

ANTHC831 : Archaeology for the Community

General Information

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Course Code (CB01) :	ANTHC831
Course Title (CB02) :	Archaeology for the Community
Department:	Social Science
Proposal Start:	Fall 2021
TOP Code (CB03) :	(2202.20) Archaeology
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	Pending
Course Description:	This course is intended for community members with an interest in archaeology. It 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. This course is specifically geared toward older adults; however, there are no age or other restrictions on enrollment.
Submission Type:	New Course Creating a new archaeology non-credit class for older adults. This class will mirror the for credit class ANTH C131 and hopefully appeal to community members interested in archaeology.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none">Anthropology
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)	Course Special Class Status (CB13)	Grade Options
Course is not a basic skills course.	Course is not a special class.	<ul style="list-style-type: none">Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

Course is not a support course

Allowed Number of Retakes

10

Retake Policy Description

According to the PCAH (7th edition) there are no specific limitations on non-credit course repetition.

- Letter Grade Methods

Course Prior To College Level (CB21)

No value

Allow Students To Audit 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

Not transferable

Transferability Status

Not transferable

Units and Hours

Summary

Minimum Credit Units (CB07) 0

Maximum Credit Units (CB06) 0

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

Non-Credit

Courses for Older Adults.

No Value

Course Classification Status (CB11)

Non-Enhanced Funding.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
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

No Value

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

Students will turn in a critical analysis of a peer-reviewed journal article.

Methods of Instruction

Outside reading

Rationale

Read chapters 3-5 in the textbook and be ready to discuss them in class.

Methods of Instruction

Lecture

Rationale

85 min lecture on what civilization "collapse" means archaeologically and the factors that lead to collapse among ancient civilizations such as the Indus Valley, Maya, and Minoan Crete.

Methods of Instruction

Audiovisual

Rationale

Students will view a documentary on the Stonehenge Riverside Project.

Assignments

Reading - Assigned readings from textbook, 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 recordkeeping) 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 recordkeeping 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) which synthesize information from peer-reviewed journal articles and scholarly books.
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.

Equipment
No Value

Textbooks				
Author	Title	Publisher	Date	ISBN
No Value	No Value	No Value	No Value	No Value

Other Instructional Materials
No Value

Materials Fee
No value

Learning Outcomes and Objectives	
Course Objectives	
No value	
CSLOs	
Identify the various archaeological theories, methods, and techniques used to investigate the human past.	Expected SLO Performance: 70.0
Describe the nature of scientific inquiry and its application in archaeological research.	Expected SLO Performance: 70.0
Articulate the goals and the legal, operational, and ethical framework of cultural resource management and heritage preservation.	Expected SLO Performance: 70.0
Analyze the relationship between anthropology and archaeology.	Expected SLO Performance: 70.0

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. Thermoluminescence
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

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.

Course is face-to-face only

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

- Message

- Chat/Instant Messaging
- E-mail
- Face-to-face meeting(s)
- Telephone

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?

No outside software or equipment needed.

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.

- 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.

This class will be stacked with Anth C131. Total for both sections combined should not exceed 35 students.

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