### I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>Group VI Historical/Cultural Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept/Program</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Course #</td>
<td>251H</td>
</tr>
<tr>
<td>Course Title</td>
<td>Foundations of Civilization</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None</td>
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<tr>
<td>Credits</td>
<td>3</td>
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</tbody>
</table>

### II. Endorsement/Approvals
Complete the form and obtain signatures before submitting to Faculty Senate Office

| Instructor          | Anna Prentiss                      |
| Phone / Email       | X6152/anna.prentiss@umontana.edu   |
| Program Chair       | John Douglas                       |
| Dean                | Gerald Fetz                        |

### III. Description and purpose of the course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: [http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm](http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm)

This course provides the student with an introduction to world prehistory highlighting the evolution of genus *Homo*, changes in hunting and gathering adaptations, the agricultural revolution, and the rise of state level societies across Eurasia, Africa and the Americas. Students emerge from the course with an enhanced understanding of the environmental, cultural and historical forces that helped to shape today’s societies.

### IV. Criteria:

Courses teach students how to:

- Present ideas and information with a view to understanding the causes, development, and consequences of historical events;
- Evaluate texts or artifacts within their historical and/or cultural contexts;
- Analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.

The focus of ANTH 251H is on the archaeology of long term human history. The course presents a reconstruction of over two million years of human history derived from the study of ancient artifacts and texts in their cultural context. The scope of the course is worldwide chronicling the world’s earliest culture in Africa to the rise of ancient civilizations in Eurasia, Africa and the Americas.

The course justification should explain the approach and focus with respect to its chronological, geographical, and/or topical content. A methodological component (e.g. historiography or ethnography) must be apparent.

The course offers an explicit methodological focus on the use of archaeology data to reconstruct past cultures and processes of cultural change.
V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm

1. synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events;

   Students learn to evaluate alternative interpretations of the archaeological record to distinguish cultural variation and change.

2. evaluate texts or artifacts within their historical and/or cultural contexts;

   The focus of the course is on the assessment of the evidence for past cultures and processes of cultural change from the study of artifacts and texts as recovered from their original cultural contexts.

3. analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.

   The course leads students through the develop of cultural behavior and institutions on a global scale.

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html

Anthropology 251: FOUNDATIONS OF CIVILIZATION

Professor: Dr. Anna M. Prentiss; Office: Social Sciences 234 (Social Sciences 205 after Jan 10); Telephone: 243-6152; Message Telephone (Anthropology Department) 243-2693. email: anna.prentiss@umontana.edu; Office hours: Monday-Friday 12:00-1:00 or by appointment.

I. GOALS:

This course will provide the student with an introduction to world prehistory highlighting the evolution of genus Homo, changes in hunting and gathering adaptations, the agricultural revolution, and the rise of state level societies. Students will emerge from the course with an enhanced understanding of human origins, culture history, and the evolutionary process.

II. PURPOSE:

A. Mission Statement: This course is an elective for anthropology majors

B. Objectives for the student:

1. To identify major events, cultures, patterns of change, and researchers significant in world prehistory.
2. To develop concepts and methods which aid in our understanding of the general processes of culture change witnessed globally in the past two million years.
3. To practice analytical skills in evaluating basic archaeological research.
4. To read primary and secondary sources and consider their significance to archaeological problems.

C. Goals for the student:

1. To develop a broad perspective on the origins of modern cultures.
2. To develop ability to identify important artifacts and other material markers of past cultures.
3. To develop the ability to recognize archaeological signatures of past human behavior.
4. To develop an appreciation for the processes by which cultures evolve over the long term.

D. General Learning Outcomes for the student:

In addition to basic content-related objectives outlined above, the course has several general liberal-learning goals for developing basic academic skills. With successful completion of this course the student will improve ability in the following areas:

1. To develop the ability to manage data requiring the student to organize information and distinguish between empirical fact, inference, and theory.
2. To develop the ability to understand organizing principles to be used in sorting information.
3. To compare and evaluate arguments.
4. To organize thoughts and communicate these in written form.
5. To practice in synthesizing information during constrained time periods (as in exams).

III. GENERAL REQUIREMENTS:

A. Prerequisites: None
B. Texts and readings:
   Required Text:
   Scarre, Chris

   Grade Determination: There are three tests. Each test is worth 100 points. A test follows after a third of the course and covers that third's lecture material and readings. Test questions include multiple choice, true/false, and short essay (see sample test below). One comprehensive, all essay make-up test will be given in the second half of the final period as a makeup for ONE regular test. This makeup can be for either a missed test or a low test, but if you choose to take the test to replace your lowest score, be aware that the makeup exam replaces your existing score even if the new score is lower.

Besides the tests, all students must complete one additional assignment: Please prepare a short (maximum 5 page) typed, double-spaced, research paper summarizing the archaeology of a specific time period and region. Students have the choice of examining an important hypothesis or debate or simply outlining the major archaeological patterns and interpretations for a particular context and time frame. Papers should include a topic statement outlining the goals of the paper, description of the study area, and a review of the region's archaeology. Examples could include the Paleoindian period of the Great Plains, the Jomon Culture of Japan, the ancient Egyptians, or the Lower Paleolithic of East Africa. There is
almost an infinite array of potential topics. You must reference (cite in the paper) at least four sources outside of the textbook or class lecture. Wikipedia and other similar web-sources do not count. However, students are encouraged to make use of scholarly journals such as the Journal of World Prehistory or World Archaeology that are available on-line via the Mansfield Library web-site. Before preparing this report, you are urged to read and understand the plagiarism warning contained in the general catalog. The paper is due on July 24 at 5:00 P.M. and is worth 100 points.

There are 400 points possible in the class; students with 90% (360 points) or more will receive an "A," etc. Deadlines are extended only in cases of illness (with a doctor's note) or an emergency.

C. Sample Exam:

1. MULTIPLE CHOICE. Select the one best answer for each question.

   1. Canadian archaeologist Fladmark suggests that the ice-free corridor could not have been used because
   A. the New World was more likely peopled through a west coast route
   B. people moved eastward along the Arctic Ocean and then along the eastern seaboard
   C. people paddled skin boats across the Hudson Bay to enter the southern New World
   D. people waited until the Continental ice sheets melted completely before moving southward

   2. Which of the following is a characteristic of Siberian Upper Paleolithic sites?
   A. sophisticated microblade industries present
   B. use of manos and metates
   C. focus on foraging for insects and small rodents
   D. indicators of ranked social organization such as household crests
   E. use of Clovis fluted projectile points

   3. The Mesolithic period is recognized as a time of significant cultural change in many areas of the Old World. Some characteristics of the Mesolithic include
   A. reliance on nets, microblade tools, and small body size prey species
   B. emphasis on large game hunting and butchering
   C. emphasis on farming
   D. reliance on narrower range of prey species and abandonment of microblade tool technology

IV. READING LIST AND SCHEDULE

(June 23) Course Introduction

(June 23) What is Archaeology? Scarre, Chapter 1

PART I: Evolution of Homo sapiens and Emergence of Hunter-Gatherer Cultures

(June 24) Human Origins: Emergence of Australopithecus and Homo Scarre, Chapters 2 and 3

(June 24) The Lower Paleolithic: Big Game Hunters or Marginal Scavengers? Scarre, Chapters 2 and 3
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters</th>
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</thead>
<tbody>
<tr>
<td>June 25</td>
<td>The Middle Paleolithic: Neandertals</td>
<td>Scarre, Chapter 4</td>
</tr>
<tr>
<td>Jan 26</td>
<td>The Upper Paleolithic: Human Global Colonization</td>
<td>Scarre, Chapter 4</td>
</tr>
<tr>
<td>June 30</td>
<td>TEST 1</td>
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<td>PART II: Foragers to Farmers</td>
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<tr>
<td>July 1-3</td>
<td>The Neolithic period</td>
<td>Scarre, Chapter 5 (pp. 174-192)</td>
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<tr>
<td>July 7</td>
<td>Early Agriculture in the Middle East</td>
<td>Scarre, Chapter 6</td>
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<tr>
<td>July 7-10</td>
<td>Early Agriculture in East Asia and Colonization of Polynesia</td>
<td>Scarre, Chapters 7 and 8</td>
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<tr>
<td>July 10-14</td>
<td>Agricultural Origins in the Americas</td>
<td>Scarre, Chapter 9</td>
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<tr>
<td>July 14</td>
<td>Early Agriculture in Africa and Europe</td>
<td>Scarre, Chapter 10 and 11</td>
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<tr>
<td>July 15</td>
<td>TEST 2</td>
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<td></td>
<td>PART III: Complex Societies</td>
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<tr>
<td>July 16</td>
<td>The Rise and Fall of Civilizations</td>
<td>Scarre, Chapter 5 (pp. 193-199)</td>
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<td>July 16</td>
<td>Mesopotamian Civilizations</td>
<td>Scarre, Chapter 12</td>
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<td>July 17</td>
<td>Egyptian, and Sub-Saharan Civilizations</td>
<td>Scarre, Chapter 10</td>
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<tr>
<td>July 17</td>
<td>Civilizations of the Indus Valley and East Asia</td>
<td>Scarre, Chapter 14</td>
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<tr>
<td>July 21-22</td>
<td>Civilizations of Mesoamerica and South America</td>
<td>Scarre, Chapters 16 and 17</td>
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<td>July 22</td>
<td>Complex Societies in North America (East and Plains Regions)</td>
<td>Scarre, Chapter 18</td>
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<tr>
<td>July 22-23</td>
<td>Complex Societies of North America (West Coast and Arctic Regions)</td>
<td>Scarre, Chapter 18</td>
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<tr>
<td>July 24</td>
<td>Research Paper Due</td>
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<tr>
<td>July 24</td>
<td>TEST 3 and Comprehensive Makeup</td>
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*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.