

Anthropology 283: Palaeolithic Archaeology

Semester: Fall 2010, CRN 77256

Meeting Time and Place : T 4-6 (see separate lecture syllabus for 183, T-R 2:20-3:35)

Instructor: Prof. Alison Brooks (Office: X 204, 2112 G Street NW)

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Anthropology 283 is a graduate seminar that will provide both a basic introduction to the evolution of human behavior and an advanced level of knowledge and skills related to this topic. While we will emphasize the actual record of past human activities derived from Palaeolithic archaeology, discussions will also include behavioral information that be inferred from human fossil morphology, genetics and comparative neuroscience. As in the undergraduate class, we will begin with a brief survey of how the idea of human antiquity was established in the 19th and early 20th centuries. We then turn to the possibilities and problems of using models to understand the past – both those derived from studies of present day primates and those which rely on our knowledge of modern hunter-gatherer societies. Understanding the environmental and chronological context of past human activities will also be crucial. Through class activities and a visit to the Smithsonian collections, students will be introduced to what we can learn from stone tools and faunal remains: the major constituents of the behavioral record. The latter two-thirds of the course will review our knowledge about the development of human cultural behavior and human expansion across the globe, with a focus on current and divergent views on the major milestones in human evolution. The focus of the course will be not only on the material evidence and its interpretation, but also an understanding of the major questions confronting archaeologists, methods of inquiry, and problem solving.

Learning Objectives: By the end of the class, students should be able to:

- Understand how the evidence of the distant human past is collected, analyzed and interpreted,
- Construct and evaluate models for early human societies, based on studies of present-day primate and human societies
- Understand the basic chronological, environmental and geographical framework of early human cultures, and be able to develop a plan for establishing the age and associations of a new Pliocene- or Pleistocene-age archaeological site,
- Draw or make a stone tool, and understand how both stone tools and faunal remains are studied and interpreted,
- Analyze the basis for divergent points of view on some of the major questions concerning the origins of human culture
- Analyze and evaluate both the scholarly and popular literature on the evolution of human behavior,
- Write a one-page (or two-paragraph) review and evaluation of a scholarly paper,
- Think creatively about ways to understand how the behavior and natural history of our species evolved: e.g. our ecology, diet, life history, ranging behavior, group structure and intragroup relationships, intergroup relationships, communication, and technology,
- Think creatively about ways to understand the evolution of the human brain and cognition, and its behavioral correlates,
- Research and compile anthropological literature relevant to a topic in human behavioral evolution through online databases and library resources,
- Construct a sound hypothesis, and prepare a research proposal
- Prepare an abstract and write an evidence-based research paper on an anthropological topic, using appropriate anthropological citation formats
- Prepare and present a poster and understand how this activity differs both from writing a research paper and from giving a formal oral presentation at a scholarly meeting.

Attendance at lectures in Anth 183 Strongly Recommended

Students in 283 are urged to attend the lectures for the undergraduate course, 183, on Tuesdays and Thursdays in Duquès 359 as well as the Tuesday seminar. (NB: the 183 readings are listed separately on the 283 Blackboard page). The lectures serve as background for the discussions in the seminar class, but will not be repeated during the seminar, as we need the time to focus on recent and important literature. |

will also post the lecture slides on Blackboard for those who cannot attend the class. Students in 283 are NOT required to take the exams or other assignments with the 183 students. Instead, they will be responsible for the following:

Requirements

1. Weekly or biweekly class reports on the readings and reading response papers
2. A completed stone artifact replica or artifact drawing, with a 1 page summary of how the artifact was manufactured, used, etc. due October 12
3. A poster, which can be based on a related topic to the term paper. Draft due November 29, class presentation December 7
4. A significant term paper on a topic of your choice (ca. 20 pp), due December 16. TERM PAPER TOPICS and initial bibliography DUE IN WRITING NOVEMBER 2

Most of the readings, the 183 lectures and files can be accessed by logging in to Black Board via the MyGW portal or <http://blackboard.gwu.edu>

Grading

The grades will be calculated as follows:

1. Class participation, including reading responses and presentations – 30%
2. Stone artifact replica or drawing and explanation– 5%
3. Poster – 15%
4. Poster presentation 15%
5. Term paper – 35%

PLEASE USE THE GMAIL ADDRESS WHEN SUBMITTING ASSIGNMENTS AND PAPERS

It is expected that all students will work individually on all assignments and that they will adhere to the GW code of academic integrity (<http://www.gwu.edu/~integrity/code.html>).

The Paper and Poster:

You will be writing a research paper and preparing a poster for this course on a topic of your choosing within the context of the palaeolithic. All topics, however, must be approved by the instructor and are due in writing by November 2. Failure to submit a topic on time will result in a 5% reduction in the paper/poster grade. . Excellent advice on critical thinking and the process of writing an academic paper may be found at the following website: <http://www.dartmouth.edu/~writing/materials/student/toc.shtml>. You are strongly advised to read and follow these guidelines.

Your paper/poster topic should come from the class content and should emphasize some aspect of the archaeology (rather than the human paleontology). The paper will be a ca. 20 page (double-spaced, times-roman or equivalent proportionally faced, 12 point font, 1 inch margins) research paper with bibliography (citations should follow the American Antiquity or JHE format). Papers are due by 5pm on December 16th. Late papers will be penalized.

The poster can be a condensed or distilled version of the essence of your research paper, or another topic, if the paper does not lend itself to visuals. It should emphasize the graphic or visual elements of your topic and include only enough text to convey the essential elements. For a successful poster, it is very important to follow the suggested guidelines for posters at the SAA meetings (see <http://www.saa.org/meetings/poster.html>). Also, an excellent resource for the presentation quantitative data is The visual display of quantitative information by Edward R. Tufte. Posters will be presented in class on December 7. A power point version of the poster or the poster itself in pdf is due by email on November 29.

Lecture Topics 183: T-R, 2:20-3:35, Duquès 359

August	31	Introduction: perspectives on the past and discovery of human antiquity
September	2	Hunter-gatherer models for ancient human foragers
	7	Where did we start? Primate models for early human behavior
	9	Stratigraphy and paleoenvironments
	14	Peer review writing exercise (No lecture)
	16	What can bones tell us? (Pobiner)
	21	How old is it? Determining age of Paleolithic sites
	23	The earliest stone tools: imagining Oldowan culture
	28	Class practicum: making (drawing) an Oldowan tool
	30	Out of Africa I: from the Levant to China
	October	5
7		The mid-Pleistocene in Africa and Asia: the Problem of Movius' line
12		The first Europeans
14		EXAM #1 (No lecture)
19		African origins of new technological and social behaviors: the early MSA
21		The later MSA of Africa; the early LSA & the establishment of "modern" behavior
26		Early Neanderthals of Europe
28		Later Neanderthals
November	2	Genetic and fossil evidence for the spread of H. sapiens from Africa
	4	Revolution, replacement or evolution? Establishment of H.s in Eurasia & Australia
	9	Aurignacians and Gravettians of Ice-Age Europe
	11	First artists and musicians
	16	The last glacial maximum and its aftermath
	18	Changing the earth in the Late Pleistocene and Holocene
	23, 25	NO CLASS
December	30	New Continents: North America, S. America, H floresis
	2	EXAM #2 (no lecture)
	7	Make-up class if needed
	9	Individual review of paper drafts

Suggested Seminar Topics: (reading lists for each topic will be online) T 4-6

August 31: The Palaeolithic: the discovery of human antiquity
September 7: Models for interpreting the past: primatology, ethnoarchaeology
September 14: Stratigraphy, palaeoenvironments. Site formation and taphonomy, actualistic studies
September 21: Establishing chronology
WE WILL TRY TO SCHEDULE A VISIT TO THE SMITHSONIAN PALAEOOLITHIC COLLECTIONS AT MSC IN LATE SEPT. (we have to go during 9-4 and a round trip should take ca. 3 hours – are Monday or Friday afternoons possible?)
September 28: The first sites and stone tools (making stone tools!)
October 5: The Acheulian in Africa
October 12: Early Stone Age in Eurasia: first dispersals and later developments
STONE TOOL REPLICAS OR DRAWINGS DUE
October 19: The Middle Stone Age in Africa
October 26: The Middle Paleolithic of Eurasia: were Neanderthals different from early moderns?
November 2: Out of Africa 2 (or 4?)
PAPER/POSTER TOPICS DUE
November 9: The Upper Paleolithic of Eurasia
November 16: The Later Stone Age of Africa
November 23: NO CLASS
POSTERS DUE IN E-FORM BY 5 PM ON NOV 29 BY EMAIL
November 30: Late Pleistocene migrations to Australia, Japan, Southeast Asia, China
December 7: - Poster presentations (make-up day)

December 16 PAPERS DUE BY 5 PM

TEXTS: (See 183 shelf in bookstore for the first two)

- Barham, Lawrence and Peter Mitchell (2008). *The First Africans: African Archaeology from the Earliest Toolmakers to Most Recent Foragers*. Cambridge University Press ISBN 978-0-521-61265-4
- Gamble, Clive (1999). *The Palaeolithic Societies of Europe* (1999). Cambridge University Press ISBN: 0-521-24514-1 (NB there are copies available from Amazon.com if the GW bookstore is out).
- Klein, R. (2009). *The Human Career: Human Biological and Cultural Origins*. Chicago: Univ. Chicago Press (3rd Ed.).

Academic Integrity: All students are expected to know and adhere to the University's policies on academic integrity and academic dishonesty, the latter defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. This includes use of materials found on the internet! Further information may be found at: <http://www.gwu.edu/~ntegrity/code.html>.

Support For Students Outside The Classroom

Disability Support Services (DSS) (see also above under "Exams")

Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Marvin Center, Suite 242, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: <http://gwired.gwu.edu/dss/>

University Counseling Center (UCC) 202-994-5300

The University Counseling Center (UCC) offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include:

- crisis and emergency mental health consultations
- confidential assessment, counseling services (individual and small group), and referrals

<http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices>

Security

In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.

READINGS FOR SEPTEMBER 7: Models for Understanding the Past

Background on Primate and Hunter-Gatherers:

Primates: Klein, *The Human Career*, 3rd ed. Chapter 3, pp. 65-94

Hunter-Gatherers: Barham and Mitchell, *The First Africans*, Ch. 10, 400-442, Gamble
Palaeolithic Societies of Europe Ch 2-3

(NB: This week is divided into TWO topics, with readings and reports under each. Class will divide into two groups to prepare a group report on each topic (one hour each). Each member of a group should also read the abstracts and one paper from the “all read” section of the other group’s topic.

Primate Models:

ALL READ:

Boesch C, and Boesch-Achermann H (2000) The Chimpanzees of the Tai forest. *Behavioural ecology and evolution*. Oxford: Oxford U. Press. Ch. 9, pages: 191-224.

Joulian, F. (1996). Comparing chimpanzee and early hominid techniques: some contributions to cultural and cognitive questions. In *Modelling the early human mind*. (Eds. Mellars, P. and Gibson, K.). Cambridge. CUP: Pp. 173-189.

Sayers, K and Lovejoy, C.O. 2008. The chimpanzee has no clothes: a critical examination of *Pan troglodytes* in models of human evolution. *Current Anthropology* 49(1): 87-114 (with CA comment)

Mercader J, Panger M, and Boesch C (2002) Excavation of a Chimpanzee Stone Tool site in the African Rainforest. *Science* 296:1452-1455.

Milton K (1999) A hypothesis to explain the role of meat-eating in human evolution. *Evolutionary Anthropology* 8:11-21.

Whiten A, Goodall J, McGrew W, Nishida T, Reynolds V, Sugiyama Y, Tutin C, Wrangham R, and Boesch C (1999) Cultures in chimpanzees. *Nature* 399:682-685.

REPORTS:

Panger, M. (1998): Object-use in free-ranging white-faced capuchins (*Cebus capucinus*) in Costa Rica. *American Journal of Physical Anthropology*, 106: 311-321.

Schick, K., Toth, N., Garufi, G., Savage-Rumbaugh, E., Rumbaugh, D. & Sevcik, R. (1999): Continuing investigations into the stone tool-making and tool-using capabilities of a bonobo (*Pan paniscus*). *Journal of Archaeological Science*, 26: 821-832.

Stanford C (2001) A comparison of social meat-foraging by chimpanzees and human foragers. In C Stanford and H Bunn (eds.): *Meat-eating and Human Evolution*. Oxford: Oxford University Press, pp. 122-140.

Tappen M, and Wrangham R (2000) Recognizing Hominoid-modified bones: the taphonomy of *Colobus* bones partially digested by free-ranging chimpanzees in the Kibale forest, Uganda. *American Journal of Physical Anthropology* 113:217-234.

Ethnoarchaeology

ALL READ:

Marlowe, F (2005) Hunter-gathers and human evolution. *Evolutionary Anthropology* 14:54-67.

Liebenberg, L. 2006. Persistence hunting by modern hunter-gatherers. *Current Anthropology*. 47(6): 1017-1025

Hawkes, K., O'Connell, J.F. and Blurton-Jones, N., 1997. Hadza women's time allocations, offspring provisioning and the evolution of long postmenopausal lifespans. *Current Anthropology* 38: 551-577

Social Information from Artifacts

Wiessner, P. (1983): Style and Social Information in Kalahari San Projectile Points. *American Antiquity*, 48: 253-276.

The Meaning of Space: Site Structure and Site Formation

Brooks A, and Yellen J (1987) The preservation of activity areas in the archaeological record: ethnoarchaeological and archaeological work in northwest Ngamiland, Botswana. In S Kent (ed.): *Method and Theory of Activity Area Research: An Ethnoarchaeological Approach.*, pp. 63-106. New York: Columbia University Press.

Faunal Remains: Distinguishing Nature and Culture

Yellen J (1991) Small mammals: !Kung San utilization and the production of faunal assemblages. *Journal of Anthropological Archaeology* 10:1-26.

Yellen J (1991) Small mammals: post-discard patterning of !Kung San faunal remains. *Journal of Anthropological Archaeology* 10:152-192.

REPORTS:

The Revisionist Debate

Sadr, K. (1997). Kalahari archaeology and the Bushman debate. *Current Anthropology*, 38: 104-112

Brooks, A. (2002): Cultural Contact in Africa Past and Present: Multidisciplinary Perspectives on the Status of African Foragers. In Kent S, ed. *Ethnicity, Hunter-gatherers, and the "Other": Association or Assimilation in Africa*. Washington, D.C. Smithsonian Institution Press. Pp. 206-229

Evolutionary and Archaeological Models

O'Connell, J.F., Hawkes, K., and N.G. Blurton-Jones (1999) Grandmothering and the evolution of Homo erectus. *Journal of Human Evolution* 36(5): 461-485

O'Connell, J.F., Hawkes, K., Lupo, K.D. and N.G. Blurton-Jones (2002). Male strategies and Plio-Pleistocene archaeology. *Journal of Human Evolution* 43: (6): 831-872

O'Connell, J. (1987): Alyawara site structure and its archaeological implications. *American Antiquity*, 52 (1): 74-108.

Bunn, H., Bartram, L. and Kroll, E. (1988): Variability in bone assemblage formation from Hadza hunting, scavenging, and carcass processing. *Journal of Anthropological Archaeology* 7(4): 412-457.

Discussion Questions

Hominid Evolution and Chimpanzee Ethoarchaeology

How is chimpanzee foraging different from that of human foragers – what are the implications for early hominids? Are chimpanzees the best models for early humans?

Do apes have “culture”?

How is great ape use and manufacture of technology different from that of early humans?

How do primates other than great apes use tools?

What are chimpanzee tools used for?

What were early human tools used for?

What selective or adaptive forces might account for the differences?

Ethnoarchaeology

What is ethnoarchaeology. How is it used to derive models for the past? What kinds of ethnoarchaeology, if any, could be useful for studying palaeolithic sites?

Should we apply models derived from the present to the past? What are the objections, especially in regard to the palaeolithic.

How has ethnoarchaeology actually been used to study stones, bones and sites? (artifacts, faunal remains and activity areas or site formation). What are some of the problems and biases of this approach?

Compare the pros and cons of ethnoarchaeology vs. experimental archaeology.