

Virginia Mann

Subject: FW: ANTH 311/ID 370-15

Begin forwarded message:

From: Ad Muniz <admuniz@gmail.com>
Date: November 16, 2015 at 8:59:34 PM PST
To: Yvonne Meulemans <ymeulema@csusm.edu>
Subject: Re: ANTH 311/ID 370-15

Hi Yvonne-

Not an inconvenience! If anything- a valuable learning experience. Here is the response for Q8 that supersede other responses.

Ad

8. The learning outcomes for this class are set by the instructor and should be related to any introductory course in archaeology and coupled with General Education Program Student Learning Outcomes are designed to guide programmatic improvement. 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.
7. Discuss the value of archaeology to their own individual life and to modern society.

On Nov 16, 2015, at 12:42 PM, Yvonne Meulemans <ymeulema@csusm.edu> wrote:

Hi Ad:

Thank you very much for your response to GEC regarding this course! The committee is close to approval, but I messed up.

In Q8, I should have been more explicit that while an instructor can indeed have their own learning outcomes for a course, GE courses must fulfill the General Education Program Student Learning Outcomes: <http://www.csusm.edu/ge/GEPSLOs/index.html> No one course is expected to include all the learning outcomes. However, responses to Q8 should refer to any relevant learning outcomes and how the assignments/activities in the class are used to assess student learning.

The committee was confused by your inclusion of the learning outcomes you included in response to Q8. An instructor can include learning outcomes they have for students in this course and how they might assess those learning outcomes, but there must be some information about what GEPSLO's the course addresses and how that learning outcome(s) is assessed.

It was only when the committee began their review did we figure out that the issue lay in what I asked for from you. I'm sorry for the inconvenience, but I must ask again for a revision to your response to Q8. Please mention which GEPSLO(s) the course addresses and some detail as to what assignment/activity could be used as an assessment.

Please let me know if you'd like to chat more about this request.

Thank you,
Yvonne

From: Ad Muniz <admuniz@gmail.com>

Date: Tuesday, November 10, 2015 at 4:27 PM

To: Virginia Mann <vmann@csusm.edu>, Adolfo Muniz <amuniz@csusm.edu>

Cc: Bonnie Bade <bbade@csusm.edu>, Yvonne Meulemans <ymeulema@csusm.edu>, Regina Eisenbach <regina@csusm.edu>

Subject: RE: ANTH 311/ID 370-15

Hi Virginia-

I am enclosing changes/information requested. Please let me know if you need any additional information.

Ad

Q5. 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). Through the lens of Conflict Archaeology, 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. Contemporary events unfolding in Syria and other parts of the region have brought to the forefront discourse in forced cultural assimilation and the usurping of the past. All individuals through their actions (or lack of) contribute in the destruction of archaeological sites, looting of artifacts, and black market antiquities dealings. By studying and understanding these agents affecting cultural and social evolution, patterns of orderly change over time in socially acquired behavior can be examined.

Q8. The learning outcomes listed on the syllabus are set by the instructor and should be related to any introductory course in archaeology.

From: Virginia Mann [<mailto:vmann@csusm.edu>]
Sent: Tuesday, November 10, 2015 2:36 PM
To: Adolfo Muniz
Cc: Bonnie Bade; Yvonne Meulemans; Regina Eisenbach
Subject: RE: ANTH 311/ID 370-15

Hello Adolfo – just checking if you might be able to respond to GEC (see below) any time soon. Since spring registration begins next week, it would be good for GEC to complete their review of ID 370-15/ ANTH 311 as soon as possible.

Thanks,
Virginia

Virginia Peters Mann
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From: Yvonne Meulemans
Sent: Monday, November 02, 2015 12:07 PM
To: Adolfo Muniz <amuniz@csusm.edu>
Cc: Virginia Mann <vmann@csusm.edu>
Subject: ANTH 311

Hi Adolfo:

I am writing on behalf of GEC regarding your course proposal, ANTH 311.

The committee reviewed this proposal and had only a few requests for changes:

- In your answer to Q5, the committee wonders if there should be more explicit content about the current situation in Syria. The numerous issues regarding the ISIL's destruction and selling of anthropological artifacts are mentioned in Q6.
- In your response to Q8 and on the syllabus, there are learning outcomes listed. Can you make explicit where these learning outcomes come from? Are they GE learning outcomes or related to the Anthro program?

I am happy to talk face to face or by phone about any of these suggestions. Once we receive the updated materials, I will put it on the next GEC agenda.

Thank you,
Yvonne



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