

UCLA Extension

SYLLABUS

OLD STONE AGE ARCHAEOLOGY ANTHRO-XL 112

Spring 2016
Registration # 264418
5 Credits

Meeting Times and Location

Wednesdays, 7:00 PM to 10 PM from March 30 to June 8, 2016 in Haines Hall 110, UCLA

Contact Information

Instructor: Dr. Matthew C. Curtis
Email: mccurtis@ucla.edu
Office Hours: by appointment
Course website: <http://www.nfomedia.com/2222/home.nfo> or www.nfomedia.com

Instructor Bio:

Matthew (Matt) Curtis is a broadly trained anthropologist with a specialization in the Holocene archaeology of Africa and two decades of university teaching experience and research in Eastern Africa and North America, including directing several archaeological projects in Ethiopia and Eritrea. He is a former Fulbright Fellow and National Science Foundation award recipient, the author of numerous scholarly articles concerning the archaeology of Eastern Africa, and is co-editor of *The Archaeology of Ancient Eritrea*, which won the 2008 Society of Africanist Archaeologists (SAfA) Book Prize. Dr. Curtis has served as an UCLA Extension instructor since 2010 and has taught at the University of California at Santa Barbara, the University of Florida, California State University Channel Islands, College of the Canyons, Ventura College, and the University of Asmara in Eritrea.

UCLA Extension Department Contact: April Michelle Enriquez

Email: aenriquez@uclaextension.edu

Office: Department of Humanities and Sciences

Phone: (310) 825-7093; (310) 825-7093

UCLA Extension Office of Instructional Enhancement Support:

Email: support@unexonline.zendesk.com

Phone: Toll-free at (866) 269-7289; or (310) 206-4563.

Monday - Friday, 8am to 6pm (Pacific Time).

Website: <http://support.uclaextension.edu>

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- Or visit the Canvas Help Center: <https://help.instructure.com/home>

Description

This course focuses on the development of Paleolithic (Stone Age) cultural traditions in Africa, Asia, Europe, Australia and Oceania, and the Americas from the Pliocene to the Pleistocene and early Holocene epochs (from about 2.5 million years ago to about 9,000 years ago). The course explores key events and processes involving human behavior and biological evolution, examining the archaeological record of the Lower Paleolithic (Early Stone Age), Middle Paleolithic (Middle Stone Age), Upper Paleolithic (Late Stone Age), Mesolithic, and Paleoindian (in the Americas) cultural periods in relation to the fossil, genetic, geological, and paleo-environmental records. The course examines the technological and subsistence traditions of human hunter-gatherer (forager) economies in various world regions up to the advent of food production (agriculture and pastoralism). Where possible, the sociopolitical and ritual traditions of pre-food-producing Paleolithic communities are explored, including study of Paleolithic art. We trace the evolution of the genus *Homo*, examining the human precursors of *Homo sapiens* and the first appearance and development of anatomically modern humans. The course takes a comparative perspective, comparing and contrasting the cultural behaviors reconstructed through archaeology, anatomies, and genomes of anatomically modern humans and other earlier and contemporaneous human species of the Plio-Pleistocene, such as Neandertals. In doing so, we consider from an anthropological perspective what it means to be “anatomically and behaviorally modern,” identifying signatures of anatomically modern human behavior visible in the archaeological record in tool production, art, burials, and resource

exploitation. In addition, the course traces the routes, timing, and implications of the peopling of the world by human species, investigating the cultural, technological, and genetic signatures of these crucial events in the human past. By the end of the quarter, students will have learned how archaeologists work in interdisciplinary settings to reconstruct aspects of past human cultures and behavior, gaining an understanding of the methods and techniques involved in archaeological, paleoanthropological, and paleo-environmental research.

Objectives

Upon completion of this course, students will be able to:

- Describe the major objectives and methodologies of Paleolithic archaeology and paleoanthropology;
- Understand the importance of biocultural evolution – the interaction between biology and culture in human evolution;
- Identify the ways in which human cultural traditions have changed over time within and across continental regions over more than two million years;
- Outline the qualities of Paleolithic hunter-gatherer (forager) technology, sociopolitical organization, subsistence, and ritual as evidenced from the archaeological and environmental records;
- Define the core aspects of anatomically modern human behavior as evidenced from the archaeological and paleo-environmental records;
- Demonstrate how interdisciplinary perspectives involving anthropology, geological sciences, genomics, environmental studies, and related disciplines inform our understanding of the human past and its implications for the present and future of our species

Materials

Required Books:

There are five required books for the course. Students must have all five books. These books are not traditional textbooks, but well written and engaging scholarly publications for the public written by acclaimed experts in archaeology and paleoanthropology. All five books are widely available in reasonably-priced paperback editions and all, except one (Mithen 2003), are available as electronic editions.

Fagan, Brian M. (2011). *Cro-Magnon: How the Ice Age Gave Birth to the First Modern Humans*. Bloomsbury Press. ISBN 978-1608194056

Meltzer, David J. (2013). *First Peoples in a New World: Colonizing Ice Age America*. Texas A&M University Press. ISBN 978-1603448123

Mithen, Steven (2003). *After the Ice: A Global Human History (20,000-5,000 BC)*. Harvard University Press. ISBN 978-0674019997.

Stringer, Christopher (2013). *Lone Survivors: How We Came to Be the Only Humans on Earth*. St. Martin's Griffin. ISBN 978-1250023308

Tattersall, Ian (2012). *Masters of the Planet: The Search for Our Human Origins*. Palgrave Macmillan. ISBN 978-1137278302.

Optional Recommend Books:

These books are recommended for students with little or no previous background concerning archaeology and biological anthropology (particularly human evolution studies). They are not required texts and there will not be any assigned readings from them. However, they are excellent general textbook resources:

Boyd, Robert and Silk, Joan B. (7th edition, 2014-2015). *How Humans Evolved*. W. W. Norton & Company. ISBN 978-0393936773.

Kelly, Robert L. and Thomas, David Hurst. *Archaeology*. Wadsworth Publishing. ISBN 978-1305670402

Other readings may be posted on the course online site.

Exams

There are two take-home exams that are completed during the quarter. Each exam is worth 200 points for a total of 400 points (40% of course grade). Exams include multiple choice questions, true/false questions, and questions requiring written answers. The exams cover material presented in assigned readings, class lectures and discussions, assigned videos and audio stories, and written assignments.

Written Assignments

There are three written assignments completed over the course of the quarter. Each written assignment is worth 200 points for a total of 600 points (60% of course grade). The written assignments are designed to encourage students to explore selected central course topics in more detail and to work through problems and/or critically assess ideas, evidence, data sources, etc.

Completed student written assignments are evaluated using the following grading components:

Thoroughness (25% of grade)

- How well is the topic explored by the student?
- Are all major points covered in analysis?
- Or, if applicable, are all steps in the presented problem covered

Accuracy and Relevance of topic (25% of grade)

- How accurately does the student answer the questions or consider the topics presented?
- How well does the student demonstrate the relevance of the topic considered?
- Is the student able to relate the topic to other issues presented in assigned readings and/or class discussions and lectures?

Critical analysis (25% of grade)

- Does the student critically assess the topic?
- Are the potential strengths and/or weaknesses of an idea, evidence, data sources, etc. assessed?

Clarity and organization (25% of grade)

- Does the student present information and analysis clearly?
- Is the exercise well written and clearly argued?
- Or, if applicable, is the problem answered clearly and with accuracy?

Evaluation

Breakdown

Student course grades will be based on the following components:

Written Assignments (3 assignments worth 200 points each for a total of 600 points)
= 60% of course grade

Exams (2 exams worth 200 points each for a total of 400 points)
= 40% of course grade

970 to 1000 points (97-100%) = A+

930 to 969 points (93-96.9%) = A

900 to 929 points (90-92.9%) = A-

870 to 899 points (87-89.9%) = B+

830 to 869 points (83-86.9%) = B

800 to 829 points (80-82.9%) = B-

770 to 799 points (77-79.9%) = C+

730 to 769 points (73-76.9%) = C

700 to 729 points (70-72.9%) = C-
670 to 699 points (67-69.9%) = D+
630 to 669 points (63-66.9%) = D
600 to 629 points (60-62.9%) = D-
Below 600 points (0-59.9%) = F

Course Policies

Instructor Expectations

In this course we explore the fascinating and dynamic study of paleolithic archaeology from an anthropological perspective informed by interdisciplinary understandings. We explore topics in a variety of ways, including readings, videos, audio stories, instructor lectures material, online tutorials, and scholarly websites.

No make-up exams or late assignments will be accepted, except in cases of documented medical or family emergencies, or an official University excuse.

Make- Up Exams:

All requests to make-up or reschedule an exam must be submitted by written petition to the Department of Humanities and Sciences. Petitions related to extreme and emergent situations or religious holidays will only be considered if they are detailed and accompanied by verifiable supporting documentation. Examples of extreme and emergent situations may include: accident, death, injury, or serious illness.

Course Format

This course includes 11 weekly in-class sessions on Wednesdays from 7 PM to 10 PM from March 30 to June 8 and completion of readings, written assignments, and exam preparation outside of class. Although points are not allotted for attendance, regularly attending class is essential for doing well in this course and gaining a full understanding and appreciation of the topics explored.

Please keep a copy of all assignments and work submitted. Print the syllabus for your reference. It is your responsibility to be aware of all assignments, due dates and guidelines.

Planning Your Study Time

To plan your study time, it is estimated that you will spend 3 hours per week in class with the instructor and approximately 7 additional hours per week outside of class studying for exams, reading, and completing assignments. Depending on the extent of your academic preparation and recent college-level coursework in this topic area, the amount of study time needed may vary considerably.

Institutional Policies

Student Conduct

Students are subject to disciplinary action for several types of misconduct or attempted misconduct, including but not limited to dishonesty, such as cheating, multiple submission, plagiarism, or knowingly furnishing false information to the University; or theft or misuse of the intellectual property of others or violation of others' copyrights. Students are encouraged to familiarize themselves with policy provisions which proscribe these and other forms of misconduct at: <https://www.uclaextension.edu/Pages/str/StudentConduct.aspx>

Services for Students with Disabilities

In accordance with the Americans with Disabilities Act of 1990, UCLA Extension provides appropriate accommodations and support services to qualified applicants and students with disabilities. These include, but are not limited to, auxiliary aids/services such as sign language interpreters, assistive-listening devices for hearing-impaired individuals, extended time for and proctoring of exams, and registration assistance. Accommodations and types of support services vary and are specifically designed to meet the disability-related needs of each student based on current, verifiable medical documentation. Arrangements for auxiliary aids/services are available only through UCLA Extension's Services for Students with Disabilities at (310) 825-7851 or by email at access@uclaextension.edu. For complete information see: <https://www.uclaextension.edu/Pages/str/StudentswithDisabilities.aspx>

Schedule

Date	Major Lecture/Reading/Film/ Internet Topics	Textbook Readings	Exam/Written Assignment Due Dates
Week 1 March 30	Introduction to Course; Overview of key concepts and themes in Paleolithic archaeology, paleoanthropology, and human evolution studies; Assessing the synthesis of natural selection and genetics; Natural environments of the Pleistocene; Hominin precursors to the human genus.		None
Week 2 April 6	Arrival of the Human genus - early members of the genus <i>Homo</i> (<i>Homo habilis</i> , <i>Homo rudolfensis</i> , <i>Homo naledi</i>); Overview of the earliest archaeological record and Mode 1 of the Lower Paleolithic (Early Stone Age) and the Oldowan tool tradition; Basics of stone tool technology		None

Week 3 April 13	<i>Homo ergaster</i> / <i>Homo erectus</i> and the first movement Out of Africa during the early Pleistocene; Overview of Pleistocene environments; Overview of Mode 2 technology of the Lower Paleolithic (Early Stone Age) and the Acheulian tool tradition; the role of fire in human evolution and Paleolithic technology and culture; the first movement(s) out of Africa.	Finish Tattersall (2012)	None
Week 4 April 20	The origins and evolution of <i>Homo heidelbergensis</i> and the Neandertals (<i>Homo neanderthalensis</i>) during the Middle Pleistocene; Overview of the Middle Pleistocene archaeology.		Written Assignment 1 Due
Week 5 April 27	The origins and evolution of Neandertals (<i>Homo eanderthalensis</i>) during the Middle Pleistocene; Genomic studies of the Neandertals; Overview of Middle Paleolithic (Middle Stone Age) technologies; the Prepared core technique and Mousterian tradition; Neandertal diet, economy, and settlement.	Finish Stringer (2013)	None
Week 6 May 4	Fossil, genetic, and archaeological evidence for the earliest <i>Homo sapiens</i> in Africa.		Exam 1
Week 7 May 11	The initial peopling of the Old World (Africa, Asia, Europe, and Australia) by anatomically modern humans (<i>Homo sapiens</i>), assessing the fossil, genetic, and archaeological records; Ice Ages, coastlines, and climatic variability.		
Week 8 May 18	Overview of Upper Paleolithic (Later Stone Age) technologies, diet, economy, art, and settlement.	Finish Fagan (2011)	Written Assignment 2 Due

Week 9 May 25	<i>Homo sapiens'</i> encounters with Neandertals and other human species in the late Pleistocene of Europe and Western Asia; The Denisovan people and the paleoanthropology and archaeology of <i>Homo floresiensis</i>		None
Week 10 June 1	Technology, subsistence, art, and identity during the later Pleistocene; Climatic, environmental, and cultural change at the End of the last Ice Age and the beginning of the Early Holocene; Megafauna extinctions; Early Holocene landscapes; Mesolithic traditions in Africa, Europe, and Asia	Finish Mithen (2002)	Written Assignment 3 Due
Week 11 June 8	Reconstructing final Pleistocene and early Holocene frontiers; the initial peopling of the Americas; Overview of key issues in the archaeology of the Paleoindian period (pre-Clovis and Clovis); Review of key course themes and concluding thoughts	Finish Meltzer (2013)	Exam 2

Course Syllabus Subject to Update by the Instructor