



SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (College): SSIS	Academic Organization (Department): Anthropology	Date: 3/03/08
Type of Course Proposal: New ___ Change X Deletion ___	Department Chair: David Zeanah	Submitted by: David Zeanah
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No X	For Catalog Copy: Yes X No ___ CCE (Extension): Yes ___ No X	Semester Effective: Fall X Spring ___ 2008

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

Change from:

Subject Area (prefix) & Catalog Nbr (course no.): ANTH 015	Title: Archaeology of Prehistoric Societies	Units: 3
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Change to:

Subject Area (prefix) & Catalog Nbr (course no.): ANTH 015	Title: World Prehistory and the Evolution of Modern Humanity	Units: 3
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JUSTIFICATION:

This class was originally intended to be a comprehensive review of World Prehistory that culminated in a survey of early civilizations. Since then, we have added a new course "Comparative Early Civilizations" (ANTH 016) that specifically covers the archaeology of ancient civilizations. To minimize redundancy, the title, description, and learning objectives of ANTH 015 are being changed to emphasize human evolution and prehistory up to the development of complex societies and the prehistory of societies not classified as civilizations. The revised course also provides a brief introduction to scientific archaeological theory, methods, and techniques. In this format ANTH 015 will complement ANTH 016.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

Introduction to the broad sweep of world prehistory, from the emergence of human culture through the development of domestication of plants and animals, and to the origins of complex societies. Included are major cultural developments on every continent, emphasizing similarities and differences in the nature and timing of key technological, cultural, and sociological changes. Methodologies for learning about the past, major archaeological discoveries, important personalities, and contributions to the modern world are discussed in the context of understanding the strengths and limitations of a scientific approach to human prehistory. 3 units.

Note:

Prerequisite: None
Enforced at Registration: Yes ___ No X

Corequisite: None
Enforced at Registration: Yes ___ No X

CAN (California Articulation Number):

Graded: Letter X Credit/No Credit ___ Instructor Approval Required? Yes ___ NoX

Course Classification (e.g., lecture, lab, seminar, discussion):
Lecture Title for CMS (not more than 30 characters)
WORLD PREHISTORY

Cross Listed? Yes ___ No X
If yes, do they meet together and fulfill the same requirement, and what is the other course.

How Many Times Can This Course be Taken for Credit? **1**

Can the course be taken for Credit more than once during the same term? Yes ___ No X

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at <http://www.csus.edu/acaf/example.htm>

Learning Objectives: Lectures and readings are organized to convey basic information about human prehistory and contrast contending anthropological theories concerning critical issues in prehistory such as pre-modern human cultural and social behavior, the nature of modern human adaptations, the origins of agriculture, and the development of more complex societies. On the basis of this information, students will be expected to demonstrate:

- 1) Understanding of the goals and importance of prehistoric archaeology and appreciation of the value of archaeology to understanding humanity in the modern world;
- 2) Comprehension of the basic chronological sequence of events and general technological and social trends in the emergence of modern humanity, as well as an understanding of how geographic and ecological factors encouraged divergent developments in different areas of the world (Europe, Africa, Asia, Australia, and the Americas);
- 3) Basic comprehension of the methods and techniques used by archaeology and sister sciences to date prehistoric remains, use fossil and molecular evidence to track the physical evolution of the human species, infer the health and diet of prehistoric populations, reconstruct prehistoric climates, faunal, and floral populations, and infer past social organizations, particularly as they pertain to human biological, behavioral, and cultural evolution during the Pleistocene and early Holocene;
- 4) Understanding of the nature of evidence contained in the fossil and archaeological records, and the inherent prerequisites and limitations to their scientific study;
- 5) Understanding of the nature of the evolution of human culture from the emergence of technology to the development of complex societies;
- 6) Ability to distinguish evidentiary based scientific viewpoints of the human past from alternatives based on religion, folklore, oral tradition; and
- 7) Appreciation of scientific evidence for the common ancestry and close relationship of all modern humans and the relative recent emergence of racial, ethnic, and class divisions;
- 8) Understanding of contending evolutionary and social theories for the origin, development, and diversity of gender roles of the past;
- 9) Appreciation of the diversity of human adaptations, societies, and cultures that existed in the prehistoric past;
- 10) **Learning Outcome:** Achievement of the preceding objectives will enable students to critique anthropological theories about prehistory in light of archaeological data and apply insights gained to a broader understanding of human behavior.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

<u>Assessment Strategy</u>	<u>Assessed Learning Outcomes</u>
First Exam	1, 3, 5
Second Exam	1, 2, 4, 6, 7, 8
Writing Assignments	1, 5, 9

Two examinations in a combination objective (true-false, multiple choice, matching) and short-answer format will be given to monitor student comprehension of reading and lecture materials. A short (5-10 pages), take-home essay question will be assigned that calls on students to critically examine one major prehistoric topic or issue, demonstrate a knowledge and understanding of a issue of the archaeological evidence, apply the reasoning employed by archaeologists when approaching the problem, explain the limitations of a scientific approach to the problem, and arrive at a reasoned conclusion. The instructor will evaluate papers based on student's ability to think about critical concepts of the course, and coherently integrate data presented in classroom lectures and readings.

For whom is this course being developed?

Majors in the Dept ___ Majors of other Depts ___ Minors in the Dept ___ General Education X Other ___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes ___ No X

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No X


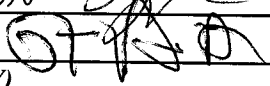
If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). _____

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

	Date
Department Chair: 	3/17/08
College Dean or Associate Dean: 	3-17-08
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.