating
        iii. Amino acid racemization
        iv. Thermoluminesence
5. Methods of survey
    a. Reconnaissance
    b. Sampling
    c. Aerial/satellite photography
    d. Remote sensing
    e. Geographical Information System (GIS)
    f. Mapping
6. Excavation methods
    a. Plotting the grid
    b. Tools and materials
    c. Sieving and Flotation
    d. Recording
7. Archaeological analysis and interpretation
    a. Formation process
    b. Distribution
    c. Production
    d. Consumption
    e. Meaning

8. Cultural resource/heritage management
   a. Salvage archaeology
   b. Laws and Regulations
   c. Preservation and Curation
   d. Education
9. Archaeological ethics and community relations
   a. Ethics
   b. Public outreach
   c. Repatriation
   d. Access and Ownership
      i. Colonialism
      ii. Indigenous perspectives
      iii. Scientific community perspectives
10. Cultural sequences. Sequences may include; but are not limited to the following:
    a. Paleolithic
       i. Middle Paleolithic in Europe and Africa
       ii. Upper Paleolithic of Europe
       iii. Colonization of the Americas
       iv. Colonization of Australia and the Pacific
    b. Origins of domestication and agriculture
       i. Near East
       ii. Africa
       iii. East and Central Asia
       iv. North America
       v. Mesoamerica
       vi. South America
    c. Rise of complexity
       i. Ancestral Puebloan
       ii. Ancient China
       iii. Aztec
       iv. Catalhoyuk
       v. Chimu
       vi. Egypt
       vii. Great Zimbabwe
       viii. Hohokam
       ix. Inca
       x. Indus Valley
       xi. Maya
       xii. Mesolithic and Neolithic of Europe
       xiii. Mesopotamia
       xiv. Minoan Crete
       xv. Mississippian
       xvi. Moche
       xvii. Mogollon
       xviii. Olmec
       xix. Tiwanaku
       xx. Wari

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how

will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

All assignments and SLO assessments in distance education courses (online, hybrid and iTV) of ANTH C131 are the same as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually, and students in hybrid sections will submit some of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in online and hybrid courses is presented virtually. Instead of onsite lectures, hybrid and online courses will use videos and written lecture notes. Student interaction will take place in online discussion.

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail - Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- Chat/Instant Messaging
- E-mail
- Face-to-face meeting(s)
- Telephone
- iTV - Interactive Video

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

None

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- iTV—Interactive Video only
- Learning management system

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

35 - onsite, 30 - online

Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours
- Hybrid with online lecture and onsite lab/activity hours
- Correspondence education in high school and prison facilities