

ANTH 121: ARCHAEOLOGY OF MEXICO

In Workflow

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Approval Path

1. Tue, 24 Sep 2024 22:13:09 GMT
Raghu Trichur (rtrichur): Approved for ANTH Committee Chair
2. Tue, 24 Sep 2024 22:46:11 GMT
Liam Murphy (lmurphy): Approved for ANTH Chair
3. Wed, 16 Oct 2024 19:26:46 GMT
Emily Wickelgren (wickelgr): Rollback to Initiator
4. Wed, 23 Oct 2024 00:28:04 GMT
Raghu Trichur (rtrichur): Approved for ANTH Committee Chair
5. Wed, 23 Oct 2024 01:47:14 GMT
Liam Murphy (lmurphy): Approved for ANTH Chair
6. Wed, 23 Oct 2024 18:10:55 GMT
Emily Wickelgren (wickelgr): Approved for SSIS College Committee Chair
7. Sat, 26 Oct 2024 00:02:12 GMT
Marya Endriga (mendriga): Approved for SSIS Dean

Date Submitted: Mon, 21 Oct 2024 21:35:25 GMT

Viewing: ANTH 121 : Archaeology of Mexico

Last edit: Wed, 23 Oct 2024 18:10:48 GMT

Changes proposed by: Adam Berrey (223013271)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:

Archaeology of Mexico

Class Schedule Title:

Archaeology of Mexico

Academic Group: (College)

SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)

Anthropology

Will this course be offered through the College of Continuing Education (CCE)?

Yes

Please specify:

CCE and Stateside

Catalog Year Effective:

Fall 2025 (2025/2026 Catalog)

Subject Area: (prefix)

ANTH - Anthropology

Catalog Number: (course number)

121

Course ID: (For administrative use only.)

101156

Units:

3

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The main impetus for this course change is that this course will now be offered as an option for fulfilling "Major Electives" within the Anthropology major, which previously had not been allowed (a similar course existed in the curriculum that covered essentially the same material). I am also taking the opportunity to add ELOs, which had previously not been entered into the workflow, and to update the course description to more accurately reflect the current status of the content and themes discussed (which are shaped both by my own perspectives and by student feedback).

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

Provides an upper division introduction to the archaeology of ancient Mexico and other parts of Mesoamerica, including Guatemala, Belize, and Honduras. Focus is on understanding the evolution of ancient Mesoamerican societies, from the earliest inhabitants to the Aztec empire (and beyond), and on how that evolution can be studied archaeologically. Attention is also given to the practice of archaeology in modern Mexico and to how the Mexican past is used to construct national and cultural identities.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Describe from a comparative perspective some of the major societal transformations that occurred in prehispanic Mesoamerica, including some of the important sites and regions where those transformations took place.	Reading Comprehension Checks; Module Wrap-Ups; Data Workshops (see attached syllabus)
2	Evaluate different kinds of anthropological problems using archaeological data.	Data Workshops (see attached syllabus)
3	Assess how archaeologists use that data to study the organization of prehistoric societies and the dynamics of long-term societal change.	Reading Comprehension Checks; Module Wrap-Ups; Data Workshops (see attached syllabus)

Attach a list of the required/recommended course readings and activities:

ANTH 121 reading-activity list.pdf

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines

Knowledge of human cultures and the physical and natural world
Intellectual and practical skills
Personal and social responsibility

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

C2. Humanities/3B. Humanities

Which GE objective(s) does this course satisfy?

Use mathematical ideas to accomplish a variety of tasks.

Gain a general understanding of current theory, concepts, knowledge, and scientific methods pertaining to the nature of the physical universe, ecosystems, and life on this planet.

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.

Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

ANTH 121 syllabus.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

As a C2 GE course, the GE Learning Outcomes will of course remain the same, as will the Course Objectives. The way that those Outcomes and Objectives are achieved (e.g. though what kinds of readings, what kinds of activities and assessments, etc.) will vary between sections, depending on the instructors that are teaching them.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

All professors teaching this course will consult to make sure that the objectives of the GE Area are met. Additionally, syllabi for all sections are submitted to the Department and reviewed by the chair and RTP committee as part of the RTP process.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

Syllabi for all sections are submitted to the Department and reviewed by the chair and RTP committee as part of the RTP process. Additional, periodic reviews are carried out by the Department Curriculum committee.

General Education - Area 3B: Humanities

Section 1.

Indicate in written statements how the course meets the following criteria for Area 3B. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Is broad in scope or survey in nature.

Covers some 10,000 to 13,000 years of human history across a wide geographic range (a culture area known as Mesoamerica, which includes all or part of modern Mexico, Guatemala, Belize, Honduras, and more).

Develops an understanding of and appreciation for the diversity of the human community.

Highlights the diverse cultures and forms of societal organization that developed in ancient Mesoamerica, from early hunting and gathering societies to more recent empires like the Aztecs and Tlaxcallans.

Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:

Demonstrate knowledge of the conventions and methods of the study of the humanities.

Covers major concepts and theories, along with different forms of analyses of diverse kinds of archaeological data, that have been used to study the evolution of ancient Mesoamerican societies.

Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.

Covers how ancient Mesoamerican cultures/societies changed through time, as well as the factors that are argued to have caused that change.

Compare and analyze various conceptions of humankind.

Includes discussion of different viewpoints on the dynamics of human societies, such as of how and why different social institutions (from political hierarchy to social inequality to religion) emerge, transform, and, in some cases, break down.

Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

Traces the development of ancient Mesoamerican cultures and societies across an approximately 10,000-year period, and examines how that development helped shape the modern world (in Mesoamerica and beyond).

In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:

- Women
- Ethnicity
- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

Women, Ethnicity, Socio-economic status

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

One short essay (ca. 400 words) will be assigned on each of the four Module Wrap-Ups. In these essays students will be asked respond to a question that addresses an overarching theme of the corresponding module, and will be evaluated on the clarity of their response and on their use of information from the course material (lectures, readings, etc.). Though these essays are not due in stages (a new question will be presented in each Wrap-Up), the general criteria are consistent throughout (with the subject matter changing), allowing students to improve their writing skills as the semester progresses. Guidance on how to approach each individual essay will be provided in the review session prior to each Module Wrap-Up, and feedback will be provided when grading.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

Attached is correspondence with other program heads whose programs list ANTH 121 as an elective.

Please attach any additional files not requested above:

ANTH 121 correspondence.pdf

Reviewer Comments:

Emily Wickelgren (wickelgr) (Wed, 16 Oct 2024 19:26:46 GMT): Rollback: See email on 10/16/24

Key: 136