

**ORIGINATOR'S SECTION:**

1. College: COAS Desired Term: FALL and Year 2007 of implementation.

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form\*) Yes \_\_\_\_\_ No X

3. Course will be a variable-topics (generic) course? ("generic" is a placeholder for topics) Yes \_\_\_\_\_ No X

4. Course abbreviation and Number:\*  
ANTH 480/NATV 480

5. Title: (*Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.*)  
**Local Archaeological Practice**

6. Abbreviated Title for Banner:  
(no more than 25 characters, including spaces)  
Arch Practice

7. Number of Units:  
3

8. Catalog Description: (*Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.*)  
  
Students perform archaeological research relating to local cultural resource management (CRM) and documentation. Students engage with professional archaeologists and Native American communities to learn site research methods and identification and documentation of material culture. Primary goals of this class include providing students with a general understanding of CRM and the legislation that drives CRM; exposing students to archaeological practice in a CRM context, and exposing students to various cultural viewpoints regarding recovered archaeology. Pre-requisite ANTH 200. Service Learning Course.

9. Why is this course being proposed?  
Course proposed as part of upper-division Anthropology Major curriculum.

10. Mode of Instruction\*  
(See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	2	C-02
Activity	1	C-08
Lab		

11. Grading Method:\*  
N Normal (N) (*Allows Letter Grade +/-, and Credit/No Credit*)  
\_\_\_\_ Normal Plus Report-in-Progress (NP) (*Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress*)  
\_\_\_\_ Credit/No Credit Only (C)  
\_\_\_\_ Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.  
15 3 31

13. Course Requires Consent for Enrollment? \_\_\_\_\_ Yes X No  
Faculty \_\_\_\_\_ Credential Analyst \_\_\_\_\_ Dean \_\_\_\_\_ Program/Department - Director/Chair

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair

14. Course Can be Taken for Credit More than Once?  Yes  No  
 If yes, how many times \_\_\_\_\_ (including first offering)

15. Is Course Crosslisted:  Yes  No  
 If yes, indicate which course NATV 480 and check "yes" in item #22 below.

16. Prerequisite(s):  
ANTH 200 Cultural Anthropology

17. Corequisite(s):

18. Documentation attached: \_\_\_\_\_ Syllabus or  Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\*

20. How often will this course be offered once established?\*

Once every two years

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**  
*(Mandatory information - all items in this section must be completed.)*

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? YES  NO

If yes, please specify:  
Fulfills upper-division requirement for Anthropology degree.

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)  Yes  No  
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

<u>Native Studies</u>	<u>[Signature]</u>	<u>9/15/05</u>	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Discipline	Signature	Date		
_____	_____	_____	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose
Discipline	Signature	Date		

**SIGNATURES : (COLLEGE LEVEL) :**

<u>Bonnie Bude</u>	<u>Sept 15, 2005</u>
1. Originator (please print or type name)	Date
<u>Kim Jurney</u>	<u>9/15/05</u>
2. Program Director/Chair	Date
<u>Jule M. Garcia</u>	<u>1/26/06</u>
3. College Curriculum Committee	Date
<u>[Signature]</u>	<u>1/26/06</u>
4. College Dean (or Designee)	Date

**(UNIVERSITY LEVEL)**

_____	_____
5. UCC Committee Chair	Date
_____	_____
6. Vice President for Academic Affairs (or Designee)	Date
_____	_____
7. President (or Designee)	Date

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

## **Local Archaeological Practice ANTH 480**

### **Course Outline**

**Bonnie Bade**

### **Anthropology**

Students perform archaeological and anthropological research relating to local cultural resource management (CRM) and documentation. Students engage with local professional archaeologists and Native American groups working in cultural resource management to learn site research methods, identification and documentation of material culture. The primary goals of this class are 1) to provide students with an appreciation of the importance of CRM; 2) to provide students with an understanding of the legislation that drives CRM; 3) to expose students to the everyday practices of archaeological practice in a CRM context, and to 4) expose the students to various cultural viewpoints with recovered archaeology. The course is divided into 3 segments. The first presents a background to CRM law and practice (Sections 1-5). The second section focuses on CRM Archaeology- how CRM archaeologists operate in the field, the phases of CRM archaeology, and what happens to the data once the project is over (Sections 6-11). The third section covers preservation, ethics, and specific case studies (Sections 12-15). Field activity includes working with an archaeological collection and review of unpublished literature produced during the CRM process, conducting a record search/review of recorded site information for a particular area. Students write a proposal/brief archaeological research project during Sections 2 and 3. In addition, through a series of exercises, the student explores the connection between archaeological field work and interpretation.

Evaluation: Midterm, final exam, research project.

- 1) Introduction, What are Cultural Resources
- 2) History of CRM, The Structure of CRM- Federal Programs, Tribal Programs, State Programs, Private Sector
- 3) The Players in CRM, Native American Involvement, Academic vs CRM Players
- 4) National Environmental Policy Act, Section 106, Native American Graves Protection and Repatriation Act
- 5) Assessing Site Significance. Scientific and Scholarly Significance, Who owns the Past, The National Register of Historic Preservation Issues of Significance
- 6) Proposal and Contracts
- 7) Phase I Survey, Recording a Site
- 8) Phase II Evaluation, Determining site significance
- 9) Phase III Data Recovery, Mitigation and/or Preservation- Options to Data Recovery, Creative Mitigation
- 10) Lab Structure, processing and analysis
- 11) Report Preparation and Production
- 12) Public Education and CRM
- 14) Ethics and CRM
- 15) Case Studies

Reading:

Lipe, W.

1984 Value and Meaning in Cultural Resources. In Approaches to the Archaeological Heritage, edited by H. Cleere.

Meighan, C.

1996 Burying American Archaeology. In Archaeological Ethics, edited by K. Vitelli.

Fowler, D.

1984 Ethics in Contract Archaeology. In Ethics and Values in Archaeology. Edited by E. Green.

King, T.

1997 Cultural Resource Laws and Practice: An Introductory Guide.

Charkoff, J. and K. Chartkoff

1984 The Archaeology of California.

King, T.

2002 National Preservation Institute: Section 106: An Introduction.

Bean, L. and T. Blackburn

1970 Native Californians: A Theoretical Retrospective.

National Park Service (NPS)- include: Guidelines for Evaluating and Documenting Traditional Cultural Properties; The Secretary of the Interior's Standards for the Treatment of Historic Properties; Keepers of the Treasures: Protecting Historic Properties an Cultural Traditions on Indian Lands; The Secretary of the Interior's Standards for Archaeology and Historic Preservation.