

ORIGINATOR'S SECTION:														
1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Spring 2016 (currently submitted for review as Topics course on T-Form)													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* ANTH 311														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Archaeology of the Holy Land: Bridging the Past and the Present														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Arch Holy Land														
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 <u>not</u> count toward the 80-word limit.) Introduction to the archaeology of Ancient Near Eastern societies with an emphasis on Israel, Palestine, Syria, Lebanon, and Jordan. Other geographical areas covered include Mesopotamia and Egypt. Examines the complex civilizations in those geographic areas and focuses on the material culture and written texts through which we can reconstruct the prehistory and archaeology of the Ancient Near East.														
9. Why is this course being proposed? Supplements core and fundamental upper division course offerings for Anthropology major while focusing on the expertise of Anthropology's resident archaeologist.														
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculumschedu ling/cataloge curricula/DOCUMENTS/Curricular_Forms_Tab/ Instructional%20Mode%20Conventions.pdf														
	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:33%;">Type of Instruction</th> <th style="width:33%;">Number of Credit Units</th> <th style="width:33%;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align: center;">3</td> <td style="text-align: center;">C-2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C-2	Activity			Lab			
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)												
Lecture	3	C-2												
Activity														
Lab														
11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> 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.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course and check "yes" in item #22 below.														
16. Prerequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														

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

18. Documentation attached: Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* ANTH311
 ANTH 10 370-15

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

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:
 ANTH

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.

Global Studies Discipline	<u>see attached</u> Signature	<u>9/30/15</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
History Discipline	<u>see attached!</u> Signature	<u>11/3/15</u> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose

SIGNATURES : (COLLEGE LEVEL) :

see attached
 1. Originator (please print or type name) _____ Date _____

see attached
 2. Program Director/Chair _____ Date _____

[Signature] 11/16/15
 3. College Curriculum Committee _____ Date _____

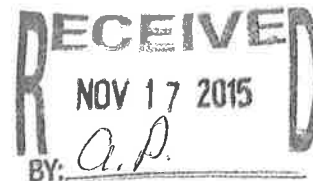
[Signature] 11/17/15
 4. College Dean (or Designee) _____ Date _____

(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.

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 ANTH

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Global Studies Discipline	_____	_____	_____Support	_____Oppose
	Signature	Date		
History Discipline	_____	_____	_____Support	_____Oppose
	Signature	Date		

SIGNATURES (COLLEGE LEVEL): Adolfo Moniz

1. Originator (please print or type name) _____ Date 9/17/2015

2. Program Director/Chair BSBade _____ Date _____

3. College Curriculum Committee _____ Date _____

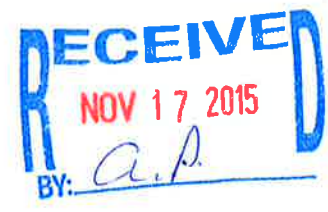
4. College Dean (or Designee) _____ Date _____

(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.

Art 5.1

17. Corequisite(s): Yes No

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If yes, please specify:

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Global Studies Discipline	 Signature	9/30/15 Date	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose
Discipline	_____ Signature	_____ Date	_____ Support <input type="checkbox"/> Oppose

SIGNATURES : (COLLEGE LEVEL) :

1. Originator (please print or type name) Adolfo Muniz Date _____

2. Program Director/Chair _____ Date _____

3. College Curriculum Committee _____ Date _____

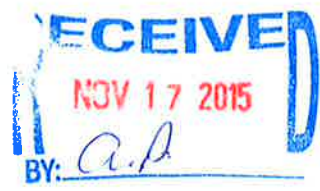
4. College Dean (or Designee) _____ Date _____

(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.

Kim Kamrath

NIST Support

From: Bonnie Bade
Sent: Wednesday, November 04, 2015 7:34 AM
To: Kim Kamrath
Subject: Fw: CAPC wants signature

From: Carmen Nava
Sent: Tuesday, November 3, 2015 6:27 PM
To: Bonnie Bade
Cc: Rebecca Lush
Subject: Re: CAPC wants signature

Dear Bonnie,
This email serves as my signature of support for ANTH 311 Arch of the Holy Land.

Sincerely,
Carmen Nava
Professor & Chair
Department of History

CC: Rebecca Lush, Chair of CAPC

RECEIVED

NOV 04 2015

DEAN'S OFFICE
College of Humanities, Arts,
Behavioral and Social Sciences

ANTH 311 Archaeology of the Holy Land: Bridging the Past and the Present
Draft Syllabus
Spring 2016
Ad Muniz, Department of Anthropology

Course introduces the student to the archaeology of Ancient Near Eastern societies-with an emphasis on Israel, Palestine, Syria, Lebanon, and Jordan. Other geographical areas to be covered include Syria, Lebanon, Mesopotamia, and Egypt. Course examines the complex civilizations in those geographic areas and focuses on the material culture and written texts through which we can reconstruct the prehistory and archaeology of the Ancient Near East.

ANTH 311 Archaeology of the Holy Land provides students with an overview of the prehistory (Paleolithic) up to the historical periods of the Levant, an area also known as the Holy Land that encompasses Israel, Jordan, Syria, Lebanon, and the Palestinian National Authority. The chronological exploration of this region highlights the cultural transitions which occurred in this region, forming the foundations for later civilization in this part of the world. The course examines: (1) the first emergence of settled village life, hierarchical social organization, and the domestication of plants and animals during the Neolithic period; (2) the rise of urban centers, temples and elites prevalent through the Bronze Age; (3) the emergence of states during the Iron Age which became the dominant political force in this part of the Near East (including Israel's ethnogenesis). This course examines regional and neighboring archaeological evidence with a heavy emphasis on material culture, primary archaeological and historical data, the process of scholarly interpretation and embodiment in contemporary cultures.

Course includes an anthropological and archaeological analysis of the social, religious, and political interactions that characterize the history of these civilizations, especially ideology, economy, and propaganda. Major figures and events will be presented as being symptomatic of cultural or political trends. Classroom lectures will be supplemented with presentations from Israeli and Jordanian archaeologists (via Skype or other modern communication methods) providing students with the Near Eastern perspective.

Course Learning Objectives set by the instructor:

Upon completion of this class, students should be able to:

- a. Identify the Mediterranean environments and the cultures that flourished there.
- b. Describe the archaeological materials common to cultures of the Near East.
- c. Describe how information is derived from archaeology and other related sources.
- d. Evaluate and discuss with peers how our view of prehistory and history affects our society today.
- f. Describe how loss of material culture affects all of humanity.

Materials Required: A compiled reader containing various published and peer reviewed articles will be required for this class. Students will also have access to materials reserved through the library.

Course Requirements:

The course is open to all undergraduate students in good standing. The methods of evaluation include a midterm, a final, a term project/paper and active class participation.

Grading Standards: The methods of evaluation include a midterm, a final, a term project/paper and active class participation, including an off campus event. Attendance is mandatory and students will be required to sign-in. Absences will be monitored. If students are absent on a regular basis, grades will be affected or they may be dropped from the class.

Student work and participation will be evaluated accordingly:

- a. Midterm = 25% Term Project= 20%
- b. Final= 25% Term Paper= 20%
- Class Participation= 10%

Policy on late work: Late work is not acceptable. If an assignment is missed, an excused absence may be given only if the student can present an appropriate written excuse from their doctor for emergency purposes. Students should talk to their professor at least two weeks in advance to arrange for any other type absence (e.g., weddings, etc.).

Writing Requirement: Students are to select a topic from material covered in the class, and from an anthropological perspective analyze the factors contributing to that problem or issue. This means that you are to examine the cultural, political, economic, social, and ideological and other factors involved in the generation or perpetuation of this issue. You need to formulate a research question and hypothesis around which you organize your paper. Use library and electronic research to support and examine your topic. You are encouraged to conduct ethnographic research regarding attitudes toward the issue. Your research paper should include informed and practical solutions to the problem. Requirements include in-text citations, at twelve to fifteen pages, double-spaced, typed and including at least ten bibliographic references from books and peer-reviewed journals.

Course Schedule

Part I Introduction

Week 1: Introduction to the Class

Topics:

Anthropology and the Study of Humankind

Archaeology as Anthropology

Cultural Evolution and Social Evolution

The Crisis in the Middle East

Readings:

(Binford 1962)
(Smith, et al. 2012)
(Economist 2014)
(Troen 2013)

Week 2: Anthropological Paradigms

Topics:

The Early Explorers
Biblical Archaeology
Syrian-Palestinian Archaeology
Contemporary Archaeologies

Readings:

(Phillips 1955)
(Davis 2004)-Chapter 5
(Sauer 1982)

Week 3: Israel, PNA, Lebanon, Syria, Jordan: The Cultural and Geographical Landscape

Topics:

The Geography of the Levant
Diverse Populations of the Levant
Politics and Boundaries

Readings:

(Baines and Yoffee 1998)
(Rosen 1995)
(Sauer 1982)

Part II: Prehistory of the Levant - Stone Age

Week 4: From Stone to Domestication

Topics:

The Paleolithic Period
 The Origins of Sedentary Groups
The Neolithic Period
 The Domestication of Plants and Animals
 The Origins of Agriculture

Readings:

(Kislev, et al. 2004)
(Flannery 1969)
(Munro 2003)
(Kelly 1992)
(Rollefson and Kohler-Rollefson 1989)

Week 5: From Copper to Cults

Topics:

The Chalcolithic

Social Evolution

The Secondary Products Revolution

The Rise of Cults

Readings:

(Ozment 1999)

(Sherratt 1983)

Week 6: The Rise of Urbanism

Topics:

The Bronze Age

The First Cities

The Collapse of Societies

Readings:

(Dever 1998)

(Esse 1989)

(Finkelstein and Perevolotsky 1990)

(Finkelstein and Gophna 1993)

(Fall, et al. 1998)

Week 7: Trade and Internationalism of the Mediterranean

Topics:

Middle Bronze Age

The Age of Internationalism

Late Bronze Age

Readings:

(Eliyahu-Behar, et al. 2013)

(Gilmour 2002)

Week 8: Control and the Origins of State Societies

Topics:

The Iron Age and the Implications of Chronology

Biblical Archaeology

The Exodus

Readings:

(Flannery 1999)

(Levy, et al. 2004)

(Herr 1997)

Week 9: Midterm

Part III: The Historic Periods

Week 10: Changing Cultural Landscape

Topics:

ANTH 311 Archaeology of the Holy Land

Chronology

Historical and Religious Documents and Events

Readings:

(Silberman 1989)- Selected Chapter

(Goode 2007)- Selected Chapters

Week 11: Imperial Domination

Topics:

Trade and Economics

Readings:

(Ramsay 2010)

(Goode 2007)-Selected Chapter

Week 12: The Impact of Hellenism

Topics:

Social Changes in the Mediterranean Region

Readings:

(Cartledge 2009)

Week 13: What Did the Romans Do for Me?

Topics:

Roman occupation in the Holy Land

Readings:

(Kouki 2009)

(Parker 1984)

Week 14: The development of tribal political networks and caravan states

Topics: The development of tribal political networks and caravan states

Readings:

(Betlyon 2005)

(Vorderstrasse 2014)

Week 15: Social History and Modern Perceptions

Topics:

What we can learn from Warfare Archaeology

Identity and Culture Change

The Past as Propoganda

The Plundering of Antiquities

Readings:

(Kersel, et al. 2008)

(Arnold 1996)

(Gilchrist 2003)

Week 16: Final Exam

Readings:

Arnold, Bettina

1996 The Past as Propaganda: Totalitarian Archaeology in Nazi Germany. In *Contemporary Archaeology in Theory*, edited by R. W. Preucel and I. Hodder, pp. 549-569. Blackwell Publishers Ltd., Oxford.

Baines, John and Norman Yoffee

1998 Order, Legitimacy, and Wealth in Ancient Egypt and Mesopotamia. In *Archaic States*, edited by G. M. Feinman and J. Marcus, pp. 199-260. School of American Press, Santa Fe.

Betlyon, John W.

2005 A PEOPLE TRANSFORMED PALESTINE IN THE PERSIAN PERIOD. *Near Eastern Archaeology* 68(1/2):4-58.

Binford, L. R.

1962 Archaeology as Anthropology. *American Antiquity* 28:217-225.

Cartledge, Paul

2009 Alexandria the Great. *History Today* 59(10):20.

Davis, Thomas W.

2004 *Shifting Sands : The Rise and Fall of Biblical Archaeology*. Oxford University Press, Incorporated, Cary, NC, USA.

Dever, William G.

1998 Social structure in the Early Bronze IV Period in Palestine. In *The Archaeology of Society in the Holy Land*, edited by T. E. Levy, pp. 282-296. 2nd ed. Facts on File, New York.

Economist, The

2014 The tragedy of the Arabs; The Arab crisis. In *The Economist*, pp. 9-10. vol. 412. The Economist Intelligence Unit N.A., Incorporated, London.

Eliyahu-Behar, Adi, Naama Yahalom-Mack, Yuval Gadot and Israel Finkelstein

2013 Iron smelting and smithing in major urban centers in Israel during the Iron Age. *Journal of Archaeological Science* 40(12):4319-4330.

Esse, Douglas L.

1989 Secondary State Formation and Collapse in Early Bronze Age Palestine. In *L'Urbanisation e la Palestine a l'age du Bronze ancien*, edited by P. d. Miroschedji, pp. 81-96. British Archaeological Reports, International 527, Oxford.

Fall, P.L., L. Lines and S. Falconer

ANTH 311 Archaeology of the Holy Land

1998 Seeds of Civilization: Bronze Age Rural Economy and Ecology in the Southern Levant. *Annals of the Association of American Geographers* 88(1):107-125.

Finkelstein, Israel and R. Gophna

1993 Settlement, demographic, and economic patterns in the highlands of Palestine in the Chalcolithic and Early Bronze Periods and the beginning of urbanism. *American Schools of Oriental Research* 289:1-22.

Finkelstein, Israel. and Avi Perevolotsky

1990 Processes of sedenterization and nomadization in the history of the Sinai and the Negev. *Bulletin American Schools of Oriental Research* 279:67-88.

Flannery, Kent V.

1969 Origins and ecological effects of early domestication in Iran and the Near East. In *The domestication and exploitation of plants and animals*, edited by P. J. Ucko and G. W. Dimbleby, pp. 73-100. Aldine Pub. Co., Chicago,.

1999 Process and Agency in Early State Formation. *Cambridge Archaeological Journal* 9(1):3-21.

Gilchrist, Roberta

2003 Introduction: towards a social archaeology of warfare. *World Archaeology* 35(1):1.

Gilmour, Garth

2002 Foreign burials in Late Bronze Age Palestine
Near Eastern Archaeology 65(2):112.

Goode, J.

2007 *Negotiating for the past archaeology, nationalism, and diplomacy in the Middle East, 1919-1941*. University of Texas Press, Austin.

Herr, Larry G.

1997 Archaeological Sources for the History of Palestine: The Iron Age II Period: Emerging Nations. *The Biblical Archaeologist* 60(3):114-183.

Kelly, R. L.

1992 Mobility/Sedentism: Concepts, Archaeological Measures, and Effects. *Annual Review of Anthropology* 21:43-66.

Kersel, Morag M., Christina Luke and Christopher H. Roosevelt

2008 Valuing the past: Perceptions of archaeological practice in Lydia and the Levant. *Journal of Social Archaeology* 8(3):298-319.

Kislev, Mordechai E., E. Weiss and Anat Hartmann

2004 Impetus for sowing and the beginning of agriculture: Ground collecting of wild cereals. *PNAS* 101(9):2692-2695.

Kouki, Paula

2009 Archaeological Evidence of Land Tenure in the Petra Region, Jordan: Nabataean-Early Roman to Late Byzantine. *Journal of Mediterranean Archaeology* 22(1):29-56.

Levy, Thomas E., R.B. Adams, M. Najjar, A. Hauptmann, J.D. Anderson, B. Brandl, M.A. Robinson and T. Higham

2004 Reassessing the chronology of Biblical Edom: new excavations and 14C dates from Khirbat en-Nahas (Jordan). *Antiquity*.

Munro, N.D.

2003 Small game, the younger dryas, and the transition to agriculture in the southern levant. *Mitteilungen des Gesellschaft fur Urgeschichte* 12:47-71.

Ozment, Katherine

1999 Journey to the Copper Age. *National Geographic* 195(4):71-79.

Parker, S. Thomas

1984 Exploring the Roman Frontier in Jordan. *Archaeology* 37(5):33-39.

Phillips, Philip

1955 American Archaeology and General Anthropological Theory. *Southwestern Journal of Anthropology* 11(3):246-250.

Ramsay, Jennifer

2010 Trade or Trash: an examination of the archaeobotanical remains from the Byzantine harbour at Caesarea Maritima, Israel. *International Journal of Nautical Archaeology* 39(2):376-382.

Rollefson, Gary O. and I. Kohler-Rollefson

1989 The Collapse of Early Neolithic Settlements in the Southern Levant. In *People and Culture in Change: Proceedings of the Second Symposium on Upper Palaeolithic, Mesolithic and Neolithic Populations of Europe and the Mediterranean Basin*, edited by I. Hershkovitz, pp. 73-89. B.A.R. International Series 508(i), Oxford, England.

Rosen, Arlene Miller

1995 The Social Response to Environmental Change in Early Bronze Age Canaan. *Journal of Anthropological Archaeology* 14(1):26-44.

Sauer, James A.

1982 Syro-Palestinian Archeology, History, and Biblical Studies. *The Biblical Archaeologist* 45(4):201-209.

Sherrat, A.

1983 The Secondary Exploitation of Animals in the Old World. *World Archaeology* 15:90-103.

Silberman, Neil Asher

1989

H. Holt, New York.

Smith, Michael E., Gary M. Feinman, Robert D. Drennan, Timothy Earle and Ian Morris

2012 Archaeology as a social science. *Proceedings of the National Academy of Sciences of the United States of America* 109(20):7617-7621.

Troen, S. Ilan

2013 Israeli Views of the Land of Israel/Palestine. *Israel Studies* 18(2):100-114,158.

Vorderstrasse, Tasha

2014 THE ARCHAEOLOGY OF THE OTTOMAN EMPIRE AND ITS AFTERMATH IN THE MIDDLE EAST. *Near Eastern Archaeology* 77(4):292-298.

18. Academic Honesty:

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University. Further details about the California State University San Marcos's policy on academic misconduct can be found at: (http://www.csusm.edu/academic_programs/catalog/).

19. ADA Statement:

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality.