



COURSE OUTLINE : ANTHR 103

D Credit – Degree Applicable

COURSE ID 004049

Cyclical Review: October 2019

Revision: October 2021

COURSE DISCIPLINE : ANTHR

COURSE NUMBER : 103

COURSE TITLE (FULL) : Prehistory

COURSE TITLE (SHORT) : Prehistory

ACADEMIC SENATE DISCIPLINE: Anthropology

CATALOG DESCRIPTION

ANTHR 103 is an introductory course in which students interpret archaeological materials and information to see how archaeologists can reconstruct and inform our understanding of prehistory and periods of early history. Stress is placed on sampling worldwide prehistoric cultural sequences and exploring the transformative processes and cultural changes leading into the historic periods of developing civilizations. The course specifically addresses early and significant examples of domestication, urbanization, developing social stratification, social conflict, manifestations of religious activities and advances in technological development.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Total Out-of-Class Hours: 108.00

Recommended Preparation: ENGL 100 or ESL 151.



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
2	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
3	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	Yes
4	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
5	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes
6	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	Yes
7	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	Yes
8	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;	Yes
9	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
10	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	Yes
11	ESL	151	Reading and Composition V	Read and critically analyze various academic readings;	Yes
12	ESL	151	Reading and Composition V	summarize readings;	Yes



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13	ESL	151	Reading and Composition V	organize fully-developed essays in both expository and argumentative modes;	Yes
14	ESL	151	Reading and Composition V	compose a 500 to 550-word essay which: summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; shows clear organization into an introduction, body, and conclusion;	Yes
15	ESL	151	Reading and Composition V	revise writing to eliminate errors in syntax, and grammatical constructions;	Yes
16	ESL	151	Reading and Composition V	employ basic library research techniques;	Yes
17	ESL	151	Reading and Composition V	compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.	Yes

EXIT STANDARDS

- 1 Describe the techniques and methods utilized by archaeologists to develop their body of knowledge;
- 2 trace and analyze the pre-history of mankind through the various Stone Ages and to appreciate the steady rate of change which took place;
- 3 assess the often overlooked pre-history of the Western Hemisphere.

STUDENT LEARNING OUTCOMES

- 1 apply the archaeological technique to extrapolate on how models of prehistoric behaviors have been influenced
- 2 explain what circumstances and processes lead to the development of agriculture and urbanization in the ancient world
- 3 describe cultural activities and circumstances that contribute to the formation of states, and use archaeological and historical evidence to determine their relative importance in various regions and cultures

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	What is Archaeology? <ul style="list-style-type: none"> • Types of archaeology • Brief history of archaeology 	3	0	3



2	<p>How is Field Archaeology Done?</p> <ul style="list-style-type: none"> • Surveys and survey techniques • Excavations and excavation techniques • Dating artifacts and sites 	3	0	3
3	<p>Later Members of the Genus <i>Homo</i></p> <ul style="list-style-type: none"> • <i>Homo heidelbergensis</i>, <i>Homo sapiens neanderthalensis</i>, <i>Denisovans Homo sapiens sapiens</i> • Stone tool cultures of Europe and Africa • Cultural behaviors: art, burial rituals, care for the disabled 	5	0	5
4	<p>Social Organization Patterns in Humans and Domestication of Plants and Animals</p> <ul style="list-style-type: none"> • Examples of archaeological and ethnographic bands, tribes, chiefdoms, and states • Theories for domestication • Impact of domestication 	4	0	4
5	<p>Epipaleolithic life in the Near East</p> <ul style="list-style-type: none"> • Early Epipaleolithic (20,000-12,000 BCE) life: Ohalo II • Late Epipaleolithic (12,000-9600 BCE) intensifications: Natufian culture and Abu Hureya and Golbekli Tepe 	6	0	6
6	<p>Aceramic Neolithic (9600-6900 BCE)</p> <ul style="list-style-type: none"> • Farming and fixed settlements • Climatic conditions and farming • Social changes and farming communities • Jericho, Catalhoyuk, and Jerf el Amar 	3	0	3



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7	<p>Egypt and State Development</p> <ul style="list-style-type: none"> • Predynastic cultures of the Upper Nile • Old Kingdom and pyramid archaeology • New Kingdom Egypt as an Empire 	6	0	6
8	<p>Kingdoms of South Central Africa</p> <ul style="list-style-type: none"> • Kerma, Napata, Meroe, and Aksum • The Great Zimbabwe 	2	0	2
9	<p>Early Foundational Mesopotamian Cultures</p> <ul style="list-style-type: none"> • Ubaid • Uruk 	2	0	2
10	<p>Kingdoms and State-Level Societies of Mesopotamia</p> <ul style="list-style-type: none"> • First Dynasties 3000-2400 BCE • The Akkadians and Sargon the Great • Ur-III and cuneiform • Babylon and Hammurabi and Zimri-Lim's Mari • The Hittites, Mittani, Assyrians, and Neo-Babylonians 	6	0	6
11	<p>Aegean Bronze Age</p> <ul style="list-style-type: none"> • Minoan Crete "Palace Culture" and Sir Arthur Evans • Mycenaean cultures in the Aegean 	4	0	4
12	<p>Greece</p> <ul style="list-style-type: none"> • The Dark Ages to the classical period 	1	0	1



13	<p>The Etruscans and Romans</p> <ul style="list-style-type: none"> • Etruscans and the development of Rome • The "Regal Period": Roman mythic history • The Republic and early empire 	3	0	3
14	<p>The Americas (this should focus on cultural development and increasing social political complexity. Emphases should be placed on agricultural development, architecture, manifestations of religious action and belief, and the evolution of large political entities). Focus regions could include:</p> <ul style="list-style-type: none"> • The North American East of the Mississippi and North American Southwest • Central American societies in the time frame of the Olmecs to approximately historical contact • South America from the Chinchoro culture to the Incan contact with the Spanish conquistadors 	6	0	6
				54

OUT OF CLASS ASSIGNMENTS

- 1 abstract writing (e.g., summarize articles from popular sources in the field of archaeology);
- 2 work problems (e.g., conduct a repiton barrow analysis).

METHODS OF EVALUATION

- 1 quizzes;
- 2 short written assignments;
- 3 at least three one-hour examinations and a final examination.

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study



- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

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TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
The Human Past	Required	Thames & Hudson	4	print	Scarre, Chris	978-0500293355	2018