Course Information

Division: Social Sciences
Course Number: ANT 222
Title: Buried Cities and Lost Tribes
Credits: 3
Developed by: Linda Blan
Lecture/Lab Ratio: 3 Lecture/0 Lab
Transfer Status:

<table>
<thead>
<tr>
<th></th>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018 and beyond: ASB 222, Humanities, Arts &amp; Design (HU), Social-Behavioral Sciences (SB), Global Awareness (G), Historical Awareness (H)</td>
<td>ANT 104; Social &amp; Political Worlds and Global [SPWG]</td>
<td>ANTH Departmental Elective, T1 Trades &amp; Cultures/ T2 Hum (TH)</td>
<td></td>
</tr>
</tbody>
</table>

Activity Course: No
CIP Code: 45.0201
Assessment Mode: Pre/Post Test (50 Questions/50 Points)
Semester Taught: Fall and Spring
GE Category: Social Sciences
Separate Lab: No
Awareness Course: Yes (GIH)
Intensive Writing Course: No
Diversity and Inclusion Course: Yes

Prerequisites
ENG 091 with a grade of “C” or higher or reading placement test score as established by District policy

Educational Value
All persons interested in world prehistory, history, or the applications of scientific method to the interpretation of the past. All Anthropology majors and persons needing historical awareness credits. This course fulfills the Global/International/Historical Awareness (GIH) requirement. Meets Diversity and Inclusion (DI) requirement.

Description
A general introduction to prehistory. Covers the development and spread of modern man in the Old and New Worlds, the development of agriculture, and the rise of civilizations. Distinguishes between fact and fiction in the interpretation of world prehistory as it applies to various cultures, including gender and ethnicity.
Competencies and Performance Standards

1. Distinguish between scientific archaeology and pseudo-scientific accounts of human origins and events.

   **Learning objectives**
   
   What you will learn as you master the competency:
   
   a. Specify the nature and workings of science and its uses in archaeology.
   
   b. Illustrate examples of deliberate hoaxes involving events of the past.
   
   c. Characterize some of the false ideas that have been published about the discovery and peopling of the Americas.
   
   d. Discuss the story of Atlantis including its origins and perpetuation.
   
   e. Distinguish between truth and fiction in accounts of ancient astronauts, psychics, and the Shroud of Turin.

   **Performance Standards**

   Competence will be demonstrated:
   
   - in written papers describing the processes of science
   - in oral reports on a selected interpretation of a past event
   - in completion of study questions
   - in objective exams

   Criteria - Performance will be satisfactory when:
   
   - learner can specify the nature and workings of science and its uses in archaeology
   - learner can illustrate examples of deliberate hoaxes involving events of the past
   - learner can characterize some of the false ideas that have been published about the discovery and peopling of the Americas
   - learner can discuss the story of Atlantis including its origins and perpetuation
   - learner can distinguish between truth and fiction in accounts of ancient astronauts, psychics, and the Shroud of Turin

2. Summarize the origin and spread of Homo sapiens to various parts of the world and the adaptations necessary to inhabit those parts.

   **Learning objectives**

   What you will learn as you master the competency:
   
   a. Relate the conditions during the Pleistocene that had an effect on the origins of the human line.
   
   b. Outline the fossil evidence for the development of the hominids up to and including the Australopithecines.
   
   c. Characterize the dating methods typically used to date early man sites and fossils.
   
   d. Describe Homo erectus, the spread of this type in the Old World, and the manner in which Homo erectus made a living.
   
   e. Describe the several kinds of archaic sapiens including Neanderthal and how these kinds of early man made a living.
   
   f. Compare and contrast the life style and accomplishments of early modern men and women in Europe, Asia, and the Americas.
Performance Standards

Competence will be demonstrated:
- in objective exams
- in completed study questions

Criteria - Performance will be satisfactory when:
- learner can relate Pleistocene conditions having an effect on the origins of the human line
- learner can outline the fossil evidence for the development of the hominids up to and including the Australopithecines
- learner can characterize the dating methods typically used to date early man sites and fossils
- learner can describe the spread and lifeways of the kinds of Homo erectus in the Old World
- learner can describe the kinds of archaic sapiens including Neanderthal and their lifeways
- learner can characterize the lifestyle and accomplishments of early modern man in Europe, Asia, and the Americas

3. Specify the events and circumstances leading to food production in the Near East, China, Europe, and the Americas.

Learning objectives
What you will learn as you master the competency:

a. Summarize conditions at the end of the Pleistocene and theories about the origins of food production in the world.

b. Describe the sequence of cultures and conditions that led to early food production in southwest Asia.

c. Specify the cultures and processes that led to the establishment of agriculture globally.

d. Characterize the crops and cultures associated with early agriculture in east Asia, the Pacific, China, Europe, and the Americas.

e. Describe early agriculture in Mesoamerica and the Andean region.

Performance Standards

Competence will be demonstrated:
- in objective exams
- in completed study questions

Criteria - Performance will be satisfactory when:
- learner can summarize conditions at the end of the Pleistocene and theories about the origins of food production in the world
- learner can describe the sequence of cultures and conditions that led to early food production in southwest Asia
- learner can specify the cultures and processes that led to the establishment of agriculture in Europe
- learner can characterize the crops and cultures associated with early agriculture in east Asia and the Pacific
- learner can describe early agriculture in Mesoamerica and the Andean region
4. **Characterize the rise of civilization in the Near East, Egypt, China, Europe, India, and the Americas.**

**Learning objectives**

*What you will learn as you master the competency:*

a. Distinguish the character of early civilizations in the Near East from that in Egypt.
b. Characterize the earliest states in south and southeast Asia.
c. Characterize the early states of Mediterranean Europe.
d. Characterize the early states of Mesoamerica.
e. Characterize the early states of the Andean region.

**Performance Standards**

*Competence will be demonstrated:*

- in objective exams
- in completed study questions

*Criteria - Performance will be satisfactory when:*

- learner can distinguish the character of early civilizations in the Near East from that in Egypt
- learner can characterize the earliest states in south and southeast Asia
- learner can characterize the early states of Mediterranean Europe
- learner can characterize the early states of Mesoamerica
- learner can characterize the early states of the Andean region

5. **Summarize major achievements in technology, social organization, and the arts in the prehistoric and early historic Near East, Egypt, China, Europe, India, and the Americas.**

**Learning objectives**

*What you will learn as you master the competency:*

a. Summarize major achievements in technology, social organization, and the arts in early southwest Asia.
b. Summarize major achievements in technology, social organization, and the arts in early Egypt and Nubia.
c. Summarize major achievements in technology, social organization, and the arts in early states in south and southeast Asia.
d. Summarize major achievements in technology, social organization, and the arts in prehistoric Europe.
e. Summarize major achievements in technology, social organization, and the arts in the Precolombian Americas.

**Performance Standards**

*Competence will be demonstrated:*

- in objective exams
- in completed study questions

*Criteria - Performance will be satisfactory when:*

- learner can summarize major achievements in technology, social organization, and the arts in early southwest Asia
- learner can summarize major achievements in technology, social organization, and the arts in early Egypt and Nubia
- learner can summarize major achievements in technology, social organization, and the arts in the Precolombian Americas.
arts in early states in south and southeast Asia
  - learner can summarize major achievements in technology, social organization, and the arts in prehistoric Europe
  - learner can summarize major achievements in technology, social organization, and the arts in the Precolombian Americas

**Types of Instruction**
Classroom presentation
Video presentation
Slide presentation

**Grading Information**

**Grading Rationale**
Exams 20%
Assignments 50%
In-Class Presentation 10%
Post/Final 20%

**Grading Scale**
A 90-100%
B 80-89.5%
C 70-79.5%
D 60-69.5%
F below 60%