General Education Course Proposal

Proposed Course: Anthro. 003 Introduction to Prehistory **Units** 3
Prefix No. Title

Department: Anthropology **School:** Social Science

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2___; D X ; E___
Integration: B___; C___; D___; International/Multicultural___

Existing Course X **; Revised Course___; New Course___**
Course Included in Current GE Program X

New courses require the Undergraduate Course Proposal form in addition to this form.
Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Explores human prehistory as known from the archaeological record; examines the methods of scientific archaeology, and traces the evolution of culture from its origins more than 2.5 million years ago, through the appearance of settled life and agriculture, to the rise of early civilizations. General Education, BREADTH, AREA D. Prerequisites: None.

Enrollment limit per section: 50

Expected number of sections per semester – Year 1 2-3 **; Year 3** 3-4

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Rm. LaJeunesse	3/23/98	J. Erlin	5/2/98
Department Chair	Date	School Curriculum Committee	Date
Ellen Junenbaum	4/30/98	Peggy Crund	12/15/98
School Dean	Date	General Education Subcommittee	Date
Brandt Kehoe	12/22/98		
Associate Provost	Date		

Forward Original and **TWELVE** copies to:
Associate Provost for Academic Affairs, M/S 54

2/5/98

ATTACHMENT 2

COMMON ELEMENTS

Course Objectives

Anthropology 3 is designed to achieve several objectives, among others, teaching students the basic concepts and methods in field archeology. The mastery of these materials will satisfy Criterion C of the General Education Guidelines, Area D. Specifically, these topics include the concepts and methods of site survey, excavation and laboratory analysis.

> Site Survey Methods: strategies to locate sites; use of remote sensing; completing site survey forms; mapping and recording artifacts.
> Site Survey Concepts: importance of site preservation; practices of artifact collection; uses of site survey data;
>
> Excavation Methods: site selection; unit placement; recording artifacts from levels and units; types of excavation levels; types of screening methods; feature records and field notes.
> Excavation Concepts: artifacts, features and context; record keeping; sampling strategies involving recovery methods.
>
> Laboratory Analysis Methods: artifact classification; processing; data base preparation; dating methods, including relative (e.g., faunal/floral associations) and absolute (e.g., radiometric).
> Laboratory Analysis Concepts: the importance of provenance; curation; access.

By introducing students to the following analytical concepts they will be able to more effectively participate in the human community as specified in Criterion D, Area D, General Education Guidelines.

> Students will be made aware of the intellectual impact that archaeological site destruction, due to economic development and illegal acts of vandalism, has had on our understanding of past human events. This problem will introduce them to the current debate over the value of development versus preservation.

Anthropology 3 provides a background in the history of method and theory in archaeology. The mastery of these materials will satisfy Criterion C of the General Education Guidelines, Area D. These topics will include the following:
The origins of archaeology are examined by looking at the efforts of Medieval and Renaissance scholars to rediscover the classical world, the explorations of Europeans in their discovery of new lands and peoples, and in the development of private collections of antiquities.

> The problems faced by early archaeologists involved the need to classify the materials they collected; and, to properly understand the antiquity of man and of the world in which he lived.
>
> Life histories of prominent archaeologists will be explored to understand their contribution to this science, as well as the stages through which it passed (e.g., Thomas Jefferson, Heinrich Schliemann, Alfred Kidder, and Lewis Binford).

By introducing students to the following analytical concepts they will be able to more effectively participate in the human community as specified in Criterion D, Area D, General Education Guidelines.

The student will be exposed to a thorough discussion the issue of ownership of antiquities, in light of past plunderings of relics by early archeologists, such as the removal of the Elgin Marbles from Greece or Schliemann's looting the treasures of Troy. This question will be further examined in the light of modern laws governing the acquisition and disposition of antiquities. This debate will be extended to recent events in the United States in terms of the claims made by particular ethnic groups, such as Native Americans or African-Americans, involving their efforts to preserve and control materials related to their histories.

Topics in Anthropology 3 will include the evidence for human evolution, ranging from our ape-like ancestors of the Miocene Epoch to the emergence anatomically modern Homo sapiens during the Pliocene. A discussion of these topics will cover the subject area of anthropology and archaeology. This will meet Criterion C, Area D, General Education Guidelines. This will be accomplished through the following course objectives:

A comparative study of cercopithecoids (monkeys/apes/man) will be undertaken so that students will appreciate the anatomical/behavioral similarities and differences of this taxon.

A close examination of the fossil record, documenting hominoid evolution, including the separation of the hominids and the emergence of genus Homo.

In addition to the biological evidence for man's evolution, students will learn about the archaeological data for the development of human culture. This will be illustrated by cases studies of well-known archaeological sites, including, among others, Olduvai Gorge, Torralba/Ambrona, Terra Amata, Zhoukoudian, and Shanidar Cave.

Students will be exposed to current issues involving the phyletic relationships between Neanderthal and anatomically modern Homo sapiens, including the dispersal of the latter vis-a -vis the "Eve" hypothesis, involving mitochondrial DNA and the "Adam" hypothesis, discussed in terms of nuclear DNA.

The evolution of human behavior will be examined through the medium of cave art, with discussions concerning their cultural contexts and meaning.

Lastly, the evolution of the language will be examined in light of its contribution to the development of human culture and specially the manufacture of tool.

The following concepts will provide students with an understanding of human social, political and economic institutions and behaviors that are inextricably interwoven. This will satisfy Criterion A, Area D, General Education Guidelines.

Human adaptation will be examined in terms of the archaeological record, beginning with a discussion of Neanderthal's social and economic behavior seen in light of his adjustments to the arctic like environments of northern Europe.

A discussion of Upper Paleolithic cultural adaptations will focus on the nexus of technology, environment, political and social institutions.

Pleistocene bio/cultural adaptations formed the basis of human personality, evolving within the context of small, isolate groups from which we have derived much of our current behavior. A discussion of this material will provide students with an understanding of basic principles underlying human social behavior. This will satisfy Criterion B, Area D, General Education Guidelines.

By examining behaviors that are part of our primate legacy, students will develop an understanding of social traits that we share with other living primates, such as a strong need for social interaction, interdependence, a strong mother infant bond, hunting for and sharing of meat, tool manufacture and use, territoriality, communication, etc..

Immediate primate relationships will be examined by looking at our closest living relative, the chimpanzee, who shares approximately 98% of his genes with us. Of all the non-human primates, they are the most "human-like" in both behavior and biology, and this affinity will be illustrated through the videos made by Jane Goodall, describing her work at the Gombe Stream Preserve.

Students will explore the human "evolutionary mosaic", which involves understanding the anatomical changes that separate man from ape. This includes looking at the absolute change in brain size, the development of the locomotor system, differences in gnathic equipment, and the functionality of the hand, as well as when these changes took place.

The morphological variation in fossil remains will be examined in light of taxonomic principles governing the classification of genus and species. The discovery of the "first family" by Donald Johanson will be the focus of this discussion.

The criterion for the establishment of the genus Homo will be discussed, including evidence for tool making and the strong inference that these early hominids possessed "culture", a defining criterion for this genus.

Students will be presented evidence about the evolution of the Pleistocene hominid, Homo erectus. This species, the first to venture out of Africa, is important in our understanding of the biological and cultural development of our lineage, as manifested by their ability to use fire, possibly use language, and their ability to adapt to a variety of new environments.

Evidence will be discussed concerning Homo erectus' use of fire, which was a major turning point in the evolution of human behavior. Fire provided these hominids with a tool that afforded them warmth, protection, energy to cook food, as well as extending the length of daylight.

In addition to Homo erectus, the course will cover material on the stage of human evolution represented by Neanderthal. This discussion will focus on the their development of more human-like behaviors, such as art work, cave dwelling, burial of the dead, and care for the elderly and sick.

Following the discussion of the Neanderthals, we will examine the dramatic transformations that occur in both human biological and cultural evolution with the emergence of the first Paleolithic peoples, represented by anatomically modern Homo sapiens. The pace of human evolution quickens with this stage, suggesting that it may represent an example of "punctuated equilibria". Evidence for this includes increased trade, development of ethnic identity, status differentiation, craft specialization, and the elaboration of the arts.

Students will be introduced to the concept of neoteny as it applies to the co-evolution of the human brain case and the development of bipedal locomotion. The selective forces affecting the latter will impede the former unless the infant is born at an earlier stage of development, since a bigger skull at birth will require a larger pelvic outlet, making walking less efficient. The social ramifications of this are that infants will be far greater dependent for nurture and care, necessitating greater participation of the group in their rearing.

The effect of language on human culture will be discussed, since its emergence allowed early man to efficiently transmit ideas as well as develop the ability to think with words.

Further, by introducing students to the following methods and analytical concepts they will be able to evaluate society today and more effectively participate in the human community. This will satisfy Criterion D, Area D, General Education Guidelines.

By illuminating our basic human nature, through the study of our evolutionary history, students will be better prepared for the daunting problems that face them in today's complex world.

They will be introduced to a number of theoretical issues, such as the role of meat eating and social organization; male behavior and interpersonal aggression; and pair bonding and the formation of the family. The implications of each will be related to modern human society.

Man's diet, seen within the archaeological record, will be examined in terms of its movement up and down the food chain. At different points in our history, Man's ancestors were as likely to be someone's meal as not, providing us with a relative sense of where we in nature.

Students will be introduced to information about specific archaeological sites, providing them with an understanding of the hunter/gatherer way of life. By discussing this material the course will be covering the subject area of anthropology and archeology, which will satisfies Criterion C, Area D, General Education Guidelines.

A discussion of archeological sites, temporally related to Man's first entry in to the North America, will examine the features and artifacts of these colonists. Included in this discussion will be a consideration of the various debates related to the timing and routes taken by these peoples.

The best documented early cultures in North America, Clovis and Folsom, will be examined in terms of the location of their sites, the artifacts and features contained therein, and their relationship to Mega-faunal hunting
Knowledge about Paleoindian cultures will be further explored by a discussion of an archaeological site excavated by members of the department of anthropology, CSUF. Materials from this site, located in the Sierran foothills of central

California, will be used to examine the transition from Ice Age hunters to the cultures of the Archaic.

The materials from the more recent components of the Skyrocket site will be used to illustrate the lifeways of archaic hunters and gathers, and the subsequent cultural complexity that developed in central California and elsewhere in western North America. Ethnographic examples will be included with data drawn from the Pomo Indians of central California, illustrating economic and social complexity often associated with primitive agriculturists.

Further, by introducing students to the following concepts of this objective will reflect that human social, political and economic institutions and behaviors are inextricably interwoven. This will satisfy Criterion A, Area D, General Education Guidelines.

This will be achieved through a discussion of the widespread impact that environmental change has had on human cultures as illustrated by data drawn from the prehistory illustrated by the Skyrocket. The interactions between environment, economics, and social institutions will be explored.

Examine the impact that the hunting and gathering way of life has had on Man's cultural and biological makeup. By covering this material students will better understand and be able to analyze the basic principals underlying human social behavior. This will satisfy Criterion B, Area D, General Education Guidelines.

Culture change will be examined by looking at the archaeological record of the Skyrocket site. At this site, for example, there is evidence that the foundations of the Archaic were actually laid down during the earlier Paleoindian period and that climatic change produced selective pressures that led to the favoring of these nascent traits.

Two different routes to socio-cultural complexity will be examined, including the one followed by some hunter and gatherers in rich environments and the other pursued by agriculturists in more marginal habitats.

Further, by introducing students to the following methodologies and analytical concepts they will be able to evaluate society today and more effectively participate in the human community. This will satisfy Criterion D, Area D, General Education Guidelines.

Critical thinking skills will be applied to the various kinds of data related to the peopling of the New World in order to determine the timing and nature of the first peoples to enter North America.

Theories relating to post-Pleistocene extinctions will be discussed, including environmental factors related to climatic warming and the possible role of man as a causative agent in the extinction of these species.

By examining the climatic record of the Skyrocket site, students will learn about the impact that rainfall variation has had in this state. Over the last 7,000 years, a number of severe droughts have occurred, altering significantly the relationship between man and his natural environment. Extrapolations will be made to modern day water use and its availability, and the issue of global warming and culture change will be discussed within this broader archaeological context.

Warfare will be analyzed from archaeological and ethnographic examples. The latter will include a discussion of the Pomo view of combat which often involves rituals and symbolic expressions rather than loss of life and the subjugation of individuals.

Our hunter gatherer legacy will be examined in terms its principal characteristics, such the balance between man and nature, the value of elders and traditions, the importance of the group over the interests of the individual, the relationship between the mind and body in medicine, the importance of food sharing, and social harmony.

Exploration of the archeological events that lead to the current world that we live in, including the development of agriculture and the rise of civilization. By discussing these materials the course will be covering the subject area of anthropology and archeology. This will satisfy Criterion C, Area D, General Education Guidelines.

Sites related to the evolution of agriculture and civilizations will be examined in terms of their structure, features, artifacts, and other defining characteristics. Civilizations discussed will include Mesopotamia, Egypt, Greece, and Rome.

Particular attention will be paid to the importance of the Nile to Egyptian civilization. By considering the cyclical nature its floods, students will become aware of the rejuvenating effect they have had on the land and their effect on agricultural practices.

Additional topics will include a discussion of Howard Carter's role in discovering King Tut's tomb and the historical context in which this Pharaoh lived.

Pompeii and Herculaneum will serve as illustrations of preserved examples of historic Roman villages, documenting various of daily life.

In addition to the classical occidental world, examples will be drawn from other places, including Angkor Wat in Cambodia, the Great Zimbabwe of southeast Africa, and the Moche of South America.

Greater detail will be paid to the civilizations of Mesoamerica, beginning with the Olmecs, who lay the foundation for the peoples who follow.

A detailed discussion of the people of Teotehucan will focus on their daily life, including social institutions, customs, and trade.

By introducing students to the following concepts, they will be introduced to human social, political and economic institutions and behaviors that are inextricably interwoven. This will satisfy Criterion A, Area D, General Education Guidelines.

Changes in subsistence, such as the development of agriculture, brought about significant changes in social institutions and behavior. These include the organization of kinship, political entities, such as Big Men and later Chiefs, as well as economic institutions, involving self sufficiency and reduced sharing of resources.

Development of civilization affects a wide variety of social institutions. These include large scale population concentrations, leading to urban centers, the creation of a landless peasantry, the establishment of trade and tribute, the creation of craft specialists, as well as political institutions in the form of city states and organized military.

By exposing students to the following materials, they will better understand the social behaviors of the modern world. By discussing this material the course will help students to understand and analyze the basic principals underlying human social behavior. This will satisfy Criterion B, Area D, General Education Guidelines.

There are two competing interpretations as to the development of agriculture: revolution or evolution. As a revolution, a large number of extrinsic factors came into play, such as sharp climatic changes, population pressures, and economic factors, involving social complexity, leading to a very rapid transformation of the pre-existing cultures. The alternative interpretation is that this change was much more gradual in nature and due more likely to intrinsic factors. These involved a more step-wise process in which semi-sedentary hunters/gatherers began experimenting with the reproductive behavior of plants, creating the selective forces that favored molded particular species, thereby insuring more predictable yields.

The causal factors affecting the development of agriculture are often confused with its inception. Since the time required for the full-scale development of this practice may have taken a millennium or more, the attention should be paid to those causal factors that pushed hunters and gatherers into a full-time dependence on domesticated foods. As an illustration of this point, we will look at the work done at Black Mesa, Arizona, in which the hunters and gatherers experimented with "domesticated plants" for over a 1000 years before they became full-time agriculturists

On the surface, agriculture may appear to be beneficial to man, but it creates a form of dependency that some have labeled the "agricultural trap". As a result, man eats a far narrower range of foods that are often susceptible to a variety of pests, leading to cyclical periods of feast and famine. The population often outstrips any of the surpluses which further complicates the lives of these people. An example of this is also illustrated by the archaeological work done at Black Mesa in which the prehistoric peoples occupying this site struggled to keep up with population pressures, leading to a shortened fallow, resulting in the eventual collapse of their society.

Alternative explanations for the rise of civilizations will be considered. These include the influence of warfare, the creation of religious centers, the development of cities, and the need to support craft specialists.

Concentrations of capital, even though it leads to the creation of architecture, urban centers, trade, etc., also leads to social stratification and inequality. This system favors a few at the expense of the many, thereby insuring the seeds of its destruction.

Why are civilizations so short lived and what factors lead to their demise?

By introducing students to the following methods and analytical concepts they will be able to evaluate society today and more effectively participate in the human community. This will satisfy Criterion D, Area D, General Education Guidelines.

Today, we see signs of the "agricultural trap" in our modern way of life. The intensification necessary, for example, to meet current population numbers requires an every increasing dependence on the use of greater and greater amounts of pesticides and fertilizers, including self-destructive agricultural practices such as monocroping. This observations clearly that modern man has many things in common with people from past civilizations.

The legacy of classical civilizations, including Mesopotamia, Greece, Rome, and Mesoamerica will be examined in terms of their contributions to the modern Western world.

The discussion of ancient civilizations will include examples drawn from other parts of the world besides Europe and the Middle East, such as Africa, Southeast Asia, and South America. This shows that the rise of civilization is a world wide phenomenon.

A positive lesson may be learned from Mesoamerican civilization. Their Chinampas system of agriculture, which is highly productive without the use of pesticides and fertilizers, could be adapted to those economies today who are rich in labor but poor in capital.

The success of the Spanish conquest of the New World was an example of the conquistadors inserting themselves into the void left by the Aztec. This illustrates the cyclical nature of the ebb and flow of civilization. These same conquerors placed their churches on the sites of Aztec temples, collected the same kinds of tribute previously obtained, and the saints worshiped were ancient deities in new clothes.

Current civilization is susceptible to the same problems faced by ancient ones, making modern man equally vulnerable to the mistakes of the past. Hopefully, our behavioral flexibility will provide some hope that we may avoid some of these traps.

Common Content

The following syllabus, Attachment #3, lists the topics covered in Anthropology 3, Introduction to Prehistory. Although individual instructors may vary the order of presentation and/or may assign different readings and paper topics, the attached syllabus reflects the core of the subject matter taught, representing 90% of the topics covered by all of those who instruct this course. The relative weightings of material covered are as follows:

1. Introduction and What is archeology?	5 %
2. History of archeology	5 %
3. The Fossil evidence for human origins	5 %
4. Archeology of human origins	5 %
5. Primate evidence related to human origins and summery statements	5 %
6. Homo erectus	5 %
7. Neanderthals	5 %
8. Emergence of humanity	5 %

9. Language and consciousness	5 %
10. Expansion into the New World	5 %
11. Archaic Hunter-gatherers	5 %
12. Complex Hunters and Gatherers	5 %
13. Rise of Agriculture	5 %
14. Rise of Civilizations	5 %
15. Rise of complexity - Middle East and Egypt	5 %
16. Rise of complexity - Greece and Rome	5 %
17. Rise of complexity - Africa, Southeast Asia, and South America	5 %
18. Rise of complexity - Central America	5 %
19. The rise and fall of complexity	5 %
20. Course Review	5%

Schedule for the course

First week (Aug. 24 - Aug. 28) : Introduction and What is archeology?

Second week (Aug. 31 - Sept. 4) : History of archeology

Third week (Sept. 8 - 11) : The Fossil evidence for human origins

Fourth week (Sept. 14 - 18): Archeology of human origins

Fifth week (Sept. 21 - 25): Primate evidence related to human origins and summary statements

Sixth week (Sept. 28 - Oct. 2): Homo erectus

Seventh week (Oct. 5 - 9): Neanderthals

Eighth week (Oct. 12 - 16): Emergence of humanity and the development of language and consciousness
Oct. 16 - Midterm

Ninth week (Oct. 19 - 23): Midterm and Expansion into the New World
Oct. 23 - First take home essay due.

Tenth week (Oct. 26 - 30): Archaic Hunter-gatherers

Eleventh week (Nov. 2 - 6): Complex Hunters and Gatherers

Twelfth week (Nov. 9 - 13): Rise of Agriculture and Civilization

Thirteenth week (Nov. 16 - 20): Rise of complexity--Middle East and Egypt
Fourteenth week (Nov. 23): Rise of complexity - Greece and Rome
Nov. 23 - Second take home essay due

Fifteenth week (Nov. 1 - Dec. 4): Rise of complexity - Africa, Southeast Asia, and South America

Sixteenth week (Dec. 7 - 9): Rise of complexity - Central America and the rise and fall of complexity

Final Exam

Required student activities

All Anthropology 3 students are required to read the contents of two textbooks; take a midterm and a final examination; submit two 5 page papers, consisting of 1,250 words apiece.

Grading criteria

Midterm exam =	60 points
Midterm take home essay question =	40 points
Final exam =	60 points
Final take home essay question =	40 points

Midterm/Final Grades

Midterm grades

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D

Final grades

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D

Course grades

180 - 200	A
160 - 179	B
140 - 159	C
120 - 139	D

Representative Texts

Feder, Kenneth (1996) The Past in Perspective, Mayfield Publishing Company, Mountain View, California.

Gowlett, John (1994) Ascent To Civilization, (2nd edition), McGraw-Hill, Inc., San Francisco, California.

Writing assignments

The writing requirement for this course is 2,500 words or approximately 10 typed pages.

Topics for consideration:

Writing Assignment #1/ 5 Typed Pages (Choose one of the following)

1. Were our early ancestors killer apes? In other words, are humans aggressive and violent by their very nature? What evidence do you have to support your answer, and what is the significance of the question?

2. What do you think the sex roles of our early ancestors were, what evidence do you have to support this view, and why is the debate over the sex roles of our early ancestors of such interest?

3. What do studies of primates tell us about our early ancestors and modern humans?

4. The archeological and fossil record suggest some fundamental differences and interesting similarities between the Neanderthal and *Homo sapiens sapiens*. What are these differences and what are the similarities? And, what does this say about the relationship between them?

Writing Assignment #2/ 5 Typed Pages (Choose one of the following)

5. Prehistory is the story of human accomplishments and wonders. It is an amazing story that we can all take some pride in. I want you to use your imagination to tell a day-in-the-life-story of one of your own ancestors (100, 500, 1000 or maybe 1 million years ago - you choose the time). The next and equally important step is to create your own archaeological site that support this story. You will be graded on your ability to cogently argue the hypothetical archaeological evidence you have conjured.

6. Pick some physical location and watch the activities that go on there. Describe them and take an inventory of the evidence that was left behind from what you observed. First, if you had not observed these activities, could you have figured them out from the evidence left behind? What human activities (e.g., picking up trash) or natural processes made it difficult to interpret the activities you witnessed? Second, if you were an archeologist coming to this spot 100 years from now, what would be left of the evidence you found and what possible human activities or natural processes (e.g., decomposition, erosion) could make your interpretation difficult?

Evaluation of Writing Requirement

Writing will be evaluated in terms of the usual mechanical categories, including grammar, syntax, spelling, and punctuation; however, the content, organization, completeness, and cogency of the argument will be paramount.

Attachment #3

Introduction to Prehistory

Anthropology 3

Dr. John Pryor

Office: Science 144

Office Hours: TH 8:30 - 9:30

T-TH 11:10 - 1:00

e-mail: john_pryor@csufresno.edu

Course Description: ANTHROPOLOGY 3, INTRODUCTION TO PREHISTORY (3). An exploration of human prehistory as revealed by the archaeological record. Traces the evolution of culture, from its earliest expression in crude stone tools more than 2 million years ago, through the emergence of agriculture and the first civilizations. General Education Area D.

Grading criteria

Midterm exam	=	60 points
Writing Assignment 1	=	40 points
Final exam	=	60 points
Final take home essay question	=	40 points
Total Points	=	200 points

Midterm/Final Grades

1. Midterm grades

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D

2. Final grades

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D

3. Course grades

180 - 200	A
160 - 179	B
140 - 159	C
120 - 139	D

Writing assignments

The writing requirement for this course is 2,500 words or approximately 10 typed pages.

Topics for Consideration

Writing Assignment #1/ 5 Typed Pages (Choose one of the following)

1. Were our early ancestors killer apes? In other words, are humans aggressive and violent by their very nature? What evidence do you have to support your answer, and what is the significance of the question?

2. What do you think the sex roles of our early ancestors were, what evidence do you have to support this view, and why is the debate over the sex roles of our early ancestors of such interest?

3. What do studies of primates tell us about our early ancestors and modern humans?

4. The archeological and fossil record suggest some fundamental differences and interesting similarities between the Neanderthal and *Homo sapiens sapiens*. What are these differences and what are the similarities? And, what does this say about the relationship between them?

Writing Assignment #2/ 5 Typed Pages (Choose one of the following)

5. Prehistory is the story of human accomplishments and wonders. It is an amazing story that we can all take some pride in. I want you to use your imagination to tell a day-in-the-life-story of one of your own ancestors (100, 500, 1000 or maybe 1 million years ago - you choose the time). The next and equally important step is to create your own archaeological site that support this story. You will be graded on your ability to cogently argue the hypothetical archaeological evidence you have conjured.

6. Pick some physical location and watch the activities that go on there. Describe them and take an inventory of the evidence that was left behind from what you observed. First, if you had not observed these activities, could you have figured them out from the evidence left behind? What human activities (e.g., picking up trash) or natural processes made it difficult to interpret the activities you witnessed? Second, if you were an archeologist coming to this spot 100 years from now, what would be left of the evidence you found and what possible human activities or natural processes (e.g., decomposition, erosion) could make your interpretation difficult?

Evaluation of Writing Requirement

Writing will be evaluated in terms of the usual mechanical categories, including grammar, syntax, spelling, and punctuation; however, the content, organization, completeness, and cogency of the argument will be paramount.

Make a copy of all writing assignments before you turn then in!

Prerequisites:

None.

Texts:

Feder, Kenneth (1996) The Past in Perspective, Mayfield Publishing Company, Mountain View, California.

Gowlett, John (1994) Ascent To Civilization, (2nd edition), McGraw-Hill, Inc., San Francisco, California.

Class Schedule:

The instructor reserves the right to make changes in this syllabus.

I. Introduction

First week (Aug. 24 - Aug. 28) : introduction; What is archeology?
Reading: Feder Chapters 1 and 3.

Second week (Aug. 31 - Sept. 4) : history of archeology
Reading: Feder Chapter 2; Gowlett Chapter 1.

II. Human Cultural Origins

Third week (Sept. 8 - 11) : fossil evidence for human origins
Reading: Feder Chapter 4 and 5; Gowlett Chapter 2.

Fourth week (Sept. 14 - 18): archeology of human origins
Reading: Gowlett Chapter 3.

Fifth week (Sept. 21 - 25): primate evidence related to human origins and summary statements.

Sixth week (Sept. 28 - Oct. 2): *Homo erectus*.
Reading: Feder Chapters 6 and 7; Gowlett Chapter 4.

Seventh week (Oct. 5 - 9): Neanderthals
Reading: Feder Chapters 8 and 9; Gowlett Chapter 5 and 6.

Eighth week (Oct. 12 - 16): emergence of humanity and the development of language and consciousness.

III. Ecce Homo

Ninth week (Oct. 19 - 23): midterm and expansion into the New World.

Tenth week (Oct. 26 - 30): Archaic hunter-gatherers.
Reading: Feder Chapter 10

Eleventh week (Nov. 2 - 6): complex hunters-gatherers.
Reading: Feder Chapter 11; Gowlett Chapter 7.

IV. Evolution of Complex Society

Twelfth week (Nov. 9 - 13): rise of agriculture and civilization.
Reading: Feder Chapter 12

Thirteenth week (Nov. 16 - 20): rise of complexity--Middle East and Egypt
Reading: Feder Chapter 13; Gowlett Chapter 8

Fourteenth week (Nov. 23): rise of complexity I--Greece and Rome.

Second writing assignment due Nov. 23

Fifteenth week (Nov. 1 - Dec. 4): rise of complexity II--Africa, Southeast Asia, and South America

Sixteenth week (Dec. 7 - 9): rise of complexity--Central America and The rise and fall of complexity.
Reading: Feder Chapters 15 and 16; Gowlett Chapter 9.