

Anthropology 3802 and 3802WW

Human Cultural Beginnings

A Writing in the Disciplines (WID) Course
Fall 2011, CRN92745/95769, 3 credits
Tuesday & Thursday 2:20-3:35 PM, Corcoran 205

Instructor:	Dr. Alison S. Brooks
Office Location:	Building X, Room 204
Office Hours:	Wednesday 10-11 am, Thursday 1-2 PM or by appointment
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General Course Description: What does it mean to be human? How and when did our human behaviors such as technological dependence, dietary diversity, capacity for innovation, culture, ethnicity, symbolism, artistic expression and religion evolve? This course will survey the archaeological record before agriculture, tracing the origins of cultural behavior of ancestral hominins from eastern African roots some 2.5 million years ago to a worldwide expansion by approximately 12,000 years ago. 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 how we interpret the material evidence of the past – using both models derived from studies of present day primate and hunter-gatherer societies, and information derived from ancient bones and stones together with the sediments in which they are found. The latter two-thirds of the course will review our knowledge about the development of human cultural behavior and human expansion across the globe. 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.

Course Prerequisite: Anthropology 3 or equivalent

Learning Goals: By the end of this 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 and geographical framework of early human cultures, and be able to develop a plan for establishing the age and associations of a new Pleistocene-age archaeological site,
- Analyze the basis for divergent points of view on some of the major questions concerning the origins of human culture
- Analyze and evaluate both scholarly and popular interpretations of current and new evidence concerning human behavioral evolution,
- Research and compile anthropological literature relevant to a topic in human behavioral evolution through online databases and library resources,
- Construct a sound hypothesis, prepare an abstract and write an evidence-based research paper on an anthropological topic, using appropriate anthropological citation formats, and
- Be more aware of common stylistic and grammatical pitfalls in writing scholarly papers

Course Format: The course will consist of twice weekly classes that include lectures as well as in-class discussion based in part on assigned readings, in which all members of the class are expected to

participate. The aim is to achieve a better understanding through an open forum for the exchange of information and to think critically about the evidence. Class will also include a practicum in making and drawing stone tools. (September 29)

Required Textbooks and Readings:

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).

Additional **required** readings will be posted on the Blackboard system as .pdf files, and are listed below. All readings are to be **completed prior** to the assigned date. These readings are subject to change as the semester progresses; announcements will be made in class and via the Blackboard system. Also listed are **suggestions for further reading**. Note that these are not required, but provide avenues for further investigation or research papers.

Grading: A series of questions will be posed throughout the semester for a class discussion board, to which you will be asked to post comments for in class discussion. A combination of postings, in-class comments and attendance will constitute part of the grade (10%). There will be two examinations of equal weight, each covering half the course material (15% each). Other graded assignments include one short (2 page) literature-review paper based on the course title and a provided group of readings (15%). This paper will be revised after in-class discussion and peer review. The major writing project for the course is a single 15-20-page research paper on an approved topic of your choosing. For this project, you will be graded on your topic proposal (10%), rough draft (15%), and final draft (20%). There is no final examination; the paper constitutes the major final assignment and is due on the scheduled date of the final exam. The value of each assignment is listed below.

Class participation, discussion board and attendance 10%

First Exam (October 18): 15%

Second Exam (December 1): 15%

Short Paper (September 20): 15%

Research proposal and annotated bibliography(Oct. 27): 10%

Rough draft of research paper (November 23): 15%

Final paper (Due on final exam date): 20%

Attendance: Regular class attendance is required, and you remain responsible for any information you missed during classes. Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance

Exams:

There will be two exams in this course on October 18 and December 1. It is expected that you will be present for the exams. Failure to be present for either exam without proof of serious medical and/or family emergency AND prior notification of instructor will result in a failing grade. The exams will focus on major topics covered in readings and class lecture/discussion. Please note that **class lectures will regularly consist of new information not covered in the readings**. The second exam is **non-cumulative**. Any student who feels she or he may need an accommodation based on the impact of a disability should contact the Office of Disability Support Services 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>.

Papers:

The first paper is a short (2 pp double-spaced, 1" margins, 12 point type) review essay on an assigned topic due in class for peer review and discussion on September 20. Due to the participatory format, this class cannot be made up; missing it will result in a lower grade for the paper.

You will be also writing a research paper for this course on a topic relevant to Paleolithic archaeology of your choosing. Topics must be approved, and you will turn in a well-developed research proposal with annotated bibliography by Thursday October 28th. A substantially completed rough draft will be due on Wednesday November 23th. The final draft of the paper is due the day of the University-scheduled final examination. On all three due dates, the paper is due by email to my gmail address, before midnight. Late papers may be penalized up to one grade step per day.

The final paper will be a 15-20-page (double-spaced, times-roman or equivalent proportionally faced, 12 point font, 1 inch margins) research paper with bibliography (citations should follow the format of the *Journal of Human Evolution*). You are encouraged to consult with me during all stages of the research and writing process. 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.

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.

LECTURE SCHEDULE AND READINGS:

August 30. Introduction: Perspectives on the past; the discovery of human antiquity

Required readings

Sackett, J. (2000) Human antiquity and the Old Stone Age: The Nineteenth Century background to Paleoanthropology. *Evolutionary Anthropology* 9(1): 37-49.

Gamble: Chapter 1

Barham and Mitchell Chapter 1

Recommended for further reading

Goodrum, M.R. (2004) Prolegomenon to a history of paleoanthropology: The study of human origins as a scientific enterprise. Part I: Antiquity to the Eighteenth Century. *Evolutionary Anthropology* 13:172-180.

Goodrum, M.R. (2004) Prolegomenon to a history of paleoanthropology: The study of human origins as a scientific enterprise. Part II: Eighteenth to the Twentieth Century. *Evolutionary Anthropology* 13:224-233

September 1: Stratigraphy and Paleoenvironments

Required readings:

Barham and Mitchell, Ch 2

Gamble, Ch. 4, pp.98-119

Behrensmeier, A.K. (1992) Fossil deposits and their investigation. In (S. Jones, R. Martin & D. Pilbeam, eds) *The Cambridge Encyclopedia of Human Evolution*. Cambridge: Cambridge University Press, pp.187-190.

Balme, J. & Paterson, A. (2006) Stratigraphy. In (J. Balme & A. Paterson, eds.) *Archaeology in Practice: A Student Guide to Archaeological Analyses*. Malden, MA: Blackwell Publishing, pp. 97-116.

September 6: Hunter-gatherer models for ancient human foragers

Required readings:

Gamble: Chapters 2-3

Barham and Mitchell: Chapter 10

Potts, R. (2004) Sociality and the concept of culture in human origins. In (R.W. Sussman & A.R. Chapman, eds.) *The Origins and Nature of Sociality*. New York: Walter de Gruyter, pp. 249-269.

September 8: Where did we start? Primate models for early human behavior. (Nicolaas Fourie)

Required readings;

Barham and Mitchell, Ch. 3, pp. 59-81

Foley, R. (1987). *Another Unique Species*. New York: Blackwell Scientific, pp. xv-14.

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

Moore, Jim 1996. Savanna chimpanzees, referential models and the last common ancestor. In (W C McGrew, L.F. Marchant, and T. Nishida, Eds.) *Great Ape Societies*. Cambridge: Cambridge University Press, pp. 275-292

Panger, M.A.; Brooks, A.S.; Richmond, B.G.; Wood, B. (2002). Older than the Oldowan? Rethinking the emergence of hominin tool use. *Evolutionary Anthropology* 11:235-245.

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

AND: Please watch at least three of the following videos on <http://www.youtube.com>

Orangutan measure depth of river (NB – Japanese narration not essential to video)

Violent chimpanzee eat monkey (also with Japanese narration)

Chimp hunts with a spear

Chimps use spears to hunt and have pool party

National Geographic Wild Chronicles: Gorilla Tool Use

Chimps hunting a monkey

Nut cracking chimps

Chimpanzee nut cracking

September 13-15: How old is it? Determining the Age of Palaeolithic sites

Recommended for further reading

Delson, E., Tattersall, I., Van Couvering, J. & Brooks, A.(Eds),(2000): *Encyclopedia of Human Evolution and Prehistory*. NY: Garland. Articles on “Geochronometry”, “Radiocarbon dating”, Potassium-Argon

dating”, “Uranium-series dating”, “Fission-track dating”, “TL dating”, “Optically stimulated luminescence dating”, “ESR (Electron spin resonance) -dating”, “Amino-acid dating”, and “Obsidian hydration.”

September 20: Human Cultural Beginnings?

***** 2 PAGE ESSAY DUE IN CLASS FOR PEER REVIEW AND DISCUSSION.**

The essay of ca. 600 words should not exceed two pages double spaced, 12-point type, 1-inch margins.

Topic: How do the papers by Foley, Mercader et al., Moore, Panger et al., Whiten et al. and Potts address the title of this course: What is ‘human culture’ and does it have a “beginning”?

September 22: What can bones tell us? (Andrew Du)

Required readings

Davis, S.J.M. (1987) *The Archaeology of Animals*. London: B.T. Batsford Ltd., pp. 22-46

September 27: Class Practicum: Making (and drawing) an Oldowan tool (Dr. Michael Frank, Smithsonian Inst.)

***** REVISED 2-PAGE ESSAY DUE, based on peer review comments**

Required readings

Gamble: Ch 4, pp. 119-137

Toth, N. & Schick, K. (2000) Stone-tool making. In (E. Delson, I. Tattersall, J.A. Van Couvering & A.S. Brooks, eds.) *Encyclopedia of Human Evolution and Prehistory*. New York, Garland Publishing, pp. 668-673.

Foley, R. (1992) Studying human evolution by analogy. In (S. Jones, R. Martin & D. Pilbeam, eds.) *The Cambridge Encyclopedia of Human Evolution*. Cambridge: Cambridge University Press, pp. 335-340

Recommended for further reading

Clarkson, C. & O’Connor, S. (2006) An introduction to stone artifact analysis. In (J. Balme & A. Paterson, eds.) *Archaeology in Practice: A Student Guide to Archaeological Analyses*. Malden, MA: Blackwell Publishing, pp. 159-206.

September 29 The earliest stone tools: Imagining Oldowan Culture

Required readings:

Barham and Mitchell, Chapter 3

Plummer, T. (2005). Discord after discard: Reconstructing aspects of Oldowan hominin behavior. In (A.B. Stahl, ed.) *African Archaeology*. Malden, MA: Blackwell Publishing, pp. 55-92.

Recommended for further reading

Plummer, T. (2004) Flaked stones and old bones: Biological and cultural evolution at the dawn of technology. *Yearbook of Physical Anthropology* 47:118-164.

Schick, K. & Toth, N. (1993) *Making Silent Stones Speak*. New York: Simon & Schuster.

Wood, B. (2005). *Human Evolution: A Very Short Introduction*. Oxford: Oxford University Press.

October 4: Out of Africa I: from the Levant to China at 1.8mya.

Required readings:

Anton, S.C. & Swisher, C.C. III (2004) Early dispersals of *Homo* from Africa. *Annual Reviews of Anthropology* 33:271-296.

Wong, K. (2003) Stranger in a new land. *Scientific American*: November

Recommended for further reading

McHenry, H.M. & Coffing, K. (2000) *Australopithecus to Homo: Transformations in body and mind. Annual Review of Anthropology* 29:125-46.

October 6 . Early Pleistocene Africans: The Handaxe enigma

Required reading

Barham and Mitchell, Ch 4

Recommended Reading

Wood, B. & Collard, M. (1999) The changing face of genus *Homo*. *Evolutionary Anthropology* 8:195-207

October 11: . The Mid-Pleistocene in Africa and Asia: the problem of Movius' line

Barham and Mitchell, Ch. 5

Yamei, H. *et al.* (2000) Mid-Pleistocene Acheulean-like stone technology of the Bose basin, South China. *Science* 287:1622-1626.

Goren-Inbar, Sharon, G., Melamed, Kislef, M. (2002) Nuts, nut cracking, and pitted stones at Gesher Benot Ya'akov, Israel. *Proceedings of the National Academy of Science* 99:2455-2460.

Goren-Inbar, N. *et al.* (2004) Evidence of hominin control of fire at Gesher Benot Ya'akov, Israel. *Science* 304:725-727.

October 13: . The First Europeans

Gamble, Ch, 4: 119-173

*****OCTOBER 18: FIRST EXAM.**

October 20: African origins of new technological and social behaviors: the early Middle Stone Age

Barham and Mitchell, Ch 6

Wong, Kate 2005. The morning of the modern mind. *Scientific American* June 86-95

McBrearty, S and A.S. Brooks 2000. The revolution that wasn't: a new interpretation of the origin of modern human behavior *Journal of Human Evolution*. 39: 453-563.

October 25: The Later Middle Stone age of Africa, the early Later Stone Age and the establishment of "modern" behavior

Required readings:

Barham and Mitchell, Ch 6

Ambrose, S., 2002. Small things remembered: origins of early microlithic industries in sub-Saharan Africa. In *Thinking Small: Global Perspectives on Microlithic Technologies, Archaeological Papers of the American Anthropological Association No. 12* pp. 9–29

Brooks, A.S., J. E. Yellen, L. Nevell and G. Hartman Projectile technologies of the African MSA: implications for modern human origins. IN: E. Hovers and S. Kuhn (Eds.) *Transitions before the Transition: evolution and stability in the Middle Paleolithic and Middle Stone Age* New York: Kluwer Academics/Plenum. Pp. 233-255

October 27: Early Neanderthals of Eurasia

Required readings:

Gamble, Ch. 5

Shea, John J. 2001 The Middle Paleolithic: early modern humans and Neanderthals in the Levant. *Near Eastern Archaeology* 20: 38-64

Richards, M.P., Pettitt, P.B., Trinkaus, E., Smith, F.H., Paunovic, M., and I. Karavanic 2000. Neanderthal diet at Vindija and Neanderthal predation: The evidence from stable isotopes. *Proc. National Acad. Sci.* **97** (13): 7663-7666

Henry, A.H., Brooks, A.S. and D. R. Piperno. 2011. Microfossils in calculus demonstrate consumption of plants and cooked foods in Neanderthal diets (Shanidar III, Iraq; Spy I and II, Belgium). *Proc. National Acad. Sci.* **108** (2): 486-491

*****OCTOBER 27: RESEARCH PROPOSAL WITH ANNOTATED BIBLIOGRAPHY DUE**

November 1: Later Neanderthals

Required readings:

Stringer, C.B., Finlayson, J.C., Barton, R.N., E., Fernández-Jalvo, Y., Cáceres, I., Sabin, R.C., Rhodes, E.J., Currant, A.P., Rodríguez-Vidal, J., Giles-Pacheco, F., and J.A. Riquelme-Cantal 2008. Neanderthal exploitation of marine mammals in Gibraltar. *Proceedings of the National Academy of Sciences* 105: 14319-14324

Pettitt, Paul A. 2001 The Neanderthal dead: exploring mortuary variability in Middle Paleolithic Eurasia. *Before Farming* 1: 1-19

D'Errico, Francesco, 2003. The invisible frontier: a multiple species model for the origin of behavioral modernity" *Evolutionary Anthropology* 12(4): 188-202

Bocherens, Hervé, Drucker, Dorothée G., Daniel Billiou, Marylène Pathou-Mathis and Bernard Vandermeersch 2005 Isotopic evidence for the diet of the St. Césaire 1 Neanderthal: review and use of a multi-source mixing model. *Journal of Human Evolution* 49: 73-87

November 3: Genetic and Fossil evidence for the spread of *Homo sapiens* from Africa

Required readings:

Forster, P. & Matsumura, S. (2005) Did early humans go north or south? *Science* 308:965-966.

Forster, P. (2004) Ice Ages and the mitochondrial DNA chronology of human dispersals: A review. *Philosophical Transactions of the Royal Society of London B* 359:255-264.

Adcock, G.J. et al. (2001) Mitochondrial DNA sequences of ancient Australians: Implications for modern human origins. *Proceedings of the National Academy of Sciences* 98:537-542.

November 8: Revolution, replacement or evolution? The establishment of modern humans in Europe, Asia and Australia

Required readings:

Gamble, Ch 6

Kuhn, S.L., Stiner, M.C., Reese, D.S., & Güleç, E. (2001) Ornaments of the earliest Upper Paleolithic: New insights from the Levant. *Proceedings of the National Academy of Science* 98:7641-7646.

Mellars, P. (2005) The impossible coincidence. A single-species model for the origins of modern human behavior in Europe. *Evolutionary Anthropology* 14:12-27.

November 10: Aurignacians and Gravettians of Ice-Age Europe

Required readings:

Gamble, Ch 7

November 15: First Artists and Musicians

Required readings:

Lewis-Williams, David, Lawson, E. Thomas, Helskog, Knut, Whitley, David S., and Paul Mellars 2003. "The mind in the cave: consciousness and the origins of art. *Cambridge Archaeological Journal* 13(2): 262-279

Deacon, Janette, 1999 South African rock art. *Evolutionary Anthropology* 8(2): 48-63

November 17: The Last Glacial Maximum and its aftermath: Changing the Earth

Required readings:

Barham and Mitchell, Ch 8-9

Wong, Kate, 2005, "The littlest human" *Scientific American* February: 68-65

O'Connell, James F. and Jim Allen. 2007. Pre LGM-Sahul (Pleistocene Australia-New Guinea) and the archaeology of early modern humans. In, Mellars, P. Stringer, C.S., Bar-Yosef, O. and K. Boyle, *Rethinking the Human revolution*. Cambridge UK: McDonald Institute of Archaeology Monographs. Pp. 395-410

Trueman, Clive N.G., Field, Judith H., Dorch, Joe, Charles, Bethan and Stephen Wroe 2009. Prolonged coexistence of humans and megafauna in Pleistocene Australia. *Proceedings of the National Academy of Sciences* 102 (29): 8381-8385

November 22: NO CLASS

*****NOVEMBER 23: FIRST DRAFT OF RESEARCH PAPER DUE. (by email)**

November 29: Expansion to the New World

Required readings:

Goebel, Ted, Water, Michael R., and O'Rourke Dennis , 2008, The late Pleistocene dispersal of modern humans in the Americas. *Science* 319(5869): 1497-1502

Dillehay, T. (1999) The late Pleistocene cultures of South America. *Evolutionary Anthropology* 7:206-216.

Bradley, B. & Stanford, D. (2004) The North Atlantic ice-edge corridor: A possible route to the New World. *World Archaeology* 36:459-478.

Also recommended:

Straus, Lawrence G., David Meltzer and Ted Goebel. 2005. Ice Age Atlantis? Exploring the Solutrean-Clovis 'connection'. *World Archaeology* 37 (4): 507-532

December 1: SECOND EXAM

December 6: Individual review of paper drafts as needed

*****FINAL PAPER DUE ON OR BEFORE THE DAY OF THE OFFICIAL FINAL EXAM DATE WHEN ANNOUNCED BY THE UNIVERSITY.**