

Approved  
Curricular  
Revision

**UC Approval:**

**183<sup>rd</sup> UPD UC**

**23 October 2023**

**President's Approval:**

**19 January 2024**

SCHOOL OF ARCHAEOLOGY  
University of the Philippines Diliman

**PROPOSED CURRICULAR REVISION OF THE  
MASTER OF SCIENCE IN ARCHAEOLOGY DEGREE PROGRAM**

**I. Background/Rationale**

The School of Archaeology (UPSA) formerly Archaeological Studies Program (ASP) at the University of the Philippines, Diliman was established on August 24, 1995. Multidisciplinary in nature, UPSA is designed to oversee and coordinate instructional, research and extension activities pertaining to the systematic discovery, reclamation, analysis, presentation, and preservation of the material remains of past cultures. UPSA offers Diploma, MA/MS, and PhD programs in coordination with the different colleges of the University of the Philippines, Diliman. For the MA/MS degree programs, the student can specialize either in Prehistory, Historical Archaeology, or Resource Management. Currently, UPSA offers 30 MA/MS courses of which 7 are core courses, and 4 PhD level courses.

This proposed curricular revision is based on the submitted 2019 IAADS which indicated that the last curricular review was conducted in 2016 when UPSA shifted from a semestral calendar to a trimestral one. UPSA instituted the PhD Program in 2009 including new courses i.e., Archaeo 301: Advanced Field Methods, Archaeo 302: Heritage Management, and Archaeo 399: Independent Study. The Diploma Program's curriculum is simultaneously being revised.

In 2019, funding from the Academic Program Improvement allowed UPSA to conduct a curricular review of the PhD Program. The changes proposed here are some of the results of two workshops conducted in 2019. In 2021, the PhD Program was revised to accommodate students with different backgrounds. In 2022, the revised PhD program was approved by the University Council and VP Zamora (OIC) on 1 April 2022.

UPSA has two degrees under the Master's program, the Master of Arts and Master of Science. MA students must enlist in courses in the arts or social sciences for their cognate and MS students in the natural sciences. In addition, the MS degree is a laboratory-based course.

For the MS program, we want to add two existing courses to be included as core courses in order for the students to be informed of Philippine archaeology because (a) at the moment, there is no undergraduate degree in archaeology in the University or anywhere in the Philippines, (b) applicants to the program are graduates of varied BA and BS programs and have little knowledge about Philippine archaeology and (c) for students to have knowledge of the ethical and legal practice of archaeology. Thus, increasing the number of units from 42 to 48. A survey of the existing 2014 UPD General Catalogue show that other Colleges also offer 42 to 48 units in their MA programs i.e., 45 units: MA Physics, Master of Music (Instrumental Performance: Piano, Strings and Guitar, Winds and Percussion); Master of Music (Musicology); Master of Music (Music Education); Master in Education (42-45 units); and 48 units: Master of Music (Choral/Instrumental Conducting).

In the workshops, the mission and vision were also revised to reflect the current practice of the UPSA:

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**MISSION**

The program oversees and coordinates instructional, research, and extension activities pertaining to the systematic discovery, reclamation, analysis, interpretation, and conservation of the material remains of our human cultural past.

**VISION**

Archaeology in UP Diliman must actively advance the study of archaeology at the highest accepted quality. It must strive to actively generate new data and push the frontiers of knowledge. As an academic unit of UP Diliman, it must be at the core of the best archaeology institutions in the world, while raising the archaeological consciousness of Filipinos.

**II. Program Learning Outcomes for the Master of Science in Archaeology**

At the end of the program, graduates are expected to:

1. Apply various analytical methodologies of archaeology.
2. Practice specialized science and laboratory-based training in archaeology.
3. Participate in archaeological research opportunities.
4. Conduct independent research in the form of a thesis.

**III. Summary of Proposed Changes**

- A. Institution of a Course
- B. Revision of Courses
- C. Change in Program Requirements

A. Institution of a new course		
1. Archaeo 246 Archaeobotanical Remains		
B. Revision of Courses		
Nature	Existing	Proposed
1. Change in Course Title, Description and Prerequisites	Archaeo 242 Archaeobiological Remains. Studies of botanical and faunal remains, with emphasis on Southeast Asia Prerequisite: Archaeo 201 Foundations of Archaeology, Archaeo 240 Human Palaentology	Archaeo 242 Archaeozoological Remains. A theoretical and practical course on the analysis of faunal remains from archaeological sites. Prerequisite: Archaeo 204 Scientific Archaeological Analysis
2. Change in Course Stipulation	Archaeo 300 Master’s Thesis Stipulation: None	Archaeo 300 Master’s Thesis  May be taken in one trimester (6 units) or two trimesters (3 units/term); can only enlist in Archaeo 300 after successfully passing all core courses.
C. Change in program requirements		
1. Change in Course Classification from Elective to Core		
2. Change in total number of units		



3. Change in program length		
Nature	Existing	Proposed
1. Change in total number of required units	21 units	27 units
2. Change in total number of units	42 units	48 units
3. Change in Program Length	2 years	2 years and 1 trimester

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**IV. Institution of a New Course**

**1. Archaeo 246 Archaeobotanical Remains.** A survey and practical course on the specialization of archaeobotany

<i>Prerequisite</i>	Archaeo 204 Scientific Archaeological Analysis
<i>Credit</i>	3 units
<i>No. of hours</i>	3 hours
<i>Meeting type</i>	Lecture
<i>Justification</i>	The old Archaeo 242: Archaeobiological remains was taught by either an archaeobotanist or a zooarchaeologist. Since the Master of Science curriculum does not indicate that students can take Archaeo 242 twice if topics are different, Archaeo 242 is now being split into two courses: archaeobotany and zooarchaeology. Archaeo 246 is proposed to focus on botanical remains. Archaeo 204 is a prerequisite so that students have gained the analytical skills and competencies required in Archaeo 246. In addition, the instructor specializes only in one field and not the other.
<i>Program/s affected</i>	PhD in Archaeology

**V. Revision of Courses**

**A. Change in Course Title, Description, Course Prerequisites**

<i>From</i>	<b>Archaeo 242 Archaeobiological Remains.</b> Studies of botanical and faunal remains, with emphasis on Southeast Asia
<i>Prerequisite</i>	Archaeo 201 Foundations of Archaeology Archaeo 240 Human Palaeontology



1                    *To*                    **Archaeo 242 Archaeozoological Remains.** A theoretical and  
2 practical course on the analysis of faunal remains from  
3 archaeological sites.

4                    *Prerequisite*        Archaeo 204 Scientific Archaeological Analysis

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6                    *Justification*        The old Archaeo 242: Archaeobiological remains was taught by  
7 either an archaeobotanist or a zooarchaeologist. Since the Master  
8 of Science curriculum does not indicate that students can take  
9 Archaeo 242 twice if topics are different, Archaeo 242 is now  
10 being split into two courses: archaeobotany and zooarchaeology.  
11 Archaeo 242 is proposed to focus on zooarchaeological remains.  
12 Archaeo 204 is a prerequisite so that students have gained the  
13 analytical skills and competencies required in Archaeo 242. In  
14 addition, the instructor specializes only in one field and not the  
15 other.

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17                    *Programs affected:* PhD in Archaeology

## 18                    **B. Change in Course Stipulation**

### 19                    **Archaeo 300 Master's Thesis**

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21                    *From*                    **None**

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23                    *To*                        May be taken in one trimester (6 units) or two trimesters (3  
24 units/term); can only enlist in Archaeo 300 after successfully  
25 passing all core courses.

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27                    *Justification*        May be taken in one trimester (6 units) or two trimesters (3  
28 units/trimester); If split, it is taken in two trimesters so that the  
29 student will not be financially burdened to pay for 6 units when  
30 the student cannot accomplish the thesis in one trimester. In  
31 addition, splitting the course in two allows the student to focus  
32 on the presentation of the thesis proposal at the end of the first  
33 trimester and concentrate on the actual thesis in the second  
34 trimester.

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36                    *Program/s Affected:* Master of Arts in Archaeology

## 37                    **VI. Change in Program Requirements**

### 38                    **A. Change in Course Classification from Elective to Core Course**

#### 39                    **1. Archaeo 220 Philippine Prehistoric Archaeology**

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41                    *Justification*        This is proposed to be a core course to ensure that all students  
42 have background knowledge in Philippine archaeology when  
43 they graduate from UPSA. Philippine archaeology is important  
44 because the School of Archaeology wants to build a critical mass  
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of archaeologists who will continue to investigate the archaeology of the country.

**2. Archaeo 260 Archaeological Resource Management**

*Justification* This is proposed to be a core course to ensure that all students have knowledge of the ethics, issues and concerns relevant to archaeological heritage management, site protection, and archaeological practice.

**B. Change in Total Number of Units of Required Courses**

*From* 21 units  
*To* 27 units

*Justification* The increase in the number of required courses is due to the addition of Archaeo 220 and Archaeo 260.

**C. Change in the total number of units**

*From* : 42 units  
*To* : 48 units

*Justification* : Added Archaeo 220 Philippine Prehistoric Archaeology and Archaeo 260 Archaeological Resource Management as core courses.

Subjects	Number of units		Difference in units
	Existing	Proposed	
Required courses	21	27	+6
Elective	12	12	0
Cognate	3	3	0
Thesis	6	6	0
<b>Total</b>	<b>42</b>	<b>48</b>	<b>+6</b>

**D. Change in program length**

*From* : 2 years  
*To* : 2 years and 1 trimester

*Justification:* : This is due to the addition of two core courses



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**VI. Checklist of Existing and Proposed Curricula**

University of the Philippines Diliman School of Archaeology					
Master of Science in Archaeology					
Approval of Existing Curriculum:					
140th UC 05 Sept 2016					
President's Approval 26 Sept 2016					
Existing (42 units)			Proposed (48 units)		
FIRST YEAR					
1st Term		6 units	1st Trimester		9 units
Archaeo 201*		3	Archaeo 201*		3
Archaeo 202		3	Archaeo 202		3
			Archaeo 220		3
2nd Term		6 units	2nd Trimester		9 units
Archaeo 204		3	Archaeo 204		3
Archaeo 269		3	Archaeo 269		3
			Archaeo 260*		3
3rd Term		6 units	3rd Trimester		6 units
Archaeo 206***		3	Archaeo 206***		3
Archaeo 207***		3	Archaeo 207***		3
SECOND YEAR					
1st Term		9 units	1st Trimester		9 units
Elective 1		3	Elective 1		3
Elective 2		3	Elective 2		3
Cognate**		3	Cognate**		3
2nd Term		9 units	2nd Trimester		9 units
Elective 3		3	Elective 3		3
Elective 4		3	Elective 4		3
Archaeo 299		3	Archaeo 299		3
3rd Term		6 units	3rd Trimester		3 units
Archaeo 300		6	Archaeo 300		3
THIRD YEAR					
1st Term		0 units	1st Trimester		3 units
			Archaeo 300		3
Total		42	Total		48

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\*Offered in the 1st and 2nd Trimester in the Proposed Curriculum  
 \*\*Cognate which is taken outside of the program has to be taken by the student during the regular / semestral calendar as an additional matriculation.  
 \*\*\*The shift from the second semester offering for Archaeo 206 and 207 to the 3rd term would ensure that the field activity is conducted during the summer months and that prerequisites for the said subjects are taken in the first and second terms.

\*Offered in the 1st and 2nd Trimester in the Proposed Curriculum  
 \*\*Cognate which is taken outside of the program must be taken by the student during the regular / semestral calendar as an additional matriculation.  
 \*\*\*The shift from the second semester offering for Archaeo 206 and 207 to the 3rd trimester would ensure that the field activity is conducted during the summer months and that prerequisites for the said subjects are taken in the first and second trimesters.

**VII. B. Comparative Table of the Program Learning Objectives of the MA and MS Programs in Archaeology**

**Program Learning Outcomes for the MA in Archaeology**

After completing the MA in Archaeology program, the student is expected to:

1. Apply the methodology of archaeology in independent research.
2. Practice specialized training in archaeology.
3. Participate in archaeological research opportunities.
4. Conduct independent research in the form of a thesis.

**Program Learning Outcomes for the MS in Archaeology**

After completing the MS in Archaeology program, the student is expected to:

1. Apply various analytical methodologies of archaeology.
2. Practice specialized science and laboratory-based training in archaeology.
3. Participate in archaeological research opportunities.
4. Conduct independent research in the form of a thesis.

Courses				Program Learning Outcomes							
MA (Existing)	MA proposed	MS (Existing)	MS proposed	MA				MS			
				PLO 1	PLO 2	PLO 3	PLO 4	PLO 1	PLO 2	PLO 3	PLO 4
<b>Core Courses</b>											
201*	201*	201*	201*								
202	202	202	202								
204	204	204	204								
269	269	269	269								
206	206	206	206								
207	207	207	207								
299	299	299	299								
300	300	300	300								
	220		220								
	260*		260*								
Cognate**	Cognate**	Cognate**	Cognate**								
<b>Electives</b>											
Elective 1	Elective 1	Elective 1	Elective 1								
Elective 2	Elective 2	Elective 2	Elective 2								
Elective 3	Elective 3	Elective 3	Elective 3								
Elective 4	Elective 4	Elective 4	Elective 4								

Notation for MA/MS Courses

\*Offered in the 1<sup>st</sup> and 2<sup>nd</sup> Trimester of the proposed curriculum

\*\*Cognate which is taken outside of the program must be taken by the student during the regular / semestral calendar as an additional matriculation.





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\*\*\*The shift from the second semester offering for Archaeo 206 and 207 to the 3rd trimester would ensure that the field activity is conducted during the summer months and that prerequisites for the said subjects are taken in the first and second trimesters.

Master of Science in Archaeology  
School of Archaeology

FIRST YEAR								
1 <sup>st</sup> Trimester			2 <sup>nd</sup> Trimester			3rd Trimester		
	9	units		9	units		6	units
Archaeo 201*	3		Archaeo 204	3		Archaeo 206***	3	
Archaeo 202	3		Archaeo 269	3		Archaeo 207***	3	
Archaeo 220	3		Archaeo 260*	3				
SECOND YEAR								
1 <sup>st</sup> Trimester			2 <sup>nd</sup> Trimester			3rd Trimester		
	9	units		9	units		3	units
Elective 1	3		Elective 3	3		Archaeo 300	3	
Elective 2	3		Elective 4	3				
Cognate**	3		Archaeo 299	3				
1 <sup>st</sup> Trimester			2 <sup>nd</sup> Trimester			3rd Trimester		
	3	units			units			units
Archaeo 300	3							
TOTAL								
				48		units		

\*Offered in the 1st and 2nd trimester in the proposed curriculum

\*\* Cognate which is taken outside the Program must be taken by the student during the regular/semestral calendar as an additional matriculation.

\*\*\*The shift from the second semester offering for Archaeo 206 and 207 to the 3rd trimester would ensure that the field activity is conducted during the summer months and that prerequisites for the said subjects are taken in the first and second trimesters.



PROPOSAL FOR THE INSTITUTION OF ARCHAEO 246

ARCHAEOBOTANICAL REMAINS

A. Course Catalogue Description

1. Course Number: Archaeo 246
2. Course Title: Archaeobotanical Remains
3. Course Description: A survey and practical course on the specialization of archaeobotany
4. Prerequisite: Archaeo 204 Scientific Archaeological Analysis
5. Trimester Offered: 1<sup>st</sup>, 2<sup>nd</sup> trimester
6. Course Credit: 3 u
7. Number of Hours: 3 hrs
8. Meeting Type: Lecture
9. Course Goal/s: To teach graduate students about the scope and workings of archaeobotanical methodology and instruct them on specific approaches, such as, the proper collection and analyses of archaeobotanical samples.

B. Rationale

This course was designed because of the development of the School of Archaeology’s teaching capacity as it matured through over two decades of existence. It is one of the spin-off courses from the more general course that was previously offered: “Archaeobiological remains”, which covered the broader study of plant, animal, and specifically human remains, as they are studied archaeologically.

C. Course Outline

1. Course Outcomes (CO)

Upon completing the course, students must be able to:

- CO 1. Evaluate the history and development of archaeobotany;
- CO 2. Differentiate the specific archaeobotany methodology (theory and practice) from the other subspecializations and from the general archaeology methodology.
- CO 3. Integrate best practices in the Philippines and across the globe and integrate/make relevant these practices to the personal research interests of students.
- CO 4. Apply at least one archaeobotanical technique to an actual archaeological site.



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1.1 Course outcomes and Relationship to Program Learning Outcomes

Course Outcomes	Program Learning Outcomes*			
	A	B	C	D
CO 1. Evaluate the history and development of the archaeobotany.	I	D		
CO 2. Differentiate the specific archaeobotany methodology (theory and practice) from the other subspecializations and from the general archaeology methodology.	R	D		
CO 3. Integrate best practices in the Philippines and across the globe and integrate/make relevant these practices to the personal research interests of students.		D	I	
CO 4. Apply at least one archaeobotanical technique to an actual archaeological site.		R	R	D

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**I – Introduced; D – Demonstrated; R – Reinforced**

- A. Apply various analytical methodologies of archaeology.
- B. Practice specialized science and laboratory-based training in archaeology.
- C. Participate in archaeological research opportunities.
- D. Conduct independent research in the form of a thesis.

**2. Course Content**

Course Topics	No. of Hours
<b>I. Introduction:</b> A. Course introduction and requirements B. Philosophy behind the practice C. Capabilities of practice (case studies)	8
<b>II. Scales of archaeobotanical remains and their specific methods:</b> A. Macro remains B. Micro remains C. Molecular remains	20
<b>III. Applying archaeobotany:</b> A. Extraction and analyses of archaeobotanical assemblages	20
Total Number of Hours	48

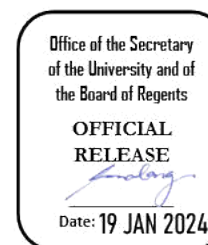
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3. Course Coverage

Week	Learning outcome/s	Course Topic	Essential or Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools/Activities	Core Readings/Learning Resources
1	Describe the information and develop insights  Start understanding the scope of the approach  [Course contents: Introduction: Course introduction and requirements]	I. Introduction  A. Course introduction and requirements	What are the key concepts in this course?	Lecture, discussion,	Short academic essay writing with supervision; Socratic method	Pearsall 2015  Renfrew & Bahn 2020  Tootill 1984
2	Acquire the information and develop insights  Explain the basis of the approach  [Course content: Introduction; Philosophy, capabilities of practice]	B. Philosophy behind the practice	Why do we do things the way we do them?	Lecture, discussion	Short academic essay writing and supervision; Socratic method	Pearsall 2015  Renfrew & Bahn 2020  Yen 1988  Sytsma & Pires 2001
3-4	Acquire the information and develop insights;  Identify when and what kind of archaeobotanical analysis/application is appropriate for specific archaeological site/question/problem	C. Capabilities of practice (case studies)	What are the best practices and what questions may be answered by this specialization?	Lecture, documentary showing, visit to laboratories, practical exercises	Short academic essay with supervision; set practical exercise achievement goals	Yen 1977  Thompson 1996  Perry 1999  Pearsall 2018  Paz & Carlos 2007  Paz 2012  Carlos 2010

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5-7	<p>Acquire the information and develop insights;</p> <p>Learn about the three scales of archaeobotanical remains and methodological approaches</p> <p>[Course content: Introduction &amp; Scales of archaeobotanical remain];</p>	<p>II. Scales of archaeobotanical remains and their specific methods:</p> <p>A. Macro remains</p> <p>B. Micro remains</p> <p>C. Molecular remains</p>	<p>How to discern what to method to apply to a specific situation</p> <p>What can be extracted from a site</p>	<p>Lectures, show assemblages, documentary presentations, discussions, student reports</p>	<p>Short academic essay with supervision; summary of report</p>	<p>Hubbar &amp; al Azm 1990</p> <p>Paz 2018</p> <p>Hather 1994</p> <p>Barkley 1961</p>
8-9	<p>Acquire the information and develop insights from observations; Identify when and what kind of archaeobotanical analysis/application is appropriate for specific archaeological site/question/problem</p>	<p>III. Applying archaeobotany:</p> <p>A. Extraction and analyses of archaeobotanical assemblages</p>	<p>How do I apply the methodology of archaeobotany</p>			<p>Reference collection at the ASP of wood, seed, and archaeological materials</p> <p>On line reference collections and comparative materials</p>
10-12	<p>Extract samples and analyze relevant archaeobotanical remains from a specific site.</p> <p>Apply the philosophical premises in the interpretation of the findings</p>	<p>III. Applying archaeobotany:</p> <p>A. Extraction and analyses of archaeobotanical assemblages</p>		<p>Give access to archaeological assemblages for students to process and analyze</p>	<p>A technical paper/report on what they did</p>	<p>Assemblages from the Palawan Island Palaeohistory Research Project and the Catanauan Archaeology and Heritage Project</p>



1 **4. Course Requirements**

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3 Class participation  
4 Essays  
5 Class report  
6 Technical Report  
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8 **D. References**

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27 **E. List of Faculty who will handle the course:**

- 28  
29 Prof. Armand Salvador B. Mijares, PhD  
30 Prof. Victor J. Paz, PhD  
31 Assoc. Prof. Hermine Xhaufclair, PhD  
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## PROPOSAL FOR THE REVISION OF ARCHAEO 242

## ARCHAEOZOOLOGICAL REMAINS

## A. Course Catalogue Description

1. **Number:** Archaeo 242
2. **Title:** Archaeozoological Remains
3. **Description:** A theoretical and practical course on the analysis of faunal remains from archaeological sites.
4. **Prerequisite:** Archaeo 204 Scientific Archaeological Analysis
5. **Semester Offered:** 2nd or 3<sup>rd</sup> Trimester.
6. **Course Credit:** 3 u
7. **Number of Hours:** 3 hrs
8. **Meeting Type:** Lecture
9. **Course Goal/s:** To provide an overview of zooarchaeological methods and aims. To develop skills in the identification and analysis of archaeofaunal materials and the preparation of zooarchaeological reports.

## B. Rationale

As a result of the development of the ASP's teaching capacity, it was decided to split the course "Archaeobiological Remains" into two courses, one dedicated to the study of faunal remains (Archaeo 242) and the other focused on botanical remains (Archaeo 246). A new course will be instituted for archaeobotanical remains (Archaeo 246), while this one will retain the old number (Archaeo 242). Graduate students will now be able to take both subjects or just one of them depending on their interests.

## C. Course Outline

## 1. Course Outcomes (CO)

Upon completing the course, students must be able to:

- CO 1. Evaluate the foundations and history of the discipline.
- CO 2. Differentiate the specific archaeozoological methods and analytical tools from other disciplines and the larger archaeology practice.
- CO 3. Integrate the acquired knowledge and practices into personal research interests in the Philippines and abroad.
- CO 4. Apply the archaeozoological techniques learned along the course to the analysis of an archaeological collection.

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1.1 Course Outcomes Relationship to Program Learning Outcomes

Course Outcomes	Program Learning Outcomes*			
	A	B	C	D
CO 1. Evaluate the foundations and history of the discipline.	D	R		
CO 2. Differentiate the specific archaeozoological methods and analytical tools from other disciplines and the larger archaeology practice.	R	D		
CO 3. Integrate the acquired knowledge and practices into personal research interests in the Philippines and abroad.	R	D		
CO 4. Apply the archaeozoological techniques learned along the course to the analysis of an archaeological collection.	D	R	D	D

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**I – Introduced; D – Demonstrated; R – Reinforced**

- A. Apply various analytical methodologies of archaeology.
- B. Practice specialized science and laboratory-based training in archaeology.
- C. Participate in archaeological research opportunities.
- D. Conduct independent research in the form of a thesis.

**2. Course Content**

Course Topics	No. of Hours
I. Foundations of Archaeozoology. A. History and theory of the discipline.	4
II. Basic Biology 1. A. Vertebrate structure and function. B. The Skeleton: anatomical terms, bone and the vertebrate skeleton. C. Form, function, body size and locomotion.	4
III. Basic Biology 2. A. Skulls: crania, teeth, and diet. B. Development.	4
IV. Taxonomy. A. Linking scientific classification and cultural meaning to archaeological animal bone.	4
V. Cultural context. A. Recovery methods. B. Sample size, preservation and identification.	4
VI. Archaeozoological Analysis 1 A. Identification and quantification. B. Sexing, aging, and disease.	4
VII. Archaeozoological Analysis 2. A. Taphonomy: natural and cultural modifications to bone.	4

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VIII. From Data to Cultural Patterns. A. Diet and nutrition. B. Subsistence. C. Domestication. D. Culinary processing and social relations.	4
IX. Estimating Past Environmental Conditions from Archaeozoological Data.	4
X. The Archaeozoological Laboratory. A. Comparative collections B. Archaeozoological reports.	4
XI. Laboratory workshop 1. A. Sorting, identification and quantification of archaeozoological materials.	4
XII. Laboratory workshop 2. A. Taphonomy and cultural patterns.	4
Total	48

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3. Course Coverage

Week	Learning outcome/s	Course Topic	Essential or Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools/Activities	Core Readings/Learning Resources
1	Learn the history and key concepts of the discipline.	I. Foundations of Archaeozoology A. History and theory of the discipline.	What are the key concepts of archaeozoology?	Syllabus introduction, lecture, discussion	Selected academic readings on the topic assigned for next class. Short report on one of the readings (summary and assessment) for next class.	<u>Core</u> : Gifford-Gonzalez 2018; Reitz 2008. <u>Supplementary</u> : O'Connor 2000; Davis 1987; Hesse & Wapnish 1985; Klein & Cruz-Urbe 1984; Clutton-Brock & Griggs 1983.
2-3	Identify vertebrate structure and function, and, more specifically, skulls, teeth, diet, and development.	II. Basic Biology 1. A. Vertebrate structure and function. B. The Skeleton: anatomical terms, bone and the vertebrate skeleton. C. Form, function, body size and locomotion.  III. Basic Biology 2. A. Skulls: crania, teeth, and diet. B. Development.	Why do we need to learn anatomy and osteology?	Lecture, discussion	Discussion on previously assigned readings and assessment of the short report. Random quiz. Assignment of a new set of readings and report for next class.	<u>Core</u> : Gifford-Gonzalez 2018; Reitz 2008. <u>Supp.</u> : Klevezal 1996; Gilbert 1990; Gilbert et al. 1985; von den Driesch 1976; Sisson & Grossman 1975.

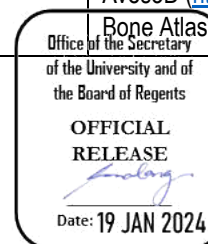
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4	Link scientific classification and cultural meaning to archaeological animal bone.	IV. Taxonomy. A. Linking scientific classification and cultural meaning to archaeological animal bone.	Why do we need to classify?	Lecture, discussion	Discussion on previously assigned readings and assessment of the short report. Random quiz. Assignment of a new set of readings and report for next class.	<p><u>Core:</u> Gifford-Gonzalez 2018; Reitz 2008.</p> <p><u>Supp.:</u> Driver 2011; Chaline 1974; Claassen 1998; von den Driesch 1976; Dawson 1969.</p> <p><u>Online:</u> The IUCN Red List of Threatened Species (<a href="https://www.iucnredlist.org">https://www.iucnredlist.org</a>).</p>
5	Define recovery methods, sample size, preservation, and identification.	V. Cultural context. A. Recovery methods. B. Sample size, preservation, and identification.	How do we obtain our archaeozoological samples?	Lecture, discussion, documentary visioning.	Discussion on previously assigned readings and assessment of the short report. Random quiz. Assignment of a new set of readings and report for next class.	<p><u>Core:</u> Gifford-Gonzalez 2018; Reitz 2008.</p> <p><u>Supp.:</u> Morin et al. 2017; Bartosiewicz &amp; Gal 2007; Faith &amp; Gordon 2007.</p> <p>YouTube documentary TBA.</p>
6-7	Practice identification, quantification, sexing, aging, disease, and taphonomy of animal bone elements.	VI. Archaeozoological Analysis 1 A. Identification and quantification. B. Sexing, aging, and disease.  VII. Archaeozoological Analysis 2. A. Taphonomy: natural and cultural modifications to bone.	How do we perform an archaeozoological analysis?	Lecture, discussion	Discussion on previously assigned readings and assessment of the short report. Random quiz. Assignment of a new set of readings and report for next class.	<p><u>Core:</u> Gifford-Gonzalez 2018; Reitz 2008.</p> <p><u>Supp.:</u> Fernández-Jalvo &amp; Andrews 2016; James and Thompson 2015; Beisaw 2013; Cannon 2013; Orton 2012; Greenfield &amp; Arnold 2008; Lyman 2008; Rusciolo 2006; Hedges 2002; Klevezal 1996; Fisher 1995; Lyman 1994; Marshall &amp; Pilgram 1993; Grayson 1984.</p> <p><u>Online:</u> Animal Diversity Web (<a href="https://animaldiversity.org">https://animaldiversity.org</a>); Archaeological Fish resource (<a href="http://fishbone.nottingham.ac.uk">http://fishbone.nottingham.ac.uk</a>); ArchéoZooThèque (<a href="https://www.archeozoo.org/archeozootheque/">https://www.archeozoo.org/archeozootheque/</a>); Aves3D (<a href="https://www.aves3d.org">https://www.aves3d.org</a>); Russell</p>



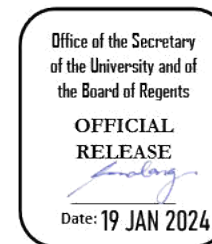
						<a href="https://russellboneatlas.wordpress.com/">(https://russellboneatlas.wordpress.com/)</a> ; Vertebrates ( <a href="https://laetoli-production.fr/en/works/12">https://laetoli-production.fr/en/works/12</a> ).
8	Acquire concepts like diet, nutrition, subsistence, domestication, culinary processing, and social relations.	VIII. From Data to Cultural Patterns. A. Diet and nutrition. B. Subsistence. C. Domestication. D. Culinary processing and social relations.	How do we assess and interpret our archaeozoological data?	Lecture, discussion	Discussion on previously assigned readings and assessment of the short report. Random quiz. Assignment of a new set of readings and report for next class.	<u>Core</u> : Gifford-Gonzalez 2018; Reitz 2008. <u>Supp.</u> : Russell 2012; Orton 2012; Hayden 2009; Schmitt & Lupo 2008; Larson et al. 2007; Kennett & Winterhalder 2006; Hockett & Haws 2003; Rowley-Conwy 1995; Junker et al. 1994; Hudson 1993; Crabtree 1990; Keene 1985; Meadow 1984.
9	Estimate past environmental conditions from archaeozoological data.	IX. Estimating Past Environmental Conditions from Archaeozoological Data.	What archaeozoology can tell us about the environment?	Lecture, discussion	Discussion on previously assigned readings and assessment of the short report. Random quiz. Assignment of a new set of readings and report for next class.	<u>Core</u> : Gifford-Gonzalez 2018; Reitz 2008. <u>Supp.</u> : Comay & Dayar 2018; Lyman 2017; Rofes et al. 2015; Klein 1996; Grayson 1981; Beherensmeyer & Hill 1980; Redding 1978; Casteel 1976.
10	Prepare reference collections and archaeozoological reports	X. The Archaeozoological Laboratory. A. Comparative collections B. Archaeozoological reports.	What is the purpose of an archaeozoology laboratory? Why we do reports?	Lecture, discussion, documentary visioning.	Discussion on previously assigned readings and assessment of the short report. Random quiz.	<u>Core</u> : Gifford-Gonzalez 2018; Reitz 2008. <u>Supp.</u> : Butler & Lyman 1996. YouTube documentary TBA
11-12	Analyze animal remains and assess the taphonomy and cultural patterns of	XI. Laboratory workshop 1. A. Sorting, identification and quantification of	How do we actually study archaeozoological collections?	Supervised hands-on faunal-remain analysis at the Zooarchaeology	Delivery and assessment of archaeozoological reports	





	archaeozoological collections.	archaeozoological materials. XII. Laboratory workshop 2. A. Taphonomy and cultural patterns.		Laboratory of the ASP (UPD).		
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1           **4.       Course Requirements**

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3           Class participation  
4           Assignments (e.g., reports, essays)  
5           Workshops  
6           Final report and/or final examination  
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9           **D. References**

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11          The most relevant references for this course are in **bold**.

12          Philippine zooarchaeology studies are marked with an asterisk (\*).

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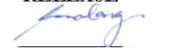
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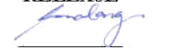
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19  
20 **E. Faculty who will handle the course:**


21  
22 Assoc. Prof. Juan Rofes, PhD

23 Assoc. Prof. Kimberley Plomp, PhD

24 Assoc. Prof. Michael Herrera, PhD

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