

Curriculum Committee Meeting Agenda

Voting Committee Members

Katy Jablonski (Chair)(WR)

Kristen Booth (VChair)(PreC)

P.K. Hoffman (Arts & Hum)

Linnea Jaeger (ESOL)

Zip Krummel (Social Sci)

Pam Morse (Math) (fall off)

Emilie Miller (Science)

Mimi Pentz (Nurs/Hlth Occ)

John Schoppert (Library)

Stephen Shwiff (Inst Dean)

Andrea Ware (CTE)

Non-Voting Committee Members

Susan Lewis (Curriculum)

Dawn Sallee-Justesen (Student Services)

Support Staff

Gail Gilliland (Curriculum)

Guests

December 6, 2018 3:30 pm – 5:00 pm

The Dalles Campus, room 3.218 (student services conference room)

Hood River Campus, room 1.209 (conference room)

Information items (no voting or discussion required):

1. none

Business:

1. Approval of November 15, 2018 minutes ¹

Submissions ²: (times are estimates)

1. John Copp (3:35 – 3:50 pm)
 - ATH 101 Introduction to Physical Anthropology (CLO update)
 - ATH 102 Introduction to Archaeology & Prehistory (CLO update)
 - ATH 103 Introduction to Cultural Anthropology (CLO update)
 - ATH 208 Introduction to Ethnography (CLO update)
 - ATH 231 Native Americans of the Northwest (CLO update)

Discussion Items:

1. CC submission review – proposal for restructure, continued ^{3&4} (Katy)
 - a. Proposed new submission language for “Course Activities & Design,” “Course Content,” and “Text & Materials.” ⁴

Next Meeting: January 24, 2019

Attachments: ¹ November 15, 2018 minutes; ² Submissions: 5 CLO updates; ³ CC submission review;

⁴ CCOG Template; ⁵ Proposed new submission language

**Curriculum Committee Minutes
November 15, 2018, 3:30pm – 5:00 p.m.**

Location: TDC Room 3.218 (SS Conference Room) and Hood River Room 1.209 (conference room)

PRESENT

Voting Committee Members

Katy Jablonski (Chair) (WR) (remote)
Kristen Booth (VChair) (Pre-College)
P.K. Hoffman (Arts and Humanities)
Linnea Jaeger (ESOL)

Zip Krummel (Social Science)
Mimi Pentz (Nursing/Health Occupations)
Stephen Shwiff (CTE/Business)
Andrea Ware (CAOS)

Voting Committee Members

Susan Lewis (Curriculum)

Guests

Support Staff

Gail Gilliland (Curriculum)

ABSENT

Voting Committee Members

Emilie Miller (Science)
Pam Morse (Math) (fall sabbatical)
John Schoppert (Library)

Non-Voting Committee Members

Dawn Sallee-Justesen (Student Services)

Item	Discussion	Action
Call to Order	Meeting called to order by Kristen Booth, Vice Chair at 3:30pm	
Informational item: None		
Business	Motion: approve November 1, 2018 minutes as written	Motion: Stephen 2 nd : Linnea Action: 6 in favor – 0 opposed – 1 abstention

Submissions: None		
Discussion Items:		
Revised Charter for approval	<p>Susan presents revised Curriculum Committee Charter for approval.</p> <p>Susan informed the committee the IC did not make any further decisions regarding expanding faculty representation on the council. Therefore, no further guidance was available on this issue. Still a possibility. If the CC would like to have additional member representation, it would require additional change in the charter language. The committee decided it would wait to hear if/how representation may change on the IC.</p> <p>Motion: Approve charter as sent (attachment to the November 15, 2018 CC meeting agenda)</p>	<p>Motion: PK 2nd: Mimi Action: 7 in favor – 0 opposed – 0 abstentions</p>
<ul style="list-style-type: none"> • CC submission review – proposal for restructure (Katy) 	<p>Katy presents Curriculum Committee submission review. Katy reminded the CC that the first three items from last week have been approved.</p> <p>The CC was informed that CGCC is starting budget build for 2019-2020 now, in fall, per Dr. Cronin. During the fall budget build the VP of Academic Affairs will be contacting departments for proposed new degrees, certificates, and courses that will require budget allocation.</p>	
<ul style="list-style-type: none"> a. Content section of all new course submissions (CTE or Gen ED or LDC) is organized by outcomes and under each outcome would be an outline 	<p>Discussion highlights:</p> <ul style="list-style-type: none"> • Benefits of an outcome organized content area: <ul style="list-style-type: none"> ○ Provides explicit information showing that content addresses course outcomes 	<p>Motion: Stephen 2nd: Zip Action: 7 in favor – 0 opposed – 0 abstentions</p>

<p>of the content that addresses that outcome. (See ENG 201, CHN 101, WR 115 and FN 225)</p>	<ul style="list-style-type: none"> ○ Easier and more efficient for CC to review ○ Emphasizes importance of outcome achievement through CCOG • Cautions: <ul style="list-style-type: none"> ○ It would be advantageous to provide opportunity for freedom from prescriptive design. ○ Extensive course guidance may be hindering. ○ Allow freedom for growth or change. ○ Be careful of constraining language that would box the instructor. • Consider what is on the website <ul style="list-style-type: none"> ○ CCOG is a tool for transfer to a university ○ Proprietary CCOGs? • Content section should avoid addressing “how” and focus on “what”. • Create a pilot as a guiding example. <ul style="list-style-type: none"> ○ Test the examples in a few different disciplines. • Gen Ed requests are to describe how course content addresses CLOs, not assignments • Revised submission requirements will not impact CLO update submissions from Social Science nor Writing, Foreign Language, and Language Arts <p>Motion: Effective immediately the content section of all new course submissions will be organized by course outcomes.</p> <p>Action Item – Susan will update form</p>	
<p>b. New Course submissions lacking in content won't be reviewed. (See ENG)</p>	<p>Susan expressed concern that this would put her in a difficult position if she was expected to make a</p>	

<p>214)</p>	<p>determination on whether a submission was “lacking” or not. She could deny placing a submission on the agenda if the content section was empty or if the submission did not organize the content by outcomes, but it wasn’t her place to stop a submission if she felt the content was insufficient. She can advise the submitter that she believes the committee may have issue with the submission; however, she does not think that she has the authority to stop it if the submitter insists. Committee satisfied with practice staying the same.</p>	
<p>c. Should we remove the section “Course Activities and Design”? What do we want to see there?</p>	<p>Katy read the outcome assessment strategies ideas for a new faculty. Extensive discussion ensued.</p> <p>Course Activities and Designs</p> <ul style="list-style-type: none"> • Brief history and explanation <ul style="list-style-type: none"> ○ These came forward from PCC forms ○ Everything below outcomes does not require CC review. These edits can be accomplished by contacting Susan. ○ Currently, this section appears rather perfunctory, with the response repeating what is suggested in the prompt • Suggestions <ul style="list-style-type: none"> ○ Provide a list of potential teaching strategies rather than asking the submitter to list the options. ○ Susan will revise the Course Activities and Design box to a static box of suggested practices. This information will also be added as a static field on the CCOG. ○ Retain an optional “fill-in” box to allow for departments to include their own specific suggestions or requirements. • Future goal 	

	<ul style="list-style-type: none"> o to link in the CCOGs potential lesson plans. It fits into the course activity and design section. <p>Zip moves that we keep course activities and designs as a statement with an option box of linking a lesson or something the department would like to require. Motion dies for lack of a second.</p> <p>Action Item – Susan will ask Paula about her thoughts on linking lessons on the CCOGS.</p> <p>Action Item- Susan will bring the language to be included in the static box for addressing teaching strategies.</p> <p>Discussion to be continued at next meeting.</p>	
d. Course development compensation as described in the Collective Bargaining Agreement:	Table	
e. Based on the above information, if applicable, instructors should be paid half of the money they are being compensated for new course development after the curriculum committee approves their course. A form could be created that we sign off on and send to payroll.	table	
f. Close analysis of content sections is assigned on a rotating basis. Two members are assigned to each content review. What are	table	

<p>we looking for? See items #4 and #5.</p>		
<p>g. One member, on a rotating basis, is in charge of researching the transferability requirements. What are we looking for?</p>	<p>table</p>	
<p>h. The remaining members focus on course outcomes and the alignment with institutional core learning outcomes. What does this look like?</p>	<p>table</p>	
<p>i. Do we want to require suggested texts?</p>	<p>Katy reads the description; would it be useful to have suggested texts included? Brief discussion ensues</p> <ul style="list-style-type: none"> • Advantage: <ul style="list-style-type: none"> ○ Very helpful to a new instructor ○ Provides a starting place when determining what if any text to use ○ OER links may be included. • Submitter will provide an explanation if there are no text or materials to be listed • CCOG may be updated as texts and materials change. Opportunity for department to stay more connected and engaged with their CCOGs <p>Motion: Require submission to include suggested texts and materials, including any OER, or explain why nothing is listed.</p>	<p>Motion: Kristen 2nd: Katy Action: 7 in favor – 0 opposed – 0 abstentions</p>

	Action Item: Susan will remove "optional" from text and materials section and will add a separate box on the submission form.	
j. Use the CCOG development Template (attached) to evaluate new course descriptions.	table	
Adjourn: 5:04pm		
Next Meeting: December 6, 2018 3:30 pm – 5:00 pm. Location: TDC Room 3.218 (SS Conference Room) and HRC Room 1.209 (Conference Room)		

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	
Course Prefix and Number:	ATH 101	Course Title:	Introduction to Physical Anthropology
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Presents physical anthropology and the study of human biological evolution in the context of modern genetics and primate behavior studies. Examines bio-cultural variation, the human fossil record, adaptive significance, as well as the diversity and commonality of present and ancestral populations. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.		
Course Outcomes:	1. Explain the scientific basis of physical anthropology in terms of biochemistry, genetics, evolutionary adaptation, and molecular biology. 2. Analyze the fossil record in light of current information on genetics, evolutionary processes, molecular evidence of evolution, and the anatomy and behavior of living primates. 3. Compare primate anatomy, behavior, gender roles, social organization, reproduction and ecology, as well as noting diversity, classification and geographic distribution of various species. 4. Examine the evidence for emergent hominin cultural behavior over time, recognizing ancient variations as formative antecedents to modern human expressions. 5. Identify how human diversity is a bio-cultural response to environmental and biological factors.		

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all CGCC students who meet the prerequisites for the course.
2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes. (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. Verify course transfer status using the Course Transfer/Articulation Status form (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.
5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**

Through their respective disciplines, CGCC students who earn a degree can:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:	
For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate CLO rubric . Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.	
Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>) <input checked="" type="checkbox"/> major designation **REQUIRED**	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Course Outcomes: 1. Explain the scientific basis of physical anthropology in terms of biochemistry, genetics, evolutionary adaptation, and molecular biology. Course Content: Students learn about the history of human origins through a variety of multidisciplinary approaches to science by using text and supplemental sources. They engage in discussion and/or debate about the application and interpretation of evidence in order to make informed conclusions about the nature of hominin adaptation over time. Student writings and discussions focus on the methods of acquisition and manner of interpretation of data used to establish the identification of different species of hominin.

<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>2. Analyze the fossil record in light of current information on genetics, evolutionary processes, molecular evidence of evolution, and the anatomy and behavior of living primates.</p> <p>Course Content:</p> <p>Students learn about the methods and techniques used by professional paleoanthropologists in assessing hominin remains. Activities offer students the opportunity to apply such criteria to samples to examine the efficacy of the method. Similarities in gene expression, anatomical traits, and heredity are explored. The molecular evidence of evolution is assessed through the study of genetics and historic husbandry practices with livestock over recent millennia. Students reflect, reason, and evaluate similarities and differences between various primate families in order to make connections between modern populations and examples of anatomical similarities in prehistoric groups.</p>
<p>Provide a response for each of the following three CLOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”</p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>5. Identify how human diversity is a bio-cultural response to environmental and biological factors.</p> <p>Course Content:</p> <p>Students recognize that modern human diversity is a bio-cultural response to differing environmental and biological factors. While embracing that there is only one extant species of human on the planet today, students explore the differences in genotype and phenotype, as well as variations resulting from environmental influences such as extreme hot or cold weather conditions and/or high elevation habitation zones, as they learn about the range of human biological diversity. Through an understanding of environmental pressures, students learn to evaluate the impact of cultural v. biological factors on existing populations.</p>

<p>6. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>3. Compare primate anatomy, behavior, gender roles, social organization, reproduction and ecology, as well as noting diversity, classification and geographic distribution of various species.</p> <p>4. Examine the evidence for emergent hominin cultural behavior over time, recognizing ancient variations as formative antecedents to modern human expressions.</p> <p>Course Content:</p> <p>Students explore different adaptations to environment by a variety of examples from the primate spectrum, including humans. By exploring examples across and through time, students identify behavioral criteria, social organization, and geographic distributions that impact our understanding of those species within a specific environment. The consequences of human subsistence practices reveal differential impact on the natural world – evidence of which can sometimes be seen in the prehistoric record, reflecting the longevity of such behaviors. Students comprehend the profound ability of a species to alter the environment simply by over-harvesting of resources. At the same time, archaeological evidence reveals that ancient humans display emergent behaviors that reflect in familiar ways when compared from one place to another. Students assess the ongoing impact of population growth, reduction in forested areas of the globe, and over-utilization of natural resources in considering the future of the human species.</p>
---	---

Section #4 Department Review		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."</i>		
Submitter	Email	Date
John Copp	JCopp@CGCC.edu	12/3/2018
Department Chair (enter name of department chair): John Copp		
Department Director (enter name of department director): Steven Shwiff		

NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed

Introduction to Physical Anthropology

Course Number: ATH 101

Transcript Title: Intro to Physical Anthropology

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: No

Satisfies General Education requirement: Yes

Grading options: A-F (default), P-NP, audit

Repeats available for credit: 0

Prerequisites

[MTH 20 \(/courses/mth-20\)](#) or equivalent placement test scores. Prerequisite/concurrent: [WR 121 \(/courses/wr-121\)](#).

Course Description

Presents physical anthropology and the study of human biological evolution in the context of modern genetics and primate behavior studies. Examines bio-cultural variation, the human fossil record, adaptive significance, as well as the diversity and commonality of present and ancestral populations. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

Upon successful completion of this course, students will be able to:

1. Explain the scientific basis of physical anthropology in terms of biochemistry, genetics, evolutionary adaptation, and molecular biology.
2. Analyze the fossil record in light of current information on genetics, evolutionary processes, molecular evidence of evolution, and the anatomy and behavior of living primates.
3. Compare primate anatomy, behavior, gender roles, social organization, reproduction and ecology, as well as noting diversity, classification and geographic distribution of various species.
4. Examine the evidence for emergent hominin cultural behavior over time, recognizing ancient variations as formative antecedents to modern human expressions.
5. Identify how human diversity is a bio-cultural response to environmental and biological factors.

Alignment with Institutional Core Learning Outcomes

In-depth	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)
In-depth	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical thinking and Problem-Solving</i>)
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)
In-depth	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (<i>Cultural Awareness</i>)
In-depth	5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)

Outcome Assessment Strategies

Tests, research papers, discussion, quizzes, homework, group projects, and other forms of assessment all may be used for this course at the instructor's discretion.

Course Activities and Design

Lectures, discussion, group activities, service learning are some of the potential activities that instructors may use at their discretion in this course.

Course Content (Themes, Concepts, Issues and Skills)

Themes, Concepts, and Issues

- Basic concepts in physical anthropology.
- The scientific method applied to the study of humans.
- Differences between culturally and biologically determined behaviors.
- The biological background for physical anthropology.
- The structure of DNA, protein synthesis, and the significance of mutations in evolution.
- Chromosomal structure, cell division, and aberration in creating variation and evolution.
- Mendel's laws of inheritance.
- Animal adaptations and diversity in geological time.
- Features shared with other primates, other mammals, and other vertebrate animals.
- Current examples from biochemistry, genetics, adaptation, and molecular biology.
- Understanding of evolutionary theory applied to medicine.
- The anatomy and behavior of living primates.
- Diversity in the order primates: prosimians, monkeys, apes, and humans.
- Anatomical and locomotor adaptations of primates including humans.
- The fossil record of humanity.
- The evidence for human evolution.
- Current data on genetics and evolutionary processes in the molecular evidence of evolution.
- Important stages in the evolution of *Homo sapiens*
- Questions and controversies involving the interpretation of fossil hominids and artifacts.
- Emergence and transformations of human culture over time.
- Earliest cultural behavior: living spaces and tool technologies.
- Ancient cultural sources for modern human society.
- *Homo habilis* and *Homo erectus*: developing culture-based lifeways.
- Cultural behaviors of the Paleolithic peoples: evidence and interpretations.
- Ancient cultural sources for modern human society: cognition and language.
- Importance of the environment in human evolutionary success.
- Past and present impact of the environment on human populations.
- Possible future outcomes for our species based on present trends in environmental change.

Competencies and Skills

The successful student should be able to:

1. Describe how physical anthropologists use scientific evidence to explain evolutionary processes.
2. Identify key examples from the fossil record to illustrate changes in primate and hominin development.
3. Distinguish the different kinds of primates into various classifications, including humans.
4. Provide examples of ancient cultural behavior, including artifacts and abstract thought.
5. Connect modern human diversity with prehistoric responses to environment factors.



Stay Connected



[Admin](#) | [Account](#) | [New](#) | [Content Inventory](#) | [File Browser](#) | [Templates](#) | [Style Guide](#) | [Clear Cache](#) | [Add User](#) | [Log out](#)

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	
Course Prefix and Number:	ATH 102	Course Title:	Intro Archaeology & Prehistory
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Explores archaeological methods and techniques used to recover, analyze, and reconstruct ancient cultures and societies, including the ethics and issues of looting, collecting, and preservation of artifacts. Provides a survey of world prehistory while emphasizing the development of social complexity and the origins of agriculture. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.		
Course Outcomes:	1. Apply archaeological research, survey, and excavation methods. 2. Identify ongoing ethical issues in archaeology. 3. Differentiate between absolute and relative dating techniques and methods. 4. Use prehistoric material culture to reconstruct past behavior and human interaction. 5. Appreciate the range and diversity of past human societies.		

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

- 1. Be available to all CGCC students who meet the prerequisites for the course.**
- 2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
- 3. Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
- 4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
- 5. Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

- 1. CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
- 2. CGCC Core Learning Outcomes (CLO):**
 Through their respective disciplines, CGCC students who earn a degree can:
 1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
 2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)

3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:	
<p>For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate CLO rubric.</p> <p>Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.</p>	
Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.	
<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>2. Identify ongoing ethical issues in archaeology.</p> <p>1. Apply archaeological research, survey, and excavation methods.</p> <p>Course Content:</p> <p>Students learn about the many different viewpoints that factor into reconstructing past cultures. Through readings, discussions, and activities, students address a multitude of questions and issues about who does archaeology, the rights and voices of lineal-descendants tied to archaeological remains, the motivations of different parties, and the dispensation and/or curation of any material artifacts that are recovered (including human remains). Readings and written assignments are intended to provide as holistic a perspective as is possible on the issues, allowing students to reach conclusions and form opinions based on their interpretation of materials.</p>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>1. Apply archaeological research, survey, and excavation methods.</p> <p>3. Differentiate between absolute and relative dating techniques and methods.</p> <p>2. Identify ongoing ethical issues in archaeology.</p> <p>4. Use prehistoric material culture to reconstruct past behavior and human</p>

<p>**REQUIRED**</p>	<p>interaction.</p> <p>Course Content: Students learn about the basic components of archaeological research methods, including surface survey and excavation techniques, in order to reach informed conclusions. Example sites are offered in course materials from different places and eras as a means of showing how the profession has changed. A rich variety of dating techniques using both relative and absolute types are presented so students can determine which is appropriate considering the evidence of occupation, place and time. Approaches to interpretation, and even re-enactment methods for testing and validating hypothesis are explored. Theoretical models and problems associated with implementing them in the field are used to provide reflective, reasoning, and evaluative opportunities for students.</p>
<p align="center">Provide a response for each of the following three CLOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”</p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes: 4. Use prehistoric material culture to reconstruct past behavior and human interaction.</p> <p>Course Content: Students recognize that the reconstruction of past lifeways is fraught with error. Interpreting human behavior based on fragmentary evidence and an incomplete understanding of place and time, leaves students frustrated for facts. This provides opportunity to explore the reality of what is “known” about modern life based on what is observable in personal material culture. Extrapolating this experience onto the archaeological record demonstrates how often there is a lack of alignment between what can be seen in the archaeological context as opposed to what can be assumed about that information. Students reflect on this process in light of other factors such as occupation, gender roles, age status, social level, etc. in an attempt to “see” those same factors occurring today. Identifying how those elements might appear in an archaeological setting underscores how little grasp archaeologists can claim on cultural differences.</p>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes: 5. Appreciate the range and diversity of past human societies.</p> <p>Course Content: Students learn about the scope and breadth of prehistoric societies, ancient peoples' successful manipulation and utilization of resources and technologies, and the limitations of our capability to accurately reconstruct the past. Achievements in architecture, manufacturing, art and adornment, and other functional attributes of cultural expression reflect impact on ancient environments and the natural world. Even the flora and fauna associated with archaeological sites is evaluated for impact, drawing strong correlations for actions by existing cultures today. Students grasp the enormous impact ancient peoples had on the environment and each other, and are able to see those processes still in action within their own modern settings.</p>
---	---

Section #4 Department Review		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."</i></p>		
Submitter	Email	Date
John Copp	JCopp@CGCC.edu	12/3/2018
Department Chair (enter name of department chair): John Copp		
Department Director (enter name of department director): Steven Shwiff		

NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Introduction to Archaeology & Prehistory

Course Number: ATH 102

Transcript Title: Intro Archaeology & Prehistory

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: No

Satisfies General Education requirement: Yes

Grading options: A-F (default), P-NP, audit

Repeats available for credit: 0

Prerequisites

[MTH 20 \(/courses/mth-20\)](#) or equivalent placement test scores. Prerequisite/concurrent: [WR 121 \(/courses/wr-121\)](#).

Course Description

Explores archaeological methods and techniques used to recover, analyze, and reconstruct ancient cultures and societies, including the ethics and issues of looting, collecting, and preservation of artifacts. Provides a survey of world prehistory while emphasizing the development of social complexity and the origins of agriculture. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

Upon successful completion of this course, students will be able to:

1. Apply archaeological research, survey, and excavation methods.
2. Identify ongoing ethical issues in archaeology.
3. Differentiate between absolute and relative dating techniques and methods.
4. Use prehistoric material culture to reconstruct past behavior and human interaction.
5. Appreciate the range and diversity of past human societies.

Alignment with Institutional Core Learning Outcomes

- | | |
|-----------------|--|
| In-depth | 1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>) |
| In-depth | 2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical thinking and Problem-Solving</i>) |
| In-depth | 3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>) |
| In-depth | 4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (<i>Cultural Awareness</i>) |
| In-depth | 5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>) |

Outcome Assessment Strategies

Tests, research papers, discussion, quizzes, homework, group projects, and other forms of assessment all may be used for this course at the instructor's discretion.

Course Activities and Design

Lectures, discussion, group activities, service learning are some of the potential activities that instructors may use at their discretion in this course.

Course Content (Themes, Concepts, Issues and Skills)

Themes, Concepts, and Issues

1. Theoretical concepts: cultural history, processual, ethnoarchaeology, post-processual, gender and agency views of the past.
2. Museum involvement in the curation of archaeological artifacts.
3. Ethical issues: heritage rights, CRM, curation, artifact conservation, looting.
4. Importance of "context" in the archaeological record.
5. Archaeology as a destructive process.
6. Low, Middle, and High Range theory (processual and post-processual).
7. Methods employed by archaeologists in the past and changes through time.
8. Research design construction, pre-excavation research, and modeling.
9. Field techniques: survey strategies, sampling, remote sensing, flotation, digital imaging, and GPS/GIS.
10. Statistical sampling and distribution of features and sites.
11. Relative dating techniques: seriation and battleship curves, association, stratigraphy.
12. Absolute dating techniques: C14, K-Ar, dendrochronology, TL, obsidian hydration, ESR.
13. Prehistoric site distribution patterns.
14. Site taphonomy and deposition events.
15. Prehistoric technologies: lithic, bone, shell, clay, wood, and fiber tool traditions.
16. Typologies and/or classification of prehistoric artifacts and material identification.
17. Experimental archaeology.
18. Prehistoric art, its social significance and mnemonic function in the studies of social complexity.
19. Site formation processes: erosion, topography, depositional layers and soil sample analysis.
20. Past environments: pollen and phytolith sampling, soil and climate data, and zoological, marine, and botanical data.
21. Major components of the geologic/archaeological timeline.
22. Innovation and diffusion of major culture traits throughout human prehistory.
23. Geological age and locations of the earliest fossil evidence of Homo sapiens.
24. Continuity and replacement models of human origins, human migrations.
25. Paleolithic, Mesolithic and early Neolithic peoples.
26. Evidence for the transition from food collecting to food-producing societies.
27. Evidence for the origin of domestication of plants and animals.
28. State-level societies in Africa, Middle East, Mediterranean, India, China, and the Americas.
29. Craft-production and specialization, long-distance trade, land ownership, hereditary elites, wealth accumulation, and rise of warfare.

Competencies and Skills

The successful student should be able to:

1. Identify basic methods of archaeological inquiry, including research, survey, and excavation processes.
2. Define controversial aspect of archaeology such as heritage rights, salvage, conservation, and looting.
3. Provide examples of at least two absolute and two relative dating techniques or methods.
4. Describe how artifacts can be used to infer past human interaction with the environment or other people.
5. Explain the probable causes of shifts in human population size and density through time.



Stay Connected



[Admin](#) | [Account](#) | [New](#) | [Content Inventory](#) | [File Browser](#) | [Templates](#) | [Style Guide](#) | [Clear Cache](#) | [Add User](#) | [Log out](#)

Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:

Department	Social Science	Submitter Name: Phone: Email:	
Course Prefix and Number:	ATH 103	Course Title:	Introduction to Cultural Anthropology
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Examines modern human cultures through a cross-cultural and comparative approach. Explores language, technology, subsistence, economics, sociopolitical systems, religions, and human expression through ethnographic examples to better understand global diversity and the dynamics of culture change. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.		
Course Outcomes:	<ol style="list-style-type: none"> 1. Identify the basic conceptual framework of anthropological study, including the crucial distinction between ethnocentrism and the practice of cultural relativism. 2. Define the key methodological practices of cultural anthropology with a major focus on the pursuit of ethnographic research via fieldwork. 3. Analyze how cultural systems operate as adaptive strategies in response to physical and social environments. 4. Evaluate the diversity of human cultures by comparing ethnographic information from a variety of world societies. 5. Assess the dynamics of culture change in order to understand the complexity of culturally heterogeneous societies. 		

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all CGCC students who meet the prerequisites for the course.
2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes. (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. Verify course transfer status using the Course Transfer/Articulation Status form (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.
5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**

Through their respective disciplines, CGCC students who earn a degree can:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:	
For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate CLO rubric . Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.	
Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>) <input checked="" type="checkbox"/> major designation **REQUIRED**	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Course Outcomes: 2. Define the key methodological practices of cultural anthropology with a major focus on the pursuit of ethnographic research via fieldwork. Course Content: Students learn about the process of looking at and studying other cultures as a key to recognizing similar constructs within their own cultural systems. This is accomplished through ethnographic examples in the text and supplemental resources. Students engage in discussions about cultural practices, behaviors, and attributes in order to assess the value of those practices for the participants. Student writings and discussions focus on bridging what seems unfamiliar in another culture with familiar practices in their own. Ideas about culture and human behavior are explored.

<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ol style="list-style-type: none"> Analyze how cultural systems operate as adaptive strategies in response to physical and social environments. Define the key methodological practices of cultural anthropology with a major focus on the pursuit of ethnographic research via fieldwork. Analyze how cultural systems operate as adaptive strategies in response to physical and social environments. Evaluate the diversity of human cultures by comparing ethnographic information from a variety of world societies. Assess the dynamics of culture change in order to understand the complexity of culturally heterogeneous societies. <p>Course Content:</p> <p>Students learn about the range of human responses to meet physical and social needs as they study different groups of people in a variety of locales and environments. Adaptations to extreme settings, the cultural responses in adapting to those special circumstances, and the meaning attributed to behaviors and interactions provide ample opportunity for comparison, reflection, and critical discussion. Living in a nation which features a strong aggregate mosaic of cultural behaviors, languages, and practices, students explore new concepts about the impact of cross-cultural interaction.</p>
<p>Provide a response for each of the following three CLOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”</p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ol style="list-style-type: none"> Evaluate the diversity of human cultures by comparing ethnographic information from a variety of world societies. Assess the dynamics of culture change in order to understand the complexity of culturally heterogeneous societies. <p>Course Content:</p> <p>Students recognize that simple expressions of culture are apparent in clothing, speech, mannerisms, and food. Familiar examples from personal experience are held up next to a larger global canvas of examples from far-flung places. The</p>

	rich tapestry of cultures students encounter reflect a wide range of practiced and beliefs, many of which push comfort zones and personal boundaries. This provides opportunity for students to discuss and debate, and to experience their own ethnocentric reactions – a realization that can be extended to apply outside the classroom to their interactions with others on campus and in the greater community. When students are asked to explore the manner in which culture changes over time, it becomes evident that there is a temporal aspect of social behavior influences our ideas about cultural expression.
<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Identify the basic conceptual framework of anthropological study, including the crucial distinction between ethnocentrism and the practice of cultural relativism. <p>Course Content:</p> <p>Students learn a fundamental aspect about the approach to studying cultural anthropology when they grasp that every culture system is valid in its own way. The practice of cultural relativism provides a lens through which every practice, behavior, belief, and manifestation of culture should be viewed from within the host culture. When we fail to do this, we practice ethnocentrism. This basic assumption that what other cultures do is “weird” or “wrong” reflects a negative bias that inhibits positive cultural exchange and respect. The consequences of failing to be culturally relativistic can result in interpersonal conflict, increased competition and conflict over resource utilization, and other instances where communication is lost as a result of ethnocentric thinking. In a larger sense, students comprehend that judging one culture on the basis of another culture’s beliefs leads to conflict.</p>

Section #4 Department Review		
<i>“I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director.”</i>		
Submitter	Email	Date
John Copp	JCopp@CGCC.edu	12/3/2018
Department Chair (enter name of department chair): John Copp		
Department Director (enter name of department director): Steven Shwiff		

NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission’s time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter’s responsibility to ensure that completed

Introduction to Cultural Anthropology

Course Number: ATH 103

Transcript Title: Intro to Cultural Anthropology

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: No

Satisfies General Education requirement: Yes

Grading options: A-F (default), P-NP, audit

Repeats available for credit: 0

Prerequisites

[MTH 20 \(/courses/mth-20\)](#) or equivalent placement test scores. Prerequisite/concurrent: [WR 121 \(/courses/wr-121\)](#).

Course Description

Examines modern human cultures through a cross-cultural and comparative approach. Explores language, technology, subsistence, economics, sociopolitical systems, religions, and human expression through ethnographic examples to better understand global diversity and the dynamics of culture change. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

Upon successful completion of this course, students will be able to:

1. Identify the basic conceptual framework of anthropological study, including the crucial distinction between ethnocentrism and the practice of cultural relativism.
2. Define the key methodological practices of cultural anthropology with a major focus on the pursuit of ethnographic research via fieldwork.
3. Analyze how cultural systems operate as adaptive strategies in response to physical and social environments.
4. Evaluate the diversity of human cultures by comparing ethnographic information from a variety of world societies.
5. Assess the dynamics of culture change in order to understand the complexity of culturally heterogeneous societies.

Alignment with Institutional Core Learning Outcomes

- | | |
|-----------------|--|
| In-depth | 1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>) |
| In-depth | 2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical thinking and Problem-Solving</i>) |
| In-depth | 3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>) |
| In-depth | 4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (<i>Cultural Awareness</i>) |
| In-depth | 5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>) |

Outcome Assessment Strategies

Tests, research papers, discussion, quizzes, homework, group projects, and other forms of assessment all may be used for this course at the instructor's discretion.

Course Activities and Design

Lectures, discussion, group activities, service learning are some of the potential activities that instructors may use at their discretion in this course.

Course Content (Themes, Concepts, Issues and Skills)

Themes, Concepts, and Issues

1. Development of anthropology as a Western academic discipline.
2. Ties to national colonial projects.
3. Contributions and perspectives of women, minorities, subaltern, and non-Western cultural anthropologists.
4. Basic conceptual framework of an anthropological study.
5. Identifying ethnocentrism.
6. Practice of cultural relativism.
7. Changing theoretical perspectives in anthropology.
8. Anthropology as a way of thinking.
9. Distinction between cultural relativism and moral relativism.
10. Emic and etic approaches to anthropology.
11. Holistic perspectives in understanding humanity.
12. Ethnocentrism as a political weapon for discrimination.
13. Key methodological practices.
14. Ethnographic research through fieldwork.
15. Trends in collaborative research.
16. International political conflicts as it impacts research and fieldwork experiences.
17. Nature of culture shock.
18. Importance and limitations of participant-observation and interviewing.
19. Ethical issues confronting anthropologists.
20. Dynamics of cultural diversity: foraging, tribes, chiefdoms, states.
21. Cultural processes: language, technology, economics, social structure, politics, religion, worldview.
22. Systems theory: economies/populations/ecosystems, kinship/political power/stigma.
23. Voluntary v. involuntary culture change: invention, diffusion, acculturation, assimilation.
24. Loss of indigenous knowledge systems.
25. Loss of language systems on a global scale.
26. Survival of indigenous cultural systems.
27. Impact of globalization and first-world powers.
28. Role of anthropology in medical, education, agribusiness, and corporate settings.
29. Applied anthropology in response to vital issues and new challenges facing humans.
30. New forms of cultural aggression such as terrorism and cyber warfare.
31. Impact of genetic engineering of food and cloning on the future of humanity.

Competencies and Skills

The successful student should be able to:

1. Define the three components of the anthropological approach to understanding culture.
2. Explain the steps in preparing for and undertaking fieldwork.
3. Contrast two different subsistence-based cultural systems operating in diverse environments.
4. Provide comparative ethnographic material as examples of cultural diversity.
5. Identify examples of culture change within a host culture.



Stay Connected



Columbia Gorge Community College

CC date _____
 CC decision _____
 CC vote _____

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	
Course Prefix and Number:	ATH 208	Course Title:	Introduction to Ethnography
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Explores the patterns found in culture through ethnographic descriptions of contemporary peoples. Introduces ethnographic research methods and theories for studying and interpreting societies. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.		
Course Outcomes:	1. Appreciate a broad perspective of human behavior. 2. Construct a view of culture that reflects how personal and social values are shaped by culture. 3. Apply current understanding of anthropological methods and theories. 4. Appreciate existing global cultural diversity. 5. Recognize the role of ethnocentrism in reducing bias and prejudice in cultural misunderstanding.		

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all CGCC students who meet the prerequisites for the course.
2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes. (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. Verify course transfer status using the Course Transfer/Articulation Status form (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.
5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**
 Through their respective disciplines, CGCC students who earn a degree can:
 1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
 2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
 3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)

4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:	
<p>For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate CLO rubric.</p> <p>Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.</p>	
Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.	
<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes: 4. Appreciate existing global cultural diversity.</p> <p>Course Content: Students learn about existing diversity in global cultures through a variety of methods which include course readings from the text and supplemental sources. They engage in discussion of various cultural patterns which represent a variety of adaptations to different environments. Research projects include written work and the opportunity for experiential activities, including interviews and observation of culture groups. Students view and analyze examples from an ethnographic perspective in order connect course content to personal experiences within their own culture systems.</p>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes: 3. Apply current understanding of anthropological methods and theories.</p> <p>Course Content: Students learn to differentiate various methods of looking at cultural behavior and how ethnography can be used to identify unique solutions to real-world problems. Through an analysis of case studies, students learn to identify and apply specific theories to recognized patterns of culture. By undertaking a simple exercise in observation, students can actively apply theoretical methods to grasp how cultural behaviors and patterns exist in every system, including</p>

	their own.
<p>Provide a response for each of the following three CLOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”</p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Appreciate a broad perspective of human behavior. 2. Construct a view of culture that reflects how personal and social values are shaped by culture. 4. Appreciate existing global cultural diversity. 5. Recognize the role of ethnocentrism in reducing bias and prejudice in cultural misunderstanding. <p>Course Content:</p> <p>Students recognize that similarities and differences exist between all cultural systems. They learn to appreciate regional adaptations to environment and influences which result in different systems of knowledge that enable people to survive and thrive in unique settings. They also learn how to negotiate difference in a single setting that commonly arises as a result of cultural confusion or misinterpretation. Grasping concepts such as ethnocentrism and cultural relativism enables students to reflect on cultural practices that are unknown to them from a new and more tolerant perspective.</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ol style="list-style-type: none"> 2. Construct a view of culture that reflects how personal and social values are shaped by culture. <p>Course Content:</p> <p>Students learn about the impact of outside influence on cultural systems in different parts of the globe, including the often negative consequences of economic expansion that result from business and social globalization. The</p>

	disruption of culture systems as a result of outside influence is assessed and evaluated, then compared and contrasted to the more natural process of culture change and diffusion of cultural attributes. The loss of indigenous cultures, hundreds of languages, and the ongoing impact on local communities is addressed from both internal and external perspectives.
--	---

Section #4 Department Review		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."</i>		
Submitter	Email	Date
John Copp	JCopp@CGCC.edu	12/3/2018
Department Chair (enter name of department chair): John Copp		
Department Director (enter name of department director): Steven Shwiff		

NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Introduction to Ethnography

Course Number: ATH 208

Transcript Title: Introduction to Ethnography

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: Yes

Satisfies General Education requirement: Yes

Grading options: A-F (default), P-NP, audit

Repeats available for credit: 0

Prerequisites

[MTH 20 \(/courses/mth-20\)](#) or equivalent placement test scores. Prerequisite/concurrent: [WR 121 \(/courses/wr-121\)](#).

Course Description

Explores the patterns found in culture through ethnographic descriptions of contemporary peoples. Introduces ethnographic research methods and theories for studying and interpreting societies. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

1. Appreciate a broad perspective of human behavior.
2. Construct a view of culture that reflects how personal and social values are shaped by culture.
3. Apply current understanding of anthropological methods and theories.
4. Appreciate existing global cultural diversity.
5. Recognize the role of ethnocentrism in reducing bias and prejudice in cultural misunderstanding.

Alignment with Institutional Core Learning Outcomes

In-depth	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)
In-depth	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical thinking and Problem-Solving</i>)
In-depth	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)
In-depth	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (<i>Cultural Awareness</i>)
In-depth	5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)

Outcome Assessment Strategies

Tests, research papers, discussion, quizzes, homework, group projects, and other forms of assessment all may be used for this course at the instructor's discretion.

Course Activities and Design

Lectures, discussion, group activities, service learning are some of the potential activities that instructors may use at their discretion in this course.

Course Content (Themes, Concepts, Issues and Skills)

Themes, Concepts, and Issues

- Introduce anthropological theory and methods.
- Diachronic and synchronic comparative studies of culture.
- Survey cultural diversity in a variety of environments.
- The processes of enculturation, acculturation, and assimilation.
- Cultural adaptation, including independent invention and cultural diffusion.
- Define ethnocentrism, holism, comparative method, worldview, and cultural relativism.
- Language and communication differences, including kinesics.
- Ecology and subsistence methods, including subsistence failure.
- Economic systems, including reciprocity.
- Kinship and family structures.
- Personal and collective identity, sex/gender roles, and group affiliations.
- Authority, law, and politics.
- Supernaturalism: religion, magic, and worldview.
- Applied methods in anthropology.
- Impact of globalization on indigenous and local cultures.

Competencies and Skills

The successful student should be able to:

1. Demonstrate the application of anthropological theory and methodology in comparing different cultures.
2. Distinguish various culture patterns using anthropological criteria such as political organization, subsistence methods, etc.
3. Relate the basic steps in preparing for field research and conducting ethnographic projects.
4. Design an in-depth ethnographic study of a current-day culture, consisting of research steps.
5. Analyze data from field research in order to produce meaningful answers to research questions.



Stay Connected



[Admin](#) | [Account](#) | [New](#) | [Content Inventory](#) | [File Browser](#) | [Templates](#) | [Style Guide](#) | [Clear Cache](#) | [Add User](#) | [Log out](#)

Columbia Gorge Community College

General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	
Course Prefix and Number:	ATH 231	Course Title:	Native Americans of the Northwest
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Surveys the origins, development, and cultural variation of Native peoples in Oregon, Washington, Alaska, and Southwest Canada. Explores the historical and contemporary achievements of tribal lifeways within the Northwest region. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores. Audit available.		
Course Outcomes:	<ol style="list-style-type: none"> 1. Define the Northwest culture area in terms of its physical, environmental, and cultural geography. 2. Distinguish the prehistoric origins of major tribal communities in the Northwest region. 3. Recognize broad temporal events that link Northwest tribes and inform regional identity. 4. Analyze past legislative and assimilationist policies that impacted the survival of Native communities. 5. Identify contemporary Northwest Native cultures and efforts to sustain tribal economic autonomy. 		

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. **Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
5. **Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**
 Through their respective disciplines, CGCC students who earn a degree can:
 1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)

2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
 - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:	
<p>For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate CLO rubric.</p> <p>Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.</p>	
Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.	
<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>3. Recognize broad temporal events that link Northwest tribes and inform regional identity.</p> <p>Course Content:</p> <p>Students learn about the broad diversity of Northwest tribal culture through a variety of methods which include course readings from the text and supplemental sources. They engage in discussion of past events that changed tribal ranges and reflect on those influences today. Student writings and discussions focus on the connections between historic and contemporary expressions of culture and tradition. Comprehension of ideas about Native identity, and the rights and responsibilities of tribal affiliation are explored.</p>

<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>4. Analyze past legislative and assimilationist policies that impacted the survival of Native communities.</p> <p>Course Content:</p> <p>Students learn about the legal definitions applied to Native communities, analyze the impact and influence of legislation which mandates (d) identity, and discuss the ongoing impact of assimilationist policies like boarding schools, establishment of reservations and/or preserves, and the independent status of tribal nations. While investigating the status of Northwest tribes, students reflect on the experiences of their own communities during these same timeframes and examine the pluralist application of law to different groups of individuals.</p>
<p>Provide a response for each of the following three CLOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”</p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>1. Define the Northwest culture area in terms of its physical, environmental, and cultural geography.</p> <p>5. Identify contemporary Northwest Native cultures and efforts to sustain tribal economic autonomy.</p> <p>Course Content:</p> <p>Students recognize that specific environmental influences predicated lifestyle developments in the Northwest region and consider how those differences continue to affect tribal communities in the region today. Historic and contemporary tribal efforts to achieve independent financial success is complicated by the special nation-within-a-nation status of Native American tribes and efforts in fishery industry, mineral extraction, gaming enterprises, and other aspects of culturally-specific responses to colonization are addressed. Grasping the degree of difference between mainstream culture and Northwest tribal identity enables students to reflect on cultural practices and beliefs from a more tolerant perspective.</p>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>2. Distinguish the prehistoric origins of major tribal communities in the Northwest region.</p> <p>4. Analyze past legislative and assimilationist policies that impacted the survival of Native communities.</p> <p>Course Content:</p> <p>Students explore the archaeological evidence for early occupation in order to grasp the importance of the continuity of cultural tradition existing in the region. Investigating historic lifestyles in comparison to the post-Contact nature of interaction between Native peoples and outside cultures demonstrates the terrible impact on lifestyle, health, and belief systems. Surviving through sustained crises, Northwest tribal communities endured to celebrate, revive, and revitalize traditional methods of living within diverse environments. Students comprehend the dramatic shifts in culture over a short period of time as being the result of historic cultural disruption – and the subsequent recovery of communities in recent decades a triumph for Northwest Native communities. An assessment of the impact of population on land use and over-utilization of resources and resource management is part of this understanding.</p>
--	---

Section #4 Department Review		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."</i></p>		
Submitter	Email	Date
John Copp	JCopp@CGCC.edu	12/3/2018
Department Chair (enter name of department chair): John Copp		
Department Director (enter name of department director): Steven Shwiff		

NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to curriculum@cgcc.edu or slewis@cgcc.edu.
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

Native Americans of the Northwest

Course Number: ATH 231

Transcript Title: Native Americans of the N.W.

Created: September 1, 2012

Updated: June 6, 2017

Total Credits: 4

Lecture Hours: 40

Lecture / Lab Hours: 0

Lab Hours: 0

Satisfies Cultural Literacy requirement: Yes

Satisfies General Education requirement: Yes

Grading options: A-F (default), P-NP, audit

Repeats available for credit: 0

Prerequisites

[MTH 20 \(/courses/mth-20\)](#) or equivalent placement test scores. Prerequisite/concurrent: [WR 121 \(/courses/wr-121\)](#).

Course Description

Surveys the origins, development, and cultural variation of Native peoples in Oregon, Washington, Alaska, and Southwest Canada. Explores the historical and contemporary achievements of tribal lifeways within the Northwest region. Prerequisites: MTH 20 or equivalent placement test scores.

Prerequisite/concurrent: WR 121. Audit available.

Intended Outcomes

Upon successful completion of this course, students will be able to:

1. Define the Northwest culture area in terms of its physical, environmental, and cultural geography.
2. Distinguish the prehistoric origins of major tribal communities in the Northwest region.
3. Recognize broad temporal events that link Northwest tribes and inform regional identity.
4. Analyze past legislative and assimilationist policies that impacted the survival of Native communities.
5. Identify contemporary Northwest Native cultures and efforts to sustain tribal economic autonomy.

Alignment with Institutional Core Learning Outcomes

- | | |
|-----------------|--|
| In-depth | 1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>) |
| In-depth | 2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical thinking and Problem-Solving</i>) |
| In-depth | 3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>) |
| In-depth | 4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (<i>Cultural Awareness</i>) |
| In-depth | 5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>) |

Outcome Assessment Strategies

Tests, research papers, discussion, quizzes, homework, group projects, and other forms of assessment all may be used for this course at the instructor's discretion.

Course Activities and Design

Lectures, discussion, group activities, service learning are some of the potential activities that instructors may use at their discretion in this course.

Course Content (Themes, Concepts, Issues and Skills)

Themes, Concepts, and Issues

- The use of terms such as Indian and Native American.
- Anthropological perspectives about the study of indigenous cultures and communities.
- Differences in perspective about genetic origins and cultural origins.
- Differing perceptions about cultural origins and prehistoric antecedents.
- Importance of geography and environment on the development of culture.
- Concepts of cultural ecology.
- Differentiate coastal tribal traditions from plateau and intermontaine regions.
- Description of the major cultural and geographic divisions in the Northwest.
- Description of the major linguistic phyla spoken within the Northwest.
- History of early Northwest Native/European encounters.
- Variation and diversity of tribal communities.
- In-depth descriptions of Native groups that best represent a specific part of the region.
- Linguistic diversity in tribes of the Northwest.
- Definitions of ethnic group versus tribe
- Prehistoric and historic occupation sites in the Northwest.
- Differences in sociopolitical and sociolinguistic organization.
- Examples of anthropological research in the Northwest.
- Cultural traditions remain a vital part of modern life.
- Northwest tribes continue to maintain a continuity of cultural heritage.

Competencies and Skills

The successful student should be able to:

1. Identify the longevity of tribal cultural traditions in the Northwest.
2. Distinguish the primary differences between coastal and inland tribes.
3. Recognize the connections between prehistoric, historic, and contemporary cultural attributes.
4. Provide examples of how contact with other cultures impacted Northwest tribes.
5. Connect prehistoric cultural achievements to modern tribal identity.



Stay Connected



[Admin](#) | [Account](#) | [New](#) | [Content Inventory](#) | [File Browser](#) | [Templates](#) | [Style Guide](#) | [Clear Cache](#) | [Add User](#) | [Log out](#)

Dear CC members,

I'm hoping to continue and hopefully finish our discussion about restructuring how we evaluate new courses. The system we have in place is satisfactory, but it could be more effective with more dynamic discussion about the submissions we review. The first step is for us to set a standard about what we are looking for when we review new course submissions. My hope is that after our discussion we will all feel more confident about our role as a curriculum committee member. Thank you for giving me the opportunity to discuss these ideas with you.

If you aren't bringing a computer to the meeting, please print out the CCOG template attachment and the Course Outcome Guides that are hyperlinked in the body of this email. If you don't have access to a printer and want these documents printed for you, please let me or Susan know.

Thank you, Katy

2. CC submission review – proposal for restructure (Katy)

~~a. Content section of all new course submissions (CTE or Gen ED or LDC) is organized by outcomes and under each outcome would be an outline of the content that addresses that outcome. (See [ENG 201](#), [CHN 101](#), [WR 115](#) and [FN 225](#))~~

~~b. New Course submissions lacking in content won't be reviewed. (See [ENG 214](#))~~

~~c. Should we remove the section "Course Activities and Design"? What do we want to see there?~~

d. Course development compensation as described in the Collective Bargaining Agreement:

Curriculum and Course Development, and Instructional Design for Regular, Online and Hybrid, and Open Education Resources (OER)

a. Faculty developing a new course, either regular or online, will be compensated at a rate of 0.50 per credit. A hybrid course will be compensated at 0.50 per credit or be given release time at the equivalent of the percentage of the course being delivered online. Hybrid courses are those in which up to 75% of the content is delivered online. Faculty members are required to complete the Quality Matters Standards or other designated training while developing and offering the course.

b. By agreement with the Office of Instruction, work that is paid from College funds for the development of OER will be paid at the rate of 0.50 per course credit. The rate of pay for work that is funded from a source outside the College shall be paid at the rate indicated in the agreement between the outside agency and the College. The hours worked on projects that are not paid from College funds will not count toward workload hours.

c. Non-credit course development will be paid 0.50 of the total of seat hours of the course.

e. Based on the above information, if applicable, instructors should be paid half of the money they are being compensated for new course development after the curriculum committee approves their course. A form could be created that we sign off on and send to payroll.

- f. Close analysis of content sections is assigned on a rotating basis. Two members are assigned to each content review. What are we looking for? See items #4 and #5.
- g. One member, on a rotating basis, is in charge of researching the transferability requirements. What are we looking for?
- h. The remaining members focus on course outcomes and the alignment with institutional core learning outcomes. What does this look like?
- ~~i. Do we want to require suggested texts?~~
- j. Use the CCOG development Template (attached) to evaluate new course descriptions.

CGCC Course Content and Outcome Guide Development Template

With Notes for Curriculum Committee Members

All template sections will ultimately require a response on the New Course submission form unless noted as “optional.” Approach each of the responses from a departmental perspective rather than an individual instructor’s perspective. A CCOG is meant to be a guide for all faculty teaching the course, and as such, should reflect the minimum expectations/requirements the department and institution have regarding the instruction of the course. This template is a development tool, not a submission form. New Course submission forms may be found at <http://www.cgcc.edu/curriculum/forms>. If you need assistance with any part of this template or the completion of a New Course submission form, please contact Susan Lewis at slewis@cgcc.edu.

COURSE NUMBER: Not college level under 100; 1st year generally 100-198; 2nd year generally 200-298; 199 and 299 experimental courses. Does the number align with similar courses at other colleges and universities?

COURSE TITLE (maximum 60 characters, including spaces): Is the title descriptive? Does it align with similar courses at other colleges and universities?

TRANSCRIPT TITLE (maximum 30 characters, including spaces):

TOTAL CREDITS: Do credits align with hours listed below? Do they appear appropriate based on the breadth of the course outcomes and content?

LECTURE HOURS: (per 10-week term; 1 credit of lecture = 1 hour in the classroom and 2 hours of study outside the classroom)

LECTURE/LAB HOURS: (per 10-week term; 1 credit of Lec/lab = 2 hours in the classroom and 1 hour of study outside the classroom)

LAB HOURS: (per 10-week term; 1 credit of lab = 3 hours in the classroom and minimal to no study outside the classroom) Does choice of credit hours align with content and described teaching mode? If there is a mix of Lec/Lab hours and either Lecture hours or Lab hours, does it make sense to have the mix or should the hours just be Lec/Lab?

GENERAL EDUCATION DESIGNATION: (yes/no – if yes, additional prep work required regarding alignment with Institutional Core Learning Outcomes and AAOT discipline area outcomes and criteria)

General Education Request Form

- Do course outcomes address Core Learning Outcomes (CLO #1 and 2 require a major designation and at least 1 additional CLO must have at least a minor designation)?
- Do course outcomes address AAOT discipline area outcomes and criteria? There are not separate response boxes for criteria. Criteria should be addressed within one or more of the responses to AAOT outcomes. This means you might have to look more diligently for the criteria but it is still important.
- Responses to CLOs and AAOT outcomes and criteria should speak to content of the course that every instructor of that course is responsible for rather than lesson plans/assignments that may be specific to an individual instructor. An assignment may be provided to help illustrate how content may be addressed; however, it should be clear that the lesson/assignment is addressing a specific area of the course content that can be found on the course submission form.
- The responses in the Gen Ed Request form are not printed/published anywhere; therefore, it is not necessary to correct the responses for grammar, punctuation, or poor organization. If you understand what is being expressed and are satisfied that the CLO or AAOT outcomes and criteria

are sufficiently addressed, there is no need to correct or revise text. If the written response is unclear to you, you have the opportunity to question the submitter during the meeting and rely on his/her verbal response. If the submitter is not in attendance, you may vote to postpone the submission requesting clarification. The submitter may then revise the written submission or attend the next meeting when the submission may be rescheduled and respond verbally.

CULTURAL LITERACY DESIGNATION: (yes/no – if yes, additional prep work required regarding alignment with AAOT cultural literacy outcome and criteria)

Cultural Literacy Designation Request form

- Similar to the Gen Ed Request form asking submitters to respond to how course outcomes and content address the AAOT outcomes and criteria for Cultural Literacy. Same directions/suggestions apply.

REQUISITES: (prerequisites, corequisites, pre/concurrent, recommended) Do the prerequisites provide the necessary background so that students will have the best chance for success in the course? Are they reasonable? Do they align with other courses and their prerequisites? Do they result in “hidden requirements” in any degrees or certificates? If so, how is that being addressed? Do they impact courses from other departments/discipline areas? If so, how is that being addressed? Required prerequisites should be considered as necessary and not something that can be waived when they are inconvenient. If they are not necessary and it is expected that an instructor may choose to waive them regularly, then they are probably “recommended” rather than “required.” The standard prerequisites (Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121) are required for all Gen Ed courses unless an Opt-out Form has been submitted and approved. In the Opt-out Form, the submitter explains why a lower prerequisite package is sufficient for a particular Gen Ed course. If the submitter is requesting higher prerequisites than the standard prereqs, no extra submission form is required.

GRADING OPTIONS: (A-F letter grade, Pass/No pass, Audit in consultation with faculty) Check that a default option has been checked. If an option is not checked, it is not unreasonable to ask why. Generally, most courses allow all three options; however, there are courses where one or the other does not make sense. For example, you wouldn't probably have audit available in a practicum course.

REPEATABILITY FOR CREDIT: (Most courses are not eligible to be repeated for credit that counts towards degree or certificate completion. Currently at CGCC, examples of courses eligible for repeat are limited to studio art and PE courses. This does not restrict repeatability options related to grade improvement. There are financial aid restrictions related to repeatability.)

COURSE DESCRIPTION: (Course descriptions are meant to: 1) Briefly inform the student of the course content and requisites; and 2) provide sufficient information for registrars to determine transferability. Begin each sentence in the course description with an active verb such as provides, explores, introduces, covers, presents, continues, etc. (See [Suggested Verbs for Outcomes and Descriptions](#).) Avoid using the phrases: “This course will...” and/or “Students will...” Include course requisites in the description. Try to keep descriptions to 50 words or less. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).) Refer to the [Writing Course Descriptions](#) guide on the CO website for format. Descriptions include requisites and availability for audit.

STUDENT LEARNING OUTCOMES: (Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners) upon completion of the course. Begin each outcome with an active verb. (See [Suggested Verbs for Outcomes and Descriptions](#).) The outcome should be written so that it completes the starter, “Upon completion of this course, students will be able to” Three to six outcomes are recommended. Guidelines for writing concise and assessable

student learning outcomes can be found at [Writing Learning Outcomes](#).) Refer to the Writing Learning Outcomes guide on the CO website for format. Outcomes should reflect significant and essential learning that students can reliably demonstrate at the end of the course. Are the outcomes assessable?

(Items above this line require approval by CGCC Curriculum Committee. Items below the line are available for revision by faculty as determined by the relevant department.)

These sections from here to “Related Instruction” may be revised by faculty/departments without CC approval. However, these are published responses in the CCOG. If you find grammatical, spelling, etc errors, feel free to point these out so that we may avoid publishing a document with errors. I do try to clean these up as I see them. These types of changes do not require an “amendment” vote. Just point them out, and I will fix them.

OUTCOME ASSESSMENT STRATEGIES: (Include suggestions for how student achievement of course outcomes may be assessed. Listed assessment strategies are normally considered to be guidance and not restrictive. If a department **requires** faculty to use a specific assessment, the requirement should be clearly stated.)

TEXTS & MATERIALS (OPTIONAL): (Include suggested texts and materials. Listed texts and materials are normally considered to be guidance and not restrictive. If a department **requires** faculty to use a specific text or material, the requirement should be clearly stated.)

COURSE ACTIVITIES AND DESIGN: (Describe suggested/recommended methodologies for how the course may be taught. For example, recommendations may include but are not limited to: lecture, small group discussion, oral presentation, role play, simulation, service learning projects, hands-on lab, etc. Suggestions should encourage faculty but not restrict them. Specific activity suggestions may stimulate creative thinking and teaching.)

COURSE CONTENT (Themes, Concepts, Issues and Skills): (Describe general themes, concepts, issues and skills that are expected to be taught. The description should contain sufficient detail that a new faculty member would be able to develop the course with confidence based on what is detailed in the CCOG. A CCOG may sometimes be the only information a new faculty member has to guide/support him/her in the development of the course.) *Is the content sufficient to cover the intended outcomes of the course? Is it informative so that a new faculty member could prepare his/her course without significant guidance? Does the content section relate what is expected/required of any instructor teaching this course?*

DEPARTMENT NOTES (OPTIONAL): (Any additional notes or directions that did not seem appropriate to mention in the above sections.)

RELATED INSTRUCTION: Applies only to CTE courses used for Related Instruction in certificates of 45 credits or more. Revisions in the activities listed may be made without Curriculum Committee approval; revision in the number of hours of related instruction supplied requires Curriculum Committee approval.

Stand-alone course for RI Area (check one): communication computation human relations

(For Embedded Related Instruction, use the following tables. List course outcomes that specifically address one or more of the areas of related instruction: communication, computation, human relations. List activities, contact hours and type of instruction [lecture, lecture/lab, or lab]. Compute number of related instruction hours represented by listed activities. 1 hour of lecture equals 3 hours of related instruction. 1 hour of lecture/lab equals 1.5 hours of related instruction. 1 hour of lab equals 1 hour of related instruction. Please complete a separate table for each RI Area.) *(When reviewing certificate revisions, be alert to credit changes that may result in a credit total shifting above or below 45 credits.)*

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT

COURSE DESCRIPTION: To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at [Writing Course Descriptions](#).

LEARNING OUTCOMES: Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See [Writing Learning Outcomes](#) on the curriculum website.)

Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1.
	2.
	3.
	4.
	5.
Outcomes assessment strategies:	6.

COURSE CONTENT, ACTIVITIES AND DESIGN

Activity & Design: What teaching strategies are used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.

Here are some strategies that you might consider when designing your course: lecture, small group discussion, dyads, oral presentation, role play, simulation scenarios, service learning projects, hands-on lab, **(are there some online strategies to include?)**

Required activities (optional):	
Course Content – organized by outcomes (list each outcome followed by an outline of the related content):	
Suggested Texts & Materials (specify if any texts or materials are required):	
Department Notes: (optional)	