

A COMPREHENSIVE ANTHROPOLOGY PROGRAM  
FOR THE COMMUNITY COLLEGE

by

DAVE F. McKEE

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## TABLE OF CONTENTS

	Page
Acknowledgements . . . . .	i
Table of Contents . . . . .	ii
List of Tables . . . . .	iii
Chapter 1: Introduction . . . . .	1
Chapter 2: Statement of the Problem . . . . .	6
Chapter 3: The Course Syllabus . . . . .	14
Chapter 4: Five Anthropology Courses For The Community College . . . . .	20
1. Introduction to Cultural Anthropology . . . . .	21
2. Plains Indians . . . . .	38
3. Introduction to Physical Anthropology . . . . .	52
4. Introduction to Archaeology . . . . .	69
5. Archaeological Field Methods . . . . .	94
Chapter 5: Summary . . . . .	106
Cited Literature . . . . .	109



## LIST OF TABLES

	Page
Table 1: Schedule For Introduction To Cultural Anthropology . . . . .	35
Table 2: Study Unit Test V . . . . .	37
Table 3: Study Unit Organization For Plains Indians . . . . .	49
Table 4: Sample Unit Test . . . . .	50
Table 5: Schedule For Introduction to Physical Anthropology . . . . .	67
Table 6: Schedule For Introduction to Archaeology . . . . .	83
Table 7: Lecture Outline For Chapter 11 "Early Americans" . . . . .	85
Table 8: Unit III. Test "Hunters & Gatherers" . . . . .	88
Table 9: Glossary For Archaeological Field Methods . . . . .	104

## CHAPTER I

### INTRODUCTION

The problem area under consideration in this thesis concerns the position of anthropology in the curriculum of the community college. As a means of introducing the problem area I would like to begin by presenting a brief introduction to the community college and to the discipline of anthropology. I will conclude this chapter by discussing the current status of anthropology in the community college.

The community college has its origins in the late 1800's and the early 1900's. At this time a movement was developing in the field of education to begin the first two years of the college baccalaureate degree in a separate institution known as the junior college.

Over the years the community college has come to establish itself as a prominent fixture in higher education. In the last eighty years the number of community colleges has increased steadily. "Only a handful of two-year colleges existed anywhere in the world in 1900. Yet by 1970, the United States had established almost 1100 of such colleges with over 2 million enrollment" (Thornton: 1972).

The educational goals of the community college have also grown steadily over the years. The community college serves in the important role of providing the first two years of the baccalaureate degree program to students planning to transfer to a four-year institution.

However, the community college also serves a variety of other educational goals which are based on the educational needs of the local community. A number of curriculums such as occupational education, continuing education, and general education have been developed in order to meet the needs of the community.

The strongest commitment to community education has come with the adoption of the "open door" admission policy by the community college. In general the "open door" admission policy states that "Any high school graduate or any person over 18 years of age who seems capable of profiting by the instruction offered, is eligible for admission" (Thornton: 1972). In essence this type of admission policy provides an opportunity for higher education to all members of the community.

The discipline of anthropology ("anthro" -- man"; "pology" -- the study of) may be broadly defined as the study of humanity. Anthropology is a field which covers a great variety of scientific studies. For instance one anthropologist may be interested in the genetic frequencies of a modern population while a second anthropologist may study the artistic form of prehistoric pottery. A third anthropologist may make the study of African folklore his/her life's work. At first glance it would seem that the range of the topics mentioned is too broad to be covered by one discipline. However, many anthropologists feel that in order to develop a better understanding of humanity we must utilize research on all aspects of human existence.

" . . . anthropology remains a single discipline embracing a rather impressive variety of specialties. These specialties are kept under one tent because so many anthropologists believe the most adequate understanding of human nature results from maintaining an integrated view and approach to the study of humanity. They wish to avoid the distortion that results from fragmentation" (Taylor: 1976).

In order to maintain and utilize the diverse nature of this field the great variety of anthropological studies have been organized into four separate yet interrelated sub-disciplines including: Physical Anthropology, Archaeology, Cultural Anthropology, and Linguistics. Each of these sub-disciplines covers a wide range of anthropological topics. Physical anthropology is primarily concerned with the study of human biological characteristics. Cultural anthropology covers the study of human characteristics which are socially learned. Linguistics is a sub-discipline which is concerned with the study of the structure and function of language. Archaeologists study historic and pre-historic cultures by excavating and analyzing the material remains of these extinct cultures.

Over the past one hundred years the study of anthropology has been developed into a four-year baccalaureate degree program at the university or four-year college level. Students who wish to become professional anthropologists continue their educations in masters and doctor of philosophy degree programs.

Anthropology courses have also been present in the community college curriculum since the inception of the two-year institution over one hundred years ago. While the limitations of a two-year transfer program prevents the community college from offering a degree

in anthropology, a number of introductory and special topics courses in anthropology have traditionally been offered. Because of the non-degree status of anthropology in the community college, courses from this discipline have usually been placed in the social science curriculum and offered for elective credit hours.

While anthropology has a long history of existence in the community college curriculum the relationship between anthropology and the community college may be described as tentative at best. The most recent survey of anthropology courses in the community college was conducted by (Brawer: 1978). Brawer polled one hundred seventy community colleges from around the country in 1975 and again in 1977. She found that only 43.8% of the colleges polled in 1975 offered some type of anthropology course. In 1977 the percentage of schools offering anthropology courses had increased slightly to 45.5%. Brawer also gathered data on the number of students enrolled in the existing anthropology courses. She found that 8,097 students were enrolled in anthropology courses in 1975, while only 7,249 students were enrolled in 1977, constituting a 10.4% drop in enrollment over a two year period.

Aside from Brawers article there have been no other studies dealing directly with the declining trend of anthropology in the community college. However, a number of educators such as (Johnson: 1976), (Day: 1975), (Foster: 1976), and (Brawer: 1978), have called for the restructuring of traditional anthropology courses in order to keep pace with todays educational goals in the community college.

In light of the many articles which call for a restructuring of

anthropology courses it is evident that the relationship between anthropology and the community college is deteriorating and in many cases is non-existent.

In order to reverse the trend of declining enrollment and increase the percentage of community colleges offering anthropology, the relationship between anthropology and the community college must be reexamined. In addition, anthropology courses must be restructured to meet the expanding needs of the community college.

## CHAPTER II

### STATEMENT OF THE PROBLEM

The problem I propose to solve in this thesis is to develop a series of anthropology courses which will constitute a comprehensive anthropology program for the community college. The courses I will develop should be designed to meet the variety of educational goals which are unique to the community college.

In order to develop courses which will best meet the needs of the community college student and provide a comprehensive overview of anthropology, there are a number of fundamental questions which must be asked. The answers to these questions will be instrumental in determining the structure and scope of each course.

The first question to be answered is: What is the primary educational goal of the community college?

The primary goal of the community college is to meet the educational needs of the entire community. Community colleges around the country have developed very broad based curriculums in order to meet the educational needs held in common by communities and to meet the particular needs of each individual community. Courses developed for a community college must be based on a real educational need found within the community it serves.

The courses I have developed will meet three primary educational needs of the community. First, these courses will provide transfer

students with a well rounded background in the field of anthropology. By taking these courses, the transfer student will be prepared to take advanced anthropology courses at a four-year institution. Secondly, these courses will provide students from other curricular areas, such as vocational education, with an opportunity to expand their educational experiences. A third important function of these courses is to provide an opportunity to part time students from the community at large to study topics of special interest to them such as archaeological excavation or local prehistory.

A second major question which must be answered is: How will the diverse field of anthropology be organized into a series of courses constituting a comprehensive anthropology program and what will the scope of these courses be?

In answer to this question, I have developed five anthropology courses which cover material from the four major sub-disciplines of anthropology. The courses I have developed are presented in syllabus form in this paper and include: (1) Introduction to Cultural Anthropology; (2) Introduction to Physical Anthropology; (3) Introduction to Archaeology; (4) Plains Indians; and (5) Archaeological Field Methods.

Anthropology courses in the community college curriculum usually fall into one of three categories: (1) survey courses; (2) introductory courses; and (3) special topic courses. Survey courses cover a wide range of anthropological topics from several of the major sub-disciplines. Because of its all embracing nature, the survey course rarely provides students with an in-depth review of any one



specific topic. In the second type of course, the introductory course, one anthropological sub-discipline such as physical anthropology is introduced and studied in some detail over the course of a semester. In special topic style courses one or two specific topics from within an anthropological sub-discipline are studied in detail.

Of the five courses I have developed for this paper three (Introduction to Cultural Anthropology, Introduction to Physical Anthropology, and Introduction to Archaeology), are introductory style courses which cover three of the major sub-disciplines. The fourth sub-discipline, Linguistics, is covered briefly in Introduction to Cultural Anthropology. The two remaining courses (Plains Indians and Archaeological Field Methods) are special topics courses which will provide students with an in-depth look at two areas of study from within the sub-disciplines of cultural anthropology and archaeology.

I have chosen to use introductory and special topic style courses rather than survey courses for two primary reasons. First, by limiting the amount of material to be covered in a course I feel that the students will be able to develop a clear understanding of a few major topics as opposed to a less clear understanding of many topics. Secondly, by studying a topic in greater detail the students will be able to develop a greater range of learning skills such as the ability to analyze and synthesize course material.

A third important question to be asked is: What type of student will be enrolled in my anthropology courses?

In order to meet a variety of educational needs, community colleges have implemented the "open door" admission policy allowing

individuals with a variety of backgrounds to pursue their educational goals. The end result of this admission policy will be that the students in an anthropology course will come from a variety of social and economic backgrounds. These students will also have a variety of educational goals. A number of the students will be transfer students who are preparing to do advanced course work at a four-year institution. A few of these students may be prospective anthropology students. Other students in the course may be enrolled in vocational training programs such as auto mechanics or nursing. Some of the students may be older adults from the community who have a special interest in the topics being covered in the course.

Another important factor in student diversity is the great range of academic abilities represented in the classroom. One anthropology instructor from a community college notes that:

"With regard to ability levels it is noteworthy that in my particular teaching situation a single class section will reflect the overall institutional range of 18% in the ACT composite range of 1-15, 35% in the 16-20 range, 34% in the 21-35 range, and 13% in the 26-36 range. This diversity is typical of most community college student bodies" (Foster: 1976).

It is evident that the great range in student characteristics and abilities presents a challenge to an instructor to develop a course which will meet the needs of all students.

In order to give the greatest range of students a stimulating learning experience, I feel that there are three key structural components which should be incorporated into a community college anthropology course.

The first component of a successful course is the correct use of the lecture as a means of presenting course material. I feel that the role of the lecture method on the community college anthropology course should be de-emphasized. Traditionally, anthropology courses have been taught through lecture presentations (Whitney & Dubbs: 1976). By using the lecture method as the sole means of presenting course material the instructor will negatively affect the learning environment of the classroom in two ways. First, by using the lecture method the instructor arbitrarily sets the pace at which information is received by the students. In a community college classroom where students' abilities vary a great deal the use of lectures may benefit only a few students who are skilled in taking notes. The pace at which lectures are presented may be too fast or too slow for the majority of the students. Secondly, the over-use of lecture presentations may prevent students from developing other valuable learning skills. Gary Ferraro lists a number of learning skills which must be developed by students outside of the lecture format. "These skills include (1) effective oral communication (2) the ability to analyze and evaluate critically (3) the capacity to identify relationships between phenomena, and (4) the ability to use people as legitimate sources of information" (Ferraro: 1976).

In developing the five anthropology courses for this thesis, I have tried to de-emphasize the role of the lecture method as a means of transmitting information. I have incorporated a number of other teaching methods into my courses in order to provide students with a more stimulating learning environment and to help students develop a

greater range of learning skills.

It should be noted that I have retained the lecture format to some degree in every course that I developed. I feel that lectures are useful as a means of articulating the goals and objectives of a course. Lectures may also be used to present valuable information which is not available to students in another form. In conclusion, I feel that the lecture method is a valuable instructional tool which should not detract from the total learning process.

The second structural component that I will utilize in my courses is the self-paced or individualized instruction teaching method. Essentially, this method involves each student covering course material at his or her own speed and level of ability.

The use of the self-paced teaching method has been described by Fred Keller who developed a self-paced system for an introductory psychology course (Keller: 1968). A number of educators in the field of anthropology including (Steffy: 1975), (Whitney & Dubbs: 1976), and (Foster: 1976) have utilized the "Keller Plan" to develop self-paced anthropology courses which meet the needs of their particular teaching situations. My first contact with a self-paced course was in an anthropology course entitled "Plains Indians" which was taught by Dr. Robert Taylor at Kansas State University. The concepts which I have used in preparing my course on Plains Indians are based in large on my experiences in Dr. Taylor's course.

I have implemented some form of individualized instruction into each of my courses. The type of individual instruction used in these courses varies in form from course to course and includes instructional

technics such as self-paced readings, taped lectures, individualized laboratory exercises, and take-home tests.

Individualized instruction technics were implemented in my courses for two primary reasons. First, I felt that the use of individualized instruction would provide students with a wide variety of educational abilities with an equal opportunity to achieve course goals and objectives. Secondly, through individualized instruction the students would be able to develop valuable skills such as the ability to analyze and synthesize course material.

In addition to the de-emphasis of lectures and the use of individualized instruction there is a third structural component in the courses I have developed. The third component may be broadly defined as "alternative educational experiences". This component includes a variety of instructional resources such as ethnographic films, field trips, guest speakers, and group discussions. These resources are incorporated into the courses in order to provide students with a diverse and stimulating learning environment.

A number of anthropologists have discussed how these types of alternative instructional resources may be utilized to improve the students learning experience. The use of films as a valuable source of information for a cultural anthropology course is discussed by (Ferraro: 1976). Lynn Price Ager comments on how films, guest speakers, and local museums may be utilized to increase the involvement of students in a course (Ager: 1977).

In conclusion the courses which I have developed should accomplish two major educational tasks. First, these courses should provide the students with a comprehensive review of the field of anthropology. Secondly, by utilizing a variety of teaching methods these courses will cater to the wide range of student abilities and needs which are unique to the community college.

### CHAPTER III

#### THE COURSE SYLLABUS

As stated earlier the goal of this paper is to develop five anthropology courses for the community college. In order to provide the reader with a clear and concise description of the courses, I will utilize a course syllabus to present each course. The purpose of this chapter is to discuss the syllabus form which will be used.

The course syllabus is designed to provide the reader with four types of general information about each course. First, the syllabus will provide a general description of course contents and course structure. Secondly, the goals which have been set for the students in the course will be discussed. The course goals will be on two different levels. On a lower level goals for particular class activities will be discussed. On a higher level the overriding goals for the entire course will be listed. A third body of information will describe the planned course activities. The category of course activities will include items such as testing, lectures, assigned readings, lab sessions, and group discussions. The fourth body of information to be presented will be a listing and description of the resource materials to be used in the course.

I would like to conclude this chapter by presenting the syllabus outline form which will be used to present the courses I have developed. Each heading in the outline will be accompanied by a

short description of its proposed purpose and content.

## A COURSE SYLLABUS OUTLINE

### I. COURSE DESCRIPTION

- A. Annotation. I will provide a brief description of the course which will be similar in content to the course description found in the community college catalogue. This description will include a listing of the topics to be covered and a statement of the major course goals. A short discussion of class activities will also be included in this section.
- B. Placement. Under this heading I will discuss the position of the course in the curriculum. I will also discuss the relevance of the course to the students in terms of educational goals. The anthropology courses which are being offered do not constitute a degree program and therefore are placed within the larger social science curriculum. Hence, the numerical designation for each course begins with (SS) or social science. The anthropology courses are elective courses and therefore the credit hours accumulated by the students in these courses will be considered as general elective credit hours in the social science curriculum.
- C. Time. This section will be used to indicate how often a course will be offered each year. I will also indicate how many times the class will meet each week.
- D. Prerequisites. Under this heading I will indicate what type of background the students will need in order to take the course.



E. Student Population. I will describe the general characteristics of the students who will be enrolled in the course.

## II. COURSE OBJECTIVES

This section will serve as a statement of the major objectives for the students in the course. The objectives which I have set for my courses will be one of three types: cognitive, psychomotor, or attitudinal. Cognitive objectives involve the acquisition and comprehension of a body of knowledge. On a higher level cognitive objectives may involve the application, evaluation, or synthesis of a body of knowledge. Psychomotor objectives are concerned with the development of certain physical skills such as the ability to measure fossil material or excavate an archaeological site. The attitudinal objective is concerned with the development of attitudes, values, or beliefs about or because of course material. The major attitudinal goal of the anthropology courses is to combat ethnocentrism.

## III. COURSE CONTENT

The purpose of this section is to discuss the general structure of the course. Each course has been divided into a number of study units. Under this heading I will identify the study units of the course and briefly describe the material to be covered in each unit. I will also describe the major planned activities which will be utilized to cover course material. A short discussion concerning testing in the course will be included in this section.

#### IV. ORGANIZATION OF EACH STUDY UNIT

In this section each study unit in the course will be discussed in some detail. The discussion of a study unit will be comprised of three component parts including (1) Major Goals, (2), Planned Activities, and (3) Testing. The discussion of each study unit will be presented as follows.

##### A. Study Unit I.

###### 1. Major Goals.

This section will be utilized to list and discuss the goals which have been set for the students in this unit. The students will reach these goals by reading assigned materials, taking tests, and participating in class activities. The goals of each study unit are arranged in hierarchical fashion, with the attainment of low level goals leading to the attainment of higher level goals. For example, the first goal will be for students to acquire a body of knowledge. The second or higher level goal will be for students to synthesize that body of knowledge on a unit test.

###### 2. Planned Activities.

It is within this section where the reader will receive an in-depth review of the course contents. This section will contain two essential elements: (1) a discussion of the material to be covered, and (2) a discussion of the teaching methods utilized to cover the material. In a discussion of the material to be covered I will introduce the required texts to be used by the students. I will

also describe other instructional materials to be used such as films and lab materials. A variety of instructional methods including lectures, group discussions, and field trips will be used to present and review course material. I will give a short description of how these instructional methods will be implemented into the course.

### 3. Testing.

I will discuss the method of testing to be utilized in covering unit material. The primary goals of the test will be articulated and the material to be covered in the test will be reviewed.

## V. EVALUATION

In this section I will discuss the methods used to evaluate student success in achieving course objectives. This will include a discussion of testing and other evaluative activities such as independent research papers. I will describe how tests and other evaluative techniques will be structured. One important part of this section will be to show how evaluation activities will be used to attain course goals and objectives. A second feature of this section will be a discussion of the structure and purpose of the grading scale.

## VI. INSTRUCTIONAL MATERIALS

Under this heading I will list the resource materials utilized in the development of the course. Texts, articles, and other formally written pieces will be listed in bibliographical form. The instructional materials will be organized into the following categories.

A. Required Reading Materials.

Under this heading I will list the texts and other articles which the students will be required to read.

B. Resource Materials.

Under this heading I will list the texts and articles which will be used as major sources of supplementary material in the course.

C. Other Instructional Materials.

A variety of additional instructional materials will be listed here. Items such as films, taped recordings, and laboratory materials will be included in this listing.

D. Library Materials.

In this section I will list a number of scientific journals and periodicals which contain articles pertaining to the topics covered in the course. These articles will provide the instructor with current information which can be used in the course. The journals and periodicals will also provide students with a source of outside reading which may help them to achieve course objectives.

#### TABLES

A number of tables illustrating important aspects of the courses are located at the end of each syllabus. Some of the tables show course schedules which will outline the structure of the course. A second set of tables will show samples of tests utilized to evaluate student performance in the course.

CHAPTER 4

FIVE ANTHROPOLOGY COURSES

FOR

THE COMMUNITY COLLEGE

INTRODUCTION TO CULTURAL ANTHROPOLOGY

SS-111

## I. COURSE DESCRIPTION

- A. Annotation. This course is designed to serve as an introduction to the field of cultural anthropology. Students will have an opportunity to study a vareity of non-western cultures from around the world. Students will also be introduced to the methodology utilized by anthropologists to study culture. The material in this course will be covered through lectures, readings, group discussions, and films. Grades for the course will be based on student performance on take-home essay tests. The essay tests will enable students to utilize anthropological methodology in an analysis of the non-western cultures studied in this course.
- B. Placement. This course is part of the social science curriculum and will be offered for three hours of credit. The course will provide a valuable and necessary background for transfer students who will take upper level social science courses in a four-year institution. The course will also provide an interesting and relevant alternative course selection for students from other fields of study.
- C. Time. Introduction to Cultural Anthropology will be offered twice a year in the fall and spring semesters. During the semester the class will meet for two ninety minute sessions each week.
- D. Prerequisites. An interest in the study of non-western cultures from around the world.

E. Student Population. The students in this course will be freshmen and sophomores from a variety of curricular areas as well as part time students from the community at large.

## II. COURSE OBJECTIVES

Introduction to Cultural Anthropology is designed to serve five major objectives. The first objective will be to provide students with an understanding of the field of cultural anthropology. Students will learn how the concept of "culture" is defined and studied. A second objective will be to provide students with an opportunity to review a variety of anthropological materials including ethnographic reports and ethnographic films. The third objective is to illustrate to students how different cultures solve the problems and questions held in common by all members of the human race. The cultural responses to areas such as religion, social organization, and economic organization will be discussed. A fourth objective will be for students to come to a better understanding of their own culture by utilizing anthropological concepts in a comparison of western and non-western cultures. The fifth and over-riding objective of this course will be to combat ethnocentrism. Ethnocentrism is the attitude held by an individual which states that one's own culture is superior to other cultures. Americans commonly hold this attitude based on their highly advanced technological society. Our study of other cultures will show that other peoples have developed highly complex societies. Further study will show that each culture has developed valid alternative answers to the common problems faced by all members of the human



race.

### III. COURSE CONTENT

The material to be covered in this course has been organized into five major study units (see TABLE 1). Each study unit will be based on material from the required introductory text Cultural Ways by Robert B. Taylor and related lecture material. In addition to this material the students will be required to read five ethnographies including: (1) Yanomamo: The Fierce People; (2) The Harmless People; (3) The Tiwi of North Australia; (4) Sanapia: Comanche Medicine Woman; and (5) Mexican-Americans of South Texas. The students will also view two ethnographic films entitled "Yanomamo: The Fierce People" and "The Hunters".

Each class period will last for ninety minutes. The first sixty minutes of each class will be used to present lecture material and show films. The remaining thirty minutes of each class will be used as a group discussion period. The students will be divided into discussion groups containing about five students each. Each group will discuss the relevance of the day's lecture material to the assigned readings from the text and the ethnographies. The groups will also discuss the ethnographic films shown in class. Open book quizzes will be given during the discussion periods. The students in each group are expected to work together in answering the questions on the quiz.

The students will be given a take-home essay test for each of the five study units. The students will be expected to synthesize material from the introductory text, films, lectures, discussions,

and ethnographic readings in each unit test. A more detailed discussion of quizzes and unit tests may be read in section V. EVALUATION. A sample unit test may be seen in TABLE 2.

#### IV. ORGANIZATION OF EACH STUDY UNIT

##### A. Study Unit I.

###### 1. Major Goals.

There are five major goals for Study Unit I including:

(1) students will develop an understanding of the field of anthropology and become aware of the anthropological perspectives utilized in the study of the human race; (2) begin to develop a working definition of the term "culture"; (3) discuss the phenomenon of cultural variability and discuss how anthropologists explain this phenomenon; and (4) students will synthesize the concepts of culture and cultural variability with material from the ethnography Yanomamo: The Fierce People.

###### 2. Planned Activities.

Study Unit I will be covered over a period of three weeks and will include six class sessions. Five one-hour lectures will be utilized to cover material from chapters one, two, and three of Cultural Ways.

The students will be required to read the ethnography Yanomamo: The Fierce People by Napoleon A. Chagnon. This ethnography discusses the Yanomamo, a village people living in the rain forests of Brazil. The Yanomamo are a warlike people who utilize a series of social rules

to control their violent behavior.

The students will also have an opportunity to view the film "Yanomamo: The Fierce People" which was made in part by Chagnon and which gives life to the passages in Chagnons ethnography.

There will be five thirty minute discussion periods during which the students will discuss material covered in this unit. The students will also take a number of open-book quizzes pertaining to the material covered each day in class.

### 3. Testing.

Upon completion of this unit the students will be given a take-home essay test. The students will be expected to utilize material from the lectures, discussions, film, and assigned readings to complete the test.

## B. Study Unit II.

### 1. Major Goals.

The first goal of this unit will be for students to become familiar with the technics used by anthropologists to gather information about a culture in the field. The topics of participant observation and interviewing informants will be reviewed. Attention will also be given to the problems encountered by anthropologists in the field. Special attention will be given to the discussion of the psychological state known as "cultural shock" which is experienced by many anthropologists working in the field.

A second goal of this unit will be to give students a brief introduction to the field of linguistic anthropology. Students will

become familiar with the theoretical basis and methodological framework of linguistic anthropology.

A third major goal will be to define and discuss the term "technology" as used by anthropologists in their study of culture. A special emphasis will be placed on the discussion of technology in hunting and gathering societies.

A fourth goal of this unit will be to discuss the anthropological concept of economic organization. A comparison and contrast between modern industrial and hunting and gathering cultures will be utilized to gain an insight into the concept of economic organization.

The fifth and final goal of this unit will be for students to apply the concepts of technology and economic organization to readings from the ethnography The Harmless People.

## 2. Planned Activities.

The activities for this unit will be conducted over a period of four weeks and will include eight class periods. Chapters four, five, six, and seven from Cultural Ways will be read by the students and reviewed in the lecture material.

The ethnography to be used in this unit is The Harmless People written by Elizabeth Marshall Thomas. This book relates Thomas' experiences of living among the Kung Bushmen, a nomadic hunting and gathering people who inhabit the desert regions of South-West Africa.

The class will see the ethnographic film entitled "The Hunters". The film documents a hunting expedition by a band of Kung Bushmen. The film does an excellent job of showing Bushmen technology and

discussing Bushmen economic organization.

The students will work in discussion groups each day in order to review material and work on open-book quizzes.

### 3. Testing.

The students will be given a take-home essay test covering the material in this unit. The students will be expected to synthesize material on linguistics, technology, and economic organization with material from the film and the ethnography on the Kung Bushmen.

## C. Study Unit III.

### 1. Major Goals.

There are three major goals for the class in this study unit.

One primary goal will be to study and discuss the anthropological concept of "social organization". A number of topics pertaining to social organization such as marriage, kinship groups, political organization, and social control will be discussed.

A second goal of this unit will be to define the concept of "ritual". A special emphasis will be placed on the study of two types of rituals: (1) rites of passage; and (2) rites of intensification.

The third goal will be to apply the concepts of social organization and ritual to readings from the ethnography The Tiwi of North Australia.

### 2. Planned Activities.

It will take three weeks to cover the material in this study unit. I plan to use six one-hour lectures to cover topics of social

organization and ritual. The class will be required to read chapters eight, nine, and ten from the text Cultural Ways.

The students will also read The Tiwi of North Australia written by C.W.M. Hart and Arnold R. Pilling. This ethnography provides an in-depth look at the social organization of the Tiwi, a group of Australian aborigines who lead a hunting and gathering way of life. A special emphasis will be placed on the study of marriage and the place of women in Tiwi social organization.

The students will participate in a series of discussion groups for the purpose of reviewing material and working on open-book quizzes.

### 3. Testing.

The students will be tested over the material in this unit through a take-home essay test. The students will apply the concepts of ritual and social organization to the readings on the Tiwi.

## D. Study Unit IV.

### 1. Major Goals.

Study Unit IV is designed to serve four major goals. The first goal will be to study the cultural trait of "religion". Several topics pertaining to religion will be covered including: religious beliefs, religious behavior, and the function of religion in culture.

A second goal will be to develop an understanding of the concept of "ideology". Examples from a variety of cultures will be used to define terms such as science, values, and philosophy. By defining these terms the students will be able to develop a clearer

understanding of the concept of ideology.

A discussion of art as a means of communicating cultural information is the third goal of this unit. Art forms such as music and folklore from a variety of cultures will be used to illustrate the use of art as a mode of communication.

The fourth goal of this unit will be for the student to use the concepts of religion, ideology, and art in an analysis of readings from the ethnography Sanapia: Comanche Medicine Woman.

## 2. Planned Activities.

The material in this unit will be covered in three weeks time and will include six class periods. I will utilize six one-hour lectures to cover the topics of religion, ideology, and art.

The assigned reading materials will include chapters eleven, twelve, and thirteen from the text Cultural Ways. The students will also read the ethnography Sanapia: Comanche Medicine Woman written by David E. Jones. This ethnography tells the life story of Sanapia a Comanche woman and describes her role as a Comanche Eagle Doctor. A special emphasis is placed on the discussion of the role of the Eagle Doctor in Comanche religion, ideology, and folklore.

The students will also participate in a series of discussion groups for the purpose of reviewing material and working on open-book quizzes.

## 3. Testing.

The students will be tested over the material from unit IV on a take-home essay test. The students will synthesize material from

lectures, discussions, and assigned readings on the test.

E. Study Unit V.

1. Major Goals.

There are three goals pertaining to the material covered in this study unit. The first of these goals will be to study and discuss a number of cultural behaviors categorized as "Life Cycle Customs". Areas of discussion under this topic includes pregnancy and birth, rearing children, old age, and death. The second goal of this unit will be to develop an understanding of the phenomena of cultural stability and cultural change. The third goal of this unit will be for students to utilize the concepts of life cycle customs, cultural stability, and cultural change in an analysis of the ethnography The Mexican-Americans of South Texas.

2. Planned Activities.

I plan to use two weeks to cover the material in this unit. I will use four one-hour lectures to review material from chapters fourteen and fifteen of Cultural Ways.

The students will read the ethnography The Mexican-Americans of South Texas written by William Madsen. This ethnography describes Mexican-American culture as seen in several farming communities along the Mexican border. This book emphasizes discussion of the value conflicts between traditional Mexican culture and Anglo American culture. Madsen's study will give students an in-depth look at the mechanisms working within Mexican-American culture to maintain stability and



facilitate change.

The students will also participate in a number of discussion groups in order to review material and take quizzes.

### 3. Testing

The essay test for this unit will include questions designed to facilitate a synthesis of the material on Mexican-American culture with the concepts of cultural stability and change.

## V. EVALUATION

The students in this course will be evaluated on performance on two types of testing activities.

The first type of test is the open-book quiz which will be taken during the discussion group sessions. Each quiz will consist of one or two short essay questions covering the material presented in class that particular day. The students in each discussion group are expected to work together to formulate answers for the quiz questions. I plan to give twenty-eight quizzes in conjuncture with the discussion sessions. A student will recieve one-half point for working on a quiz. Therefore, each student can collect a total of sixteen points by working on all the quizzes.

I have several fundamental reasons for utilizing group discussions and group produced quiz answers. First, by working in groups the students will be exposed to a variety of opinions and beliefs. The discussion sessions will enable the students to review the material covered each day and retain this information to a greater degree.

Finally, by giving points to the students for participating in the quizzes I can accomplish two tasks. First, I can encourage regular attendance and secondly, I can enable students with borderline grades to attain a higher grade.

The second type of evaluation to be used in this course is the take-home essay test. Five take-home tests will be given, one for each study unit. The test will be handed out at the end of the Thursday class session and the students will have until the following Tuesday to complete and hand in the test. Each test will be made up of two or three essay questions worth approximately twenty-five points apiece. The test questions will be structured in a manner which will allow students to synthesize material from the ethnographies and films with important concepts discussed in the lectures and in the introductory text. I feel that take-home style tests will develop learning skills in the students which are most relevant to the problem solving activities which will be faced by the students outside of the classroom.

## VI. INSTRUCTIONAL MATERIALS

### A. Required Reading Materials.

- |                                     |   |
|-------------------------------------|---|
| Chagnon, Napoleon A..               | <u>Yanomano: The Fierce People.</u> New York: Holt, Rinehart, and Winston, 1977.                |
| Hart, C.W.M. and Arnold R. Pilling. | <u>The Tiwi of North Australia.</u> New York: Holt Rinehart, and Winston, 1960.                 |
| Jones, David E..                    | <u>Sanapia: Comanche Medicine Woman.</u> New York: Holt, Rinehart, and Winston, Inc., 1973.     |
| Madsen, William..                   | <u>The Mexican-Americans of South Texas.</u> New York: Holt, Rinehart, and Winston, Inc., 1973. |

Taylor, Robert B.. Cultural Ways. Boston: Allyn and Bacon, Inc., 1976.

Thomas, Elizabeth Marshall. The Harmless People. New York: Vintage Books, 1959.

#### B. Resource Material.

Ager, Lynn Price. "Four Simulations to Increase Undergraduate Involvement in Anthropology Courses". Anthropology and Education Quarterly. 8: 12-13, 1977.

Ferraro, Gary P. "Need The Anthropology Class Be An Armed Camp? The Use of Small Groups In The Anthropology Classroom". Anthropology and Education Quarterly. 7: 12, 43-45, 1976.

Foster, Donald J.. "The Introductory Anthropology Course: A Multi-Track Approach For Community College Instruction". Anthropology and Education Quarterly. 7: 19-21, 1976.

Lehmann, Winfred P.. Descriptive Linguistics: An Introduction. New York: Random House, 1972.

#### C. Other Instructional Materials.

##### 1. Films

- a. "Yanomamo: The Fierce People"
- b. "The Hunters"

#### D. Library Materials.

American Anthropologist  
American Ethnologist  
Anthropology and Education Quarterly  
Anthropological Linguistics  
Anthropological Quarterly  
Current Anthropology  
Ethnology  
Ethos  
Folklore  
Human Organization  
Language  
Man  
Natural History  
Scientific American

TABLE 1.  
Schedule For  
Introduction to Cultural Anthropology

<u>Unit</u>	<u>Week</u>	<u>Cultural Ways</u>	<u>Ethnographies</u>
Unit I.	week 1		
	1. chpt.	1 "The Nature of Anthropology"	
	2. chpt.	2 "Custom and Culture"	Yanomamo pp. 1-53.
	week 2		
	1. chpt.	2 "Custom and Culture"	Yanomamo pp. 54-96.
	*2. FILM	"Yanomamo: The Fierce People"	
	week 3		
	1. chpt.	3 "Cultural Variability"	Yanomamo pp. 97-137.
	2. chpt.	3 "Cultural Variability"	Yanomamo pp. 137-163.
<u>UNIT TEST I.</u>			
Unit II.	week 4		
	1. chpt.	4 "Obtaining Cultural Data"	Harmless People pp. 3-54.
	2. chpt.	5 "Language in Culture"	Harmless People pp. 55-100
	week 5		
	1. chpt.	5 "Language in Culture"	Harmless People pp. 102-1
	2. chpt.	6 "Technology"	Harmless People pp. 129-1
	week 6		
	1. chpt.	6 "Technology"	Harmless People pp. 165-2
	*2. FILM	"The Hunters"	
	week 7		
	1. chpt.	7 "Economic Organization"	Harmless People pp. 206-2
	2. chpt.	7 "Economic Organization"	Harmless People pp. 240-2
<u>UNIT TEST II.</u>			
Unit III.	week 8		
	1. chpt.	8 "Kinship"	The Tiwi pp. 51-78.
	2. chpt.	8 "Kinship"	The Tiwi pp. 31-50.
	week 9		
	1. chpt.	9 "Social Organization"	The Tiwi pp. 51-78.
	2. chpt.	9 "Social Organization"	The Tiwi pp. 79-96.
	week 10		
	1. chpt.	10 "Ritual"	The Tiwi pp. 97-104.
	2. chpt.	10 "Ritual"	The Tiwi pp. 105-115.

Table 1 (cont.)

<u>Unit</u>	<u>Week</u>	<u>Cultural Ways</u>	<u>Ethnographies</u>
UNIT TEST III.			
Unit IV.	week 11		
	1. chpt. 11	"Religion"	Sanapia pp. 1-14.
	2. chpt. 11	"Religion"	
	week 12		
	1. chpt. 12	"Ideology"	Sanapia pp. 15-46.
	2. chpt. 12	"Ideology"	Sanapia pp. 47-64.
	week 13		
	1. chpt. 13	"The Arts"	Sanapia pp. 65-90.
	2. chpt. 13	"The Arts"	Sanapia pp. 91-104.
UNIT TEST IV.			
Unit V.	week 14		
	1. chpt. 14	"Life Cycle Customs"	Mexican-Americans pp. 1-25.
	2. chpt. 14	"Life Cycle Customs"	Mexican-Americans pp. 26-59.
	week 15		
	1. chpt. 15	"Cultural Stability and Change"	Mexican-Americans pp. 60-88.
	2. chpt. 15	"Cultural Stability and Change"	Mexican-Americans pp. 89-122.
UNIT TEST V.			

TABLE 2

(sample test)

## STUDY UNIT TEST V.

This is a take-home essay test. This test covers material from chapters fourteen and fifteen of Cultural Ways, the ethnography The Mexican-Americans of South Texas, and material presented in class during weeks fourteen and fifteen. There are three essay questions on this test worth twenty-five points apiece. The test is worth a total of seventy-five points. The answer to each essay question should be one page or less in length. Use additional sheet(s) of paper as needed. Be sure to answer all three essay questions!

1. In chapter fourteen of Cultural Ways Taylor discusses a number of Life Cycle Customs. In one page or less describe three life cycle customs which are found in traditional Mexican-American Culture. (25 points)
2. You are an Anglo doctor who runs a health clinic in a Mexican-American community. Describe the attitudes which traditional Mexican-Americans have toward you as a doctor and toward modern medicine. Describe what you can do to develop a better relationship with your traditional Mexican-American patients. (25 points)
3. In chapter fifteen of Cultural Ways Taylor discusses the mechanisms of cultural change. In one page or less identify three areas of Mexican-American culture where cultural change is taking place and describe the mechanisms which are facilitating these cultural changes. (25 points)

## PLAINS INDIANS

SS-112

## I. COURSE DESCRIPTION

- A. Annotation. This course is designed to serve as an introduction to plains Indian culture. A brief overview of the plains Indians will be given and two groups, the Pawnee and Cheyenne, will be studied in some detail. The Pawnee represent a semi-sedentary village way of life which featured the use of domestic crops and seasonal buffalo hunts. The Cheyenne led a nomadic way of life which featured a hunting and gathering economy. Special attention will be given to the study of several cultural elements including social organization, religious ceremonies, economic activities, and warfare. Students will also have an opportunity to pitch a Sioux tipi which will enable them to gain a greater insight into plains Indian culture.
- B. Placement. This course will serve as part of the Social Science curriculum and will be given for three hours of general elective credit.
- C. Time. This course will be offered in the fall and spring semesters. During the semester this course will meet for three one hour class periods each week.
- D. Prerequisites. Students taking this course must have completed course work in SS-101 Introduction to Cultural Anthropology or have obtained permission from the instructor to enter the course.
- E. Student Population. The class will include second semester freshmen, sophomores, and part time students from the community at large who have a special interest in plains Indian culture.



## II. COURSE OBJECTIVES

The major objective of the course will be to introduce plains culture in its variety to the students. Through a comparison of Pawnee and Cheyenne cultures, students will see two different types of lifestyles led by Native Americans in the plains region. A second major objective will be to show how a culture is made up of many interrelated parts. For example, among the Cheyenne the procedure used in the buffalo hunt is controlled by prescribed religious behavior. The third major objective of the course is to show that the plains cultures studied are adaptations to a plains environment and adaptations to the specific econiche inhabited by each group.

## III. COURSE CONTENTS

The course will be divided into four sections which includes: I. Introduction to Plains Indians, II. The Pawnee, III. The Cheyenne, and IV. The Sioux Tipi. Each section is divided into a number of study units and students will be tested over the material covered in these units. Section I. Introduction to Plains Indians will consist of a number of lectures which will cover the broad topic of Plains Indian culture. This section will cover the first three weeks of the semester and include nine class periods. Section II, The Pawnee and Section III, The Cheyenne will be self-paced with students reading the required material and taking tests over each study unit at their own speed. Sections II and III will cover approximately eleven weeks and include thirty three class periods. Section IV, The Sioux Tipi

will be organized as a group participation learning experience which will consist of the instructor and the students working together to pitch a tipi. Section IV will be held on one day during the fifteenth and final week of the course. A breakdown of each section into study units and the page numbers of the required readings for each of the study units are illustrated in TABLE 3.

#### IV. ORGANIZATION OF EACH SECTION

##### A. Section I. Introduction to Plains Indians.

###### 1. Major Goals.

There are two major goals for this introductory section. The first goal will be for the students to develop an understanding of the similarity of cultural traits among the Plains Indian tribes. The second major goal of this section will be to prepare students to do the self-paced sections by reviewing anthropological concepts and terminology which will be utilized in the readings on the Pawnee and Cheyenne. For example, the lecture on social organization will serve as a review of anthropological terms such as matrilineal decent and cross cousin which are utilized in the self-paced readings.

###### 2. Planned Activities.

This section will be made up of eight one hour lectures (see TABLE 3). The first lecture, Prehistory of the Plains, will provide a brief overview of the archaeological record of the plains and will highlight the development of plains culture through time. The second lecture, Plains Indians, will include a listing of the tribes in the

plains, their linguistic affiliation, and geographical locations. I will also place the tribes into categories based on the similarities in lifestyles. Lectures three through six will cover the topics of Material Culture, Social Organization, Supernaturalism, and Ceremonialism. These lectures will highlight the key elements of plains culture and serve as a review of anthropological concepts and terminology. The seventh lecture will cover the topic of Acculturation. The lecture will focus on the concept of how the various elements of a culture are closely interrelated and how the change in one element will effect a change in the entire culture. The eighth and final lecture will cover the topic of American Indians in the twentieth century. This lecture will be given by a guest speaker who is an American Indian. The speaker will be an individual who is actively involved in the Indian communities efforts to solve problems and realize goals.

There will be no required reading material for the students. I will utilize the text Indians of the Plains by Robert Lowie as a major source of information for my lectures.

### 3. Testing.

A twenty point Multiple choice test covering material from the first seven lectures will be given. There will be twenty questions worth one point apiece on this test. Students will not be able to retake this test. A sample of the types of questions which will be utilized for this test is illustrated in TABLE 4.

B. Section II. The Pawnee.

1. Major Goals.

I have two major goals for this section on the Pawnee. The first goal is for students to develop an understanding of the life-style of the semi-sedentary village Indians of the plains. The second goal of this study unit is to provide students with an indepth view of Pawnee culture and the various elements such as social organization and harvest ceremonies which are part of this culture.

2. Planned Activities.

This section will be covered by the students through self-paced reading and testing over fifteen study units. The required readings for these study units are from eighteen to forty-five pages in length. A student must complete the study units covering the Pawnee before beginning study on the Cheyenne.

The text to be used in this self-paced section is The Lost Universe by Gene Weltfish. This text is an account of life in a Pawnee village. The story is told by Pawnee informants who experienced this way of life before its demise. This book combines an interesting story telling style with an excellent description of Pawnee culture.

3. Testing.

The testing procedure for both self-paced sections will be covered in the following description of the Cheyenne section.

C. Section III. The Cheyenne.

1. Major Goals.

There are two major goals for the students in this section. The first goal will be for students to develop an understanding of the year round activities of the plains nomads as represented by the Cheyenne. The second major goal in this section will be for the students to receive an in-depth view of the Cheyenne as a unique cultural entity which is made up of many interrelated cultural elements.

2. Planned Activities.

This section is also self-paced. As in the Pawnee section students will complete the assigned readings and take tests on the Cheyenne study units. This section covers study units twenty-four through twenty-nine.

The text used for the Cheyenne study units will be The Cheyenne by E. Adamson Hoebel. This text will not only give the students a clear picture of the nomadic way of life but will also give them an in-depth view of Cheyenne culture as it appeared in the nineteenth century.

3. Self-Paced Testing.

All class periods which follow the completion of Section I will be used for testing students over the assigned reading material for Sections II and III. A short multiple choice test consisting of ten questions worth one point apiece will be given for each study unit. During a given class period a student may be tested on up to three

study units. It will be up to the student to decide how many units he or she wishes to be tested on when they come to class. The students will have thirty-three class periods in which to complete testing over twenty-one study units. Students must take the unit tests in the ordered sequence as seen in TABLE 3.

As students complete their testing they will be allowed to grade their own tests. I will place four chairs at the front of the room and four students at a time will be allowed to come forward and grade their tests under my supervision. When a student comes forward to grade their test(s) I will give them the appropriate answer sheet and a red pencil for grading. When a student has finished grading their test(s) they will turn the test(s) in and record their score for each unit test on a personal score sheet which I have given them. The score sheet will show the grading scale for the course and give a unit by unit breakdown of the grading scale. By utilizing the score sheet the student will know what their grade in the class is at all times. If a student is dissatisfied with the score they receive on a test they may elect to take a second test over the unit which would be made up of different questions. The higher of the two scores received for a unit would be used in determining a final grade for the course. I will re-check each scored test in order to catch mistakes made by students in grading their tests.

#### D. Section IV. The Sioux Tipi.

##### 1. Major Goals.

There are three major goals for this section. The first goal

will be for students to gain an insight into the daily activities of the plains Indians by learning how to pitch a tipi. The second goal will be for students to realize that the tipi as a housing design is a practical and efficient response to the harsh environment of the plains. The third goal will be for students to develop an understanding of the tipi as a physical manifestation of Plains Indian ideology.

## 2. Planned Activities.

This section will be conducted on a weekend afternoon or week day evening. The activities will be divided into two parts. The first part will entail pitching the tipi and the second part will include a lecture and discussion period. During the lecture segment students will learn how the materials for the tipi were made. We will also discuss the practical and ideological aspects of the tipi.

The blue prints for constructing the tipi are taken from The Indian Tipi by Reginald and Gladys Laubin. This book will be a valuable resource for this section as it describes the history, construction, and use of the tipi in some detail.

## 3. Testing.

The students will not be tested over this unit. However attendance is mandatory and students will receive ten points for attending this section of the course.

## V. INSTRUCTIONAL MATERIALS

## A. Required Reading Materials.

- Hoebel E. Adamson.      The Cheyennes. Holt, Rinehart, and Winston;  
1978                      Chicago, Illinois.
- Weltfish, Gene.          The Lost Universe: Pawnee Life and Culture.  
1977                      University of Nebraska Press; Lincoln,  
Nebraska.

## B. Resource Material.

- Laubin, Reginald and Gladys. The Indian Tipi. Ballantine Books,  
1971                      Inc.; New York, New York.
- Lowie, Robert H..        Indians of the Plains. The Natural History  
1954                      Press; Garden City, New York.

## C. Other Instructional Material.

A Sioux Tipi.

## D. Library Materials.

## Pawnee

- Hyde, George E..        Pawnee Indians. University of Denver Press;  
1951                      Denver, Colorado.
- Linton, Ralph.          The Thunder Ceremony of the Pawnee. Field  
1922                      Museum of Natural History, No. 5; Chicago,  
Illinois.
- 1922                      The Sacrifice to the Morning Star by the  
                             Skidi Pawnee. Museum of Natural History,  
                             No. 6; Chicago, Illinois.
- Murie, James R..        Pawnee Indian Societies. Anthropological  
                             Papers of the American Museum of Natural  
                             History, Vol. II, Part 7.
- Wedel, Waldo R..        Prehistoric Man on the Great Plains.  
1961                      University of Oklahoma Press; Norman, Oklahoma.



## Cheyenne

- Berthrong, Donald J..  
1972      The Southern Cheyennes. University of  
Oklahoma Press; Norman, Oklahoma.
- 1976      The Cheyenne and Arapaho Ordeal. University  
of Oklahoma Press; Norman, Oklahoma.
- Grinnell, George Bird.  
1915      The Fighting Cheyenne. Charles Scribner's  
Sons; New York, New York.
- 1926      By Cheyenne Campfires. Yale University  
Press; New Haven, Conn.
- 1962      The Cheyenne Indians. Cooper Square Publish-  
ers, Inc.; New York, New York.
- Llewellyn, K.N. and Hoebel, E. Adamson. The Cheyenne Way. University  
1973 of Oklahoma Press; Norman, Oklahoma.
- Powell, Peter J..  
1969      Sweet Medicine: Volume I. University of  
Oklahoma Press; Norman, Oklahoma.
- 1969      Sweet Medicine: Volume II. University of  
Oklahoma Press; Norman, Oklahoma.

TABLE 3

Study Unit Organization  
For  
Plains Indians

I. Introduction to Plains Indians

- Unit 1. Prehistory of the Plains
  - Unit 2. Plains Indians
  - Unit 3. Material Culture
  - Unit 4. Social Organization
  - Unit 5. Supernaturalism
  - Unit 6. Ceremonialism
  - Unit 7. Acculturation
  - Unit 8. American Indians in the 20th Century
- TEST SECTION I.

II. The Pawnee

- Unit 9. pages 1-19
- Unit 10. pages 20-61
- Unit 11. pages 61-87
- Unit 12. pages 88-119
- Unit 13. pages 119-159
- Unit 14. pages 151-180
- Unit 15. pages 181-207
- Unit 16. pages 208-237
- Unit 17. pages 238-272
- Unit 18. pages 272-301
- Unit 19. pages 301-346
- Unit 20. pages 347-378
- Unit 21. pages 379-408
- Unit 22. pages 409-429
- Unit 23. pages 430-462

III. The Cheyenne

- Unit 24. pages 1-25
- Unit 25. pages 26-39
- Unit 26. pages 40-61
- Unit 27. pages 62-85
- Unit 28. pages 86-104
- Unit 29. pages 104-135

IV. The Sioux Tipi

TABLE 4

## Sample Unit Test

## Section III. The Cheyenne

Study Unit 27. pages 62-85

This test consists of ten multiple choice questions worth one point apiece. Answer each question by selecting the best possible response and placing the corresponding capital letter in the answer space provided to the left of each question.

- C   1. Which of the following is the most essential ecological factor in controlling the seasonal activity of the Cheyenne?
- A. The dry and rainy seasons
  - B. The movement of enemy tribes
  - C. The movement of the buffalo herds
  - D. The location of pasture for the horses
- A   2. Which of the following is the basic tool of Cheyenne women?
- A. Digging stick
  - B. Bone awl
  - C. Butcher knife
  - D. Buffalo scapula hoe
- B   3. Who has the responsibility for raising and lowering the tipi?
- A. The warrior societies
  - B. The women
  - C. The family
  - D. Both A and B
- B   4. Which piece of clothing is essential to the Cheyenne male?
- A. The war bonnet
  - B. The breach cloth
  - C. The medicine shirt
  - D. The buffalo robe
- D   5. Which of the following food resources was utilized by the Cheyenne?
- A. Elk
  - B. Fish
  - C. Dog
  - D. All of the above

Table 4 (cont.)

- D 6. Which weapon did the Cheyenne prefer to use in the buffalo hunt?
- A. The bow
  - B. The lance
  - C. The rifle
  - D. Both A and B.
- B 7. Which of the following items was most sought after by the Cheyenne in trade?
- A. The horse
  - B. The gun
  - C. Metal cooking pots
  - D. Tobacco
- B 8. Which of these tribes was the most despised enemy of the Cheyenne?
- A. Mandan
  - B. Crow
  - C. Sioux
  - D. Arapaho
- A 9. Which of the following is the most common type of Cheyenne war party?
- A. Private
  - B. Fraternal
  - C. Tribal
- D 10. Who or what is a hemaneh?
- A. War chief
  - B. Ghost
  - C. Medicine man
  - D. Male transvestite

## INTRODUCTION TO PHYSICAL ANTHROPOLOGY

SS-113

## I. COURSE DESCRIPTION

- A. Annotation. This course is designed to serve as a survey of the many areas of study which make up the discipline of physical anthropology. Topics such as genetics, evolution, primatology, and osteology will be covered. Students will study the species Homo sapien in its relation to the larger animal kingdom and as a unique life form in its self. Students will utilize lectures, films, field trips. readings, and laboratory sessions to develop a better understanding of the cultural and physical development of the species Homo sapien.
- B. Placement. This course will serve as part of the social science curriculum and will be given for three hours of general elective credit.
- C. Time. This course will be offered in the spring and fall semesters. During the semester the course will meet for three one hour class periods each week.
- D. Prerequisites. The student should have an interest in the evolution of the human species.
- E. Student Population. The individuals participating in this course will primarily be full time students who are either freshmen or sophomores.

## II. COURSE OBJECTIVES

The content of this course is designed to meet three major objectives. The first objective will be to expose students to the many areas of study which make up the field of physical anthropology. The second object of this course will be to give students an opportunity to develop their skills in interpretative reading and writing. The third objective of this course will be to define the species Homo sapien in terms of genetic, physical, and cultural characteristics from an anthropological perspective.

## III. COURSE CONTENTS

This course contains seven independent study sections including: I. History of Physical Anthropology and Evolution, II. Genetics, III. Human Genetics, IV. Osteology, V. Primatology, VI. Human Evolution, and VII. Homo sapiens, Today and tomorrow. A number of related topics will be covered in each section through lectures, labs, readings, a field trip, and a film. The students will summarize the material presented in the course by writing a series of reaction papers, a bone quiz, and several other written assignments. It will take approximately fourteen weeks to cover the material and complete the activities for this course. The remaining two weeks of the semester will be used as make up days for labs and lectures or as free time periods for the students to work on their assignments. An outline of course schedule is illustrated in TABLE 5.

#### IV. ORGANIZATION OF EACH SECTION

##### A. Section I. History of Physical Anthropology and Evolution.

###### 1. Major Goals.

The first goal of this section is to introduce the historical background for physical anthropology to the students. The students will become familiar with the individuals who shaped the field of physical anthropology. The students will also develop an understanding of the social, religious, and scientific climate which influenced the development of physical anthropology. The second goal for this section will be for the students to develop an understanding of the principles of evolutionary theory. The third major goal of this section will be for the students to become familiar with the taxonomic scheme for the animal kingdom. The study of taxonomy and in particular the study of the vertebrate subphylum will serve as a springboard for the study of Homo sapiens.

###### 2. Planned Activities.

It will take two weeks to cover the material in this section. The material will be covered through six one hour lectures and assigned readings from the required text. The lectures will cover the topics of history of physical anthropology, evolution, taxonomy, and the vertebrate subphylum.

Upon completion of this section the students will be required to write a twenty-five point reaction paper. The reaction paper should summarize the material which has been covered in the lectures and the readings.



## B. Section II. Genetics.

### 1. Major Goals.

There are three major goals for this section. The first goal will be to introduce the theoretical underpinnings of genetics to the students. The second goal will be to familiarize students with the basic components of genetic study. For example, students should understand the composition and function of DNA. The third and overriding goal of this section will be for students to gain a better understanding of the variability in the human species through the study of genetics.

### 2. Planned Activities.

This section will be covered over a period of one week. The material in this section will be covered through three one hour lectures and required reading assignments. The lectures will cover the topics of genetics and evolution, genetic structure, and variability. The students will be required to write a twenty-five point reaction paper summarizing the material covered in the lectures and the readings.

## C. Section III. Human Variability.

### 1. Major Goals.

There are two major goals for this section. The first goal is for students to realize the great range in variation found in the human species. The second goal will be for students to study the role of genetic activity in developing the wide range of variability found within and between human populations.

## 2. Planned Activities.

This section will be covered over a period of two weeks. The material in this section will be covered through reading assignments and in six one hour lectures. The lectures will cover the topics of human races, human micro-evolution, and traits of inheritance. The students will be required to write a twenty-five point reaction paper summarizing the material covered in this section.

### D. Section IV. Osteology.

#### 1. Major Goals.

One goal of this section is to familiarize students with the physical and chemical structure of human bone. The second goal is to familiarize students with the variety of bones which make up the human skeleton.

#### 2. Planned Activities.

The section on osteology will be conducted over a period of two weeks. The material in this section will be covered through lectures, required readings, and laboratory exercises.

The section will begin with two one hour lectures. These lectures will cover the topics of the physical and chemical structure of bone and skeletal nomenclature.

The next three class periods will be utilized as laboratory sessions. The students will examine bones of the human skeleton and learn to identify these bones. The students will examine bones from a different part of the skeleton in each lab session. The bones of the skull will be examined during the first session. The bones from

the arms and legs will be examined in the second session. The bones of the trunk will be examined in the third session. The students will utilize lab notes, lectures, and reading material to learn skeletal nomenclature.

During the last class period of this section the students will take a fifteen point bone quiz in the laboratory. Each student will be given a box containing fifteen bones. The students will have to identify each bone in their box and write the answers on a sheet of paper which will be handed in and graded. The students must identify the bones without the aid of notes or other material.

#### E. Section V. Primatology.

##### 1. Major Goals.

The first goal of this unit will be to introduce students to the variety of species which are members of the order primates. The physical, behavioral, and ecological characteristics of these species. will be studied. The second goal will be to provide students with an in depth view of the great apes which are man's closest relatives. A special emphasis will be placed on the study of the social organization and subsistence patterns of the great apes. The third and overriding goal of this unit will be to relate to students how the study of primates can be utilized in a comparative nature to the study of human evolution.

##### 2. Planned Activities.

This section will be conducted over a period of two weeks. The

material in this section will be covered through lectures, a film, and a field trip.

Four one hour lectures will be presented. The lectures will be utilized to present material on the species which are members of the order primates and to present an in depth view of the superfamily Hominoidea which includes the great apes. The lectures will also be used to present a comparison and contrast between the primates and the human species in terms of physical characteristics and social organization.

During the first week of the section the class will take a field trip to a nearby zoo which has a collection of primates on display. The students will take a set of field notes on the primates they observe. A set of notes will be taken on each species observed and will include information such as environmental setting, group size, taxonomic classification, behavior, and diet. The students will have several days in which to organize their field notes and turn them in to be graded. The students will receive fifteen points for turning in a complete set of field notes. The purpose of this field trip is two-fold. The trip will enable the students to see live examples of the subject matter they are studying. Secondly, the experience will enable students to gain an insight into the process of doing field work.

One class period will be used to show a film on baboon behavior entitled "Baboon Social Organization." This film is approximately forty minutes in length. The film shows the social organization and behavioral characteristics of a baboon troop living on the plains of Africa. The behavioral and organizational traits shown in the film can

give the students some insight into the projected behavior of early Homonid species.

Upon completion of the primate section the students will write a twenty-five point reaction paper. There will be two main elements which the students should cover in the paper. The first element will be a discussion of the species belonging to the order primates. The second major element of this paper will be a comparison and contrast between the baboon and the apes in terms of social organization and subsistence patterns. The students should utilize required reading material, lectures, the film, and the field trip as a basis for their reaction papers.

F. Section VI. Human Evolution.

1. Major Goals.

There are five major goals for this section. The first goal is to introduce students to the history of the search for the origins of the human species. The second goal is to discuss the major scientific theories of human evolution. A third goal will be for the students to become familiar with the fossil homonid species which have been recovered. The fourth goal is for students to develop an understanding of the change in the physical characteristics of early Homonid species over time. The fifth goal of this section is to discuss the archaeological evidence of culture for the various fossil Homonid species.

## 2. Planned Activities

The material in this section will be covered over a period of three weeks. Lectures, required readings, and laboratory exercises will be utilized to cover the material.

Five of the class periods scheduled for this section will be used to present lecture material. The lectures will concentrate on the topics of the history and theory of human evolution, location and names of major fossil homonid sites, and evidence of culture for the fossil homonids.

The remaining four class periods in this section will be utilized for the laboratory analysis of fossil homonid material. The students will study the casts made from the skulls of major fossil homonid species. The students will be required to gather metric and non-metric data from each cast and record this data on a lab work sheet. The metric data to be taken will include measurements of the cranium and face of each cast. The non-metric data to be taken will include a general description of the size and shape of the cranium, face, and dentition of each specimen. On the first day in the lab I will demonstrate the technics to be used in taking metric measurements and describing non-metric traits. Students will be able to sign up for extra lab periods in order to complete this assignment. I will be in the lab at all times in order to help students complete this exercise. Once the laboratory analysis of the fossil material has been completed the students will hand in their laboratory work sheets to be graded. A fully completed work sheet will receive a maximum score of twenty-five points.

The students will also be required to write a twenty-five point reaction paper for this section. The objective of the students in writing this paper will be to discuss the general evolutionary trends of the homonid family. Students should focus on the changes in physical characteristics and the development of culture. The students will use material from lectures, readings, and the lab exercise as a basis for the reaction papers.

G. Section VII. Homo sapiens, Today and Tomorrow.

1. Major Goals.

There are two major goals for this section. The first goal will be to study human adaptability in terms of the interrelationship between human biology, the environment, and culture. The second goal will be to discuss the prospects of survival for the human species in the future.

2. Planned Activities.

The material in this section will be covered in assigned readings and in three one hour class periods. The first two class periods will be used for lectures on the topic of human adaptability. Material will be presented on different groups of people who have undergone the process of biological and cultural adaption in order to survive in a variety of environmental settings.

The third and final class period will be used for a class discussion on the prospects of survival for humans in the future. The discussion will cover a variety of topics including environmental

problems, technological and cultural change, and genetic engineering.

The students will write a twenty-five point reaction paper summarizing the material covered in this section. The students first objective will be to summarize the material on human adaptability as presented in the lectures and readings. The second objective of the students will be to present their opinions on the prospects for human survival in the future. The students should utilize material from the readings, class discussions, and their own beliefs and values in order to formulate and express an opinion on this topic.

#### V. EVALUATION

The students will be evaluated on the basis of four activities including six reaction papers, a bone quiz, field notes on the primates, and a lab exercise on fossil homonids.

Each reaction paper is worth twenty-five points. In order to receive full credit for a paper a student must address each of the major topics listed in the course schedule as seen in TABLE 5. The student should use information gathered from lectures, readings, and other learning experiences to support a summation of the main topics. The students will be encouraged to express their own points of view on the material. In some instances, for example the reaction paper on Section VII, the students will be required to express their opinions. Each paper should be between two and five pages in length. I will stress the point that the content and not the length of a paper is the determining factor of quality. I will grade the papers and return them to the students with comments written in the margins. Comments will



include praise and suggestions for improvement. A student may rewrite a paper once in order to receive a higher grade.

I am using reaction papers as a means of evaluating students in order to further develop student skills in writing and reading. I want to encourage students to develop these skills and therefore below average grades will be given sparingly.

The remaining points to be garnered in this course will come from the field trip, the bone quiz, and the human fossil lab. The bone quiz is worth fifteen points and will be given in the form of an identification test. The human fossil lab exercise worth twenty-five points and the field trip worth fifteen points are designed to be new learning experiences with students receiving full credit for completing each exercise.

There is a total of 208 points which can be collected in this course. Grades will be based on a straight percentage scale with 90% = A, 80% = B, 70% = C, 60% = D, and below 60% = F.

## VI. INSTRUCTIONAL MATERIALS

### A. Required Reading Materials.

- |                                   |   |
|-----------------------------------|---|
| Bass, William M..                 | <u>Human Osteology: A Laboratory and Field Manual of the Human Skeleton.</u> Columbia: Missouri Archaeological Society, 1971. |
| Kelso, A. J..                     | <u>Physical Anthropology.</u> New York: J.B. Lippincott Company, 1974.  |
| Weiss, Mark L., and Alan E. Mann. | <u>Human Biology and Behavior: An Anthropological Perspective.</u> Boston: Little, Brown and Company, 1975.                   |

## B. Resource Material.

- Altman, Stuart A., and Jeanne Altman. Baboon Ecology. New York: S. Karger, 1970.
- Coon, Carleton Stevens. The Living Races of Man. New York: Alfred A. Knoph, 1965.
- Darwin, Charles Robert. The Origin of Species. New York: E.P. Dutton & Co., 1956.
- Finnegan, Michael. A Guide to Osteological Analysis. Manhattan: Kansas State University, 1978.
- Goodall, Jane. "Chimpanzees of the Gombe Stream Reserve." Primate Behavior.
- Lehavy, Yechiel M. "Physical Anthropology as a Laboratory Science Course In a Community College." Anthropology and Education Quarterly. 7: 43-46, August, 1976.
- Napier, John R., and P.H. Napier. A Handbook of Living Primates. New York: Academic Press, 1976.
- Poirier, Frank E.. Fossil Evidence: The Human Evolution Journey. Saint Louis: C.V. Mosby Company, 1977.
- Reynolds, Vernon. Budongo: A Forest and its Chimpanzees. New York: Natural History Press, 1965.
- Sauer, Norman J., and Terril W. Phenice. Hominid Fossils. Dubuque: Willian C. Brown Company Publishers, 1972.
- Schaller, George B.. The Mountain Gorilla. Chicago: The University of Chicago Press, 1963.

## C. Other Instructional Materials.

1. Casts of Human Fossil Material.
2. Zoo Display of Living Primates.
3. Human Skeletal Material.
4. A film: "Baboon Social Organization".

## D. Library Materials.

American Journal of Physical AnthropologyCurrent AnthropologyEvolutionFolia PrimatologiaHuman BiologyManNaturePrimatesScienceScientific American. The Journal of Zoology

TABLE 5

Schedule For  
Introduction to Physical Anthropology

I.	History of Physical Anthropology and Evolution	
	1. history of physical anthropology.	Weiss, pp. 1-9.
	2. evolution.	Weiss, pp. 11-39.
	3. vertebrates.	Weiss, pp. 41-62.
II.	Genetics	
	1. genetics and evolution.	Weiss, pp. 227-264.
	2. genetic structure.	Weiss, pp. 227-264.
	3. variability.	Weiss, pp. 267-296.
III.	Human Variability	
	1. the human races.	Weiss, pp. 299-324.
	2. human micro-evolution.	Weiss, pp. 327-372.
	3. traits of complex inheritance.	Weiss, pp. 375-393.
IV.	Osteology	
	1. bone structure and nomenclature.	Kelso, pp. 115-121.
	2. laboratory exercise.	Bass, pp. 1-8.
V.	The Primates	
	1. the primates.	Weiss, pp. 139-156.
	2. field trip to zoo.	
	3. primate behavior.	Weiss, pp. 109-137.
	4. film	

Table 5 (cont.)

VI.	Human Evolution	
	1. the Homidae.	Weiss, pp. 139-156.
	2. human evolution.	Weiss, pp. 159-224.
	3. laboratory analysis of fossil material.	
VII.	Homo sapiens Today and Tomorrow	
	1. human adaptability.	Weiss, pp. 395-434.
	2. prospects and perspectives.	Weiss, pp. 451-459.

## INTRODUCTION TO ARCHAEOLOGY

SS-114

## I. COURSE DESCRIPTION

- A. Annotation. This course is designed to serve as an introduction to the field of archaeology and the study of world prehistory. The students will be introduced to the principles of archaeological research. Students will also have an opportunity to study a variety of prehistoric cultures from around the world. A special emphasis will be placed on the study of non-literate hunting and gathering and agricultural prehistoric cultures.
- B. Placement. This course is part of the social science curriculum and will be offered for three hours of credit. This course will provide transfer students with the background needed to take upper level archaeology courses at a four year institution. This course will give amateur archaeologists from the local community an opportunity to increase their knowledge and further develop their skills in the field of archaeology. Introduction to Archaeology is designed to serve students from a variety of educational backgrounds and therefore can be an interesting alternative course selection for students from other fields of study.
- C. Time. Introduction to Archaeology will be offered in the spring and fall semesters. During each semester the class will meet for two ninety-minute sessions each week.
- D. Prerequisites. The student should have an interest in the study of prehistoric cultures and the field of archaeology.

E. Student Population. The students in this course will be freshmen and sophomores from a variety of curricular areas. There will also be a number of part time students in the class who have a special interest in the field of archaeology.

## II. COURSE OBJECTIVES

Introduction to Archaeology is designed to meet three primary course objectives. The first objective will be to introduce students to the principles of archaeological research. James Deetz has identified three levels of archaeological study utilized in the analysis of prehistoric cultures: (1) Observation (excavation of materials); (2) Description (classification of materials); and (3) Explanation (integration of data) (Deetz; 1967). The students will be expected to become familiar with the internal structure and function of each level of study.

The second objective of this course will be for students to apply the principles of archaeological study to an analysis of prehistoric cultures. The students will see how Deetz's three levels of study can be utilized successfully in an analysis of prehistoric cultures. The students will also become aware of the problems encountered in an archaeological analysis of prehistoric cultures.

The third objective of this course will be for students to develop a general knowledge of world prehistory. The class will study the prehistory of each major geographical region of the world. The students will have an opportunity to study the variety of ways in which prehistoric societies responded to the challenges of survival, growth,



and development.

### III. COURSE CONTENTS

The material to be covered in this course will be presented through a variety of instructional formats including lectures, required readings, unit tests, and independent study research papers.

The students will be required to write a five to fifteen page research paper. In their papers the students may discuss some aspect of a prehistoric culture or they may compare and contrast several prehistoric cultures.

There are two required texts for this course including:  
Invitation to Archaeology by James Deetz and Men of the Earth by Brian M. Fagan. The Deetz text is a relatively short work which presents a clear and concise discussion of the principles of archaeological research. The Fagan text provides the reader with a comprehensive review of world prehistory.

Lectures will be used to review required readings and present a large amount of supplementary material. The readings from the Deetz book will be reviewed through a standard lecture format. The lectures used to review the Fagan text and present supplementary material on world prehistory will be placed on a series of cassette tapes for student consumption. A listening lab will be set up with a number of cassette players and headphones which will be used by the students to listen to taped lectures individually. The use of cassette tapes will enable students to internalize information at a rate of speed consistent with each individuals learning capabilities. The students will be able

to sign up for extra lab sessions if they are unable to complete the tapes during scheduled class periods. The use of taped lectures will give the students and instructor greater access to one another on an individual basis. The students will be able to stop a tape at any time and ask the questions pertaining to the material being covered. The lecture tapes will vary in length from sixty minutes to two hours depending on the amount of material to be covered.

Each taped lecture will be accompanied by a lecture outline handout. This outline will be several pages in length and will take the place of the blackboard in the lecture format. Important data such as names, places, and key terminology will be given on the handouts. A list of suggested readings will be included on each handout. These readings will be on three hour reserve in the library for the students use. The suggested readings to be used in this course are listed as resource materials in the instructional materials section of this course syllabus. A sample of a lecture outline handout is illustrated in TABLE 7.

The material to be covered in this course has been divided into four separate yet interrelated units of study including: I. Introduction to Archaeology, II. Independent Research Paper, III. Hunters and Gatherers, IV. Farmers, and V. Cities and Civilizations. In each unit the class will study a number of similar prehistoric cultures from around the world. The schedule of activities for Introduction to Archaeology is illustrated in TABLE 6.

The students will complete each study unit by taking a one hundred point unit test. For further discussion on testing see the

evaluation section of this course syllabus. A sample of a unit test is illustrated in TABLE 8.

#### IV. ORGANIZATION OF EACH STUDY UNIT

##### A. Study Unit I. "Introduction to Archaeology"

###### 1. Major Goals.

The first goal of this unit will be to introduce the principles of archaeological research to the students. As mentioned earlier, archaeology can be divided into three levels of study: (1) observation; (2) description; and (3) explanation. The students will become familiar with the terminology and concepts utilized in these levels of archaeological study.

A second goal will be to develop a theoretical basis for the archaeological study of prehistoric cultures. Theories on how and why culture develops will be discussed. The class will also review evolutionary theory in order to better understand the development of the human race physiologically.

###### 2. Planned Activities.

The material in this unit will be presented through standard lecture sessions and required readings. The material will be covered over a period of four weeks and will include eight class periods. The first day of class will be devoted to introducing the goals and activities of the course to the students. The remaining seven sessions will be utilized by the instructor for lecture presentations. The reading assignment for this unit will be the Deetz text in its entirety and chapters two, three, and four of the Fagan text.

Regular lectures are used in the first unit so that the instructor and the students can begin to develop interpersonal relationships. If the instructor can establish dialogue with the students early on in the class the students will be more likely to come to the instructor with questions and discussion during the taped lecture portion of the course.

### 3. Testing.

The students will be given a test covering the material presented in this study unit. The students will be tested over their knowledge of archaeological terminology and archaeological research concepts. The students will also be expected to know the theoretical arguments for the development of culture and the human species.

## B. Study Unit II. "Independent Research Paper"

### 1. Major Goals.

One of the primary goals of this unit will be to give students an opportunity to study prehistoric societies in greater detail than those studied in class. The second goal of this unit will be to expose students to a variety of archaeological reports and studies which they must utilize in their papers. A third goal will be for students to further develop their problem solving skills by setting up a question or problem in their papers and solving it. The fourth goal of this unit will be for students to utilize the principles of archaeological research, as discussed in class, to analyze some aspect of world prehistory.

## 2. Planned Activities.

The students may begin to work on their research papers following the first day in class. However I would prefer that students wait to start their papers after the first unit has been completed in order to become familiar with the terms and concepts utilized in archaeological research.

In doing their papers the students may choose to do a comparison and contrast analysis of several cultures. For example a student might compare an African hunting and gathering culture to its counterpart in North America. A student may also choose to analyze one aspect of a particular culture such as religious practices in Mayan civilization. The students can find a variety of resource materials in the library such as scientific journals and archaeological texts which can be utilized in writing the research paper.

The research paper should be typed, double spaced, and between five and fifteen pages in length. The papers will be handed in during the fourteenth week of class. I will grade the papers and return them to the students during the final week of the class. The research paper is worth one hundred points and represents one-fifth of the total points for this course.

## C. Study Unit III. "Hunters & Gatherers"

### 1. Major Goals.

The primary goal of this and all remaining study units will be to apply the principles of archaeological research to the study of prehistoric cultures. The second goal of this unit will be for students

to develop an understanding of prehistoric hunting and gathering societies based on an analysis of archaeological data. The students will study archaeological data from eastern Europe, Africa, and North America in order to recognize the similarities and differences between the hunting and gathering groups from these regions. The students will also study the ways in which hunting and gathering societies have developed over time.

## 2. Planned Activities.

The material in this unit will be covered over a period of four weeks and will include seven scheduled class sessions. The reading assignment for the unit is chapters five through eleven in the Fagan text.

Beginning with this unit all lectures will be placed on a series of cassette tapes. Students will listen to the taped lectures individually during scheduled class sessions and during extra listening sessions. Each taped lecture will review a chapter from the Fagan text and introduce supplementary material from other sources. A lecture outline handout will accompany each taped lecture.

## 3. Testing.

This unit test will include recall and identification type questions which will measure students knowledge of the archaeological traits of each major hunting and gathering society which has been studied. Essay questions will be used by the students to synthesize material from the unit and to develop some general concepts about pre-historic hunting and gathering societies.

D. Study Unit IV. "The Farmers"

1. Major Goals.

One important goal for the students in this unit will be to study the origin and development of agriculture in world prehistory. A second goal will be to study the archaeological data from several prehistoric agricultural societies in order to do a comparison and contrast analysis of their cultures.

2. Planned Activities.

The activities in this unit will be conducted over a period of three weeks. Five taped lectures accompanied by lecture outlines will be utilized by the students in a study of prehistoric agricultural groups. The reading assignment for this unit will be chapters twelve through sixteen in Men of the Earth. A special emphasis will be placed on the study of agricultural groups in China, Africa, North America, and Meso-America.

3. Testing.

On this unit test students will be expected to exhibit an understanding of the development of agriculture in world prehistory. Students will also be expected to compare and contrast archaeological data from several agricultural societies.

E. Study Unit V. "Cities and Civilization"

1. Major Goals.

The first goal of this unit will be to discuss the questions of

how and why cities and civilizations, as defined archaeologically, develop. A variety of theories will be discussed and a body of archaeological data will be reviewed in an attempt to answer these questions. A second goal will be to study the development of prehistoric cities. A special emphasis will be placed on a study of the function of cities in terms of the economic, social, religious, and political organization of prehistoric cultures. The third goal of this unit will be to study several prehistoric civilizations. Through their studies the students will become aware of the similar characteristics of prehistoric civilizations. Students will also have an opportunity to discover the characteristics that are unique to each civilization under consideration in this unit.

## 2. Planned Activities.

The material in this unit will be covered over a period of five weeks and will include seven scheduled taped lecture sessions. The students will also be provided with lecture outlines. The reading assignment will be chapters seventeen through twenty-three. An emphasis will be placed on the study of civilizations from Meso-America, China, and India.

## 3. Testing.

This unit test will measure the students knowledge of specific bodies of archaeological data. The students will also have an opportunity to synthesize material from this unit in essay style questions.



## V. EVALUATION

The evaluation of students in this course will be based on performance on a research paper and on four unit tests. The students can accumulate a total of five hundred points in this course with the paper and the tests worth one hundred points apiece. Grades will be based on a straight percentage scale.

The unit tests will be made up of recognition and essay questions. The recognition items will include multiple choice, true-false, and matching questions. The recognition items will be used to test student knowledge of specific bodies of archaeological data such as site names and artifact typologies. The essay questions will be utilized for the comparison and contrast style analysis of prehistoric cultures. The primary purpose of the essay questions is to give students an opportunity to synthesize large amounts of material.

## VI. INSTRUCTIONAL MATERIALS

### A. Required Reading Materials.

- |                  |   |
|------------------|---|
| Deetz, James.    | <u>Invitation to Archaeology.</u> Garden City,<br>New York: The Natural History Press, 1967.                  |
| Fagan, Brian M.. | <u>Men of the Earth: An Introduction to World<br/>Prehistory.</u> Boston: Little, Brown and<br>Company, 1974. |

### B. Resource Material.

- |                    |   |
|--------------------|---|
| Jennings, Jesse D. | <u>Prehistory of North America.</u> New York:<br>McGraw-Hill Company, 1974. |
|--------------------|---|

- Klein, Richard G.. Ice-Age Hunters of the Ukraine. Chicago: The University of Chicago Press, 1973.
- Phillipson, D.W.. The Later Prehistory of Eastern and Southern Africa. New York: Africana Publishing Co., 1977.
- Poirier, Frank E.. Fossil Evidence: The Human Evolutionary Journey. Saint Louis: The C.V. Mosby Co., 1977.
- Treistman, Judith M.. The Prehistory of China: An Archaeological Exploration. New York: Natural History Press, 1972.
- Weaver, Muriel Porter. The Aztecs, Maya, and Their Predecessors: Archaeology of Meso America. New York: Seminar Press, 1972.
- Wedel, Waldo R.. Prehistoric Man on the Great Plains. Norman: University of Oklahoma Press, 1961.
- Wheeler, Sir Mortimer. Civilization of the Indus Valley and Beyond. New York: McGraw-Hill Book Company, 1972.
- Wiley, Gordon R. and Philip Phillips. Method and Theory in American Archaeology. Chicago: The University of Chicago Press, 1975.

C. Other Instructional Materials.

1. Cassette tapes, players, and headphones.
2. Lecture outline handouts.

D. Library Materials.

American Antiquity  
Anthropos  
Antiquity  
Archaeology  
Asian Perspectives  
Current Anthropology  
Journal of American Archaeology  
Journal of Archaeological Science

Journal of Anthropological Research  
Man  
Natural History  
Plains Anthropology  
Scientific American  
South African Archaeological Bulletin  
World Archaeology

TABLE 6

## Schedule for Introduction to Archaeology

<u>Unit</u>	<u>Week</u>	<u>Readings</u>
Unit I.	"Introduction to Archaeology"	
	Week 1	
	1.	introduction to course
	2.	Deetz chpts. 1, 2
	Week 2	
	3.	Deetz chpts. 3, 4
	4.	Deetz chpts. 5, 6
	Week 3	
	5.	Deetz chpts. 7, 8
	6.	Fagan chpt. 2
	Week 4	
	7.	Fagan chpt. 3
	8.	Fagan chpt. 4
	* UNIT I. TEST	
Unit II.	"Independent Research Paper" (begin work on paper)	
Unit III.	"Hunters and Gatherers"	
	Week 5	
	9.	Unit I. test
	10.	Fagan chpt. 5
	Week 6	
	11.	Fagan chpt. 6
	12.	Fagan chpt. 7
	Week 7	
	13.	Fagan chpt. 8
	14.	Fagan chpt. 9
	Week 8	
	15.	Fagan chpt. 10
	16.	Fagan chpt. 11
	* UNIT III. TEST	

Table 6 (cont.)

<u>Unit</u>	<u>Week</u>	<u>Readings</u>
Unit IV.	"Farmers"	
	Week 9	
	17.	Unit III. test
	18.	Fagan chpt. 12
	Week 10	
	19.	Fagan chpt. 13
	20.	Fagan chpt. 14
	Week 11	
	21.	Fagan chpt. 15
	22.	Fagan chpt. 16
	* UNIT IV. TEST	
Unit V.	"Cities and Civilizations"	
	Week 12	
	23.	Unit IV. test
	24.	Fagan chpt. 17
	Week 13	
	25.	Fagan chpt. 18
	26.	Fagan chpt. 19
	Week 14	
	27.	Fagan chpt. 20
	28.	Fagan chpt. 21
	** (research papers are due)	
	Week 15	
	29.	Fagan chpt. 22
	30.	Fagan chpt. 23
	Week 16	
	*31. UNIT V. TEST	

TABLE 7  
Lecture Outline  
for  
Chapter 11 "Early Americans"

- I. Migration to the New World
  - A. Environment
    - 1. glacial sequence
    - 2. climate
    - 3. flora
    - 4. fauna
  - B. Evidence of people in the new world
    - 1. migration and distribution
      - a. alaska
      - b. north america
      - c. central america
    - 2. physical anthropology
      - a. population studies
      - b. Midland man
      - c. Tepaxpan man
      - d. other fossil finds
- II. Big Game Hunters
  - A. Llano (12-10,000 B.C.)
    - 1. sites
    - 2. tool complex
    - 3. cultural characteristics
  - B. Folsom (10-8,000 B.C.)
    - 1. sites
    - 2. tool complex
    - 3. cultural characteristics
  - C. Plano (8-6,000 B.C.)
    - 1. sites
    - 2. tool complex
    - 3. cultural characteristics
  - D. Big Game Hunters in South and Central America
    - 1. sites
    - 2. tool complex
    - 3. cultural characteristics

Table 7 (cont.)

## III. Archaic Period (6,000 B.C.- 200 A.D.)

- A. Eastern Archaic
  - 1. ecological adaption
  - 2. tool complex
  - 3. sites
  - 4. cultural characteristics
- B. Plains Archaic
  - 1. ecological adaption
  - 2. tool complex
  - 3. sites
  - 4. cultural characteristics
- C. Western Archaic
  - 1. ecological adaption
  - 2. tool complex
  - 3. sites
  - 4. cultural characteristics

## IV. Important Terms from the Lecture Material

Pleistocene	scottsbluff	mono
Wisconsin glaciation	eden	pottery
Bering strait	surround kill	
Homo sapien sapien	jump kill	
mega fauna	lanceolate points	
Paleolithic	ground axes	
kill sites	copper	
clovis	Artic small tool tradition	
burials	seasonal subsistence patterns	
red ochre	Forrest Efficiency	
fishweir	awl	

## V. Important Sites

Folsom kill site	Olsen-Chubbuck site
Fisherman's Lake	Stanfield-Worley Bluff Shelter
Pikimachay Cave	Danger Cave
Clovis site	Signal Butte

Table 7 (cont.)

VI.	Suggested Readings	(3 hour reserve in library)
	Jennings, Jesse D..	<u>Prehistory of North America.</u> New York: McGraw-Hill Book Company, 1968.
	Wedel, Waldo R..	<u>Prehistoric Man on the Great Plains.</u> Norman: University of Oklahoma Press, 1961.



TABLE 8

## Unit III. Test "Hunters &amp; Gatherers"

This test covers material presented in chapters five through eleven and material presented in taped lectures nine through sixteen. This test is worth a total of 100 points and accounts for one-fifth of the total points in this course. This test is 6 pages in length. Check to make sure your test has all of its pages. The test questions are divided into four sections including: I. Matching, II. Multiple Choice, III. True-False, and IV. Essay. Please read the instructions for each section carefully. You will have 90 minutes to complete the test. Use your time wisely!

## I. Matching (20 points)

Find the term in the right hand column which corresponds most closely to the phrases in the left hand column. Place the capital letter of each correct response in the space provided in the left margin. Each term in the right hand column will be used only once. Each question is worth one point.

- |  |                    |
|--|--------------------|
| _____ 1. A hunting & gathering culture of S.E. Asia.     | A. J.G.D. Clark    |
| _____ 2. An archaic site in Nebraska.                    | B. biface          |
| _____ 3. African hunting & gathering site.               | C. L.S.B. Leakey   |
| _____ 4. Archaic trade item.                             | D. hoabinian       |
| _____ 5. Scraper-based industry of southern Africa.      | E. Mal'ta          |
| _____ 6. An early ancestor of modern man.                | F. Signal Butte    |
| _____ 7. A stone tool worked on both edges.              | G. Kalembo         |
| _____ 8. He developed a lithic tool sequence for Africa. | H. Robert Lowie    |
| _____ 9. Fishing settlement in Africa.                   | I. copper          |
| _____ 10. Tool used as a spear thrower.                  | J. awl             |
| _____ 11. He studied the social organization of hunters. | K. Danger Cave     |
| _____ 12. He studied fossil man in Africa.               | L. Olsen-Chubbuck  |
| _____ 13. Crude chipped stone industry of Africa.        | M. Eva             |
| _____ 14. An Upper Paleolithic culture.                  | N. Desert culture  |
| _____ 15. Western archaic site.                          | O. atlatl          |
| _____ 16. Eastern archaic site.                          | P. Oldowan culture |
| _____ 17. A bone needle.                                 | Q. ramapithecus    |
| _____ 18. A jump kill site.                              | R. Early Khortoum  |
| _____ 19. A western archaic culture.                     | S. Oakhurst        |
| _____ 20. A Siberian Paleolithic site.                   | T. Magdalenian     |

Table 8 (cont.)

## II. Multiple Choice (15 points)

In this section answer each question by choosing the one best possible answer from the alternative choices provided. Put the capital letter of the correct response in the space provided to the left of each question. There are fifteen multiple choice questions worth one point apiece.

- \_\_\_\_ 1. Which of the following was the earliest big game hunting culture in North America?
- A. Llano
  - B. Plano
  - C. Folsom
- \_\_\_\_ 2. Which of the following species was the earliest ancestor of modern man?
- A. Homo erectus
  - B. Homo sapien
  - C. Australiopithecus
  - D. Neanderthal
- \_\_\_\_ 3. Which animal was the preferred game of early hunters in eastern Russia?
- A. wild cattle
  - B. horse
  - C. mammoth
  - D. reindeer
- \_\_\_\_ 4. One of the following is an important hominid site in China.
- A. Siralaki
  - B. Kostenki
  - C. Duiktai
  - D. Choukoutien
- \_\_\_\_ 5. Which of the following is an early hominid fossil from Meso-America?
- A. Texpazpan man
  - B. Midland man
  - C. Homo habilis

Table 8 (cont.)

- \_\_\_\_\_ 6. The early hunters & gatherers of the Ukraine lived in this type of shelter.
- A. grass hut
  - B. igloo
  - C. caves
  - D. skin tent
- \_\_\_\_\_ 7. The latest glacial period in North America was one of the following.
- A. Kansas
  - B. Nebraska
  - C. Wisconsin
- \_\_\_\_\_ 8. One of the following was an important Australopithecus camp site.
- A. Nachikufu
  - B. Olduvai Gorge
  - C. Leopard's Hill Cave
  - D. Kalambo Falls
- \_\_\_\_\_ 9. Ethnographic and archaeological studies show that the optimum size of a hunting & gathering band was about what size?
- A. 10
  - B. 25
  - C. 50
  - D. 75
- \_\_\_\_\_ 10. The Acheulian culture is associated with one of the following hominid groups.
- A. Neanderthal
  - B. Homo sapien
  - C. Australopithecus
  - D. homo erectus
- \_\_\_\_\_ 11. Which of the following was a technological breakthrough for Upper Paleolithic hunters?
- A. fire
  - B. iron working
  - C. specialized stone & bone tools

Table 8 (cont.)

- \_\_\_\_\_ 12. During the Upper Paleolithic the most important source of meat in western Europe was one of the following.
- A. mammoth
  - B. cave bear
  - C. reindeer
  - D. bison
- \_\_\_\_\_ 13. Which of the following is the earliest tool industry in southern Africa?
- A. Mode 3
  - B. Mode 5
  - C. Oakhurst
- \_\_\_\_\_ 14. Which of the following point types is characteristic of the big game hunters of North America?
- A. Scottsbluff
  - B. Folsom
  - C. Eden
  - D. all of the above
- \_\_\_\_\_ 15. The plains archaic culture existed during one of the following time periods.
- A. 14,000 B.C. - 10,000 B.C.
  - B. 6,000 B.C. - 1 A.D.
  - C. 200 A.D. - 10,000 A.D.

III. True-False (15 points)

Read each question and determine whether it is a true or false statement. If the statement is true place a capital T in the space provided to the left of the question. If the statement is false place a capital F in the space to the left. There are fifteen questions worth one point apiece.

- \_\_\_\_\_ 1. The first evidence of agriculture is found in association with fossil remains of Homo erectus.
- \_\_\_\_\_ 2. Upper Paleolithic technology was based on blade tool manufacture.

Table 8 (cont.)

- \_\_\_ 3. The Mousterian culture was developed by European Neanderthals.
- \_\_\_ 4. The development of tools enabled hunters & gatherers to have a steady diet of fresh meat.
- \_\_\_ 5. Small, backed, microlith blades are characteristic of the mode 5 industry of southern Africa.
- \_\_\_ 6. Ochre is a substance found in archaic burials.
- \_\_\_ 7. The early hunters of the Ukraine lived in a dense oak forest environment.
- \_\_\_ 8. The mode 5 lithic technology was used for the pursuit of large game animals.
- \_\_\_ 9. Studies of wild dog packs have given scientists some insight into the behavior of early hominid hunters & gatherers.
- \_\_\_ 10. Pottery was utilized by hunting & gathering groups in Africa by 6,000 B.C..
- \_\_\_ 11. The Magdalanian culture is famous for its cave paintings.
- \_\_\_ 12. Archaeological evidence shows a broad similarity in the material culture of the eastern and southern hunters of Africa.
- \_\_\_ 13. Modern ethnographic data suggests that small game animals were the main source of food for the early hunters & gatherers.
- \_\_\_ 14. Scavenging was an important activity of early hunting & gathering bands.
- \_\_\_ 15. Late prehistoric hunters did not use the bow and arrow.

(essay questions on the next page)

Table 8 (cont.)

## IV. Essay Questions (50 points)

There are two essay questions in this section and you should answer both of them. Use separate sheets of paper to answer these questions. The answer to each question should not be more than one page in length.

1. Compare and contrast the big game hunters of North America with the archaic peoples of North America. Identify the time periods and sequences of cultural development for each group. Discuss the topics of subsistence patterns, tool complexes, and other cultural characteristics as they relate to these two groups. (25 points)
2. Discuss the development of hunting and gathering cultures in east Africa beginning with the earliest fossil hominids and proceeding to late prehistoric time. Briefly discuss the evolution of the hominid species. You should also discuss the development of tool kits, subsistence patterns, and other cultural characteristics. (25 points)

## ARCHAEOLOGICAL FIELD METHODS

SS-115

## I. COURSE DESCRIPTION

- A. Annotation. This course is designed to serve as an introduction to the scientific methodology utilized in the excavation of an archaeological site and the cataloging of archaeological material in the laboratory. The students in this class will participate in the excavation of a prehistoric archaeological site. Students will also have an opportunity to wash and catalogue material collected from the excavation. By participating in this class students will be able to develop a better understanding of the field of archaeology and the prehistoric record in the local area.
- B. Placement. Archaeological Field Methods will be offered on a credit - no credit basis and will serve the curricular areas of general education and community service. The course may be taken once for three hours credit as part of the general education elective requirements. The course may be taken for credit or no credit as many times as desired as part of the community service curriculum. The course will be a valuable experience for transfer students who may wish to take advanced courses in anthropology at a four year institution. Students from other disciplines will be able to expand their learning experiences into a new field of study. Finally, this course will enable members of the community to pursue their interest in local prehistory and archaeology.



- C. Time. This course will be offered once a year in the fall.  
Class will be held every Saturday from 8 a.m. to 5 p.m.
- D. Prerequisites. An interest in archaeology and local prehistory.
- E. Student population. The students participating in this course will be drawn from all sectors of the community and will include full time students from the community college and members of the community from all walks of life who have an interest in local prehistory and archaeology.

## II. COURSE OBJECTIVES

Archaeological Field Methods is a course designed to meet four major objectives which include: (1) develop and promote an interest in local prehistory (2) promote the field of archaeology (3) introduce students to archaeological theory and (4) introduce students to the scientific methodology utilized in archaeological excavations and laboratory analysis. Students will learn how the field of archaeology is used to recover valuable information and formulate a picture of prehistoric cultural activity. Participation in this course will also enable students to develop skills in the recovery and analysis of cultural materials.

## III. COURSE CONTENTS

Archaeological Field Methods is potentially the most unstructured course which I have developed for the anthropology curriculum. The archaeological site will be the class-room and learning experiences

will be shaped by the physical characteristics of the site. Our efforts in the field are also dependent on fair weather conditions. I have organized the course into a number of sections with set goals and activities but the success of the course will depend in part on the weather and on the flexible nature of the course.

In order to give structure to this course I have developed five major sections of study which include: (I) Archaeological Mapping Technics (II) Archaeological Excavation Methods (III) Archaeological Laboratory Technics (IV) Archaeological Theory. Each of these sections will have a set of goals and planned activities which will help to develop the students ability to participate in archaeological excavation.

Tests will not be given over any part of this course. I believe that in this course the learning experience of the student will be enhanced through trial and error in the field without the pressure of failure being measured. Students who enrolled to earn three hours of credit will earn that credit by meeting attendance requirements.

#### IV. ORGANIZATION OF EACH SECTION

##### A. Section I. Archaeological Mapping Technics.

###### 1. Major Goals .

The goal of this section will be to familiarize students with the procedures used in making maps of an archaeological site. Students will be introduced to the procedure used in plotting a grid on a site. Students will also learn how to take readings for a topographic map of a site.

## 2. Planned Activities.

The mapping section will be conducted on the first and last day in the field. On the first day in the field the students will be shown how to use a transit and bronton compass in order to set up a grid on the site. The grid is essentially a cartesian plane which is used for points of reference when measuring in the location of materials and excavation activities. On the last day in the field students will take elevation readings on the transit and will be shown how a topographic map is made in the field.

## B. Section II. Archaeological Excavation Technics.

### 1. Major Goals.

The goal of this section is for students to learn a variety of technics which are utilized in excavating an archaeological site. The skills which are to be learned fall into two general categories: Technics of digging and technics of taking field notes. In technics of digging students will learn how to use a variety of tools in the process of exposing and retrieving archaeological material. The students will also learn how to take a complete set of field notes.

### 2. Planned Activities.

The excavation portion of this course will begin on the first day of class and continue until the first week in November. The excavation may be terminated at an earlier date if early winter weather sets in.

The excavation will be the most difficult and demanding activity for the students. The work is hard and there are many skills to be

learned. Furthermore, each student will discover a different set of problems or circumstances in the area which they are excavating.

The process of developing excavation skills will begin with a series of demonstrations by myself which will cover a variety of excavation technics. The proper way to use tools such as the trowel and shovel will be covered. Excavation technics such as measuring the location of materials and pedestaling artifacts will also be demonstrated. Archaeology has a language of its own which may confuse the novice. Therefore a short glossary which includes terms frequently used during an excavation will be given to each student (TABLE 9)

By using a grid the site will be divided into a series of two by two meter squares. Once I have completed my demonstrations each student will begin excavating a square of their choosing. I will move from square to square working individually with each student on their excavation technics. For the most part students will learn the proper technics thru the trial and error of their own efforts. Each student will take from two to six days to complete their first square at which time they will begin digging a new one.

At the end of each day in the field each student will write a set of field notes which describe the results of the days efforts. The notes will be handed in to me and I will review each set, making comments and asking questions which will be written in the margins of the notes. I will hand the notes back to the students on the following week and make some general comments about them. Hopefully, through this process the students will learn to tkae a complete set of field notes each day.

C. Section III. Archaeological Laboratory Technics.

1. Major Goals.

The students will be introduced to the proper organizational and procedural features of the archaeology laboratory. Students will learn how to organize data in the lab which has been recovered from the site. Through active participation the students will develop lab skills and most notably will develop the ability to identify artifacts and other cultural materials. As a result of our lab work students will gain an understanding of how sound laboratory procedure is essential to meaningful archaeological research.

2. Planned Activities.

This section is scheduled to begin on the first Saturday in November and continue through the next six weeks until the end of the semester. The first day of lab work will most likely be at an earlier date due to inclement weather which would halt work in the field.

This section contains four types of activities: washing, labeling, cataloging, and identification.

The first activity to be conducted in the lab is the washing of the archaeological material. The students will use water and a variety of brushes to clean each piece of material.

The next step will be to label each piece of material with its assigned catalogue number. I will organize the material and assign a number to each piece. The students will use India ink and a pen to label each piece of material with its catalogue number.

The next step in lab procedure will be to fill out a catalogue card for each numbered item. Each student will have an opportunity to fill out catalogue cards. The information to be placed on each card will include data such as: the catalogue number, the provenience, the name of the excavator, and an identification of the item such as (pottery, arrowhead, or animal bone). The material will have been identified by the instructor prior to labeling. All information pertaining to an item will be written on the field bag in which the item was placed in the field. This information will be transferred to the catalogue card by the student.

The final activity in this section is for the students to begin identifying the archaeological material. The first step will be for me to discuss how I have identified the material. The students will further develop their identification skills by handling the material in the washing, labeling, and cataloging phases of the laboratory section.

#### D. Section IV. Archaeological Theory.

##### 1. Major Goals.

The term archaeological theory may be a misnomer for this section because we will not be discussing theory in strictest sense. In reality I will be trying to develop a variety of attitudes about archaeology in the students.

There are three major goals for this section. The first goal will be to explain to the students why certain types of procedures are used in the field and in the lab. In other words, what are the reasons

behind the methods? For example, students should understand the reasons for plotting the exact locations of archaeological material in the site. The second goal will be to introduce the theoretical approaches utilized by archaeologists to define and understand prehistoric cultures. For example, students should understand concepts such as relative dating and environmental reconstruction. The third goal will be to develop favorable attitudes in the students towards the field of archaeology. The material which makes up the archaeological record is a scarce and valuable resource. In order to save this material archaeologists need the support and understanding of the general public.

## 2. Planned Activities.

This section is the most intangible and yet possibly the most important part of the course. We will begin to pursue the goals set for this section on the first day of class and continue to pursue them throughout the semester. The goals of this section will be reached through informal lectures and discussions. Opportunities for instruction in this area include lunchbreaks, or during the demonstration or instruction of archaeological technics. Periods of discussion may include the entire class or just one student. Because the goals set for this class are primarily attitudinal I may not be able to measure my success in imparting these attitudes until sometime in the future.

## V. INSTRUCTIONAL MATERIALS.

- A. Required Reading Materials.                      There are no required texts or other materials.

## B. Resource Material.

- Deetz, James.                      Invitation to Archaeology; The Natural  
1967                                      History Press: (Garden City, New York).
- Hester, Thomas R. and Heizer, Robert F. and Graham, John A..  
1975                                      Field Methods in Archaeology; Mayfield  
Publishing Company: (Palo Alto, California).
- Wedel, Waldo R.                      Prehistoric Man on the Great Plains;  
1961                                      University of Oklahoma Press: (Norman, Oklahoma).
- Willey, Gordon R. and Phillips, Philip. Method and Theory in  
1975                                      American Archaeology; The University of  
Chicago Press: (Chicago, Illinois).

## C. Library Materials.

American Antiquity  
Bureau of American Ethnology  
Kansas State Historical Society, Anthropological Series  
Mid-Continental Journal of Archaeology  
Oklahoma Anthropological Society, (Special Bulletins Nos. 1-4)  
Plains Anthropologist  
Smithsonian Miscellaneous Collections  
Southwestern Journal of Anthropology  
Kansas Anthropological Association Newsletter



TABLE 9

Glossary  
for  
Archaeological Field Methods

artifact - a man made object such as a pot, pipe, axe, or arrowhead to name a few.

balk wall - a wall of earth left between adjacent squares which are being excavated. A balk wall is usually 6 to 8 centimeters in width.

biface - a stone tool which has been worked on both sides of its cutting edge.

chert - small flakes or chips of stone (usually flint) which are the debris from the manufacture of stone tools.

component - is the distinguishable evidence of a discreet occupation or use of a site by a group of people.

datum point - is the reference point to which all measurements of the site are tied. The datum point is marked permanently with a man made marker or a natural feature such as a rock outcropping or a large tree.

daub - burnt clay which is produced by the high temperatures generated by a fire pit or hearth.

diagnostic artifact - an artifact which is representative of a specific cultural group or tribe.

feature - a culturally produced object which cannot be removed from the field and includes: fire pits, houses, storage pits, and burials to name a few.

grid - a systematic control, arbitrarily placed over a site, which consists of a series of squares aligned with the cardinal directions and the datum point. The grid is essentially a cartesian plane.

multi-component site - a site which was occupied repeatedly by the same or different people.

non-artifactual material - includes a great variety of things not directly manufactured by man such as animal bone and seed.

Table 9 (cont.)

provenience - the exact location of a piece of archaeological material as measured in reference to the datum point and the depth from the surface. The provenience is measured in centimeters.

sherd - a fragment or section of pottery.

single component site - a site occupied only once.

site - the spatial concentration of the material evidence of human activity.

survey - the act of looking for archaeological sites and recording the locations of found sites.

## CHAPTER 5

### SUMMARY

The purpose of this paper has been to develop five anthropology courses which would constitute a comprehensive anthropology program for the community college. I feel that the program which has been set forth is comprehensive in several respects.

Through the use of three introductory courses (Introduction to Cultural Anthropology, Introduction to Physical Anthropology, and Introduction to Archaeology) each of the major anthropological sub-disciplines have been introduced and discussed in some detail. Furthermore through the use of two special topics courses (Plains Indians and Archaeological Field Methods) the students have an opportunity to study areas of anthropological research at an advanced level.

This anthropology program is also comprehensive in the way each course caters to the great range in academic ability inherent in the community college student body. By using a variety of instructional technics and testing styles in each course I have provided each student with an opportunity to utilize his/her academic strengths and develop his/her academic weaknesses in the process of achieving course objectives.

One of the larger goals of this program is for students to develop a number of learning skills. Two of the learning skills that I want students to develop are the ability to synthesize material and to

communicate this synthesis in written form. I have promoted the development of these skills in a number of ways. First, many of the tests I have developed for my courses emphasize the use of essay style questions. Secondly I have used different types of written assignments in my courses including a term paper, reaction papers, and laboratory reports in order to promote the development of these skills. Another skill that I want students to develop is the ability to communicate concepts and ideas verbally. I have used discussion groups to promote development of this communication skill. A fourth skill I want students to utilize is the ability to internalize and recall information. Students will use this skill most often on tests which use matching, true-false, and multiple choice questions.

In the final analysis there are two major factors which will determine the success or failure of a course or a program. These two factors are structure and flexibility.

In order to achieve the objectives I have set for these courses, the students must have a clear understanding of what the objectives are and how these objectives are to be achieved. In order to give students this clarity of purpose, each of the courses I have developed is highly structured giving exact data on the material to be covered and the goals to be achieved. By structuring each course soundly I will give the students confidence in knowing what is expected of them from the first day of class.

The second important factor in developing a successful course is flexibility. When new and significant information comes to light it must be incorporated into the course even if this entails a

restructuring of the course. It is the responsibility of the instructor to monitor the on-going research in his/her field in order to keep a course up to date. The instructor must also continue to improve a course structurally and functionally. If the needs of the students change over time the course must be modified to meet these needs.

The students themselves can play a significant part in the improvement of a course over time by writing course evaluations at the end of each semester. I plan to use student course evaluations for each of the courses I have developed. The students will evaluate a course by listing and discussing three things they liked about the course and three things they liked least about the course. By using this form of evaluation the major strengths and weaknesses of a course will be articulated in the form of a common opinion voiced by the students.

Traditionally anthropology courses have been utilized to train students to become professional anthropologists. While this educational goal exists in the community college to some degree, there is a larger important educational goal which is the basis for the anthropology program I have developed. This overriding goal is to combat ethnocentrism and develop an attitude of respect in the students for other cultures. In order to build a better future for ourselves as citizens of the planet earth we need to develop an understanding and respect for different sets of values and different ways of life. It is in the sense of developing non-biased cultural attitudes that anthropology is most relevant to the needs of the community and to the educational goals of the community college.

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- Taylor, Robert B.. Cultural Ways. Boston: Allyn and Bacon Inc., 1976.
- Thornton, James W. Jr.. The Community Junior College. New York: John Wiley & Sons, Inc., 1972.
- Whitney, Daniel D. and Patrick J. Dubbs. "Modular Flexibility in an Individualized Cultural Anthropology Course". Anthropology and Education Quarterly. 7: 39-43, August, 1976.

A COMPREHENSIVE ANTHROPOLOGY PROGRAM  
FOR THE COMMUNITY COLLEGE

by

DAVE F. McKEE

B. S., Kansas State University, 1979

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AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

COLLEGE OF EDUCATION

Department of Curriculum and Instruction

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1981



The focus of my master's thesis is the position of anthropology courses in the community junior college curriculum. Anthropology courses have been part of the community college since the inception of this educational institution over one hundred years ago. Recently the enrollment in anthropology courses has been declining. It is my contention that the trend of declining enrollment is due to the failure of anthropology courses to meet the diverse educational needs of the community college student. The goal of this thesis is to develop a series of courses which will constitute a comprehensive anthropology program for the community college curriculum and which will meet the diverse needs of the community college student.

In order for the proposed anthropology program to be comprehensive it must meet three major criteria. First, the courses developed should cover the four major sub-disciplines of anthropology: cultural anthropology, physical anthropology, linguistics, and archaeology. Secondly, special topic courses which cater to specific interests of the community should be developed. The third and final criterion is that each course developed must provide the students with an opportunity to develop a wide variety of learning skills.

In order to meet these three criterion I have developed five courses which will constitute the anthropology program. The courses in this program are: Introduction to Cultural Anthropology, Introduction to Physical Anthropology, Introduction to Archaeology, Archaeological Field Methods, and Plains Indians. The three introductory courses serve to introduce students to the four major sub-disciplines of

anthropology. Archaeological Field Methods and Plains Indians are special topic courses which would cater to a particular interest of the community.

The students in my courses will represent a wide range in educational goals and academic abilities. Therefore each of these anthropology courses will utilize a variety of instructional technics including lectures, film presentations, self-paced instruction, group discussions, term papers, and laboratory exercises. By using this variety of technics I can provide students with a more stimulating learning environment. I can also provide students with an opportunity to develop a greater range of learning skills. Students will be able to develop skills such as reading skills, recall skills, independent research skills, and the ability to synthesize and articulate data in written and oral form.

Each of the five anthropology courses will be presented in the thesis through a course syllabus format. The course syllabus is designed to provide the reader with four types of general information about each course. First, the syllabus will give a general description of the contents and structure of the course. Secondly, the syllabus will articulate the educational goals which have been set for the students in the course. A third body of information will describe the instructional technics which will be utilized to cover course material. Fourth, the syllabus will provide a listing and description of the resource materials to be utilized in the course.

The outstanding characteristic of the community junior college is its commitment to the educational needs of the local community. The needs of no two communities are identical and therefore each community college is unique in the educational goals towards which it strives. Therefore the anthropology program presented in this thesis should be viewed as a model which can be applied to individual community colleges in a manner which best meets the needs of the individual community.