### I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>Group X Indigenous and Global Perspectives</th>
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<tbody>
<tr>
<td>Dept/Program</td>
<td>Anthropology</td>
</tr>
<tr>
<td>Course #</td>
<td>352</td>
</tr>
<tr>
<td>Course Title</td>
<td>Archaeology of Montana</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
</tbody>
</table>

### II. Endorsement/Approvals

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

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Douglas H. MacDonald</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td>X5814; <a href="mailto:douglas.macdonald@mso.umt.edu">douglas.macdonald@mso.umt.edu</a></td>
<td></td>
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<tr>
<td>Program Chair</td>
<td>John Douglas</td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>Gerald Fetz</td>
<td></td>
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### 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

The Archaeology of Montana teaches students the entire prehistory of Native American peoples that occupy our great state, as well as much of Wyoming, North Dakota, South Dakota, southern British Columbia, Saskatchewan, and Alberta. Beginning with an overview of contemporary Native American peoples, the course then delves into a comprehensive overview of their existence in Montana, beginning some 12,000 years ago and continuing to the Contact Period. The course traces the origins of Native American peoples and discusses specifically the origins of various Tribes that currently live in the State of Montana.

### 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

<table>
<thead>
<tr>
<th>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.</th>
<th>There were many prehistoric societies in Montana, especially when considered over 12,000 years of prehistory. What is known of the values, histories, and institutions of these societies is presented.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>12,000 years of prehistory constitutes a longstanding tenure of the Native peoples of Montana. What is known of their cultures, ways of life, and inter-group interactions is presented.</td>
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<tr>
<td>Task</td>
<td>Explanation</td>
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<tr>
<td>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.</td>
<td>The focus of this course is an indigenous framework – the Native peoples of Montana and nearby regions. The many societies of these peoples interacted with each other via trade, warfare, spousal exchange, and other ways. The way of life of each society is analyzed as an adaptation to a certain set of environmental and social conditions. Students will learn this material and this mode of analysis.</td>
</tr>
<tr>
<td>Demonstrate an awareness of the diverse ways humans structure their social, political, and cultural lives.</td>
<td>Students will see that across the many contemporary societies, and through time, the Native peoples of Montana utilized political structures ranging from bands of hunter-gatherers to complex ranked societies.</td>
</tr>
<tr>
<td>Analyze and compare the rights and responsibilities of citizenship in the 21st century including those of their own societies and cultures.</td>
<td>Students will learn that the relationships between the Native peoples of Montana and contemporary American society are complex and multifaceted. They will see that archaeologists who study the record of human habitation in the area has legal and ethical responsibilities toward the living descendants of the peoples they study.</td>
</tr>
</tbody>
</table>

**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](http://teaching.berkeley.edu/bgd/syllabus.html)

*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.*
Saskatchewan, and British Columbia. The class begins with an overview of regional environments and history of archaeological research, as well as a review of traditional Native American hunter-gatherers in Montana and vicinity. The class then delves into the prehistory of the State of Montana and vicinity, including in-depth reviews of important archaeological sites dating to the Paleoindian, Plains Archaic (including Early, Middle, and Late sub-periods), Late Prehistoric, and Plains/Plateau Village periods. George C. Frison’s *Prehistoric Hunters of the High Plains* is the recommended textbook for this portion of the course. In the last few weeks, students will learn about rock art of Montana, as outlined in Keyser and Klassen’s *Plains Indian Rock Art* book. In the end, students will have a well-grounded knowledge in the prehistory of Montana and vicinity.

**Course Requirements**

Students will take 4 in-class exams (one worth 50 points and three worth 100 points each) and prepare a term paper (100 points). During exams, students will be allowed to use one page of notes (front & back). The term paper will be approximately 5-10 pages long and will be an overview of an important archaeological site in Montana or a nearby State or Province. Attendance will be taken randomly over the course of the semester for an additional 50 points. There are, thus, 500 total points available in the class, with grading based on a standard percentage of 100 (e.g., 450 points is 90% and is an A-).

**Books (for sale at bookstore)**

1) *Prehistoric Hunters of the High Plains (PHHP)* by George C. Frison  
2) *Plains Indian Rock Art (PIRA)* by James D. Keyser and Michael A. Klassen

Assorted short readings will also be assigned over the course of the semester; these will be posted on Blackboard.

**Week 1: January 23-25**

Topics: Introduction to the Archaeology of Montana (Class Overview)  
Readings: PIRA, pages 41-52; PHHP, pages 1-36

**Week 2: January 28-February 1**

Topics: Northwestern Plains Environment and History of Archaeological Research  
Readings: PHHP, pages 449-476; Blackboard: Malouf, pages 1-12

**Week 3: February 4-8**

Topics: Native American Hunter-Gatherers of the Northwestern Plains  
Readings: PIRA, pages 57-69; PHHP, pages 327-348 (chapter 7)

**Week 4: February 11-15 (Exam 1—50 points—will be on Monday, February 11)**

Topics: Peopling of the New World: Clovis and Pre-Clovis  
Readings: PHHP, pages 25, 37-47, 139-164, & 369-373; Blackboard: (1) Haynes (Clovis Extinctions, 391-416) and (2) Bonnichsen (Montana’s Anzick site, 147-150)

Examine stone artifacts from Paleoindian sites in Montana and vicinity

**Week 5: February 18-22**

Topics: Early Paleoindians: Goshen and Folsom  
Readings: PHHP: Pages 25, 47-57, 373-382; Blackboard: (1) Forbis and Sperry (MacHaffie Site, Montana, 127-133) and (2) MacDonald (Folsom subsistence, 217-239)

**Week 6: February 25-February 29**

Topics: Late Paleoindians: Agate Basin, Hell Gap, Cody, and Foothill/Mountain  
Readings: PHHP: Pages 26-29, 57-79, 382-395

**Week 7: March 3-7 (EXAM 2—100 points—will be on Friday, March 7)**

Topics: Early Plains Archaic Period  
Readings: PHHP: Pages 79-88, 187-191

**Week 8: March 10-14**

Topics: Middle and Late Plains Archaic Period  
Readings: PHHP: Middle Archaic (Pages 88-101, 191-194); Late Archaic (pages 101-111, 194-211);  
Blackboard: Kornfeld (McKean Site, 301-309) and Reeves (Head-Smashed-In Site, 120-135).

Examine stone artifacts from Archaic sites in Montana and vicinity


Week 9: March 17-21 (TERM PAPER is due on Friday, March 21)
Topics: Late Prehistoric Period
Readings: PHHP: Pages 111-122, 211-232; Blackboard: Malainey (pages 141-161)
Examine stone and ceramic artifacts from Late Prehistoric sites in Montana and vicinity

Week 11: March 31-April 4
Topics: Plains and Plateau Villages
Readings: Blackboard: Bamforth (pages 85-96) and Hanson (pages 456-480) and Neuman (17-26)

Week 12: April 7-11 (EXAM 3—100 points—will be on Monday, April 7)
Topics: Rock Art of Montana and the Northern Plains: Overview
Readings: PIRA: Chapters 1-3 (pages 3-39)

Week 13: April 14-18
Topics: Rock Art of Montana: Early Hunting and Columbia Plateau Traditions
Readings: PIRA: Chapters 6-7 (pages 75-106)

Week 14: April 21-25
Topics: Rock Art of Montana: Dinwoody and En Toto Pecked Traditions
Readings: PIRA: Chapters 8-9, 11 (pages 107-138, 151-176)

Week 15: April 28-May 2
Topics: Rock Art: Hoofprint, Ceremony, Biographic, and Robe and Ledger Traditions
Readings: PIRA: Chapters 12-15 (pages 177-280)

Week 16: Review and take Final Exam