

**FORMAT 1**

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).  
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**TRIAL COURSE OR NEW COURSE PROPOSAL****SUBMITTED BY:**

<b>Department</b>	Anthropology (ANTH)	<b>College/School</b>	CLA
<b>Prepared by</b>	Jamie L. Clark	<b>Phone</b>	474-5911
<b>Email Contact</b>	jlclark7@alaska.edu	<b>Faculty Contact</b>	Jamie L. Clark

<b>1. ACTION DESIRED (CHECK ONE):</b>	Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
---------------------------------------	--------------	--------------------------	------------	-------------------------------------

<b>2. COURSE IDENTIFICATION:</b>	Dept	ANTH	Course #	314	No. of Credits	3
----------------------------------	------	------	----------	-----	----------------	---

Justify upper/lower division status & number of credits:

ANTH 314 is designed to be an upper-level, writing intensive course. The course will meet 3 hours a week (two 90 minute class sessions).

<b>3. PROPOSED COURSE TITLE:</b>	The Archaeology of the Cavemen
----------------------------------	--------------------------------

<b>4. To be CROSS LISTED? YES/NO</b>	NO	If yes, Dept:	<input type="checkbox"/>	Course #	<input type="checkbox"/>
--------------------------------------	----	---------------	--------------------------	----------	--------------------------

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

<b>5. To be STACKED? YES/NO</b>	NO	If yes, Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
---------------------------------	----	---------------	--------------------------	----------	--------------------------

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

<b>6. FREQUENCY OF OFFERING:</b>	Spring Odd-numbered Years
	Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

<b>7. SEMESTER &amp; YEAR OF FIRST OFFERING (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)</b>	AY2014-15
--	-----------

**8. COURSE FORMAT:**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

<b>COURSE FORMAT:</b> (check all that apply)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6 weeks to full semester	
<b>OTHER FORMAT (specify)</b>							
<b>Mode of delivery (specify lecture, field trips, labs, etc)</b>	Lecture and discussion/activities						

<b>9. CONTACT HOURS PER WEEK:</b>	<input type="text" value="3"/>	<b>LECTURE</b> hours/weeks	<input type="text"/>	<b>LAB</b> hours /week	<input type="text"/>	<b>PRACTICUM</b> hours /week	<input type="text"/>
-----------------------------------	--------------------------------	-------------------------------	----------------------	---------------------------	----------------------	---------------------------------	----------------------

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

<b>OTHER HOURS (specify type)</b>	<input type="text"/>
-----------------------------------	----------------------

**10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):**

Example of a complete description:

**FISH F487 W, 0 Fisheries Management**  
**3 Credits Offered Spring**  
 Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. *Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)*

ANTH 314 W The Archaeology of the Cavemen (s)  
 3 Credits Offered Spring Odd Numbered Years

Explores the archaeology of the “classic” cavemen- the Neanderthals- and their contemporaries in Africa. Begins with an exploration of how cavemen have been portrayed in popular culture/the arts, but focuses primarily on what the archaeological record can tell us about the behavior and culture of these important human ancestors.  
 Prerequisites: ANTH F100X or ANTH F101; ENGL F111x; ENGL F211X or F213X. (3+0)

**11. COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities	<input type="text"/>	S = Social Sciences	<input checked="" type="checkbox"/>
----------------	----------------------	---------------------	-------------------------------------

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.	<b>YES:</b>	<input checked="" type="checkbox"/>	<b>NO:</b>	<input type="checkbox"/>
--	-------------	-------------------------------------	------------	--------------------------

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6	<input type="checkbox"/>	W = Writing Intensive, Format 7	<input checked="" type="checkbox"/>	X = Baccalaureate Core	<input type="checkbox"/>
------------------------------	--------------------------	---------------------------------	-------------------------------------	------------------------	--------------------------

**11.A Is course content related to northern, arctic or circumpolar studies? If yes, a “snowflake” symbol will be added in the printed Catalog, and flagged in Banner.**

<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input checked="" type="checkbox"/>
------------	--------------------------	-----------	-------------------------------------

**12. COURSE REPEATABILITY:**

Is this course repeatable for credit?	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input checked="" type="checkbox"/>
---------------------------------------	------------	--------------------------	-----------	-------------------------------------

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).	<input type="text"/>
---	----------------------

How many times may the course be repeated for credit?	<input type="text"/>	<b>TIMES</b>
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	<b>CREDITS</b>
If the course can be repeated with <u>variable</u> credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	<b>CREDITS</b>

**13. GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change – Format 2 form.

<b>LETTER:</b>	<input checked="" type="checkbox"/>	<b>PASS/FAIL:</b>	<input type="checkbox"/>
----------------	-------------------------------------	-------------------	--------------------------

**RESTRICTIONS ON ENROLLMENT (if any)**

**14. PREREQUISITES**

ANTH F100x or ANTH F101; ENGL F111X; ENGL F211X or F213X

These will be *required* before the student is allowed to enroll in the course.

**15. SPECIAL RESTRICTIONS, CONDITIONS**

n/a

**16. PROPOSED COURSE FEES**

\$ 0

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

**17. PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes/No

No

If yes, give semester, year, course #, etc.:

**18. ESTIMATED IMPACT**

**WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.**

No new/additional facilities/space will be required, and the Anthropology Department already has faculty qualified to teach this course.

**19. LIBRARY COLLECTIONS**

Have you contacted the library collection development officer ([kljensen@alaska.edu](mailto:kljensen@alaska.edu), 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

The readings are primarily available online and are accessible through UAF and/or interlibrary loan.

**20. IMPACTS ON PROGRAMS/DEPTS**

**What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)**

The proposed course will primarily impact the Anthropology Department. In terms of broader impacts, it provides a new "W" course option for all bachelors-level students.

**21. POSITIVE AND NEGATIVE IMPACTS**

**Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.**

Positive impacts: 1) Adds variety and depth to Anthropology Department course offerings; as discussed below, the Anthropology Department is somewhat lacking in 300-level courses, and there is currently only one other archaeology course with a "W" designator.

2) Provides more options for bachelors level students seeking "W" courses.

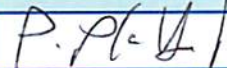
Negative impacts: None.

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

As indicated above, the Anthropology Department is currently somewhat lacking in 300-level courses. This course will add to our 300-level offerings and provide more diversity of choice to our majors (the course can serve as an anthropology elective for majors in the B.A. program). We also only offer one other "W" course in archaeology (ANTH 415: Archaeological Method and Theory); this class will allow our students (B.A. or B.S) to fulfill a "W" course within the department, while also potentially attracting students from outside the discipline. The course covers a topic of broad general interest and the subject matter provides an excellent backdrop for the promotion/development of critical thinking/writing skills.

**APPROVALS: Add additional signature lines as needed.**

 for David Koester	Date	01/08/2014
Signature, Chair, Program/Department of:	ANTH	

See below	Date	
Signature, Chair, College/School Curriculum Council for:	CLA	

	Date	2/7/14
Signature, Dean, College/School of:	CLA	

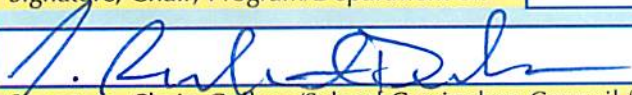
Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
Signature of Provost (if above level of approved programs)		

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

	Date	
Signature, Chair Faculty Senate Review Committee: ___Curriculum Review ___GAAC ___Core Review ___SADAC		

**ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)**

	Date	
Signature, Chair, Program/Department of:		
	Date	1/21/14
Signature, Chair, College/School Curriculum Council for:	CLA	
	Date	
Signature, Dean, College/School of:		

**ATTACH COMPLETE SYLLABUS (as part of this application).** This list is online at: <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>  
The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

**SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

**1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time (make sure that contact hours are in line with credits).

**2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

**3. Course readings/materials:**

- Course textbook title,  author,  edition/publisher.
- Supplementary readings (indicate whether  required or  recommended) and
- any supplies required.

**4. Course description:**

- Content of the course and how it fits into the broader curriculum;
- Expected proficiencies required to undertake the course, if applicable.
- Inclusion of catalog description is *strongly* recommended, and
- Description in syllabus must be consistent with catalog course description.

**5.  Course Goals (general), and (see #6)**

**6.  Student Learning Outcomes (more specific)**

**7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

**8. Course calendar:**

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

**9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

**10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C\\_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf)

**11. Support Services:**

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:** Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.



**ANTH 314 (W): The Archaeology of the Cavemen (s)**  
**Spring 2015, Tues/Thurs 9:45-11:15, Meeting Place TBD (3 credits)**

**Professor:** Jamie L. Clark  
**Email:** jlclark7@alaska.edu  
**Office:** Bunnell 312  
**Office Hours:** tbd  
**Office Phone:** 474-5911

**TA:** tbd  
**Email:** tbd  
**Office:** tbd  
**Office Hours:** tbd

---

**Course Description:**

*From the Catalog:* Explores the archaeology of the “classic” cavemen- the Neanderthals- and their contemporaries in Africa. Begins with an exploration of how cavemen have been portrayed in popular culture/the arts, but focuses primarily on what the archaeological record can tell us about the behavior and culture of these important human ancestors. Prerequisites: ANTH F100X or ANTH F101; ENGL F111x; ENGL F211X or F213X. (3+0)

Who were the Neanderthals, and what role did they play in the biological and cultural evolution of our species? This course focuses on the archaeology of the classic cavemen—the Neanderthals—and their contemporaries in Africa. Traditionally, Neanderthals were perceived as being a primitive, unintelligent species that carried clubs, spoke in grunts, and, in some cases, they were portrayed as living alongside dinosaurs. However, thanks to the advertising campaign by Geico and some highly publicized recent research, Neanderthals have a new role in popular culture—one in which they’re depicted as being “just like us.” Do either of these provide an accurate picture? And, given that the Neanderthals disappeared tens of thousands of years ago, how can we really know what they were like? The course begins with an exploration of the ways in which cavemen have been portrayed in popular culture and the arts, followed by a consideration of the types of evidence archaeologists use in reconstructing the lives of the cavemen. The bulk of the course focuses on the archaeological evidence from Eurasia and Africa, reviewing what the archaeological record can tell us about the behavior, diet, technology, and culture of these important human ancestors. The final section of the course focuses on what happened when modern humans and Neanderthals met in Europe after 40,000 years ago; we will debate the role of culture in the expansion of modern humans and the causes of the extinction of the Neanderthals. This course fulfills a “W” requirement and can serve as an anthropology elective for the BA in Anthropology.

**Instructional Methods:** One course meeting per week will be dedicated to lecture, while the second course meeting will comprise discussion, writing activities, hands-on work with archaeological material and/or watching and critiquing documentaries on Neanderthals/modern human evolution.

**Prerequisites:** There are three prerequisites for the course: 1) ANTH F100X or ANTH F101; 2) ENGL F111X; 3) ENGL F211X or ENGL F213x.

---

**Course Goals:** Students will come away from the course with a detailed knowledge of the biology and culture of the Neanderthals and their contemporaries in Africa, particularly as relates

to the evolution of our species. They will also have a deeper understanding of how to evaluate and build archaeological arguments.

---

**Learning Outcomes:** By the end of the semester, students will:

1. Demonstrate an ability to critically evaluate both scholarly arguments and public-science documentaries regarding the Neanderthals and the later evolution of our species.
2. Independently build a knowledge base on the geography, environment, and archaeology of the Neanderthals (or their contemporaries) for a region of their choice.
3. Demonstrate an ability to effectively build and support archaeological arguments.

---

**Readings:** Readings primarily come in the form of book chapters and scholarly articles and will generally consist of ~3 readings a week. These readings will be posted as PDFs on Blackboard. Readings provide basic context for lectures and will provide the background necessary for you to complete the weekly writing assignments and will help frame your papers (see below).

---

**Course Assignments/Grading:**

***(WRITING INTENSIVE REQUIREMENT A: MAJORITY OF FINAL GRADE (85%) IS FROM WRITING ASSIGNMENTS)***

Participation	15%
Weekly Writing Assignments	40%
Papers (see below for more detail)	3 papers, 15% each

---

**Participation:** This portion of the grade will be based on your contribution to class discussions, the completion of various in-class activities during the course of the semester, and the completion of at least one peer-evaluation assignment.

---

**Weekly Writing Assignments (WWAs):** Students will be assigned weekly writing assignments (generally ~2 pages in length). The nature of the assignment will vary week by week, but most often, these will be “thinking papers” that involve developing/expressing an opinion on a scholarly debate related to the week’s topic and should be based on the assigned readings. Note: there will be no WWAs due during the weeks that the drafts/final copies of papers are due. Students will receive feedback on each WWA the week after it is submitted; this feedback should be incorporated into future WWAs.

---

**Papers:**

***(WRITING INTENSIVE REQUIREMENT B: A RESEARCH PAPER/PROJECT, C: PERSONAL CONFERENCES, and D: DRAFTS/REVISION/FEEDBACK)***

During the course of the semester, students will write three papers. For each paper, students will have to submit a full draft (complete with citations, etc.). While these drafts do not ultimately count towards the final grade, they are *required* and failure to submit a draft will result in a zero for the assignment. For papers #1 and 2, all students are required to meet with Dr. Clark in order to discuss ways to improve their drafts (this meeting is optional for paper #3).

**Paper #1: Building archaeological arguments:** Students will be given a writing prompt in which they are asked to take a position on a major topic of debate. Students must use course

material and at least 2 outside sources in building their argument. These papers must be between ~5-6 pages in length (double spaced, size 12 font).

**Papers #2 and #3:** These two papers build upon each other, culminating in a writing project that will be due at the end of the term—a work of “prehistoric” fiction. In developing your work, you will be responsible for turning in a research paper (Paper #2), in which you will develop the background/setting for your work of fiction. Essentially, you must choose a specific region/time period in which to set your creative work—this can be any region/time period covered in the class, meaning Europe/Near East/Africa between ~250,000-30,000 years ago. Your work can involve Neanderthals, early modern humans, or both. Your setting must incorporate at least one real archaeological site and you must delve into the literature to explore what archaeologists know about the geography, environment, and archaeological/fossil records for your chosen region/time period. More details on Paper #2 will be discussed in Week 2, but the paper must be ~5-7 pages in length (double spaced, size 12 font).

Paper #3 is the work of prehistoric fiction—you can write a short story, epic poem, children’s book, graphic novel, etc., but it must be the equivalent of 5-7 pages, and you **MUST** utilize the information gathered in the course of writing Paper #2. Alongside your work of fiction, you must turn in a ~2 page reflective piece in which you reflect on the process of developing your work. How did you choose your region/time period? How did you go about incorporating actual data into your work of fiction? Was this harder or easier than you expected? Again, more details will be discussed in Week 2.

---

### **Student Support Services/Disability Services:**

I am here to help, so please feel free to drop in if there are any problems. There are a number of different offices on campus designed to provide student support, including the Writing Center (801 Gruening Bldg., 474-5314) and the Office of Student Support Services (512 Gruening Bldg, 474-6844). UAF has an Office of Disability Services that implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials. I will work with the office to provide academic accommodations to enrolled students who are eligible for these services. If you believe you are eligible, please contact the office as early in the semester as possible (208 WHIT, 474-5655).

---

### **Evaluation/Course policies:**

-Grades will be based the following scale: 100-98, A+; 97-93 A; 92-90, A-; 89-87, B+, 86-83, B, 82-80, B-, etc.

-A grade of C- or better is required in order for a) the class to count towards the major and b) for the class to count as a “W” class. (See [http://www.uaf.edu/files/uafgov/Info-to-Publicize-C\\_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf) for more info.)

-Plagiarism will result in an automatic zero for the offending assignment. We will discuss how to properly cite material during the course, but if you have any questions, please do not hesitate to ask.

-Students are expected to read and abide by the Student Code of Conduct (found in the UAF Catalog and at [http://www.uaf.edu/catalog/catalog\\_13-14/academics/regs3.html](http://www.uaf.edu/catalog/catalog_13-14/academics/regs3.html)).

-Attendance is critical to your success in this course; if you are not present in class, you cannot participate, and therefore absences will most directly impact that portion of your grade. In order for an absence to be excused, you must contact me **PRIOR** to any missed class; legitimate reasons for an excused absence are limited to religious observances, participation in officially



sanctioned university extracurricular activities, medical emergencies, or a death in the family. In-class assignments missed as a result of an unexcused absence may not be made up.  
-Please be considerate of your fellow students (and instructor!); cell phones should be silenced before entering class, and if you must enter late (or leave early), please do so as unobtrusively as possible.  
-For each day an assignment is turned in late, 10% will be deducted from the final grade. As such, assignments submitted more than 10 days late will not be accepted.

---

**Course Schedule (Subject to Change; Assigned reading list is tentative and the list will be revised prior to offering course):**

**Week 1: Introduction/ Who were the Cavemen? Representations of Cavemen in Popular Culture**

Tues: Clips from *Clan of the Cave Bear*/*Quest for Fire*, discussion

**Week 2: More on Popular Perceptions of Cavemen: Representations of Prehistoric life in Art/Scholarly Critiques (WWA #1 due)**

Tues: Lecture

Thurs: Discussion/how to read academic articles, do online research and avoid plagiarism

*Readings:*

1. Miriam Noel Haidle. 2006. Intergalactic Meetings on Earth: Neanderthals and *Homo sapiens sapiens* in Popular Representations. In: *When Neanderthals and Modern Humans Met*. Edited by N.J. Conard, pp. 33-42

2. Jean M. Auel. 1980. *Clan of the Cave Bear*. Bantam Books. Chapters 1-6.

3. Diane Gifford-Gonzalez. 2004. The Real Flintstones: Artists' Depictions of Human Ancestors. In: *Anthropology Explored: The Best of Smithsonian AnthroNotes*. 2<sup>nd</sup> ed. Edited by Ruth O. Selig, Marilyn R. London, and P. Ann Kaupp. pp. 92-100.

**Week 3: Reconstructing the Lives of the Cavemen—Introduction to Paleolithic Archaeology and the Analysis of Stones and Bones (WWA #2 due)**

Tues: Lecture

Thurs: Discussion/Archaeology at Pech activity/How to critique academic articles

*Readings:*

1. Colin Renfrew and Paul Bahn. 2008. *Archaeology: Theories, Methods, and Practice*. 5th ed. Chapter 3, “Where? Survey and Excavation of Sites and Features” and Chapter 4, “When?”

Dating Methods and Chronology,” (two separate documents, read scanned pages- have skipped some because of lesser relevance for this course)

Other readings TBD

**Week 4: Reconstructing the Lives of the Cavemen- The Analysis of Stones and Bones (WWA #3 due)**

Tues: Lecture

Thurs: Discussion/Hands on activities with lithics/bone/hominid skull casts

*Readings:*

1. Renfrew and Bahn. 2008. Chapter 8, “How Did They Make and Use Tools?” pp. 317-333 (through “Assessing the Technology of Stone Age Art”)
2. Renfrew and Bahn. 2008. Chapter 6, “What was the Environment Like?” and Chapter 7, “What did they Eat?” (skip section on animal domestication) (again, two separate documents, read the scanned pages)

**Week 5: Reconstructing the Lives of the Cavemen—Modern Hunter-Gatherers and Experimental Archaeology (WWA #4 due)**

Tues: Lecture

Thurs: Discussion/in-class peer-evaluation activity with WWA #4

*Readings:*

1. John W. Fisher, Jr. 2004. Ethnoarchaeology Among the Efe: African Hunter-Gatherers. In *Anthropology Explored: The Best of Smithsonian AnthroNotes*. 2<sup>nd</sup> ed. Edited by Ruth O. Selig, Marilyn R. London, and P. Ann Kaupp. pp. 194-205
2. Binford, Lewis R. Smudge Pits and Hide Smoking: The Use of Analogy in Archaeological Reasoning. *American Antiquity* 32(1)1-12.
3. Peter Jones. 1980. Experimental butchery with modern stone tools and its relevance for Paleolithic archaeology. *World Archaeology* 12(2):153-165.

**Week 6: Neanderthals: the Classic Cavemen: Introduction/Biology/Geographic and Environmental Context (Draft of Paper #1 Due)**

Tues: Lecture

Thurs: Public science documentaries: watch NOVA: Neanderthals Decoded, discuss

*Readings:*

1. Ian Tattersall. 1999. *The Last Neanderthal*. Chapter 1 “Who were the Neanderthals?”, pp. 10-17 and Chapter 6 “The Neanderthals’ World,” pp. 120-129.
2. Kate Wong. 2003. Who Were the Neandertals? *Scientific American* Special Edition 13(2) pp. 28-37
3. Richard Klein. 2009. *The Human Career: Human Biological and Cultural Origins*. 3rd ed. Chapter 6 “The Neanderthals and their Contemporaries,” (“Overview of Neanderthal Morphology” and “The Meaning of Neanderthal Morphology”)

**Week 7: Neanderthals: the Classic Cavemen—Technology and Diet (WWA #5 due)**

**\*Students must meet with Dr. Clark this week (between Tues-Fri) to discuss draft**

Tues: Lecture

Thursday: Discussion, Hands-on lab activities, Talking about paper #1 drafts

*Readings:*

1. Tattersall 1999. Chapter 8 “Neanderthal Lifestyles” pp. 148-165
2. Klein, Richard. 2009. *The Human Career*. Chapter 6, The Neanderthals and Their Contemporaries, pp 481-512.
3. Bocherens, Herve. 2009. Neanderthal Dietary Habits: Review of the Isotopic Evidence. In: *The Evolution of Hominin Diets*, eds. J.J Hublin and M.P. Richards. Springer, pp 241-250.
4. Hockett, Bryan. 2012. The consequences of Middle Paleolithic diets on pregnant Neanderthal women. *Quaternary International*, 264, 78-82.

**Week 8: Neanderthals: the Classic Cavemen—Language and Culture (Final Draft of Paper #1 due)**

Tues: Lecture

Thurs: Discussion, watch BBC Horizon: Neanderthal

*Readings:*

1. Tattersall 1999. Chapter 8, pp.165-173 (“Symbolism” through end of chapter)
2. John Speth. 2004. News flash: negative evidence convicts Neanderthals of gross mental incompetence. *World Archaeology* 36: 519-526.
3. Michelle Langley, Christopher Clarkson, Sean Ulm. 2008. Behavioural Complexity in Eurasian Neanderthal Populations: a Chronological Examination of the Archaeological Evidence. *Cambridge Archaeological Journal* 18(3):289-307

4. Clive Gamble. 2011. The Social and Material Life of Neanderthals. In: Neanderthal Lifeways, Subsistence and Technology: One Hundred and Fifty Years of Neanderthal Study. Eds., N.J. Conard and J. Richter. Springer, pp 157-166.

**Week 9: Meanwhile, in Africa... Introduction to the Middle Stone Age/  
Biology/Geographic and Environmental Context (WWA #6 due)**

Tues: Lecture

Thurs: Discussion, Watch “Becoming Human: Last Human Standing”

*Readings:*

1. Peter Mitchell. 2002. *The Archaeology of Southern Africa*. Chapter 4, “Modern Humans, Modern Behavior” Cambridge University Press. pp 71-106.

2. Curtis Marean and Zelalem Assefa. 2005. “The Middle and Upper Pleistocene African Record for the Biological and Behavioral Origins of Modern Humans.” In *African Archaeology: A Critical Introduction* Edited by: Ann B. Stahl. Blackwell Publishing. pp. 93-129.

**Week 10: NO CLASS- SPRING BREAK**

**Week 11: Meanwhile, in Africa... Middle Stone Age Technology/Diet (First Draft of Paper #2 Due on Thurs)**

Tues: Lecture

Thurs: Discussion, Lab activity

*Readings:*

1. Chris Henshilwood. 2012. Late Pleistocene Techno-traditions in Southern Africa: A Review of the Still Bay and the Howiesons Poort, c. 75-59 ka. *Journal of World Prehistory*. 25:205-237.

2. Paola Villa, Anne Delagnes, Lyn Wadley. 2005. A late Middle Stone Age artifact assemblage from Sibudu (KwaZulu-Natal): comparisons with the European Middle Paleolithic. *Journal of Archaeological Science*. 32: 399-422. (SKIM ONLY)

3. Jamie Clark and Andrew Kandel. 2013. The Evolutionary Implications of Variation in Human Hunting Strategies and Diet Breadth during the Middle Stone Age of Southern Africa. *Current Anthropology*. 54:S8.

**Week 12: The Middle Stone Age—Language and Culture: The Origins of “Modern”  
Human Behavior (WWA #7 Due)**

**\*Students must meet with Dr. Clark this week (btwn Tues-Fri) to discuss draft**

Tues: Lecture

Thurs: Discussion, watch The Human Spark: Becoming Us, Discussion of Paper #2 drafts

*Readings:*

1. Kate Wong. 2006. Morning of the Modern Mind. *Scientific American*. 74-83.
2. Sally McBrearty and Alison Brooks. 2000. The revolution that wasn't: a new interpretation of the origin of modern human behavior. *Journal of Human Evolution* 39:453-563 (**NOTE: you can skim the section on the fossil record**)
5. Nicholas J. Conard. 2008. A critical view of the evidence for a southern African origins of behavioural modernity. *South African Archaeological Society Goodwin Series* 10:175-179.

**Week 13: What Happens When Two Cultures Collide? The Near East as a Cultural/Biological Crossroad (Final Draft of Paper #2 Due)**

Tues: Lecture

Thurs: Discussion

*Readings:*

1. John Shea. 2003. Neandertals, Competition, and the Origin of Modern Human Behavior in the Levant. *Evolutionary Anthropology* 12:173-187.
2. John Shea. 2008. Transitions or turnovers? Climatically-forced extinctions of *Homo sapiens* and Neanderthals in the east Mediterranean Levant. *Quaternary Science Reviews* 27:2253- 2270.

**Week 14: What Happens When Two Cultures Collide? The Upper Paleolithic Revolution (WWA #8 due)**

Tues: Lecture

Thurs: Discussion, Watch BBC One: Battle for Earth: Neanderthals

*Readings:*

1. Francesco d'Errico, Joao Zilhao, Michele Julien, Dominique Baffier, and Jacque Pelegrin. 1998. Neanderthal Acculturation in Western Europe? A Critical Review of the Evidence and Its Interpretation. *Current Anthropology* 39(S1): S1-S44.
2. Francesco d'Errico, M. Julien, D. Liolios, M. Vanhaeren and D. Baffier. 2003. Many awls in our argument: Bone tool manufacture and use in the Chatelperronian and Aurignacian levels of the Grotte du Renne at Arcy-sur-Cure. In *The Chronology of the Aurignacian and of the Transitional Technocomplexes: Dating, Stratigraphy and Cultural Implications*. J. Zilhao and F. d'Errico, eds. Pp. 247-270. *Trabalhos de Arqueologia*, Vol. 33. Lisbon: Instituto Portugues de Arqueologia.

**Week 15: What Happens When Two Cultures Collide? The Last Days of the Neanderthals (WWA #9 due)**



Tues: Lecture

Thurs: Discussion, tbd

*Readings:*

1. Kate Wong. 2009. Twilight of the Neandertals. *Scientific American* 301(2): 32-37.
2. James O'Connell. 2006. How Did Modern Humans Displace Neanderthals? Insights from Hunter-Gatherer Ethnography and Archaeology. In: *When Neanderthals and Modern Humans Met*, ed. N.J. Conard, Kerns Verlag, pp. 43-64.
3. Clive Finlayson. 2004. "The Survival of the Weakest" (Ch 8), In: *Neanderthals and Modern Humans: An Ecological and Evolutionary Perspective*. Cambridge University Press.

**Week 16: And Then There Was One: Upper Paleolithic Lifeways/The Last Cavemen (Draft of Paper #3 DUE ON TUESDAY; WILL BE RETURNED ON THURSDAY)**

Tues: Lecture

Thurs: Discussion, Talk about prehistoric fiction projects, wrap up

*Readings:*

1. Brian Fagan. 2007. *People of the Earth: an Introduction to World Prehistory*. 12<sup>th</sup> edition. Chapter 4 "Europe and Eurasia, c. 40,000 to 8000 BC," pp. 112-141.
2. Richard Klein. 2009. Sections from Chapter 7 (Anatomically Modern Humans).
3. Olga Soffer, J. Adovasio, and D.C. Hyland. 2000. The "Venus" Figurines: Textiles, Basketry, Gender and Status in the Upper Paleolithic. *Current Anthropology* 41(4): 511-525.

***Final Draft of Paper #3 will be due at the scheduled final exam time, (TBD)***