



A: Division: **INSTRUCTIONAL** Date: **MAY 2002**

B: Department/ **SOCIOLOGY/ANTHROPOLOGY** New Course | | Revision | **X** |
 Program Area: **HUMANITIES & SOCIAL SCIENCES**

If Revision, Section(s) Revised: **F, N, O, P, Q, R**

Date Last Revised: **OCTOBER 1994**

C: ANTH 210 D: PREHISTORY OF AMERICAS E: 3

Subject & Course No. Descriptive Title Semester Credits

F: Calendar Description: This course applies the principles and concepts of archaeology to a survey of the indigenous cultures of the Americas prior to European contact. It deals with the earliest occupation of North America to the time of European arrival, and from small hunting and gathering societies to the complex civilization of Mesoamerica.

G: Allocation of Contact Hours to Types of Instruction/Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture

Number of Contact Hours: (per week / semester for each descriptor)

Lecture 4 hrs. per week / semester

Number of Weeks per Semester: **14**

H: Course Prerequisites:
ANTH 111 or ANTH 112

I. Course Corequisites:
NONE

J. Course for which this Course is a Prerequisite:
NONE

K. Maximum Class Size:
35

L: PLEASE INDICATE:

Non-Credit

College Credit Non-Transfer

College Credit Transfer:

Requested

Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives/Learning Outcomes

At the conclusion of the course the student will be able to:

1. Assess the contributions of various sub-fields of anthropology (archaeology, linguistics, physical anthropology) to understanding the human past in North and South America.
2. Assess the evidence and interpretations for the dates of arrival and migration routes of the earliest human occupants in the Americas.
3. Discuss the cultural and linguistic diversity of aboriginal peoples in the Americas prior to European arrival.
4. Discuss, in broad outline, the major archaeological features of selected geographic regions of North and South America.
5. Discuss the basic cultural historical sequence for each of these regions, from early occupation until European contact.
6. Place specific archaeological discoveries within that region into the cultural historical sequence of events.

N: Course Content

1. Introduction
Approaches to the study of prehistory
Examination of key concepts
2. Human Arrival in the Americas
Evidence from Pleistocene geology
Evidence from linguistics, physical anthropology, and molecular biology
Archaeological evidence for early sites
The Paleo-Indian tradition
3. The High Civilizations
The classic and post-classic civilizations of Mesoamerica
Brief examination of parallel developments in Peru
4. The Southwest
Early traditions
Anasazi, Hohokam, and Mogollon cultural traditions
Arrival of the Athapaskans
5. The Plains
Early, middle and late prehistoric periods - from the Paleo-Indians to the early historic bison hunters
6. Eastern Woodlands
Archaic and Woodland periods in the Northeast
Archaic, Woodland and Mississippian periods in the Southeast
7. Western North America
Great Basin
Plateau
Development of Northwest Coast cultures

Course Content Cont'd.

8. Northern North America
 The Arctic and Subarctic - prehistoric development to the Inuit, Athapaskan, and northern Algonkian peoples

O: Methods of Instruction

The course content will be presented through lectures. Slide presentations and videos will be used to illustrate course materials. Artifact casts and other archaeological material will also be used in class. In addition, each student is responsible for one in-class presentation, from a list of thematic topics not covered in the lectures.

P: Textbooks and Materials to be Purchased by Students

Texts will be updated periodically. A typical example would be:

Fagan, Brian M. (2000). Ancient North America: The Archaeology of a Continent (3rd ed.)
 London: Thames & Hudson

Q: Means of Assessment

The evaluation will be based on course objectives and carried out in accordance with Douglas College policy. The instructor will provide a written course outline with specific evaluation criteria at the beginning of the semester.

An example of an evaluation scheme would be:

3 exams (each on 1/3 of the course material - 25% each)	75%
In-class oral presentation	20%
Attendance and participation	<u>5%</u>
	100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

Course Designer(s): Alan McMillan

Education Council/Curriculum Committee Representative

Dean/Director

Registrar