**Anthropology 251H: FOUNDATIONS OF CIVILIZATION**

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**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 an “H” class for general education purposes.

**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. 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. 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 May 6 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

(Jan 28) Course Introduction

(Jan 30 – Feb 1) What is Archaeology? Scarre, Chapter 1

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

(Jan 31–Feb. 4) Human Origins: Emergence of Australopithecus and Homo Scarre, Chapters 2 and 3

(Feb 4-8) The Lower Paleolithic: Big Game Hunters or Marginal Scavengers? Scarre, Chapters 2 and 3

(Feb 11-14) The Middle Paleolithic: Neandertals Scarre, Chapter 4

(Feb 18) Holiday

(Feb 20-27) The Upper Paleolithic: Human Global Colonization Scarre, Chapter 4

(March 1) TEST 1

PART II: Foragers to Farmers

(March 4) The Neolithic Scarre, Chapter 5 (pp. 174-192)
(March 6-11) Early Agriculture in the Middle East and Europe  Scarre, Chapters 6, 10, 11

(March 13-20) Early Agriculture in East Asia and Colonization of Polynesia  Scarre, Chapters 7 and 8

(March 22-27) Agricultural Origins in the Americas  Scarre, Chapter 9

(March 29) TEST 2

PART III: Complex Societies

(April 1-5) Spring Break

(April 8) The Rise and Fall of Civilizations  Scarre, Chapter 5 (pp. 193-199)

(April 10) Mesopotamian Civilizations  Scarre, Chapter 12

(April 12) Egyptian, and Sub-Saharan Civilizations  Scarre, Chapter 10

(April 15) Civilizations of the Indus Valley and East Asia  Scarre, Chapter 14

(April 17-26) Civilizations of Mesoamerica  Scarre, Chapters 16

(April 29-May 10) Complex Societies in North America  Scarre, Chapter 18

(May 6) Research Paper Due

(May 14 10:15-12:15) TEST 3 and Comprehensive Makeup