

CURRICULUM GUIDELINES

EFFECTIVE: SEPTEMBER 2002

A: Division: **INSTRUCTIONAL** Date: **JUNE 2001**

B: Department/
Program Area: **ANTHROPOLOGY/SOCIOLOGY** New Course Revision

If Revision, Section(s) Revised:

Date Last Revised:

C: **ANTH 212** **D:** **OLD WORLD PREHISTORY** **E:** **3**

Subject & Course No.	Descriptive Title	Semester Credits
<p>F: Calendar Description:</p> <p>A survey of cultural developments in Africa, Europe and Asia from the hunting-gathering societies of the Upper Palaeolithic 40,000 years ago to the development of Bronze Age states and chiefdoms in these regions beginning 5,500 years ago.</p>		
<p>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p style="padding-left: 40px;">Lecture/Seminar in classroom</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>Lecture: 2 hrs. per week Seminar: 2 hrs. per week</p> <p>Number of Weeks per Semester: 15</p>	<p>H: Course Prerequisites:</p> <p style="text-align: center;">ANTH 111 or ANTH 112</p>	
	<p>I: Course Corequisites:</p> <p style="text-align: center;">NONE</p>	
	<p>J: Course for which this Course is a Prerequisite:</p> <p style="text-align: center;">NONE</p>	
	<p>K: Maximum Class Size:</p> <p style="text-align: center;">35</p>	
<p>L: PLEASE INDICATE:</p> <p><input type="checkbox"/> Non-Credit</p> <p><input type="checkbox"/> College Credit Non-Transfer</p> <p><input checked="" type="checkbox"/> College Credit Transfer: Requested <input checked="" type="checkbox"/> Granted <input type="checkbox"/></p> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>		

M: Course Objectives/Learning Outcomes:

The main objective of the course is to provide the student with the opportunity to apply basic knowledge learned in ANTH 112 and/or ANTH 111 to specific cultural contexts in the Old World. At the conclusion of the course, the student will demonstrate an understanding of the basic archaeological theories for explaining general cultural evolution using Old World examples. Students will be able to articulate the difference between hunter-gathers, farmers, and states based on the archaeological evidence currently known from Africa, Europe and Asia. Students will provide evidence of their ability to conduct library and internet research on course-relevant topics in written work and oral presentation.

N: Course Content

1. Introduction: Background to the Old World (geography; human cultural evolution leading up to the Upper Palaeolithic in the late Pleistocene)
2. Upper Palaeolithic: Hunter-gatherer lifeways during the late Pleistocene as represented in the archaeology of Africa, Europe, and Asia (instructor will provide a more specific example from one of these areas).
3. Environmental transitions at the end of the Pleistocene/early Holocene and the impact of these transitions on hunter-gatherer lifeways
4. Mesolithic Cultures in Africa, Europe and Asia (instructor will provide a more specific example from one of these areas)
5. Neolithic Cultures: theories for the origins of agriculture and the transition from hunting-gathering to segmentary societies with specific examples from Africa, Europe and Asia.
6. Later Neolithic Societies: theories for the origins of chiefdoms with specific examples from Africa, Europe and Asia.
7. Primary States: Theories for the rise of states with a focus on early states in Mesopotamia, Anatolia, Egypt, China Indus Valley, Southeast Asia, Mediterranean
8. The evolution of Secondary States and Empires (instructor will chose specific examples which will include examples from Africa, Europe and Asia: e.g. Assyria, Minoan, Mycenaean, Imperial Rome, Kush, Meroe, Aksum, Angkor, Qin, Korea, Japan)

O: Methods of Instruction:

The course will involve lecture, relevant films, slides and in-class discussions.

P: Textbooks and Materials to be Purchased by Students

Wenke, Robert J. 1999. Patterns in Prehistory (4th edition). Oxford University Press.

Q: Means of Assessment

Evaluation will follow Douglas College policy. The instructor will provide a written course outline with specific evaluation criteria at the beginning of the semester. An example of a possible evaluation schedule might be:

Exam 1	30%
Exam 2	30%
Exam 3	10%
Research Essay/ Presentation	<u>30%</u>
	100%

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

No. As this course applies the principles of archaeology to an understanding of cultural evolution and major prehistoric developments across Africa, Europe, and Asia, it is unlikely to be open for PLAR except for a credit transfer from another institution.

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar