### I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>X: Indigenous and Global Perspectives</th>
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<tbody>
<tr>
<td>Dept/Program</td>
<td>Anthropology</td>
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<tr>
<td>Course #</td>
<td>ANTH 251</td>
</tr>
<tr>
<td>Course Title</td>
<td>Foundations of Civilization</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
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### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Anna M. Prentiss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone / Email</td>
<td>x6152 <a href="mailto:anna.prentiss@umontana.edu">anna.prentiss@umontana.edu</a></td>
</tr>
<tr>
<td>Program Chair</td>
<td>John Douglas</td>
</tr>
<tr>
<td>Dean</td>
<td>Gerald Fetz</td>
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</tbody>
</table>

### 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)

ANTH 251 is the only course offered within the University of Montana that provides undergraduate students with an overview of the human global history. Course topics span the development of proto-culture at two million years ago, emergence of hunting and gathering societies, the agricultural revolution, and the rise of states. Students are asked to ponder the development of religion, changes in social organization, technological history, and socio-economic evolution. The course exposes students to a wide range of indigenous cultural beliefs and practices ranging from food production among Neolithic farmers of Eurasia and Central America to ideology production in Mesopotamian, Egyptian, Mayan and Aztec states. Ultimately the course provides a foundation from which students are able to evaluate contemporary cultural variation at home and abroad.

### IV. Criteria:

Briefly explain how this course meets the criteria for the group. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)
Indigenous and/or global courses will familiarize students with the values, histories, and institutions of two or more societies through the uses of comparative approaches.

The goal of the course is to examine the long term history of human culture around the world. Students explore differences and similarities between hunter-gatherers and food producers in the widest range of environments and across significant time breadth. Students are asked to consider reasons for variations in such cultural practices and are introduced to a range of theoretical models drawing from Darwinian evolutionary theory to historical materialism.

Indigenous perspective courses address the longstanding tenure of a particular people in a particular geographical region, their histories, cultures, and ways of living as well as their interaction with other groups, indigenous and non-indigenous.

One of the exciting elements to ANTH 251 is its examination of the unique culture histories of the world’s regions. Students emerge from the course with insight into the development of indigenous agricultural societies in Europe, northern Africa, Near, China, Japan, and Central and North America. They study the simultaneous evolution of the unique hunter-gatherers of Australia, Africa, and North America. The course permits them to explore the impacts of interactions between groups with radically divergent histories, for example the effects of Spanish Colonial rule on the Mayan and Aztec people of Central America.

Global perspective courses adopt a broad focus with respect to time, place, and subject matter and one that is transnational and/or multi-cultural/ethnic in nature. Whether the cultures or societies under study are primarily historical or contemporary, courses investigate significant linkages or interactions that range across time and space.

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](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)
<table>
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<tr>
<th>Place human behavior and cultural ideas into a wider (global/indigenous) framework, and enhance their understanding of the complex interdependence of nations and societies and their physical environments.</th>
<th>An overarching goal of ANTH 25q is to examine the historical/evolutionary forces responsible for the development and divergence in human societies world-wide. Students consider indigenous cultural evolution and significant geographic dispersals and interactions. For example, one section of the course reviews the evidence and processes behind the development of agriculture in China, the stimulation of divergent agricultural adaptations, and the rise of coastal agriculturalists that ultimately leave southeastern China to eventually occupy the islands of remote Oceania. Inter-group interactions have been an essential part of cultural evolution. Students analyze interactions between a variety of cultural groups and polities (e.g. forager-farmer interactions in ancient Europe; peer-polity interactions in the Maya lowlands)</th>
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<tbody>
<tr>
<td>Demonstrate an awareness of the diverse ways humans structure their social, political, and cultural lives.</td>
<td>Students learn from the study of artifacts, features, and food remains how past cultures developed adaptations (and sometimes maladaptations) to local environments and social contexts.</td>
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Analyze and compare the rights and responsibilities of citizenship in the 21st century including those of their own societies and cultures.

Most students come to ANTH 251 with little knowledge of human prehistory. Most have virtually no understanding of evolutionary process, whether cultural or biological. Final few understand the relevance of past history for negotiating current events in our own society. ANTH 251 exposes students to the breadth of human experience. They learn of successful human adaptations and tragic failures. They are encouraged to ponder the implications of past human experience for future decision making in our own society.

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 251S: 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. It is also listed as a "Non-Western" course under General Education Requirements Perspective 4 Social Sciences.

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 text book 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, microlithic 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 microlithic 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

(June 25) The Middle Paleolithic: Neandertals Scarre, Chapter 4

(Jan 26) The Upper Paleolithic: Human Global Colonization Scarre, Chapter 4

(June 30) TEST 1

PART II: Foragers to Farmers

(July 1-3) TBA (The Neolithic, Complex Societies) Scarre, Chapter 5 (pp. 174-192)

(July 7) Early Agriculture in the Middle East Scarre, Chapter 6

(July 7-10) Early Agriculture in East Asia and Colonization of Polynesia Scarre, Chapters 7 and 8

(July 10-14) Agricultural Origins in the Americas Scarre, Chapter 9

(July 14) Early Agriculture in Africa and Europe Scarre, Chapter 10 and 11

(July 15) TEST 2

PART III: Complex Societies

(July 16) The Rise and Fall of Civilizations Scarre, Chapter 5 (pp. 193-199)

(July 16) Mesopotamian Civilizations Scarre, Chapter 12

(July 17) Egyptian, and SubSaharan Civilizations Scarre, Chapter 10

(July 17) Civilizations of the Indus Valley and East Asia Scarre, Chapter 14

(July 21-22) Civilizations of Mesoamerica and South America Scarre, Chapters 16 and 17
(July 22) Complex Societies in North America
          (East and Plains Regions)          Scarre, Chapter 18

(July 22-23) Complex Societies of North America
          (West Coast and Arctic Regions)     Scarre, Chapter 18

(July 24) Research Paper Due

(July 24) TEST 3 and Comprehensive Makeup