



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Anthropology 8
Descriptive Title: Ancient Civilizations of Mesoamerica
Course Disciplines: Anthropology
Division: Behavioral and Social Sciences

Catalog Description:

This course traces the development of the indigenous societies of Mesoamerica (the region stretching from northern Mexico to Honduras and Guatemala) from the entry of humans into the Americas at the end of the Upper Paleolithic Period until the arrival and conquest by the Spaniards in the early sixteenth century AD. Special attention will be given to those societies that achieved chiefdom or state-level political complexity. Topics will include languages, writing systems, belief systems, political systems, economies, and the art of these peoples.

Conditions of Enrollment:

Recommended Preparation: English 1 or eligibility for English 1A or qualification by appropriate assessment

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	3.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	3.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X Effective Date: 3/15/1999
Transfer UC: X Effective Date: Fall 1999

General Education:

El Camino College:
2C – Social and Behavioral Sciences – General
Term: Fall 1999 Other:

CSU GE:
D1 - Anthropology and Archeology
Term: Fall 1999 Other:

IGETC:
4A - Anthropology and Archaeology
Term: Fall 2000 Other:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Locating Mesoamerica: After completing this class the student will know that Mesoamerica is an ancient cultural region that encompasses northern, central and southern Mexico, Guatemala, Honduras, Belize, and El Salvador.

2. Quiché Maya Myths: In a written exam, students will demonstrate a critical understanding of the Quiché myths contained in the Popol Vuh. Specifically, they will answer questions concerning the identities of deities and the cosmological provenance of deities and animals that appear in the book. They will also answer questions concerning Mesoamerican concepts concerning the body and life cycle, and afterlife.

3. Mesoamerica's Indigenous Languages: In a multiple choice exam, students will display a mastery of the key facts and issues concerning Mesoamerica's indigenous written and spoken languages. Specifically, these questions will cover key concepts of historical linguistics pertaining to spoken languages, and the concepts, analytical approaches, and achievements in the decipherment of pre-Columbian written languages.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Compare and contrast the varying traces that societies of differing levels of social complexity have left in the archaeological record of Mesoamerica.
 - Other: Multiple choice quiz and exam
2. Identify the territory of Mesoamerica on a map of North and Central America and describe its climates and topography.
 - Other: Multiple choice quiz and exam
3. Identify and explain the differences between a language, language family, proto-language, and language isolate with Mesoamerican examples.
 - Other: Multiple choice quiz and exam
 - No Assessment Selected
4. Contrast the factors behind the successes and failures in the decipherment of the hieroglyphic scripts of the Olmec, Maya, Teotihuacan, and Oaxaca. Identify the components of a hieroglyphic language and the steps taken to create and evaluate decipherments.
 - Other: Multiple choice quiz and exam
5. Assess the geological, linguistic and archaeological evidence supporting the positions taken by different groups of scientists for the timing of the first movement of humans into the New World.
 - Other: Multiple choice quiz and exam
6. Delineate and assess the evolution of subsistence strategies in Mesoamerica from the Upper Paleolithic Period to the beginning of the Formative Period.
 - Other: Multiple choice quiz and exam
7. Outline the development of the complex societies along the Gulf of Mexico and analyze the principal features of the religion of the Olmecs that have survived in the archaeological record.
 - Other: Multiple choice quiz and exam
8. Describe the Formative Period peoples located along the Gulf Coast, in Guerrero, the Puebla/Morelos Basin, and along the Pacific Coast of Chiapas.
 - Other: Multiple choice quiz and exam

9. Determine and examine the localities where archaeologists have found remains of the first Mayan chiefdoms and states.
 - Other: Multiple choice quiz and exam
10. Compare the iconography of the images of the San Bartolo mural with the elements of the Quiche origin myth from the Popol Vuh to reveal the cosmology of the Maya and its evolution over 1000 years.
 - Other: Multiple choice quiz and exam
11. Analyze the relationship between the natural resources of the Petén, demography, and the stability of the states of the Classical Period of the Maya.
 - Other: Multiple choice quiz and exam
12. Describe and evaluate the political systems of the Classical Period of Maya society.
 - Other: Multiple choice quiz and exam
13. Describe the shifting patterns of settlement in the Valley of Oaxaca during the Formative Period and examine the evolution in public architecture.
 - Other: Multiple choice quiz and exam
14. Evaluate the ecological parameters for human settlement in the Valley of Mexico and the role played by ecology and volcanism in the trajectory of development of the larger communities in the basin during the Formative Period.
 - Other: Multiple choice quiz and exam
15. Discuss and assess the organization of the city of Teotihuacan and the theories archaeologists have proposed concerning the functions of its ritual buildings.
 - Other: Multiple choice quiz and exam
16. Outline and assess the history of the empire of Teotihuacan from both Mayan texts and the archaeological record of Teotihuacan.
 - Other: Multiple choice quiz and exam
17. Analyze the culture of the Chichimec peoples of Northern Mexico from the remains of their centers at Alta Vista, La Quemada, Tollan, and Tenochtitlan.
 - Other: Multiple choice quiz and exam
18. Describe the rise to prominence of the Mexica (Aztecs) based on ethnohistoric sources.
 - Other: Multiple choice quiz and exam
19. Identify and evaluate the structural weaknesses of the Mexica state that made it vulnerable to conquest by the Spanish under Cortés.
 - Other: Multiple choice quiz and exam

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	Introduction to the Sources for the Reconstruction of Mesoamerica Civilizations A. The Archaeological Record B. Anthropology C. Historical and Ethnohistorical Sources D. Linguistics 1. Mesoamerican Linguistic Families

Lecture	3	II	Introduction to Anthropological and Archaeological Concepts A. Family Level of Societies: Extended Families B. Segmentary Societies: Lineages C. Chiefdoms: Ancestor Veneration D. States E. Animism: Shamans
Lecture	2	III	Introduction to the Geography of Mesoamerica A. Major Geographical Regions of Mesoamerica B. Climatic Zones of Mesoamerica
Lecture	4	IV	Entry of Humans into the Americas and Paleoindian Culture: Transition to a Food-Producing Economy A. The Paleoindians 1. Archaeological Evidence for the Timing of the Entry of Humans into the Americas 2. Cultural Adaptations of Paleoindians 3. Clovis Culture and the End of Big Game Hunting B. Transition to Food Production 1. The Sequence of Domestication of Individual Plant and Animal Species 2. Domestication of Maize 3. Sedentism
Lecture	6	V	Early Formative Culture: Isthmus of Tehuantepec, Guerrero, Puebla/Morelos Basin, and the Valley of Mexico A. Olmec Heartland 1. Olmec Ceremonial Centers 2. Olmec Shrines 3. Isthmian Hieroglyphic Script B. Teopantecuanitlan, Guerrero C. Tiatilco, Basin of Mexico D. Chalcatzingo, Puebla E. Mokaya Culture, Soconusco F. Explanations for the Dispersal of Olmec Culture and Symbolism: Olmec Pantheon
Lecture	3	VI	Middle to Late Formative Oaxaca A. Valley of Oaxaca Human Ecology Project B. Growth of Social Stratification at San Jose Mogote
Lecture	6	VII	The Maya in the Formative Period A. The Centers of Chiapas Pacific Coast B. The Mirador Basin 1. Nakbe and Uaxactun 2. El Mirador 3. San Bartolo and the Maya Creation Myth C. Early Mayan Kingdoms of Belize 1. Cerros

Lecture	3	VIII	<p>Maya Cosmology: The Popol Vuh</p> <p>The Valley of Mexico</p> <p>A. Cuicuilco and Teotihuacan</p> <p>B. The Empire of Teotihuacan</p> <ol style="list-style-type: none"> 1. Maya Evidence for a Teotihuacan Empire 2. The City of Teotihuacan <p>C. The Religion of Teotihuacan</p> <p>D. Symbols from Murals</p> <p>E. Teotihuacan's Trade Network</p>
Lecture	3	IX	<p>The Valley of Mexico</p> <p>A. Cuicuilco and Teotihuacan</p> <p>B. The Empire of Teotihuacan</p> <ol style="list-style-type: none"> A. Maya Evidence for a Teotihuacan Empire B. The City of Teotihuacan <ol style="list-style-type: none"> 1. Ceremonial Center 2. Palaces 3. Quarters of Foreigners <p>C. The Religion of Teotihuacan</p> <p>D. Symbols from Murals</p> <p>E. Teotihuacan's Trade Network</p>
Lecture	4	X	<p>Classic Period Mayan States</p> <ol style="list-style-type: none"> A. Early Classic Tikal B. Middle to Late Classic Tikal C. Rio Bec Sites and Calakmul
Lecture	1	XI	The Classic Lowland Mayan Collapse
Lecture	3	XII	<p>The Evolution of Chichimec States</p> <ol style="list-style-type: none"> A. Chichimec Language and Religion B. The Turquoise Trail C. Alta Vista D. La Quemada
Lecture	4	XIII	<p>Tula of the Toltecs?</p> <ol style="list-style-type: none"> A. Toltecs in Mexica Ethnohistory B. Discovery, Survey, and Excavations at Tula de Allende <ol style="list-style-type: none"> 1. Charnay 2. Acosta 3. Diehl C. The Toltec Empire in Myth and Reality
Lecture	3	XIV	<p>The Rise of the Tarascans and Mexica (Aztecs)</p> <ol style="list-style-type: none"> A. Mexica Ethnohistory B. Mexica Cosmology C. Excavations at the Templo Mayor D. The Tarascan Empire
Lecture	6	XV	<p>The Aztec Empire</p> <ol style="list-style-type: none"> A. The Rise of the Triple Alliance B. Mexica Political Economy <ol style="list-style-type: none"> 1. Markets 2. Pochteca C. The Spanish Arrival and Conquest

Total Lecture Hours	54
Total Laboratory Hours	0
Total Hours	54

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Read the cosmological section of the Popol Vuh. Using this source, develop a five-page essay that identifies 1) how the Classical and Post-Classical Maya viewed the cosmos, 2) the major deities of the two supernatural realms, and 3) how the Maya viewed the passage of time. For what purposes did the Maya create books?

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Compare the proposed reconstruction of the Olmec pantheon of deities presented by Peter Joralemon in the article on reserve in the library, "In Search of the Olmec Cosmos: Reconstructing the World View of Mexico's First Civilization" with interpretations of the San Bartolo mural by Karl Taube. Do you consider Joralemon's reconstruction of the Olmec pantheon to be still viable? Can interpretations of a Mayan mural be applied to the religious symbols of the ancient peoples of the Gulf Coast? From these sources, in a five-page essay briefly outline the authors' schemas and critically evaluate their positions.
2. The ancient city of Teotihuacan has been investigated by archaeologists for over a century, most recently by ambitious tunneling projects. This work has revealed many facets of the religious beliefs and practices of its population. In a five-page essay identify the gods and religious rituals associated with the pyramids, the ciudadela, and represented in the murals found inside residential compounds. How do the beliefs and practices of Teotihuacan compare with the later city of Tenochtitlan?

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
 Reading reports
 Written homework
 Term or other papers
 Multiple Choice
 Completion
 Matching Items

V. INSTRUCTIONAL METHODS

Discussion
 Group Activities
 Lecture
 Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Required reading
Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Susan Toby Evans. Ancient Mexico and Central America. 3rd ed. Thames and Hudson, 2013 (discipline standard). Translator: Dennis Tedlock. Popol Vuh. Touchstone, 1996.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

Articles by Peter Joralemon, Ann Cyphers, and Rebecca Lauck in, E.P. Benson and B. de la Fuente, eds; Washington DC: National Gallery of Art, 1996

Language and Languages in Mesoamerica, J.S. Justeson and G.A. Broadwell; The Legacy of Mesoamerica, R.M. Carmack and Janine Gasco, eds. pp. 379-405, 1996

Research strategy and formative Mesoamerica, in The Early Mesoamerican Village, Kent V. Flannery, ed., pp. 1-8. New York: Academic Press, 1976

D. OTHER REQUIRED MATERIALS

Articles by Peter Joralemon, Ann Cyphers, and Rebecca Lauck in, E.P. Benson and B. de la Fuente, eds; Washington DC: National Gallery of Art, 1996

Language and Languages in Mesoamerica, J.S. Justeson and G.A. Broadwell; The Legacy of Mesoamerica, R.M. Carmack and Janine Gasco, eds. pp. 379-405, 1996

Research strategy and formative Mesoamerica, in The Early Mesoamerican Village, Kent V. Flannery, ed., pp. 1-8. New York: Academic Press, 1976

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
------------	----------------------------

B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
English 1	Category: Course Justification: This course involves reading college level textbooks, written homework, essays, and term or other papers. The student's success in this class will be enhanced if they have these skills.
Eligibility for English 1A or qualification by appropriate assessment	Category: Non-Course Justification: This course involves reading college level textbooks, written homework, and answering essay questions. The student's success in this class will be enhanced if they have these skills.

D. Recommended Skills

Recommended Skills
Students need well-developed reading skills in order to understand and interpret information in their textbook and writing skills to answer essay questions and written homework.
ENGL 1 – Summarize, analyze, evaluate, and synthesize college-level texts.
ENGL 1 – Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
--	--------------------------------------

Course created by Richard J. Chacon on 09/15/1998.

BOARD APPROVAL DATE: 03/15/1999

LAST BOARD APPROVAL DATE: 11/18/2019

Last Reviewed and/or Revised by: Blair Gibson
12226

Date: September 25, 2019