

ANTH M03: ARCHAEOLOGY

Originator

akinkella

Co-Contributor(s)

Name(s)

Vaughan, Ashley (avaughan)

College

Moorpark College

Discipline (CB01A)

ANTH - Anthropology

Course Number (CB01B)

M03

Course Title (CB02)

Archaeology

Banner/Short Title

Archaeology

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

Introduces the history, goals and methods of archaeology. Explores the excitement and romance of archaeology through examples of archaeological finds from throughout the world, including Egypt, Stonehenge, and the Maya. Illustrates the concepts and techniques common to the process of archaeology via hands-on, in-class activities that replicate real archaeological explorations and excavations.

Taxonomy of Programs (TOP) Code (CB03)

2202.00 - Anthropology

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | utilize the scientific methods used in archaeology and be able to compare strategies used to design a research project that includes the survey, mapping, excavation and processing of artifacts from an archaeological site. |
| 2 | describe the history of archaeology, its major goals and theories, its most famous discoveries, its place within anthropology and academia, and compare and critique their own life experiences with those of people from past societies. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | consider and weigh the major goals of the discipline of archaeology. |
| 2 | describe the interdisciplinary nature of archaeological inquiry. |
| 3 | contrast the major theoretical strategies used as a framework for interpreting prehistory. |
| 4 | illustrate the use of archaeological methods with reference to cultural sequences. |
| 5 | articulate the goals and the legal, operational, and ethical framework of cultural resource management (CRM) and heritage preservation. |
| 6 | evaluate the historical benefits of archaeological discovery. |
| 7 | compare strategies used to record an archaeological site, including survey, mapping, excavation, and laboratory analysis. |
| 8 | assess several famous archaeological discoveries in terms of their importance to our understanding of historical events. |

- 9 debate sound scientific inquiry versus the faulty logic of pseudoscience and pseudoarchaeology.
- 10 assess the future of archaeology and understand the place of archaeology within anthropology and academia.

Course Content

Lecture/Course Content

- 8% - The Relationship between Archaeological Theory and Methods
- 9% - Types of Archaeological Data (artifacts, etc)
- 9% - History and Nature of Archaeological Research, and Famous Archaeologists
- 8% - Excavation Methods
- 8% - Archaeological Laboratory Analysis
- 8% - Archaeological Survey and Mapping
- 8% - Science vs. Pseudoscience in Archaeology
- 8% - Archaeological Ethics and Community Relations (Tourism, etc)
- 9% - Cultural Sequences through Time, and Famous Archaeological Sites Laws in Archaeology, and Cultural Resource Management
- 9% - The Importance of a Research Design and the Steps of the Process of Archaeology.
- 8% - Archaeological Analysis and Interpretation
- 8% - Dating Methods in Archaeology

Laboratory or Activity Content

n/a

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

- Problem solving exercises
- Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

- Classroom Discussion
- Essay exams
- Group projects
- Individual projects
- Journals
- Objective exams
- Oral presentations
- Projects
- Problem-solving exams
- Problem-solving homework
- Participation
- Quizzes
- Reports/Papers/Journals
- Reports/papers
- Research papers
- Written analyses
- Written homework

Instructional Methodology

Specify the methods of instruction that may be employed in this course

- Audio-visual presentations
- Collaborative group work
- Class activities
- Class discussions
- Case studies
- Distance Education
- Demonstrations
- Field trips
- Group discussions
- Guest speakers

Instructor-guided interpretation and analysis
 Instructor-guided use of technology
 Internet research
 Lecture
 Observation
 Problem-solving examples
 Readings
 Small group activities
 Web-based presentations

Describe specific examples of the methods the instructor will use:

Instructor will use PowerPoint presentations, board work, educational videos, classroom discussions, and group work to explain course content.

Representative Course Assignments

Writing Assignments

- Essays and problem-oriented research papers on a subject relative to the course, such as “Were Shell Beads Used as Money by Ventura County’s Prehistoric Chumash?” or “What Can Be Learned from the Analysis of Fish Remains in a Prehistoric Site?” or an analysis of the different theories that explain the peopling of the New World.
- Summaries and analyses of guest lectures, films, or other class projects.
- Reports on visits to local museums and archaeological sites.

Critical Thinking Assignments

- Oral and written evaluations of topics such as the complexity of the Egyptian and the ancient Mayan civilizations.
- Class discussions on assigned readings, such as the preservation of the Ice Man, or the current laws as they pertain to archaeology.
- Objective and short-answer exams.
- Completion of archaeological paperwork after practicing excavating a measured square hole in an outlying area of the college with archaeological tools (as if it were a real archaeological excavation).
- Completion of archaeological paperwork after mapping a building at Moorpark College via pace and compass (as if it were a pyramid).

Reading Assignments

- Read peer-reviewed scientific journal articles regarding anthropology and evolution provided by the instructor and answer questions about the article, or write an annotated bibliography summarizing the readings. An example could be: Read the article: “Archaeology: The Next 50 Years” and describe how archaeology may be practiced in the future as compared to today.
- Read assigned chapters from the archaeology textbook.

Outside Assignments

Representative Outside Assignments

- Visit to an archaeologically themed museum exhibit.
- Attendance at a lecture (live or on Zoom) on an archaeological topic.
- Visit and participation in an active archaeological excavation or an academic archaeological meeting.
- Assigned readings and other projects.
- Library or internet research on the methods of interpreting Classic Period Maya temples.

Articulation

C-ID Descriptor Number

ANTH 150

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Northridge	ANTH 153	Temples, Tombs, and Treasures: An Introduction to Archaeology	3

CSU Channel Islands	ANTH 105	Introduction to Archaeology	3
UC Los Angeles	ANTHRO 2	Archaeology: Introduction	5
UC Berkeley	ANTHRO 2	Introduction to Archaeology	4
UC Santa Barbara	ANTH 3	Introduction to Archaeology	5
UC Riverside	ANTH 5	Introduction to Archaeology	5

Comparable Courses within the VCCCD

ANTH R103 - Introduction to Archaeology
 ANTH V03 - Introduction to Archaeology

Attach Syllabus

Arch Syllabus S20.docx

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****B2. Social and Behavioral Sciences**

Approved

C. Humanities**D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****Course is CSU transferable**

Yes

CSU Baccalaureate List effective term:

F1995

CSU GE-Breadth**Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****D Social Sciences**

Approved

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA
Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences
Approved

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Classic Textbook

Yes

Description

Fagan, Brian and Nadia Durrani. *Archaeology: A Brief Introduction*. 13th ed., Routledge, 2021.

Resource Type

Textbook

Classic Textbook

Yes

Description

Renfrew, Colin, and Paul Bahn. *Archaeology Essentials: Theories, Methods, and Practice*. 4th ed., Thames and Hudson, 2018.

Resource Type

Textbook

Classic Textbook

Yes

Description

Kelly, Robert, and David Hurst Thomas. *Archaeology: Down to Earth*. 5th ed., Cengage, 2014.

Resource Type

Textbook

Classic Textbook

Yes

DescriptionAshmore, Wendy, and Robert J. Sharer. *Discovering Our Past: A Brief Introduction to Archaeology*. 6th ed., McGraw-Hill, 2013.**Library Resources****Assignments requiring library resources**

Recommended outside reading and term paper or project research using the Library's print and online resources.

Sufficient Library Resources exist

No

Example of Assignments Requiring Library Resources

Research on such topics as the study of artifacts of the local Chumash.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will post a question or a prompt for students to discuss. Students will also use this prompt to interact with other students.
E-mail	Instructor will email students with announcements about the course or an upcoming event. Students in turn may email the instructor with their questions or concerns.
Face to Face (by student request; cannot be required)	Students will have the option to meet the instructor during face-to-face office hours.
Other DE (e.g., recorded lectures)	Instructor may record the lectures and post them for students to view within a specified time frame to be ready for the accompanying assignments for that module.
Synchronous Dialog (e.g., online chat)	Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via an online chat.

Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.
Video Conferencing	Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via live video conferencing.

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Video Conferencing	Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via live video conferencing.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will post a question or a prompt for students to discuss. Students will also use this prompt to interact with other students.
E-mail	Instructor will email students with announcements about the course or an upcoming event. Students in turn may email the instructor with their questions or concerns.
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Examinations

Hybrid (1%–50% online) Modality

- Online
- On campus

Hybrid (51%–99% online) Modality

- Online
- On campus

Primary Minimum Qualification

ANTHROPOLOGY

Review and Approval Dates

Department Chair

04/01/2021

Dean

04/06/2021

Technical Review

04/15/2021

Curriculum Committee

04/20/2021

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000429856

DOE/accreditation approval date

MM/DD/YYYY