GENERAL EDUCATION ASSESSMENT AND REVIEW FORM

Please attach/submit additional documents as needed to fully complete each section of the form.

COURSE INFORMATION

Department: Anthropology

Course Number: 150

Course Title: Archaeology of Yellowstone: 11,000 Years of Native Americans in Yellowstone N.P.

Type of Request: ✓ New □ One-time Only □ Renew* □ Change □ Remove

Rationale:

Introduction to indigenous peoples of Yellowstone region, from first peoples to present.

*If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.

JUSTIFICATION FOR COURSE LEVEL

Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered at the 300 level or above), provide rationale for exception(s).

II. ENDORSEMENT / APPROVALS

Douglas H. MacDonald
Instructor: x5814 / douglas.macdonald@umontana.edu
Program Chair: Tully Thibea
Dean: Jenny McNulty (acting)

Signature Date 3-11-16
Signature Date 2-21-16
Signature Date 3-21-16

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. DESCRIPTION AND PURPOSE

General education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students' future lives: See Preamble.

Archaeology of Yellowstone will present a perspective of the first peoples of Yellowstone National Park as a way to introduce the discipline of archaeology. This course is one among various courses serving as the first that students take in Anthropology and Archaeology. The course will be taught from the anthropological point of view that emphasizes cultural relativism, global human origins, and human diversity. The first peoples of Yellowstone will be traced from their earliest origins in Asia through Alaska and into the Americans and Yellowstone; the course then studies how Yellowstone's diverse indigenous peoples have used a variety of ecological settings within the park for 11,000 years.
IV. CRITERIA

BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITERIA FOR THE GROUP.

1. Familiarize students with the values, histories, and institutions of two or more societies through the use of comparative approaches.

Ethnographic and archaeological research indicates that multiple Native American tribes have lived in Yellowstone National Park, from their arrival 11,000 years ago to the present. I incorporate ethnographic studies of modern Native American peoples with archaeological data to show their long-term history in Yellowstone and surrounding areas. Ecology and land-use is emphasized relative to several key geographic landmarks, including Obsidian Cliff, Yellowstone Lake, rivers, geysers/thermal features, and mountains. While anthropology is the main perspective, aspects of biology, ecology, geology are also addressed as they relate to ancient human use of the park.

2. 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.

Early Yellowstone Park Superintendent P.W. Norris stated that Native Americans greatly feared the geysers, thermal areas, and hot springs of Yellowstone National Park. His motivation for such statements was to encourage Euro-American tourism in the park and downplay its Native American heritage. The early interaction of European Americans and Native Americans in 1870s Yellowstone provides a backdrop for the ancient prehistory of the park. How did Native Americans lived in the park before 1872? Which tribes used the park? When did they start using the park? How did they arrive there and which areas did they prefer?

3. 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.

This course is global in the sense that I trace the origins of Native Americans from Asia in order to delineate the origins of first peoples to Yellowstone. Outside of that, the course focuses mostly on indigenous (rather than global) issues.

V. STUDENT LEARNING GOALS

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. 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.

The first portions of the course juxtapose the contrasting use of the park by Euro-Americans and Native Americans. This is best characterized by the Nez Perce War which is used as a case study. The course then delves into the complex prehistory of the various Native American tribes that have lived in Yellowstone since time immemorial. The course focuses on human adaptation to diverse settings within the park.

2. Demonstrate an awareness of the diverse ways humans structure their social, political, and cultural lives.

Dozens of distinct Native American tribes have lived in Yellowstone over the last 11,000 years. This course will compare and contrast the lifeways of Native Americans in Yellowstone during prehistory, focusing on subsistence, settlement, economy, social organization, and technology.
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3. Analyze and compare the rights and responsibilities of citizenship in the 21st century including those of their own societies and cultures.

Modern use of Yellowstone National Park is focused on the enjoyment of the park for its ecological, geological and otherwise natural wonders. This course introduces students to the Native American prehistory of the park, acknowledging the role that the U.S. Government played in expelling tribes from the park. The contrasting political, economic, and cultural views of Euro-American and Native American peoples of the 19th century provide a backdrop for understanding the antiquity of tribes in the park.

VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the General Education learning goals. Please attach or provide a web link to the rubric, test questions, or other measurements used.

Students will take a test after the first portion of the course to evaluate their understanding of the contrasting uses of the park by Euro-American and Native American peoples. The test will include short essay and short answer questions. Example test question: Briefly describe Chief Joseph’s 1877 trip through Yellowstone and its political, economic, and cultural affects on both Euro-American and Native American peoples.

Students will take a test after the second portion of the class which will focus on how Native American Tribes adapted to the many ecological, geological, and otherwise natural settings of Yellowstone, including use of obsidian, Yellowstone Lake, rivers, thermal features, and mountains. Example test question: How did Native Americans use Yellowstone Lake in prehistory? Explain the prehistoric chronology, as well as provide an overview of contemporary use of the lake with an emphasis on hunting, gathering, and fishing.

The final portion of the course will focus mainly on the prehistory and history of the various Native American tribes in the park, tracing their deep roots into the present. Students will be asked to contrast modern use of the park for tourism and ancient use of the park for existence. Example test question: Compare and contrast Native American use of Yellowstone National Park with that of modern people. Is the current use of the park justified from an ethical and moral perspective in light of the ancient prehistoric use of the park by diverse indigenous peoples?

A General Education Assessment Report will be due on a four-year rotating cycle. You will be notified in advance of the due date. This will serve to fulfill the University’s accreditation requirements to assess general education and will provide an opportunity to connect with your colleagues across campus and share teaching strategies. Items VI.B-D will be helpful in compiling the report.

B. ACHIEVEMENT TARGETS

[This section is optional. Achievement targets can be reported if they have been established.]

Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

1.
C. ASSESSMENT FINDINGS

What were the results/findings, and what is your interpretation/analysis of the data? (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback can also be reported. Do NOT use course grades or overall scores on a test/essay. The most useful data indicates where students’ performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)

D. ASSESSMENT FEEDBACK

[This section is optional. Assessment feedback can be reported if it is available.]