



Course: ANTH 8

Division: 10

Also Listed As:

Term Effective: 201130, INACTIVE COURSE

Short Title: NEW WORLD ARCH

Full Title: Introduction To New World Archaeology

<u>Contact Hours/Week</u>	<u>Units</u>	<u>Number of Weeks</u>	<u>Total Contact Hours</u>
Lecture: 3	3	17.34	Lecture: 52.02
Lab: 0			Lab: 0
Other: 0			Other: 0
Total: 3			Total: 52.02

Credit Status: D - Credit - Degree Applicable

Grading Modes: L - Standard Letter Grade

Repeatability: Repeatability: N - Course may not be repeated

Schedule Types: 02 - Lecture and/or discussion

Course Description:

The primary focus of this course is the study of cultural development in the New World, as reflected in archaeological sites and data. Materials will be examined from sites which are characteristic of different stages in prehistory: from the first people in the New World and hunter-gatherer societies to the origins of agriculture and the Inca and Aztec civilizations. A secondary focus of the course will be the study of historical anthropology, archaeological data collection and analysis, cultural reconstruction.

ADVISORY: Eligible for English 250 and English 260.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV D2, effective 200670

CSU GE:

CSU D1, effective 200670

IGETC:

IGETC 4A, effective 200670

CSU TRANSFER:

Transferable CSU, effective 200670

UC TRANSFER:

Transferable UC, effective 200670

PREREQUISITES:

COREQUISITES:

STUDENT LEARNING OUTCOMES:

1. By week 5 (first exam), the student should be able to identify New World Paleo-Indian sites of major importance; perform basic measurements and classification of stone tools; discuss Pleistocene geography as related to the Siberian land bridge; define artifacts, activity areas, sites and how these are classified by archeologists; have a basic understanding of probability sampling and be able to draw a random sample for a potential "excavation."
2. By week 12 (second exam), the student should be able to discuss hunter-gatherers of the major ethnographic areas, as related to the archeological record; understand "modelling" of human activity in terms of hunter-gatherer subsistence and settlement patterns; outline the different theories on the origin of agriculture; have an understanding of the early development of social complexity out of these original hunting bands.
3. By week 17, the student should be able to discuss the major sites and sequences of Mesoamerican and Andean civilizations; understand the ecological basis for state-level development; understand how an archeologist uses very specific kinds of artifacts to derive information on social structure; know the basic legislation covering archeological resources, and understand the dilemma of contract archeology in California today.

Note:

Archeology holds a certain romance or fascination for many people, and in this course concentration will be on information that is both interesting to the student, and meaningful in the course of the evolution of society. The general education goals include increased awareness of cultural differences, as seen in the archeological record of various societies; an understanding of physical evolution and modern Homo sapiens' place in the fossil record; an appreciation for archeological sites and artifacts as irreplaceable cultural resources; a familiarity with dating techniques and controversies within the field that will allow students to recognize and evaluate archeological phenomena in the media today.

TOPICS AND SCOPE:

Inactive Course: 10/25/2010

Note On Reading Assignments: Chapters from the text (Fagan 1980) are referred to as Ch 1, 2 and so forth. Those from other reference sources (see reference materials) are listed as Fagan 1, 2, etc.

1 3 Introduction to, and the history of, archeology:
The science of anthropology and archeology;
Goals of archeological research.

Reading: ch 1, 18.

2-3 6 Earliest human ancestors: hominoids and
hominids; the Ice Ages and Neanderthal cave-
dwellers; the basics of stone tool analysis.

Reading: Ch 13, pp 330-344; Fagan 1,2.

4-5 6 First settlement of the New World: The Siberian
Land Bridge; Paleo-indians of North and South
America; Archeological Dating.

Reading: ch 6,7; MacNeish 4,10.

6 3 Site formation processes: artifacts, activity
areas and the archeological record. Survey and
excavation strategies; Sampling.

Reading: Ch 4, 5.

7 3 Hunter-Gather Archeology: Introduction to
Ethnographic Hunter-Gatherers (Arctic and North
Woodlands, Australia, Kalahari Desert); the
prehistory of Western North America.

Reading: Ch 15; Handouts.

8-9 6 South American Hunter-Gatherers: Peru,
Argentina, Tierra Del Fuego; Site function and
subsistence patterns.

Reading: Ch 9, 10; Handouts.

10 3 Origins of Agriculture: New World plant and
animal domesticates; major theories of the
origins of agriculture; cases from the American
Southwest, Mesoamerica, Peru.

Readings: Ch 12; Zubrow 16; Handouts.

11-12 6 Formative Societies: North American Mound-
builders, Oaxaca, and the Valley of Mexico.

Readings: Ch 17; Zubrow 24,26.

13 3 State-level Societies: The case of Teotihuacan;
Spatial analysis in archeology.

Reading: Ch 16; Zubrow 12,19.

14-15 6 The prehistory of Andean South America:
Regional and temporal sequences.

Reading: Zubrow 15,17.

16 3 Data analysis in archeology: Cases from
Central California, Methodology of cultural
reconstruction.

Reading: Ch 13,14

17 3 Cultural resource management and "contract"
archeology. Summary and Review.

18 3 FINAL EXAMINATION

METHODS OF INSTRUCTION:

Instruction will be primarily lecture-oriented, with problem sets presented in class to encourage participation and discussion. The study of analytic procedures will be accomplished through the use of collections from local sites, as well as in the in-class exercises. These "hand-on" sessions will accompany lectures. Students will be evaluated on the basis of two exams, in addition to a final. The exams will involve basic data analysis, as well as a review of the readings and lecture material.

METHODS OF EVALUATION:

The types of writing assignments required:

Written homework

Reading reports

Term papers

The problem-solving assignments required:

Field work

The types of skill demonstrations required:

Class performance

Field work

The types of objective examinations used in the course:

Multiple choice

Other category:

Portfolio presentation of field work results and analysis, as well as library research.

The basis for assigning students grades in the course:

Writing assignments: 40% - 60%

Problem-solving demonstrations: 10% - 20%

Skill demonstrations: 10% - 20%

Objective examinations: 10% - 20%

Other methods of evaluation: 10% - 20%

REPRESENTATIVE TEXTBOOKS:

Fagan, Brian M. (2003) *Ancient Lives: An Introduction to Archaeology and Prehistory*. Second Edition. , or other appropriate college level text. Reading level of text: 13 grade. Verified by: E. Luna

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: A

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: ANTH

CSU Crosswalk Course Number: 8

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000435821

Sports/Physical Education Course: N
Taxonomy of Program: 220200