

General Education Requirements

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(18 Credits from Science, Humanities, Fine Arts, and Social/Behavioral Science)

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Application and Criteria

[Application](#)

Note: The form cannot be submitted online. You will need to save it and then send it as an email attachment to general_education@uvu.edu.

[Criteria](#)

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[Examples](#)

Resources

The following links provide additional helpful information.

[Essential Learning Outcomes](#)

[AACU Website](#)

General Education | general_education@uvu.edu

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Application for General Education Course Certification

1. Department and Course Number:
2. Course Title:
3. Credit Hours:
4. Please select the GE area that will be filled by this course (pull-down menu):
[Select](#)

Evidence of Instructional Practices

Each application should address at least two of the following three questions.

1. How does instruction in the course incorporate student-centered learning (e.g., collaboration, group assignments or projects, technology enhanced interaction, etc)?
2. How does instruction in the course help students apply theories, principles, and concepts (e.g., case studies, problem-solving activities, experiential learning, creative or artistic projects, research projects, community projects, internships, practica, labs, etc.)?
3. How does instruction in the course incorporate opportunities for integrated learning (synthesis of information or theories from within or across disciplines to draw conclusions, create solutions, or produce new insights, etc.)?

Evidence of Consistency

Many general education courses are taught in multiple sections by different faculty. Often both full-time and adjunct faculty are assigned to teach the same course. In view of this, describe the measures in place to assure consistent instruction of GE objectives across sections. These measures may include, but are not limited to:

1. Regular review of the syllabus for each instructor of a course.
2. Standardized syllabi for all instructors of a course.
3. Oversight of a course by a lead instructor or mentor
4. Procedures for training and supervising adjunct faculty.

Evidence of Meeting the Mission of General Education

1. Describe how this course supports the overall mission of General Education. Please see definitions below.

Liberal Education

Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g., science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.

General Education

*General Education: The part of a liberal education curriculum shared by all students. It provides **broad learning in liberal arts and science disciplines, and forms the basis for developing important intellectual, civic, and practical capacities.** General education can take many forms, and increasingly includes introductory, advanced, and integrative forms of learning.*

2. Explain how the course addresses the criteria for the proposed core or knowledge area.

A list of criteria is provided following the application.

3. Describe how the course content will be accessible to students from a range of academic disciplines.

4. Explain any potential overlap with other general education courses.

5. Explain how the proposed course may impact degree requirements or enrollments in your own department or other departments. Attach comments from the relevant department chair of each department/program that may be impacted.

6. Explain how this proposal has been discussed with and approved by department faculty.

7. Describe your department's capacity to offer the proposed course

- a Describe Faculty Expertise

- b Describe availability of full-time faculty

- c Describe faculty workload implications

- d Describe proposed number of sections per semester

8. Attach a syllabus of the course that includes the following information:

- a. A statement about the purpose of the course in terms of fulfilling a specific general education requirement.

- b. Learning objectives and related assignments. Indicate how learning objectives are linked to one or more of the university's Essential Learning Outcomes (ELOs).

See <https://www.uvu.edu/institutional-assessment/assessment/essential-learning-outcomes.html>. The learning objective must reference the ELO category and the subcategory (e.g., ELO: Intellectual and Practical Skills/Communication). It is not necessary to have an ELO reference for every course learning objective nor is it necessary to include multiple ELOs in a course. Be selective and focus on only ELOs that are addressed to a significant level in the course.

- c. Outline or schedule.
- d. Attach sample materials that provide evidence of instructional practices and measures of learning objectives (e.g., assignments, exams, grading rubrics, etc.).

Signatures

Department:

Department Chair Signature: _____ Date: _____

College/School:

Dean Signature: _____ Date: _____

General Education Committee Action

Approved Approved Provisionally (see memo) Not Approved

GE Committee Chair Signature: _____ Date: _____

Criteria for General Education Course Certification

American Institutions: The American Institutions General Education course will provide students with a multi-disciplinary introduction to history, principles, forms of government, and economic system of the United States. The course will help students learn how historical forces, political structures, economic institutions, and conflicting beliefs have shaped the American experience.

Fine Arts: A general education course in the creative arts will help students learn to: 1) Understand the significance of creative art by demonstrating skills of critical and aesthetic judgment, 2) Understand the creative art as a means of personal and social expression, 3) Demonstrate an understanding of artistic processes, 4) Demonstrate an understanding of the arts as historical and cultural phenomenon, 5) Create works of art and/or increase understanding of creative processes in writing, visual arts, interactive entertainment, or performing arts, 6) Demonstrate knowledge of key themes, concepts, issues, terminology, and ethical standards employed in creative arts disciplines; use this knowledge to analyze works of art from various traditions, time periods, and cultures, and 7) Explore the world through varying aesthetic perspectives.

Life Sciences: A general education course in the life sciences will allow students to apply the principles of scientific reasoning to data and discussions related to issues such as the impact of science on society, how society and science are connected, the impact of scientific understanding and advancement on technology, life, and the environment, and the historical contexts of scientific discoveries. Each course will contain the following learning objectives: 1) Understand and explain science as an iterative process driven by empirical observation and experimentation, and appreciate the limits imposed on our comprehension and knowledge by sensory, physical, or technical constraints. 2) Apply scientific methods by quantitatively investigating and assessing situations extracted from ordinary experience or from societal or environmental problems related to modern science. 3) Demonstrate understanding of some of the fundamental unifying principles of the life sciences, which include evolution, heredity and reproduction, essential chemical and physical components required for life, and the human role in, and impact on, the biosphere, including the importance of biodiversity and sustainability of ecosystems. It is expected that at least some of these unifying principles will constitute, or be central to, the majority of the topics discussed in each GE life science course.

Humanities: A General Education course in the Humanities will help students develop the ability to 1) Investigate complex texts concerning human experience and meaning through carefully reasoned and creative interpretations that are supported by research, analysis, and evaluation particular to Humanities disciplines; 2) Critically evaluate interpretations of these texts through precise reasoning and

the logical development, presentation, and defense of ideas in both oral and written form; 3) Engage in an informed and respectful way with culturally diverse points of view by participating in meaningful classroom dialogue across difference and developing consideration for and understanding the interdependence of diverse values, lifestyles, and traditions; 4) Formulate connections across disciplinary contexts between historical periods, cultures, theories and/or civilizations by understanding the influence of social, cultural, linguistic, and/or historical circumstances on the human experience; 5) Develop informed, ethical, and creative thinking through collaborative and independent work on philosophical, literary, theological, historical, or artistic texts. In addition to these required learning outcomes, classroom instruction will be led by a full-time faculty member with an advanced degree from a department in the Humanities (preferred), or from a part-time instructor hired and evaluated by these departments (if necessary).

Physical Sciences: A general education course in the physical sciences will allow students to apply the principles of scientific reasoning to data and discussions related to issues such as the impact of science on society, how society and science are connected, the impact of scientific understanding and advancement on technology, life, and the environment, and the historical contexts of scientific discoveries. Each course will contain the following learning objectives: 1) Understand and explain science as an iterative process driven by empirical observation and experimentation, and appreciate the limits imposed on our comprehension and knowledge by sensory, physical, or technical constraints. 2) Apply scientific methods by quantitatively investigating and assessing situations extracted from ordinary experience or from societal or environmental problems related to modern science. 3) Demonstrate understanding of the fundamental unifying principles of physical sciences, including the nature of forces, motion, and the flow of matter and energy through systems on different scales. It is expected that these objectives will constitute or be central to the majority of the topics discussed in each GE physical science course.

Quantitative Reasoning: Students may satisfy this requirement by completing at least one institutionally approved mathematics course that clearly demonstrates quantitative reasoning skills beyond those found within mathematics high school level-III and that is at an appropriate introductory university level. Traditionally, this requirement has been fulfilled by completion of Math 1030, 1040, 1050, or other institutionally approved courses. Approved courses will significantly focus on the following: 1) *Interpretation:* Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, and tables), 2) *Representation:* Convert relevant information into various mathematical forms, e.g. equations, graphs, diagrams, and tables), 3) *Calculation:* Demonstrate the ability to successfully complete basic calculations to solve problems, 4) *Application/Analyzation:* Make judgments and draw appropriate conclusions based on quantitative analysis of data; recognizing the limits of this analysis, 5) *Assumption:* Make and evaluate important assumptions in estimation, modeling, and data analysis, and 6) *Communication:* Express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).

Social and Behavioral Sciences: A general education course in social and behavioral sciences will help students learn to 1) Understand the nature, history, theories, and methods of the social sciences; 2) Comprehend debates about the relational, cultural, historical, and natural contexts that shape the human experience; and 3) Develop a comparative perspective, i.e., the ability to discern similarities and differences among individuals at different life stages, between individuals, between social groups within a society, between societies, and between historical periods.

Writing: General education courses in the first-year composition sequence, English 1010 and 2010, help students develop foundational writing skills and prepare students to: 1) Utilize writing and reading for inquiry, learning, thinking, and communicating, 2) understand writing as a process of generating, revising, editing, and proof-reading, 3) integrate their own ideas with those of others after evaluating the differences in quality between scholarly sources and unreviewed personal sources or web-based sources, 4) understand the relationships among language, knowledge, and power, 5) use a variety of technologies to address a range of audiences.

Utah Valley University
Application for Removal of a General Education Distribution Course
Please submit only one application per course. Fields will expand as needed while typing.
www.uvu.edu/gened/

1. Department and Course Number:
2. Course Title:
3. Credit Hours:
4. The course fills the following distribution area:
5. Explain, briefly, why the department wishes to remove this course from the General Education curriculum.

Signatures

Faculty member responsible for Course:

Department Chair Signature: _____ Date: _____

College/School:

Dean Signature: _____ Date: _____

General Education Committee Action

Approved Approved Provisionally (see memo) Not Approved

Committee Signature: _____ Date: _____

Informed Department _____ Informed Curriculum Committee _____ Date: _____

Email the saved document to jos@uvu.edu. Send a signed hard copy to:

Jo Scofield
MS 194
801-863-6748

For questions, contact any committee member or call Jo Scofield
or see the web site at www.uvu.edu/gened/



Application for General Education Course Certification

Please submit only one application per course. Fields will expand as needed while typing.

www.uvu.edu/gened/

1. Department and Course Number: ANTH103G
2. Course Title: World Prehistory
3. Credit Hours: 3
4. Please select the area that will be filled by this course:
[Click here to select a core course in General Education](#)
Social and Behavioral Sciences

Evidence of Instructional Practices

Each application should address at least two of the following three questions.

1. How does instruction in the course incorporate student-centered learning (e.g., collaboration, group assignments or projects, technology enhanced interaction, etc.)?
--The course incorporates student-centered learning through three primary means. First, one of the most important assessments (see syllabus-Response Paper and Presentation) (also the G/I Key Assignment) is a collaboration/group assignment between pairs of students. Students cooperatively select an academic journal article about a topic in world prehistory, write separate response papers, and then working as a team, develop and deliver a presentation to the rest of the class on the subject. Second, throughout the semester students read articles and book chapters from a variety of sources and during class break into small groups to discuss the key arguments/propositions made in each. Each student takes a turn leading group discussion, and is graded by their peers for how they performed on a number of metrics. Third, during the course of the semester students participate in hands-on learning/engaged activities such as lithic tool production and ceramic analysis. These activities help students reflect on emic/etic views of tool and craft production, gain a greater understanding of cultural diversity, and develop an appreciation for how different societies approach technological issues.
2. How does instruction in the course help students apply theories, principles, and concepts (e.g., case studies, problem-solving activities, experiential learning, creative or artistic projects, research projects, community projects, internships, practica, labs, etc.)?
[Click here to enter text](#)
3. How does instruction in the course incorporate opportunities for integrated learning (synthesis of information or theories from within or across disciplines to draw conclusions, create solutions, or produce new insights, etc.)?
--As is mentioned below (under #3 of 'Evidence of Meeting the Mission of General Education'), the study of world prehistory uses data and research from a number of disciplines. This includes theory, methodology, and techniques from archaeology, sociology, economics, religious studies, material science, environmental sciences, history, paleontology, and biology. Individual

readings for the course often focus on data or research from only two or three of these disciplines at a time, but students are required (and guided) to incorporate the findings from each reading into the bigger picture of the society under study. By so doing, students discover connections among the disciplines and learn to evaluate the validity and relevance of arguments from differing points of view. They also learn that examining the same problem through multiple disciplines can lead to new understandings as well as conflicting interpretations.

Evidence of Consistency

Many general education courses are taught in multiple sections by different faculty. Often both full-time and adjunct faculty are assigned to teach the same course. In view of this, describe the measures in place to assure consistent instruction of GE objectives across sections. These measures may include, but are not limited to:

1. Regular review of the syllabus for each instructor of a course.
2. Standardized syllabi for all instructors of a course.
3. Oversight of a course by a lead instructor or mentor
4. Procedures for training and supervising adjunct faculty.

--Currently the course is only taught by a single faculty member, so consistency is assured.

However, should additional instructors be added due to increased demand, oversight of the course will be assigned to a single full-time faculty member in the Behavioral Sciences Department. This faculty member will review the syllabus of any instructor teaching ANTH103G for the first time to ensure that it is consistent with goals and objectives outlined in this application. Following this initial review, a subsequent review of the syllabus and a discussion with each instructor will take place annually to insure consistency.

Evidence of Meeting the Mission of General Education

1. Describe how this course supports the overall mission of General Education. Please see definitions below.

--The proposed course (World Prehistory) supports both the broader mission of liberal

Liberal Education

Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g., science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.

General Education

*General Education: The part of a liberal education curriculum shared by all students. It provides **broad learning in liberal arts and science disciplines, and forms the basis for developing important intellectual, civic, and practical capacities.** General education can take many forms, and increasingly includes introductory, advanced, and integrative forms of learning.*

education as well as the more specific goals of general education requirements at UVU. World Prehistory emphasizes the study of human development, culture, and society; from the evolution of *Homo sapiens* to the development of agriculture, urbanization, and social complexity. By bringing together research from across the sciences and humanities, it provides students with a broad knowledge of the wider world and prepares them to deal with the complexity, diversity, and change that are inherent in the human condition. Finally, by emphasizing the diversity of the human experience through an anthropological lens, this course helps students develop an appreciation for other cultural perspectives that can be applied to modern contexts and civic virtues.

2. Explain how the course addresses the criteria for the proposed core or knowledge area. For the list of criteria, [click here](#).
--The proposed course meets each of the Social and Behavioral Sciences criteria for general education. First, to help students understand how the information presented during the rest of the course was formulated, students are taught the basic theoretical orientations, methods, and techniques used by the social sciences. Second, a third of the course specifically addresses the major themes in the evolution of cultural complexity, and explores how both environmental and historical factors contribute to cultural change and/or stability. Third, the broad study of prehistoric and historic cultures from around the world (e.g. band level foragers, semi-complex chiefdoms, state level civilizations) encourages students to develop a comparative perspective between social groups and historical periods.
3. Describe how the course content will be accessible to students from a range of academic disciplines.
--The study of world prehistory uses research and data from a variety of disciplines. For example, to help determine what time period the people of an ancient civilization lived in, techniques and methodologies from the geosciences may be employed (e.g. radiocarbon dating, potassium/argon dating, stratigraphy and superpositioning). If the society left written records, than experience with the discipline of history is a powerful tool (e.g. translation, recognizing target audience, author bias, historical criticism). A solid understanding of world prehistory requires transfer of knowledge from many other fields, including sociology, economics, religious studies, material science, environmental sciences, and archaeology. Since they are guided by the instructor in basic methodologies, students do not need a background in each of these subjects to be successful in the course. However, relationships are specifically pointed out during instruction so that students from a wide range of academics disciplines can find a connection to their specific training and see how their skill-sets can be utilized in learning about the past.
4. Explain any potential overlap with other general education courses.
--There is overlap in course content with ARCH1100; however this class is no longer taught at UVU and is currently being removed from the GE course listing. As such, there is no overlap with other general education courses as the proposed class is the only one to focus on prehistoric culture and societies in the GE catalog.
5. Explain how the proposed course may impact degree requirements or enrollments in your own department or other departments. Attach comments from the relevant department chair of each department/program that may be impacted.

- The proposed course will be replacing ARCH1100 and will thereby help to recover the enrollment lost when ARCH1100 ceased to be taught.
6. Explain how this proposal has been discussed with and approved by department faculty.
--All faculty in the Behavioral Science department that may be impacted by the change have discussed both the need and appropriateness of making ANTH103G a general education course and are in full support of its listing.
7. Describe your department's capacity to offer the proposed course
--The course is primarily lecture based and requires no lab or specialized equipment; therefore the department is fully capable of offering the proposed class.
--Dr. David T. Yoder (full-time faculty) currently teaches the class and will provide oversight of the course should additional instructors be required. Dr. Yoder has advanced degrees in history teaching and anthropology, with a specialty in archaeology. He has over 15 years of experience in the study of prehistoric cultures and is currently the archaeologist for the Utah Governor's Office.
--We anticipate no more than one additional section per semester, which is within the workload of the full-time faculty that oversees the course. However, should we decide to add additional sections, the department maintains a highly qualified pool of adjuncts who can be called upon as needed.
--We anticipate offering one to two sections of the course per semester.
--Given that some of the assessments involve a moderate amount of writing (and therefore significant time for grading), as well as in-class activities best suited to small groups, we recommend the class being capped at 30 individuals.
8. Attach a syllabus of the course that includes the following information:
- A statement about the purpose of the course in terms of fulfilling a specific general education requirement.
 - Learning objectives and related assignments. Indicate how learning objectives are linked to one or more of the university's Essential Learning Outcomes (ELOs). See <http://www.uvu.edu/academicassessment/elo.html>. The learning objective must reference the ELO category and the subcategory (e.g., ELO: Intellectual and Practical Skills/Communication). It is not necessary to have an ELO reference for every course learning objective nor is it necessary to include multiple ELOs in a course. Be selective. Focus on only ELOs that are addressed to a significant level in the course.
 - Outline or schedule.
 - Attach sample materials that provide evidence of instructional practices and measures of learning objectives (e.g., assignments, exams, grading rubrics, etc.).

To save the information entered into the form, choose File > Save As, rename the file, and save to your personal drive. Email the saved document and any supporting documents to jos@uvu.edu. Send a signed hard copy to:

Jo Scofield


UVU General Education Committee
MS 194
Fax: 801-863-6815

For questions, contact any General Education committee member listed at
www.uvu.edu/gened/.

Signatures

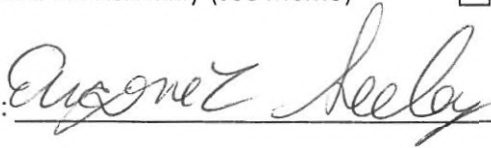
Department Chair Signature:  Date: 12-10-15

College/School: College of Humanities & Social Science

Dean Signature:  Date: 12-14-15

General Education Committee Action

Approved Approved Provisionally (see memo) Not Approved

GE Committee Chair Signature:  Date: 2-1-2016

Returned to (Dept.) Copies sent 2-1-16 Date: _____
emailed decision 1-27-16

Objective 3 **Critique the primary hypotheses behind significant evolutionary and cultural change in human prehistory (e.g. biological and cultural evolution of *Homo sapien*, transition to agriculture, urbanization, development of social stratification, etc.).**

- ELOs
- 1) Integrative and Applied--integrative learning
 - 2) Intellectual and Practical Skills--communication/quantitative reasoning/qualitative reasoning/information literacy
 - 4) Professional Competency--ability to adapt and change/problem formation and solution
 - 5) Stewards of Place--local community/national community/global community/interdependence among communities

Objective 4 **Investigate and appreciate the diversity and similarities of ancient cultures and societies throughout the world.**

- ELOs
- 1) Integrative and Applied--integrative learning/applied learning
 - 2) Intellectual and Practical Skills--communication/qualitative reasoning/information literacy/technical literacy
 - 3) People of Integrity--ethical reasoning and understanding/personal and social responsibility
 - 4) Professional Competency--ability to adapt and change/problem formation and solution
 - 5) Stewards of Place--local community/national community/global community/interdependence among communities

Text

World Prehistory: A Brief Introduction (8th edition), by Brian M. Fagan.

ISBN-10: 0205017916

ISBN-13: 978-0205017911

Assessments

Exams (G/I:1-3): Four in-class exams will consist of multiple choice, true/false, and sometimes a take home essay. The essay question will be emailed out with a study guide a week prior to the exam and is due the day of the exam (upload to CANVAS). All exams are cumulative. Study guides are topical only.

Reading Quizzes (G/I:1-3): Single question quizzes will be given in-class for 7 supplementary readings right before discussion of the article begins.

Discussant (G/I:1-3): You will choose one of our supplementary readings and on the day we cover that topic in class you will lead discussion of the article with a small group of students. As the discussant, your job is not to simply recount what the reading was about (although that may be part of it), but it is to engage your classmates in a discussion of the main points and arguments as well as a critique. Associated with your role, you will turn in three questions that you plan on asking your group for discussion. These questions should be thought provoking and open-ended, not simple yes/no questions.

Some questions everyone should keep in mind as you read the article include: what were the key points and arguments; what supporting evidence and data were provided; did the author do a good job of laying out their arguments/points; why or why not; do you think there was something they could have done to improve the piece; did you agree with the conclusions or the perspective the

author took; why or why not; what did you learn; did the reading affect your perspective on the topic; what connections did you make between this reading and the ideas we have been learning in class?

Each time a member of your group leads a discussion, you will evaluate their performance. Ask yourself the questions: did the presenter have a good understanding of the reading, were they organized and prepared, did they effectively lead discussion and make sure the main points of the reading were discussed, were they respectful of everyone's comments?

Response Paper and Presentation (G/I:1-3) (Key Assignment): With a partner, you will choose an article from an academic journal that focus on an archaeological culture or topic in prehistory. You will write a 1.5 to 2 page response paper and give a short presentation about the article to the class. See handout for additional information and requirements.

Attendance and Participation (G/I:1-3): Attend and participate in class lectures and discussions. I take attendance randomly during the semester and you receive credit only if you are present. Participation is vitally important, especially on days that we discuss readings in groups. If you haven't read the assignments and can't participate in the discussion, your grade will reflect it.

Assessment Grading

| | |
|-------------------------------------|--------------------------|
| 4 Exams (45 points each) | = 180 points (60%) |
| 7 Reading Quizzes (3.6 points each) | = 25 points (08%) |
| Discussant | = 15 points (05%) |
| Response | |
| Paper | = 40 points (13%) |
| Presentation | = 20 points (07%) |
| Partner Involvement | = 05 points (02%) |
| Attendance and Participation | = <u>15 points</u> (05%) |
| | <u>300 points total</u> |

Grading scale (percentage):

| | | |
|--------------|--------------|--------------|
| 100 – 94 = A | 93 – 90 = A- | |
| 89 – 87 = B+ | 86 – 83 = B | 82 – 80 = B- |
| 79 – 77 = C+ | 76 – 73 = C | 72 – 70 = C- |
| 69 – 67 = D+ | 66 – 63 = D | 62 – 60 = D- |
| 59 – 0 = E | | |

Classroom Conduct

- Arrive to class on time and stay until the session is complete. If you must arrive late or leave early, sit on the edge of the classroom and be as quiet as possible.
- Cell phones must be silenced; laptops and other devices are discouraged.
- Prolonged and/or loud in-class discussions between students must be avoided.
- Partially complete Powerpoints associated with each lecture are posted on Canvas. I would suggest printing the Powerpoints and using them as a basis for taking notes.
- Feel free to ask questions before, during, or after the lecture; but try not to monopolize the classroom conversation.
- Cheating and plagiarism. These activities will not be tolerated. I use professional software to monitor for plagiarism on all written assignments; if you are in any doubt of what constitutes plagiarism be sure to read the following document found at the URL below. If in doubt, consult the instructor!
<http://www.uvu.edu/owl/infor/Content--Avoiding%20Plagiarism.pdf>

Excused Absences

Make up exams/assignments will be made available only in cases of documented emergencies. You need to notify me of your absence, as the decision to excuse an absence will be determined by the instructor. If you have a problem, contact me as soon as possible; **DON'T** wait until weeks or months later to try and 'fix' something.

UVU Student Resources

-Writing Center: Many students need help with organization, structure, flow, tone, syntax, and citations in their writing. The UVU Writing Center helps students of all disciplines to further their understanding of writing principles and enhance writing skills. There are online tutorials and resources, as well as in-person interactions with a trained staff member.

-Learning Strategies Support: Helps students with time management, test anxiety, test-taking skills, note-taking skills, and tips for reading textbooks.

-Academic Tutoring Lab: Provides free tutoring in the lab or by appointment for a vast range of subjects.

Special Notice

Students who need accommodations because of a disability may contact the UVU Accessibility Services Department (ASD), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the ASD office at 801-863-8747. Deaf/Hard of Hearing individuals, email nicole.hemmingsen@uvu.edu or text 385-208-2677.

Important Dates

Sept 8 Last day to drop and not show on transcript; last day for refund

Oct 5 Last day to withdraw and receive a 'W' on transcript

Financial Aid

Grants and loans are available for your education: <https://www.uvu.edu/financialaid/>

Response Paper and Presentation Assignment (G/I Key Assignment)

You and a partner will choose an article from an academic journal and write a 1.5 - 2 page response paper. You may pick an article from any professional archaeological journal, with some suggestions being: Journal of World Prehistory, World Archaeology, Journal of Anthropological Archaeology, Antiquity, Journal of Field Archaeology, Latin American Antiquity, Journal of Anthropological Research, Journal of Archaeological Science, Journal of Archaeological Method and Theory, Journal of Maritime Archaeology, etc. The only requirement is that it is from a professional, peer-reviewed journal and related to one of the topics covered in our text, or cleared by the instructor.

You MUST clear the article with me by emailing me the article title, journal name, and date (year it was published) so that I can make sure it is appropriate. Both members of the group need to agree on the article.

Response Paper (due Nov 19th): Write a 1.5 to 2 page (single spaced, 12 point font, 1 inch margins) paper that consists of a summary of the main points of the article, a critique, and your response. The summary should state what the article was about; what were the key points and arguments; what supporting evidence and data was provided; etc. The critique should discuss what you thought about the article as a piece of academic writing. Did the author do a good job of laying out their arguments/points? Why or why not? Do you think there was something that could have improved the piece? What might the author(s) do for a follow up study? Finally, write about your response to the article. Do you agree with the conclusions or the perspective the author took? What did you learn? Did the reading affect your perspective on the topic? And most importantly, explain and discuss the connections you made between this reading and the ideas we have been learning about in class. Each partner will be responsible for writing their own response paper.

There is no set amount for how much space to spend on each part of the paper, but try and aim for roughly 60% summary and 40% critique/response. Be sure to include a complete bibliographic reference and use citations as appropriate.

Response papers are due on November 19th (upload them to CANVAS). Should you not be pleased with the grade you receive you may revise and resubmit by December 15th.

Presentation: For the presentation portion of the assignment you and your partner will have 10 minutes to explain to the class what your article was about, give a short synopsis of the findings, and offer a critique. You should also be able to answer basic questions about the piece that other students or the instructor may ask you. Use of PowerPoint during your presentation is encouraged, but not required.

Your presentation will be graded by the instructor with the following questions in mind:

- Was the information presented correct/accurate?
- Was the language, tone, and pacing appropriate?
- Did the presenters conform to time expectations, or were they significantly over or under?
- Was the presenter prepared/organized; were the main points clear and supported by examples?
- Was the PowerPoint well designed and clear?

As a partner in this project, you should be contributing useful ideas to the group, be willing to meet and spend time on the project, and assume your fair-share of the project responsibility. If you feel that your partner is not fulfilling their responsibilities, have an open and honest discussion with them and outline your concerns. If you feel that there are still issues, contact me immediately so that we can address the situation.

| Date | Topic | Readings | Assignments |
|-----------------|---|--|--------------------|
| T (8/25) | Syllabus Anthropology | | |
| Thur (8/27) | World Prehistory and Archaeology <i>Talking to the Guy on the Airplane</i> <i>Review of Fingerprints of the Gods</i> | Ch. 1 <i>Holly 2015</i> <i>Feder 2015</i> | |
| T (9/1) | Pseudoarchaeology <i>Frauds, Myths, And Mysteries</i> | <i>Feder 2014: Ch. 1-3, 7</i> | Discussants |
| Thur (9/3) | Archaeological Methods *Watch the TED Talk below <u>before</u> coming to class* Tracking ancient diseases using...plaque by Christina Warinner | Feder 2014:24-58 | |
| T (9/8) | Early Human Ancestors | Ch. 2 | |
| Thur (9/10) | Later Human Ancestors *Watch the film and complete the associated discussion guide <u>before</u> coming to class * Secrets of the Dead: Caveman Cold Case (film and discussion) | Ch. 3 | |
| T (9/15) | Modern Humans *Watch the film and complete the associated discussion guide <u>before</u> coming to class * The Day Pictures Were Born (film and discussion) | Ch. 4 | |
| Thur (9/17) | EXAM 1 | | |
| T (9/22) | Settlement of the Americas NAGPRA / Kennewick Man <i>Kennewick Man Freed to Share Secrets</i> | Fagan and Durrani 2014:144-159 <i>Preston 2014</i> | |
| Thur (9/24) | Agriculture and Animal Domestication <i>Paradise Lost?</i> | Ch. 5; Ch. 6:150-154 <i>Lieberman 2013:180-208</i> | Discussant |
| T (9/29) | First Farmers (Asia) and Complexity | Ch. 6:155-177; Ch. 7 | |
| Thur (10/1) | The Development of Civilization | Ch. 8 | |
| T (10/6) | <i>Emergence of a warrior class in Sudan</i> <i>Life, death and beyond in Egypt</i> <i>Beyond the blue horizon</i> | <i>Hafsaas-Tsakos 2013</i> <i>Kemp et al. 2013</i> <i>Smith 2008</i> | Discussants |
| Thur (10/8) | Mesopotamia | Ch. 9:226-239, 248 | |
| T (10/13) | EXAM 2 | | |
| Thur (10/15) | NO CLASS- Fall Break | | |

| | | | |
|-----------------|--|---|----------------------|
| T (10/20) | Egypt and Africa | Ch.10 | |
| Thur (10/22) | The Mediterranean | Ch. 9:239-248 | |
| T (10/27) | Artifacts Ceramic and Lithic Exercises <i>Earliest Chinese Protoporcelain</i> | <i>Chen et al.1999</i> | |
| Thur (10/29) | China | Ch. 11 | |
| T (11/3) | Emperor's Ghost Army (film and discussion) | | |
| Thur (11/5) | EXAM 3 | | |
| T (11/10) | Lowland Mesoamerica | Ch. 12 | |
| | *You are responsible for Fagan and Durrani 2014: 219-233 (Europe), but there will be no associated lecture* | | |
| Thur (11/12) | Highland Mesoamerica | Ch. 13 | |
| T (11/17) | <i>Maya archaeologists turn to the living</i> <i>A dark light</i> <i>Girling the girl and boying the boy</i> | <i>Bawaya 2005</i> <i>Saunders 2001</i> <i>Joyce 2007</i> | Discussants |
| Thur (11/19) | Andean Civilizations | Ch. 14 | Papers Due |
| T (11/24) | NO CLASS-Thanksgiving Break | | |
| Thur (11/26) | NO CLASS- Thanksgiving Break | | |
| T (12/1) | <i>Inca child sacrifice</i> | <i>Wilson et al. 2013</i> | |
| | *Watch the first 37 minutes of the film and complete the associated sections of the discussion guide <u>before</u> coming to class * | | Discussant |
| | The Great Inca Rebellion (film and discussion) | | |
| Thur (12/3) | EXAM 4 | | |
| T (12/8) | Presentations | | |
| Thur (12/10) | Presentations | | |
| Thur 12/17 | Presentations !! 11:00 am !! | | Revisions Due |

World Prehistory – ANTH103G

Presentation Evaluation

Names: _____

Topic: _____

***Each evaluation line-item worth 4 pts.**

Presentation

Information was accurate _____

Language and tone appropriate; pacing _____

Conformed to time expectations _____

Prepared/main points presented/supported by examples _____

PowerPoint well designed/clear _____

TOTAL: _____/20

Comments:

Example of Reading Quizzes

Reading Quiz 1

1. According to Daniel Lieberman, author of the chapter “Paradise Lost,” adopting agriculture _____.

- A. was a great step in human moral progression; leading to a rise in honorable behavior and a decline of savagery.
- B. was likely beneficial to many early populations, but over time led to decreases in human health and increases in disease.
- C. was the worst mistake humans ever made.
- D. surprising early in the human timeline; with most hunter-gatherers having become farmers by at least 30,000 B.P.

Reading Quiz 2

1. According to the author of ‘*A dark light: reflections on obsidian in Mesoamerica*’, obsidian in pre-Columbian Mesoamerica _____.

- A. had not only technological uses, but was imbued with symbolic, mythic, and aesthetic qualities that were not fully understood by Spanish priests.
- B. was primarily a commodity bought in southern Mexico and sold in the Guatemalan highlands to make low quality mirrors.
- C. was rarely traded across Aztec state boundaries because of its sacred nature and high cost.
- D. was believed to give off a mystical ‘dark light’ when held by rulers on the Aztec sacred day that matches May 3rd in the European calendar. Rulers were able to use this light to see hidden events and prophesy about the future.

World Prehistory (ANTH 103G) Exam 2

Multiple Choice (select the response that *best* answers the question)

1. Most Native Americans and their ancestors exhibit a distinct dental pattern known as _____, which is characterized in part by shovel-shaped and 'winged' incisors, single-rooted upper first premolars, and triple-rooted lower first molars.
 - a. caucasoid
 - b. endontia
 - c. sinodonty
 - d. sundadonty

2. DNA evidence suggests that the Americas were first populated by people from _____.
 - a. Europe
 - b. Australia
 - c. north and eastern Asia
 - d. the Middle East

3. _____ are more politically, socially, and economically complex than a band level society, but less complex than a state level society.
 - a. civilizations
 - b. reciprocal societies
 - c. stratified cultures
 - d. chiefdoms
 - e. both b and c

4. Based on the most current evidence, North and South America were likely first populated around _____.
 - a. 110,000 - 90,000 years ago
 - b. 75,000 – 70,000 years ago
 - c. 40,000 – 30,000 years ago
 - d. 18 - 14,000 years ago
 - e. 9,000 years ago

5. Usually when a civilization 'collapses', _____.
 - a. it is a gradual process whereby power shifts to other centers, while the civilizations culture may continue (but in a changed form)
 - b. all of the people within that society die of disease and population numbers plummet
 - c. the culture associated with the civilization ceases to exist immediately and is replaced with something completely different.
 - d. economic productivity decreases but population levels may actually increase. This is usually coupled with technological innovation.

6. Reasons for why agriculture was invented usually focus on environmental hypotheses, population pressure and sedentism, and _____.
 - a. social theories
 - b. political institutions
 - c. irrigation
 - d. cognitive fluidity

7. Higher populations, food storage, and increased ritual systems are all attributes of _____.

- a. Archaic cultures
- b. Paleolithic societies
- c. egalitarian societies
- d. complex societies
- e. foraging societies

8. _____ in Pennsylvania is one of the earliest archaeological sites in North America. It dates to at least 12,500 B.C. and was excavated by James Adovasio.

- a. Cactus Hill
- b. Meadowcroft Rock Shelter
- c. Paisley Cave
- d. Monte Verde

9. In Mesopotamia, terraced step pyramids that were part of temple complexes were known as _____.

- a. synagogues
- b. tabernacles
- c. mosques
- d. ziggurats
- e. temple mounds

10. The Mississippian culture in eastern North America was characterized by _____.

- a. hunting and gathering, an egalitarian ethos, and small villages of between 4-5 residences
- b. major population centers (with monumental architecture) surrounded by smaller settlements, and a mixed subsistence pattern of agriculture and foraging
- c. intensive agriculture and an egalitarian ethos
- d. a distinctive pottery complex that focused on decorated ceramic bowls (usually in the shape of aquatic animals) and ground stone talismans

11. One of the primary requirements of The Native American Graves Protection and Repatriation Act (NAGPRA) is that museums who receive federal funding must _____.

- a. cease any and all scientific studies on human remains they have in their possession.
- b. inventory their collections of human remains and associated items and provide summaries to Native American tribes
- c. rebury the Native American human remains they have in their collections
- d. allow non-federally recognized Indian Tribes to photograph funerary objects or artifacts associated with religious practices

12. According to NAGPRA, _____ is a relationship of shared group identity that can be reasonably traced between a present day group and an earlier group.

- a. genealogical affiliation
- b. cultural affiliation
- c. kinship
- d. primacy

13. The Kennewick Man skeleton highlights _____.
- the debate over prehistoric human remains in North America, and to what degree Native Americans and scientists should have a say in how they are dealt with
 - the importance of DNA analysis in studying recent populations
 - how the study of prehistory can be difficult because of patriarchal systems founded in a long history of colonization
 - the debate over the lack of funding in many museums across the United States
- 14 The practice of agriculture and domestication first begins to appear approximately _____.
- 20 – 19,000 years ago
 - 12 – 10,000 years ago
 - 7,000 years ago
 - no earlier than 5,000 B.C.
15. One of the results of the domestication of plants and animals is that humans suffered from less diseases.
- true
 - false
16. One of the earliest environmental hypotheses for the beginning of agriculture was proposed by Gordon Childe. In his 'Oases Theory', Childe suggested that _____.
- drying conditions at the end of the Pleistocene forced animals, plants, and humans into concentrated areas with water (oases), and it is here that agriculture started.
 - plants near oases are genetically more adaptable, and therefore could be easily manipulated by humans.
 - the cooler conditions of the Holocene led people to leave concentrations of water (oases) and move into previously uninhabited parts of the world. As people moved they came into contact with new plants that were easily domesticated.
 - population levels were rising quickly around 7000 years ago, leading individuals to invent agriculture to feed all the extra people.
17. _____ is the maximum population that can be supported by a particular area given specific technological constraints.
- population pressure
 - maximum number of individuals (MNI)
 - carrying capacity
 - foraging exceedance
 - none of the above
18. Almost all early civilizations had a state religion in which _____.
- the ruler was seen as divine
 - political and religious power was combined
 - worship of the elements (water, fire, earth, air) was extremely important
 - incest within the royal family was acceptable because it kept royal power within the ruling class
 - both a and b
19. Because of their focus on large game, it's commonly acknowledged among scientists that Paleo-Indians were the cause of the extinction of mega-fauna (mammoth, horse, giant beaver, etc.) throughout North and South America.
- true
 - false

20. One of the classic characteristics of a chiefdom is _____

- a. that they are located in a tropical climate
- b. that they are politically unstable and violent
- c. egalitarianism
- d. their varying degree of residential mobility

21. The phrase _____ refers to the idea that animals can provide food throughout the year, being slaughtered as needed.

- a. secondary use of fauna
- b. storage on the hoof
- c. meat markets
- d. seasonal slaughtering

22. Which of the following is NOT a characteristic that makes an animal easy to domesticate?

- a. quick growth rate and short birth spacing
- b. ability to breed in captivity
- c. follow the leader mentality
- d. skittish or flight prone

23. _____ make the best plant domesticates.

- a. short, ground cover
- b. genetically stable species
- c. quick growing and genetically plastic (changeable) species
- d. long lived species like trees

24. The geographic area centered on the Tigris and Euphrates rivers is known as _____.

- a. Egypt
- b. Anatolia
- c. the Levant
- d. Mesopotamia

25. Compared to hunter-gatherers, agriculturists _____.

- a. are more likely to have a cyclical conception of time
- b. are more likely to be egalitarian
- c. are less vulnerable to epidemics
- d. are more likely to have rules or laws regarding ownership of resources

26. During the _____, large-scale permanent villages become common in many parts of the Fertile Crescent, and full-scale agriculture becomes widespread.

- a. Pre-Pottery Neolithic A period
- b. Pre-Pottery Neolithic B period
- c. Pre-Pottery Neolithic C period
- d. Paleolithic period
- e. Mesolithic period

27. _____ was a large village/city in southern Anatolia dating from ~7500-6000 B.C.

Archaeologists consider the houses at the site both secular and sacred, since people lived their daily lives in them, but shrines (and burials in the floor) were also common.

- a. Eridu
- b. Catalhoyuk
- c. Carthage
- d. Ur

28. Before the passage of federal laws like NAGPA, Native American human remains were sometimes stored in poor conditions and not treated respectfully.

- a. true
- b. false

29. During the Pre-Pottery Neolithic B period, a common ideology characterized by _____ was widespread in much of the Fertile Crescent.

- a. murals and rock art depicting spirit animals and shamans in a trance state
- b. worship of domesticated plants, particularly wheat,
- c. pottery decorated with lion motifs
- d. worship/respect for ancestors, human figurines and plastered skulls, and burials in domestic structures

30. According to the text, a city can be defined by its population. A generally used rule-of-thumb is a lower limit of _____ people for a city.

- a. 100,000
- b. 50,000
- c. 10,000
- d. 5,000

31. The practices of King Ur-Nammu in ancient Sumer demonstrate the importance of _____.

- a. controlling a population through fear of punishment from a centralized armed force.
- b. treating the environment responsibly.
- c. a well-organized bureaucracy as part of political leadership and rule.
- d. controlling religious specialists in state-level societies.

32. The 'Cultural Systems' or 'System Model' approach to understanding the origins of state level societies suggest that there is no single cause for the development of civilizations; instead, there are multiple interconnected explanations. While this line of reasoning has many benefits, one of its problems is that _____.

- a. it is difficult to test in the field and demonstrate your explanations
- b. it often focuses on technology to the exclusion of other factors
- c. it can only be used on civilizations that have writing systems
- d. it can only be used on civilizations that do not have writing systems

33. Many archaeologists view power as existing in three domains: economic, social and ideological, and _____.

- a. gendered
- b. political
- c. technological
- d. environmental

34. The _____ culture is one of the earliest well-defined cultures in North America, characterized by their large fluted projectile points that date from approximately 11,200 to 10,900 B.C.

- a. solutrean
- b. archaic
- c. magdalenian
- d. clovis
- e. archaic

35. The first writing system (known as cuneiform) appears by _____.

- a. 8000 B.C.
- b. 3000 B.C.
- c. 1900 B.C.
- d. 300 A.D.

36. The _____ civilization was one of the first civilizations in the world, and was organized around city-states such as Uruk, Kish, and Ur in southern Mesopotamia.

- a. Halafian
- b. Babylonian
- c. Hittite
- d. Sumerian

37. The burials of rulers in city-states such as Ur were very simple, exemplifying their commitment to social equality.

- a. true
- b. false

38. The _____ civilization was founded by Sargon in 2334 B.C., was based out of central/upper Mesopotamia, and lasted only until 2200 B.C. when huge droughts impacted much of the region.

- a. Samarran
- b. Sumerian
- c. Akkadian
- d. Ubaid

39. Which of the following is NOT a primary theory for how state-level societies evolved?

- a. Warfare
- b. Trade and technology
- c. Ecological Models
- d. Drought hypotheses

40. Because the Istar Gate (seen here in an artists representation) was destroyed during the overthrow of Babylon by the Persians, no physical remains still exist. Historians therefore have to rely on secondhand accounts of what it might have looked like from 6th century Babylonian texts.

- a. true
- b. false



41. On the map below, the marked area is known as _____.

- a. the Levant
- b. Mesopotamia
- c. Anatolia
- d. Crete
- e. Sumer



42. Agriculture was adopted throughout the world at the same time.

- a. true
- b. false

43. King Nebuchadnezzar ruled over Mesopotamia around 600 B.C., during the _____ empire.

- a. Babylonian
- b. Assyrian
- c. Israelite
- d. Minoan

44. _____ is the oldest and most well-known archaeological site in South America, dating to approximately _____.

- a. Cactus Hill / 36,000 B.C.
- b. Caverna de Pedra Pintada / 14,000 B.C.
- c. Naco / 18,000 B.C.
- d. Monte Verde / 12,000 B.C.

45. The _____ culture spread out from the Bismarck Archipelago around 3000 years ago, exploring and colonizing the western islands of the South Pacific.

- a. Akkadian
- b. Polynesian
- c. Lapita
- d. Vanuatu
- e. Malay

