



Form: Course Syllabus	Form Number	EXC-01-02-02A
	Issue Number and Date	2/3/24/2022/2963 05/12/2022
	Number and Date of Revision or Modification	2023/10/15
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	Number of Pages	06

1.	Course Title	Environment and Archaeology
2.	Course Number	2632315
3.	Credit Hours (Theory, Practical)	3
	Contact Hours (Theory, Practical)	3 Theory
4.	Prerequisites/ Corequisites	N/A
5.	Program Title	Cultural Resources Management and Conservation
6.	Program Code	02
7.	School/ Center	Archaeology and Tourism
8.	Department	Cultural Resources Management and Conservation
9.	Course Level	3d year
10.	Year of Study and Semester (s)	2025/2026 First & Second Semesters
11.	Program Degree	BA
12.	Other Department(s) Involved in Teaching the Course	N/A
13.	Learning Language	Arabic
14.	Learning Types	<input checked="" type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
15.	Online Platforms(s)	<input checked="" type="checkbox"/> Moodle <input type="checkbox"/> Microsoft Teams
16.	Issuing Date	
17.	Revision Date	

18. Course Coordinator:

Name: Dr. Fuad Hourani	Contact hours: S,T,TH: 12:30-13:00 & M, W: 13:00-14:30
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**19. Other Instructors:**

Name:
Office number:
Phone number:
Email:
Contact hours:
Name:
Office number:
Phone number:
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Contact hours:

20. Course Description:

This course introduces the concept of environmental archaeology and provides a comprehensive overview of past human interactions with the natural world. It includes a systematic review of the various natural elements that impact spatial distribution of human activities, development of his economy and the archaeological record. A background on the geological, zoological, climatological and botanical approaches that account for the reconstruction of ancient environments and past human economy will be given.

21. Program Intended Learning Outcomes: (To be used in designing the matrix linking the intended learning outcomes of the course with the intended learning outcomes of the program)

PILO's	*National Qualifications Framework Descriptors*		
	Competency (C)	Skills (B)	Knowledge (A)
1. Applies the principles of critical and objective thinking in addressing heritage protection issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Identifies and deeply understands problems and challenges, analyzing the complex aspects of heritage and influencing factors, providing comprehensive and detailed assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Develops innovation and entrepreneurship skills in the field of heritage resource	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



management, exploring new opportunities for funding and development.			
4. Engages and discusses effectively with local communities and groups interested in heritage, understanding the impact of heritage resources on cultural identity and community development.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Identify, understands, and critically evaluates academic sources, articles, and research related to heritage and its management to extract main ideas and fundamental concepts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Listens attentively and focused to lectures and discussions, engaging with the presented content thoughtfully and comprehensively	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Selects and critically evaluates information and ideas, independently analyzing data and evidence.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Develops and identifies strategies for problem-solving, applying acquired concepts and skills in practical contexts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Utilizes various digital technologies and tools in managing, documenting, and conserving heritage resources, such as using electronic information management systems and imaging, documentation, and analysis techniques.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Innovates new and creative solutions to the challenges of heritage resource management and conservation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Collects and comprehensively analyzes data and information, extracting main ideas and fundamental concepts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Evaluates results, monitors performance, and analyzes data and information to determine the achievement of goals and identify areas needing improvement and development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Implements effective plans and strategies for managing heritage resources, organizing relevant activities and events.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Choose only one descriptor for each learning outcome of the program, whether knowledge, skill, or competency.

22. Course Intended Learning Outcomes: (Upon completion of the course, the student will be able to achieve the following intended learning outcomes)

	The learning levels to be achieved	
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Course ILOs #	Remember	Understand	Apply	Analyze	Evaluate	Create	Competencies
K1: Define, explain and use the terminology and concepts of the environment and environmental archaeology.	✓		✓		✓		K
K2: Demonstrate an understanding of the fundamentals of Environmental Archaeology		✓		✓			K
K3: Provide an understanding of the surrounding environments.	✓	✓		✓	✓		K
S1: Use different tools and work areas in the domains of environmental archaeology.			✓			✓	S
S2: Describe the environment(s) of a given site or region.		✓		✓	✓		S
C1: Determine the different environmental factors and explain their processes.			✓			✓	C



C2: Explain the specificity of the relationship between archaeology and the environment.				√	√	√											C
C3: Build causal relations between factors and effects.				√	√	√											C

23. The matrix linking the intended learning outcomes of the course -CLO's with the intended learning outcomes of the program -PILOs:

PILO's * CLO's	1	2	3	4	5	6	7	8	9	10	11	12	13	Descriptors**		
														A	B	C
K1: Define, explain and use the terminology and concepts of the environment and environmental archaeology.		√	√					√						√		
K2: Demonstrate an understanding of the fundamentals of Environmental Archaeology		√		√							√			√		
K3: Provide an understanding of the surrounding environments.	√							√			√			√		



S1: Use different tools and work areas in the domains of environmental archaeology.								√	√	√					√	
S2: Describe the environment(s) of a given site or region.	√									√			√		√	
C1: Determine the different environmental factors and explain their processes.									√	√						√
C2: Explain the specificity of the relationship between archaeology and the environment.					√		√									√
C3: Build causal relations between factors and effects.			√										√			√

***Linking each course learning outcome (CLO) to only one program outcome (PLO) as specified in the course matrix.**

****Descriptors are determined according to the program learning outcome (PLO) that was chosen and according to what was specified in the program learning outcomes matrix in clause (21).**

24. Topic Outline and Schedule:



Week	Lecture	Topic	ILO/s Linked to the Topic	Learning Types (Face to Face/ Blended/ Fully Online)	Platform Used	Synchronous / Asynchronous Lecturing	Evaluation Methods	Learning Resources
1	1.1	General framework: Concepts, definitions, basic principles	K1, K2	Face to face	Class room & Moodle	Sync.	Exams, Individual/Group presentations & Participation in class discussions	See references in section 28
	1.2							
	1.3							
2	2.1	Earth's history and ecology	K, C1					
	2.2							
	2.3							
3	3.1	Spatial distribution of living beings and systems of interactions between species.	C1, C2, C3					
	3.2							
	3.3							
4	4.1	and systems of interactions between species.	C1 K3					
	4.2							
	4.3							
5	5.1	Environmental framework of ancient human communities.						
	5.2							
	5.3							
6	6.1	Methods and techniques for reconstructing ancient environments	K2, C2					
	6.2							
	6.3							
7	7.1							
	7.2							
	7.3							
8	8.1	Major climatic changes and environmental modifications during the Quaternary	C2 K2, S1					
	8.2							
	8.3							
9	9.1		S1,					
	9.2							
	9.3							
10	10.1	Roles of environmental changes in	S2 C3,S3	Face to face	Class room, Moodle	Sync.	Exams, Individual/Group presentations	
	10.2							
	10.3							



11	11.1	societal and economic transformations of past human communities			& field trip		& Participation in class discussions
	11.2						
	11.3						
12	12.1	Impacts of environmental factors on archaeological records.		Face to face	Class room, Moodle & field trip	Sync.	Exams, Individual/Group presentations & Participation in class discussions
	12.2						
	12.3						
13	13.1	Evaluating the effects of past human communities on the environment.	K2,S 2	Face to face	Class room, Moodle & field trip	Sync.	Exams, Individual/Group presentations & Participation in class discussions
	13.2						
	13.3						
14	14.1	Students' presentations	K2,S 1	Face to face	Class room & Moodle	Sync.	Written and oral presentations
	14.2						
	14.3						
15	15.1			Face to face	Class room & Moodle	Sync.	Written and oral presentations
	15.2						
	15.3						

25. Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	*Mark wt.	K1	K2	K3	S1	S2	C1	C2	C3
		First Exam	30	√	√	√			√
Second Exam –If any									
Final Exam	50	√	√	√	√	√	√	√	√
**Class work									
Projects/reports									
Research working papers									
Field visits									
Practical and clinical									
Performance Completion file									



Presentation/ exhibition	20	√	√	√				√	√
Any other approved works									
Total 100%									

* According to the instructions for granting a Bachelor's degree.

**According to the principles of organizing semester work, tests, examinations, and grades for the bachelor's degree.

Mid-term exam specifications table*

No. of questions/ cognitive level						No. of questions per CLO	Total exam mark	Total no. of questions	CILO/Weight	CILO no.
Create %10	Evaluate %10	analyse %10	Apply %20	Understand %20	Remember %30					
	1			1	1	3	30	10	30%	K1
		1			1	2			20%	K2
	1		1	1		3			30%	K3
			1		1	2			20%	C1

Final exam specifications table

No. of questions/ cognitive level						No. of questions per CLO	Total exam mark	Total no. of questions	CILO Weight	CILO no.
Create %10	Evaluate %10	analyse %10	Apply %20	Understand %20	Remember %30					
	1	1				2	50	15	10%	K1
					2	2			15%	K2
				1		1			10%	K3
2						2			10%	S1
1						1			10%	S2
			1			2			15%	S3
	1		1			2			10%	C1
	1	1				2			10%	C2
				1		1			10%	C3

26. Course Requirements:



(e.g.: students should have a computer, internet connection, webcam, account on a specific software/platform...etc.):

27. Course Policies:

A- Attendance policies: As per the university rules

B- Absences from exams and submitting assignments on time: As per the university rules

C- Health and safety procedures: As per the university rules

D- Honesty policy regarding cheating, plagiarism, misbehavior: As per the university rules

E- Grading policy:

F- Available university services that support achievement in the course:

- JU Library
- Faculty conservation lab.

28. References:

A- Required book(s), assigned reading and audio-visuals:

E-learning course page

B- Recommended books, materials, and media:

- 1- Karl W. Butzer. 2006: Archaeology as Human Ecology : Method and Theory for a Contextual Approach.
- 2- Dena F. Dincause. 2000: Environmental Archaeology: Principles and Practice. Cambridge University Press.
- 3- Paul Goldberg and Richard Macphail. 2005: Practical and Theoretical Geoarchaeology. Wiley-Blackwell
- 4- Elizabeth J. Reitz and Elizabeth S. Wing. 2008: Zooarchaeology (Cambridge Manuals in Archaeology). Cambridge University Press; 2d edition
- 5- Christine A. Hastorf. 1989: Current Paleoethnobotany: Analytical Methods and Cultural Interpretations of Archaeological Plant Remains (Prehistoric Archeology and Ecology series). University of Chicago Press; 2nd edition
- 6- Other references (in French and English) available upon request.



29. Additional information:

Name of the Instructor or the Course Coordinator: Dr. Fuad Hourani.....	Signature:	Date: 11/01/2026.....
Name of the Head of Quality Assurance Committee/ Department	Signature:	Date:
Name of the Head of Department	Signature:	Date:
Name of the Head of Quality Assurance Committee/ School or Center	Signature:	Date:
Name of the Dean or the Director	Signature:	Date: