

**Course Outline**

**COURSE:** HIST 21                      **DIVISION:** 10                      **ALSO LISTED AS:** ART 21

**TERM EFFECTIVE:** Spring 2021                      **CURRICULUM APPROVAL DATE:** 12/8/2020

**SHORT TITLE:** ANCIENT AMERICAS

**LONG TITLE:** Ancient Americas: A History through Art

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

**COURSE DESCRIPTION:**

A critical survey of history through the arts of pre-Columbian natives of North, Central and South America. The course will cover major societies and events from the appearance of major civilizations through the initial colonization efforts of European nations. Due to the distinct history of the Americas, this course uses the arts - architecture, sculpture, ceramics and painting, among others - of ancient societies as a primary source material. This course has the option of a letter grade or pass/no pass. This course is also listed as ART 21. **ADVISORY:** Eligible for English 250.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

**GRADING MODES**

L - Standard Letter Grade

P - Pass/No Pass

**REPEATABILITY:** N - Course may not be repeated

**SCHEDULE TYPES:**

02 - Lecture and/or discussion

05 - Hybrid

71 - Dist. Ed Internet Simultaneous

72 - Dist. Ed Internet Delayed

## **STUDENT LEARNING OUTCOMES:**

1. Identify and describe the role Art has played in the development of ancient civilizations of the Americas. Outline range of cultures and art forms.

Measure of assessment: projects, exercises, performance, demonstration, homework, labwork, critique and presentation

2. Recognize and identify examples of major architecture, artisan goods, painting and sculpture noting contributions of the major cultures and eras.

Measure of assessment: projects, exercises, performance, demonstration, homework, labwork, critique and presentation

3. Denote social, economic and political structures as interpreted by scholars reflected in limited remains of indigenous peoples of the Americas.

Measure of assessment: projects, exercises, performance, demonstration, homework, labwork, critique and presentation

4. Interpret and demonstrate the historical, philosophical, and technical contributions of various cultures. Explain and analyze how and where cultures were influenced by others, and distinguish from distinct cultural practices.

Measure of assessment: projects, exercises, performance, demonstration, homework, labwork, critique and presentation

Year assessed, or planned year of assessment: 2018

Semester: Spring

This SLO addresses cultural diversity: true

Cultural Diversity:

Interpret and demonstrate the historical, philosophical, and technical contributions of various cultures.

Explain and analyze how and where cultures were influenced by others, and distinguish from distinct cultural practices.

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 12/8/2020

### **DE MODIFICATION ONLY**

WEEK 1 3 HOURS

LECTURE: General introduction to the role Art has played in the development of ancient civilizations of the Americas. Outline range of cultures and art forms for class.

OUT OF CLASS ASSIGNMENT: Read and analyze- reading assignment

STUDENT PERFORMANCE OBJECTIVES: Using quizzes, and/or short writing assignments

students will analyze how art, archaeology, and history as disciplines overlap. Describe and identify key elements of composition, content, materials and processes; evaluate cultural definitions of art, as well as cultural use of art as a formal language

WEEK 2-4 9 HOURS

LECTURE: Review of major

classic era civilizations of Mesoamerica, including Olmec and Maya. Discuss concept of time and how society fit within it. Discuss Olmec interest in rendering the body, and note the range of phenotypes that appear in their art. Introduce the Ballcourt as performance art and religious ceremony. Show the use of this practice across various societies thus demonstrating cross fertilization of art, politics and religion across cultures. General introduction to the role Art has played in the development of ancient civilizations of the Americas. Outline the range of cultures and art forms for to be covered in this class.

OUT OF CLASS ASSIGNMENT: Reading/analyze assignment

STUDENT PERFORMANCE OBJECTIVE: Using quizzes and/or short writing assignments

describe how art found in excavation sites provides key source in our struggles to understand these ancient societies. Outline and evaluate similarities between distinct societies, thus demonstrating acculturation process; evaluate unique features of differing cultures, demonstrating varying understanding and stresses of each society.

WEEK 5-7 9 HOURS

LECTURE: Review of Teotihuacan, Tula, and societies of Nayarit, Jalisco and Colima of West Mexico. Discuss social, political, and economic structures, and the influence of each as judged in the evidence left in art and architecture.

OUT OF CLASS

ASSIGNMENT: Read and analyze - reading assignments

STUDENT PERFORMANCE OBJECTIVES: Using quizzes and short writing

assignments outline and analyze similarities between distinct societies, thus demonstrating acculturation process; evaluate unique features of differing cultures, demonstrating varying understanding and stresses of each society.

WEEK 8-10 9 HOURS

LECTURE: Tenochtitlan, capital of the Aztecs: review where the Aztecs were placed in the pantheon of Mesoamerican cultures. Examination of the influences of Teotihuacan and Tula on Aztec

cosmology, political and

trade systems. Evaluation of how art, artisan goods and architecture fill the void left after Spaniards attempted to erase Aztec history.

OUT OF CLASS

ASSIGNMENT: Read/analyze reading assignments

STUDENT PERFORMANCE OBJECTIVES: Using quizzes and/or short writing assignments identify, describe and analyze how Aztecs

synthesized

dominant aspects of earlier societies in their region, thus

demonstrating acculturation process; evaluate how the cosmology and politics played into the

weaknesses that were to be exploited by

Europeans.

WEEK 11-12 9 HOURS

LECTURE: Introduction to the Andes and its civilizations. Review of various early civilizations including Nazca, Tiahuanaco and Huari and their understanding of cosmic order and space.

Examination of

successive civilizations: Los Moches, Chimu and the Inca. Review of

alternating use of portraiture and humor in the earlier and its

disappearance in

the latter.

OUT OF CLASS ASSIGNMENT: Read/analyze: reading assignments

STUDENT PERFORMANCE OBJECTIVES: Using quizzes and/or short writing

assignments compare and contrast South American societies with

Mesoamerican. Analyze similarities and differences between distinct societies, thus demonstrating

acculturation process; evaluate unique

features of differing cultures, demonstrating varying understanding and stresses of each society.

WEEK 13,14 6 HOURS

LECTURE: Introduction to the indigenous people of North American; review of Woodlands and Mississippian Cultures. Discuss clan, community, political structure, and art as central artifact. Identify and analyze cosmology, dreams and vision quest, shamanism and art as part of the public celebration of power and legacy.

OUT OF CLASS ASSIGNMENT: Read/analyze: reading assignments

STUDENT PERFORMANCE OBJECTIVES: Using quizzes and/or short writing

assignments compare and contrast North American societies with Mesoamerican and South American empires. Analyze similarities and differences between distinct societies, thus demonstrating acculturation process; evaluate unique features of differing cultures, demonstrating varying understanding and stresses of each society.

WEEK 15-17 9 HOURS

LECTURE: Western, Southwest and Northwest Coastal Cultures, to include Great Plains, California and Great Basin, Anasazi, Pueblo and Pacific

Northwest peoples. Review Great Plains region as an artistic and cultural crossroads in North America. Examine regional difference in nomadic

peoples of California and Great Basin. Review the Pueblo and their ancient ancestors. Evaluate Northwestern people's shamanism as reflected in oral tradition; the potlatch; and totemic art and tribal lineage.

OUT OF CLASS ASSIGNMENT: Read/analyze: reading assignments

STUDENT PERFORMANCE

OBJECTIVES: Using quizzes and/or short writing

assignments compare and contrast Mississippian and Woodlands societies with other regions of North America. Analyze similarities and differences between distinct societies, thus demonstrating acculturation process; evaluate unique features of differing cultures, demonstrating varying understanding and stresses of each society.

WEEK 18 2 HOURS

Final Exam and/or Project Due

ASSIGNMENTS:

**METHODS OF INSTRUCTION:**

Library materials, lectures, text assignments, slides, videos, Internet, DVD and additional sources.

**METHODS OF EVALUATION:**

Writing assignments

Percent of total grade: 30.00 %

Writing assignments: 30% - 50% Written homework Reading reports Essay exams Term papers

Problem-solving assignments

Percent of total grade: 20.00 %

Problem-solving demonstrations: 20% - 40% Quizzes Exams

Objective examinations

Percent of total grade: 20.00 %

Objective examinations: 20% - 40% Multiple choice Matching items

**REPRESENTATIVE TEXTBOOKS:**

Required Representative Textbooks

Janet Catherine Berlo and Ruth B. Phillips. Native North American Art, 2nd edition. New York: Oxford University Press ,2015.

Reading Level of Text, Grade: 14 Verified by: publisher

Mary Ellen Miller. The Art of Mesoamerica: from Olmec to Aztec, 5th Ed. New York: Thames and Hudson,,2012.

Reading Level of Text, Grade: Reading level of text: 13+ grade Verified by: Verified by:a. rosette

Rebecca R. Stone. Art of the Andes: from Chavin to Inca, 3rd edition. New York: Thames & Hudson,2012.

## **ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

GAV C1, effective 201830

GAV C2, effective 201470

GAV F, effective 201830

CSU GE:

CSU C1, effective 201830

CSU C2, effective 200530

IGETC:

IGETC 3A, effective 201830

CSU TRANSFER:

Transferable CSU, effective 201830

UC TRANSFER:

Transferable UC, effective 201830

## **SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: HIST

CSU Crosswalk Course Number: 21

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: CCC000117776

Sports/Physical Education Course: N

Taxonomy of Program: 220500