

ANTH 311 / ID 370-15

UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL

FOR AREA DD – SOCIAL SCIENCES

Please Read Instructions on Next Page of This Form

Course Number ANTH 311 ^{ID 370-15} Course Title Archaeology and the Holy Land: Bridging the Past and the Present

- This is a new course. A FORM C is being filed concurrently.
- This is an existing course not currently satisfying an UDGE requirement, which is not being changed.
- This is an existing course not currently satisfying an UDGE requirement, which is undergoing change. A FORM C-2 is being filed concurrently.
- This is an existing course currently satisfying an UDGE requirement which is being submitted for recertification. A FORM C-2 is required only if the course is being changed.

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? 3 (Upper-Division General Education courses are limited to 3 units.)
- 3.a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?
 yes no
- b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
 yes no
- c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed on the next page of this form, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.

Read Questions 4-8 in the instructions on the next page of this form and submit your answers as attachments. The instructions do not have to be printed or submitted.

<p><u>Adolfo Muniz</u></p> <p>Originator</p> <p><u>Bonnie Bade</u></p> <p>Program Director</p> <p>_____</p> <p>General Education Coordinator</p> <p>_____</p> <p>General Education Committee Chair</p>	<p>Signatures</p> <p><u>see email 10/6/15</u></p> <p>Date</p> <p><u>see email 10/6/15</u></p> <p>Date</p> <p>_____</p> <p>Date</p> <p>_____</p> <p>Date</p>
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**FORM INSTRUCTIONS FOR UDGE-DD (WHITE)
UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA DD – SOCIAL SCIENCES**

The Definition of Upper Division GE Courses:

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses should help students see how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. Upper Division General Education courses should present knowledge which can enhance students' lives outside the classroom or their studies in other subjects. These courses should also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter.

Upper Division General Education courses shall be three-unit courses so that three such courses will exactly correspond with the 9-unit Upper Division General Education requirement of the CSU.

Attachments and responses to questions 1-4 will help the General Education Committee decide if the course is truly suitable to the General Education student. Please read the definition of Upper Division General Education printed above before answering these questions.

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? Upper-Division General Education Courses are limited to (3) units.
3.
 - a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?
 - b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
 - c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed above, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.
4. Upper division general-education students may have fulfilled their lower division area D requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

Criteria for Upper Division Area DD Courses:

Questions 5-7 will help the General Education Committee decide if the course belongs in the Social Sciences category.

Address the criteria implied by the following instructions. Courses satisfying the UDGE Social Science DD requirement focus on broad, unifying themes in the social sciences from cross-disciplinary perspectives. Social science courses should enhance student awareness of and comprehension of human, social, political and economic institutions and behavior and their historical background.

5. Please specify how this course enables students to do one or both of the following: (a) analyze problems using social scientific reasoning; and/or (b) understand the historical and/or social context of major political, intellectual, economic, scientific, technological, or cultural developments.
6. Please specify how this course explores the ways in which society and culture are affected by two or more of the following: (a) gender; (b) ethnicity; (c) class; (d) regional identities; (e) global identities.
7. Please specify how this course helps students to recognize the value of multidisciplinary explorations.

Assessment for Upper Division Area DD Courses:

Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.

8.
 - a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.
 - b. If you use any course assessment activities (e.g., "pre" and "post" testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.

Virginia Mann

Originator email

From: Ad Muniz <admuniz@gmail.com>
Sent: Tuesday, October 06, 2015 4:23 PM
To: Virginia Mann; Bonnie Bade
Subject: RE: Archaeology of the Holy Land

Hi Virginia,
Please accept this email as confirmation of my signature on the proposal.
Many Thanks
Adolfo Muniz

From: Virginia Mann [mailto:vmann@csusm.edu]
Sent: Tuesday, October 06, 2015 4:18 PM
To: Bonnie Bade; Ad Muniz; Adolfo Muniz
Subject: RE: Archaeology of the Holy Land

Bonnie and Adolfo – cannot send GE forms for this course to GEC because there are no signatures at all on the GE form. Would you each reply to this email confirming you are originator of proposal and Chair of ANTH, supporting the proposal?

Thanks,
Virginia

Virginia Peters Mann
Curriculum Specialist
Academic Programs
CRA 5201-B
(760) 750-8887

From: Virginia Mann
Sent: Tuesday, October 06, 2015 3:24 PM
To: Bonnie Bade <bbade@csusm.edu>; Ad Muniz <admuniz@gmail.com>; Angela Baggett <abaggett@csusm.edu>; Adolfo Muniz <amuniz@csusm.edu>
Cc: Martha Stoddard-Holmes <mstoddar@csusm.edu>; Regina Eisenbach <regina@csusm.edu>
Subject: RE: Archaeology of the Holy Land

Hello Adolfo and Bonnie,

Your topic ID 370-15 (Archaeology of the Holy Land) has been approved and entered in PeopleSoft for Spring 2016. The section can now be created. I am also sending the GE forms to GEC, and noting this DD submission is for ID 370-15/ ANTH 311, assuming the C form is approved this year.

Thanks,
Virginia

Virginia Peters Mann
Curriculum Specialist
Academic Programs
CRA 5201-B

From: Bonnie Bade
Sent: Tuesday, October 06, 2015 7:28 PM
To: Virginia Mann; Ad Muniz; Adolfo Muniz
Subject: Re: Archaeology of the Holy Land

Hi Virginia, sorry you had to follow up on this, I thought we had attended to it. Please accept this email as my signature on the forms associated with the Archaeology of the Holy Land course. Thank you--Bonnie Bade

From: Virginia Mann
Sent: Tuesday, October 6, 2015 4:18 PM
To: Bonnie Bade; Ad Muniz; Adolfo Muniz
Subject: RE: Archaeology of the Holy Land

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Subject: RE: Archaeology of the Holy Land

Hello Adolfo and Bonnie,

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Thanks,
Virginia

Virginia Peters Mann
Curriculum Specialist

4. The Holy Land is a land bridge at the south-end of the Fertile Crescent situated between Africa and Asia. Its location, people, cities, and principle land routes have served as key components in the development and rise of social complexity in the region. This course highlights the prehistory and early history of the Levant and its interconnections from the Paleolithic to the rise of the earliest states in anthropological perspective. The course explores contemporary issues in Israel, Palestine, Jordan, Syria, and Lebanon and topics in archaeology, nationalism, ethnicity, and identity. Anthropologists draw on the findings of many different disciplines that study human beings – human biology, economics, and religion- to name three- for example, as well as data on similar topics that they have collected, and attempt to produce an encompassing picture of human life. In the same way, when an anthropologist studies a specific group, the goal is to produce a holistic portrait of that people's way of life by bringing together information about many different facets of their lives- for example- social, religious, economic, political, linguistic, and so forth- in order to provide a broad context for understanding who they are and why they do what they do.

5. This course provides students with an overview of the prehistory (Paleolithic) up to the early historical periods (State formation) of the Levant. This area is also known as the Holy Land and encompasses the geographical lands of Israel, Jordan, Syria, Lebanon, and the Palestinian National Authority. The chronological exploration of this region highlights the fundamental transitions which occurred in this region and which created the foundations for later civilization in this part of the world. In particular, we will examine: (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, temple and elites prevalent during the Chalcolithic 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 and the process of scholarly interpretation and their embodiment in contemporary cultures. Because anthropology is interested in human being in all places and all times, anthropologists are curious about how we got to be what we are today. By studying and understanding agents affecting cultural and social evolution, patterns of orderly change over time in socially acquired behavior can be examined.

6. Archaeology has frequently been put to political use, particularly by nationalists. Case studies have been documented all around the world ranging from the well-known propaganda served in the Islamic state (ISIL/Daesch) today, to the Nazi state, and through the lesser known complex interplay of official ideologies and academic prehistory in many regions of the world including the Near East. The past, whether real or imagined, can be manipulated for nationalistic purposes and nation building. Yet, it becomes an integral part of an individual's and a group's identity. This class will present students with the opportunity to explore Jewish and Arab cultures and their ties to the past. Drawing on anthropological methods and perspectives, students will be exploring the topics of archaeology, nationalism, ethnicity, and identity. A special emphasis will be placed on those aspects that permit us to relate to the seemingly arcane mechanisms lying behind 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 as symptomatic of cultural or political trends.

ANTH 315 Archaeology and the Holy Land
UDGE-DD form questions

7. This course introduces the student to the prehistory and history of Ancient Near Eastern societies with an emphasis on Israel, Palestine, Jordan, Syria, Lebanon, Mesopotamia, and Egypt. This course will stress the complex civilizations in those geographic areas and focus on the material culture and written texts through which we can reconstruct the prehistory and history of the Ancient Near East. To accomplish these goals, a multidisciplinary approach is necessary to cover a diverse number of topics. These include the origins and development of social complexity leading up to Canaanite civilization; the emergence of the alphabet; trade links and political relations with the Aegean, Egypt, Turkey and Mesopotamia; the emergence of small polities in the Iron Age (e.g. Israel, Judah, Ammon, Moab, Aram, Phoenicia); the development of tribal political networks and caravan states (e.g. the Nabateans, the Arabs); imperial domination by Egyptian, Assyrian, Babylonian, and Persian expansionist states; the impact of Hellenism; how historical and religious documents presented these events; and the impact of social history in these periods on perceptions of the Levant in modern European and Middle Eastern thought.

8. This course has four learning objectives:

1. Learn the fundamental assumptions, principles, theories and methods in archaeological and anthropological research.
2. Learn to analyze and critically evaluate ideas, arguments and points of view as presented from scholars conducting anthropological and archaeological research in Israel, Jordan, and adjacent areas.
3. Identify ethical, historical, political and other issues surrounding archaeological investigation in the region.
4. Research using anthropological methods the environments and cultures of the Mediterranean.

To meet these objectives, students will be evaluated by various means: a midterm, a final, a term project/paper and active class participation. Students will have successfully completed the class when they can: 1. contribute to the class discussion of assigned topics, current archaeological news, and classroom exercises, 2. post comments and information on a specific topic on the course electronic website, 3. demonstrate knowledge of archaeological methods, theories, ethics and values, nationalism and identity on an exam, 4. evaluate an archaeology lecture for content, research goals, philosophy, communication, and social relevance, 5. analyze details of past important cultures worldwide, describing major transitions in prehistory and how this knowledge is important for modern humans and interpreted differently by different interest groups, 6. demonstrate clear speaking and writing in all assignments, indicating good preparation and organization, and 7. discuss the value of archaeology to their own individual life and to modern society.

ANTH 315 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 315 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:

1. Learn the fundamental assumptions, principles, theories and methods in archaeological and anthropological research.
2. Learn to analyze and critically evaluate ideas, arguments and points of view as presented from scholars conducting anthropological and archaeological research in Israel, Jordan, and adjacent areas.
3. Identify ethical, historical, political and other issues surrounding archaeological investigation in the region.
4. Research using anthropological methods the environments and cultures of the Mediterranean.

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.).

1Writing 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

ANTH 315 Archaeology of the Holy Land

Topics:

The Chalcolithic

Social Evolution

The Secondary Products Revolution

The Rise of Cults

Readings:

(Ozment 1999)

(Sherrat 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:

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

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

ANTH 315 Archaeology of the Holy Land

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:

ANTH 315 Archaeology of the Holy Land

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.

D 370-15

NEW TOPIC PROPOSAL

Note: The proposed topic below can only be offered two times.

Is GE credit being requested? Yes No

If so, which area(s)? DD

Please attach the GE form to this form for the area requested.

Please attach a section add form.

1. College of: CHABSS CoBA CoEHHS CSM 2. Center/Program/Department: ANTH

3. Instructor Muniz

4. Topic Abbreviation and Number: 10370-15 Arch of Holy Land 5. Grading Method: normal

6. Term: Spring 7. Year: 2016 8. Variable Units: * no

9. Has this topic been offered previously: Yes No If yes, indicate term(s) Year:

10. Topic Title: Archaeology of the Holy Land: Bridging the Past and the Present (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)

11. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) ST: Arch Holy Land

12. Topic Description: Note: This part can be skipped if answer to part 9 is "yes." Please provide detailed information about the topic. Please type. You may also attach the topic description on a separate sheet if you do not have enough space.

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.

13. Does this topic have prerequisites? Yes No

14. Does this topic have co-requisites? Yes No

15. Does the topic require consent for enrollment? Yes No

Faculty Credential Analyst Dean Program/Center/Department - Director/Chair

16. Is topic crosslisted Yes No If yes, indicate which course and obtain signature in #18.

17. Justification for offering this topic.

Course capitalizes on the expertise of anthropology's archaeologist while at the same time provides more options for anthropology majors to meet core and upper division requirements. Funding to draft the course provided by Leichtag Foundation through Global Studies.

* Enter units only if this is a variable-units topic course.

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18. Does this topic impact any other disciplines? Note: This number can be skipped if answer to part 9 is "yes." (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 _____
Signature *Elizabeth J. Matthews* Date 9/30/15 Support _____ Oppose

Discipline _____
Signature _____ Date _____ Support _____ Oppose

1. Adolfo Muniz
Originator (Please Print) _____ Date _____

Mark Strenne 9/30/15
Dean of College (or Designee) _____ Date _____

2. Bonnie Bade
Program/Center/Department – Director/Chair _____ Date _____

5. *Rayna Eisenbaad* 10/10/15
Associate VP Academic Programs _____ Date _____

3. *Mark Strenne* 9-30-15
College Curriculum Comm. Rep. _____ Date _____



10/16/15