Anthropology 312:B1

Winter 2013 LOWER PALAEOLITHIC PREHISTORY Dr. Pamela R. Willoughby

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Office hours: Wednesdays 12:00 to 1:00 pm and Fridays 9:00 to 10:00 am or by prior appointment.

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Class meets M W F from 13:00-13:50 in TB-60.

E-class site: An E-class page has been set up for this course. It will contain the course outline, PDF versions of the lecture notes / power point presentations, sample exam questions and a link to the course web site. Access this through the University of Alberta home page, http://www.ualberta.ca.

The **original course web site** is available at: http://www.artsrn.ualberta.ca/pwilloug/anthro391.htm or through the E-class site.

Course bibliography – a list of articles and books related to this course is available on the E-class site. Use this to choose the 2 readings for the critiques, as well as sources for term papers. It will be updated throughout the term.

Introduction

This course deals with the archaeology of human origins: the recovery and analysis of the earliest evidence for human cultural behaviour. The first part of the course will review the geological and palaeoenvironmental context of the Lower Palaeolithic. Then the culture history will be reviewed, from the origins of stone tool manufacture at approximately 2.6 million years ago in East Africa until the appearance of new artifact traditions throughout Eurasia and Africa around 200,000 years ago. Finally, the course will examine the methodology of Lower Palaeolithic research, and will directly address questions of what is known or can be learned about the location of early sites, archaeological site formation processes, subsistence techniques (hunting versus scavenging or gathering), settlement patterns, social behaviour, the use of tools and evolution of technology and cognition. The implications of these ideas for models of human evolution will also be considered.

Prerequisite: Anthropology 206 is a prerequisite for this course. If you do not have the prerequisite, see the instructor for a consent form in order to enrol.

This course can count as a COMPLEMENTARY course for the MEAS (Middle East and African Studies) programme. Students wishing to have this course count for a MEAS degree or certificate MUST complete a minimum of 50% of their assigned/evaluated work on topics dealing with the Middle East and/or Africa.

Course requirements

Assignment	Weight	Date Due
1st critical summary	10%	Monday January 28 in class period
Midterm examination	20%	Wednesday February 13 in the class period
2nd critical summary	10%	Monday March 4 in the class period
Term paper	30%	Wednesday April 10 in the class period
Final Exam	30%	Wednesday April 17 from 2:00 to 4:00 pm

Examinations

There will be both a midterm and final examination in this course. Exams will consist of multiple choice, short definition / identification questions and one or more longer questions. Before each examination, samples of questions from previous examinations will be posted on the E-class site.

Grading

At the end of the term, each student's cumulative mark (out of 100%) will be converted to a final grade on the letter grade scale. Here is a distribution on how final grades will be determined.

Percentage range	Letter Grade	Descriptor
95 to 100%	A+	Excellent
90 to 94%	A	
85 to 89%	A-	
80 to 84%	B+	Good
75 to 79%	B	
70 to 74%	B-	
67 to 69%	C+	Satisfactory
64 to 66%	C	
60 to 63%	C-	
55 to 59%	D+	Poor
50 to 55%	D	Minimum Pass
0 to 49%	F	Fail

General University Course Regulations

(A) "Policy about course outlines can be found in Section 23.4(2) of the University Calendar".

(B) Academic integrity: "The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic dishonesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx) and avoid any behaviour which could potentially results in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offense. Academic dishonesty if a serious offence and can result in suspension or expulsion from the University".

(C) Learning and Work Environment. The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

- Discuss this matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the Student Ombudservice (http://www.ombudservice.ualberta.ca). Information about the University of Alberta Discrimination and Harassment Policy and Procedures can be found in the GFC Policy Manual, section 44 available at http://gfcpolicymanual.ualberta.ca.

(D) Plagiarism and Cheating: All students should consult the "Truth-In-Education handbook or Website (http://www.uofaweb.ualberta.ca/TIE) regarding the definitions of plagiarism and its consequences when detected. Students involved in language courses and translation courses should be aware that on-line "translation engines" produce very dubious and unreliable "translations". Students in language course should be aware that, while seeking the advice of native or expert speakers is often helpful, excessive editorial and creative help in assignments is considered a form of "cheating" that violates the code of student conduct with direct consequences. An instructor or coordinator who convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. Before unpleasantness occurs consult http://www.uofaweb.ualberta.ca/TIE; also discuss this matter with any tutor(s) and with your instructor.

(E) Recording of lectures: Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as part of an approved accommodation plan. Recorded material is to be used solely for personal

study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

(F) Specialized Support and Disability Services. Students who require accommodations due to a disability affecting mobility, vision, hearing, learning of mental or physical health are advised to discuss their needs with Specialized Support and Disability Services, 2-800 SUB, 492-3381 (telephone) or 492-7269 (TTY). More details are available at http://www.ssds.ualberta.ca.

Required Readings (links to these are on the E-class site)

(1) S. H. Ambrose. 2001. Paleolithic technology and human evolution. *Science* 291(5509): 1748-1753.

(2) M. E. Raymo and P. Huybers. 2008. Unlocking the mysteries of the ice ages. *Nature* 451(7176): 284-285.

(3) A. K. Behrensmeyer. 2006. Climate change and human evolution. *Science* 311(5760): 476-478.

(4) R. L. Hay. 1980. The KBS tuff controversy may be ended. *Nature* 284(5755): 401.

(5) A. G. Wintle. 1996. Archaeologically-relevant dating techniques for the next century: small, hot and identified by acronyms. *Journal of Archaeological Science* 23(1): 123-138.

(6) B. Wood. 2009. Where does the genus *Homo* begin, and how would we know? In F. E. Grine, J. G. Fleagle and R. E. F. Leakey, editors, *The First Humans: Origin and Early Evolution of the Genus Homo*. Dordrecht: Springer, pp. 17-28 (available online through the SpringerLink database).

(7) G. P. Rightmire. 2008. *Homo* in the Middle Pleistocene: hypodigms, variation and species recognition. *Evolutionary Anthropology* 17(1): 8-21.

(8) J. J. Shea. 2010. Stone Age visiting cards revisited: A strategic perspective on the lithic technology of early hominin dispersal. In J. G. Fleagle et al., editors, *Out of Africa 1*. Springer: Dordrecht, pp. 47-64 (available online through the SpringerLink database).

(9) M. J. Rogers, C. S. Feibel and J. W. K. Harris. 1994. Changing patterns of land use by Plio-Pleistocene hominids in the Lake Turkana basin. *Journal of Human Evolution* 27(1/2/3): 139-158.

(10) C. J. Lepre, H. Roche, D. V. Kent, S. Harmand, R. L. Quinn, J.-P. Brugal P.-J. Texier, A. Lenoble and C. S. Feibel. 2011. An earlier origin for the Acheulian. *Nature* 477(7362): 82-85.

(11) K. Kuman and R. J. Clarke. 2000. Stratigraphy, artefact industries and hominid associations for Sterkfontein, Member 5. *Journal of Human Evolution* 38(6): 827-847.

(12) J. P. Raynal, F. Z. S. Alaoui, D. Geraads, L. Magoga and A. Mohi. 2001. The earliest occupation of North Africa: the Moroccan perspective. *Quaternary International* 75(1): 65-75.

(13) R. Dennell and W. Roebroeks. 2005. An Asian perspective on early human dispersal from Africa. *Nature* 438(7071): 1099-1104.

(14) L. Gabunia, S. Anton, D. Lordkipanidze, A. Vekua, A. Justus and C. C. Swisher III. 2001. Dmanisi and dispersal. *Evolutionary Anthropology* 10(5): 158-170.

(15) W. Roebroeks. 2001. Hominid behaviour and the earliest occupation of Europe: an exploration. *Journal of Human Evolution* 41(5): 437-461.

(16) M. D. Petraglia. 2010. The Early Paleolithic of the Indian subcontinent: Hominin colonization, Dispersals and Occupation history. In J. G. Fleagle et al., editors, *Out of Africa 1*. Springer: Dordrecht, pp. 165-179 (available online through the SpringerLink database).

(17) K. D. Schick and Dong Zhuan. 1993. Early Palaeolithic of China and Eastern Asia. *Evolutionary Anthropology* 2(1): 22-35.

(18) A. Brumm, F. Aziz, G. D. Van den Bergh, M. J. Morwood, M. W. Moore, I. Kurniawan, D. R. Hobbs and R. Fullager. 2006. Early stone technology on Flores and its implications for *Homo floresiensis*. *Nature* 441(7093): 624-628.

(19) G. Ll. Isaac. 1978. The food-sharing behavior of protohuman hominids. *Scientific American* 238(4): 90-108.

(20) R. Potts. 1984. Home bases and early hominids. *American Scientist* 72(4): 338-347.

(21) R. J. Blumenschine. 1991. Breakfast at Olorgesailie: the natural history approach to Early Stone Age archaeology. *Journal of Human Evolution* 21(4): 307-327.

(22) T. Wynn and W. C. McGrew. 1989. An ape's view of the Oldowan. *Man* 24(3): 383-398.

(23) T. Wynn, R. A. Hernandez-Aguliar, L. F. Marchant and W. C. McGrew. 2011. "An ape's view of the Oldowan" revisited. *Evolutionary Anthropology* 20(5): 181-197.

Critical summaries

Over the course of the term, students will be asked to write two critical summaries reviewing one article each from the course bibliography. These will summarize the content of the article and will include your own comments. These should be 2-3 pages each, double spaced.

Select two (2) articles from different sections of the **course bibliography** and submit your choices to the instructor**.** These cannot be from the required articles in the e-class list. **The first will be due in class on Monday January 28, the other on Monday March 4.**

(1) Present a review of the article first (What does the author say? What is the problem addressed? What kind of data is used?). (2) Then present an analysis of article. Does the author take a particular position? What is it? What evidence does (s)he offer in support of the argument? How does the article contribute to the major issues of Lower Palaeolithic prehistoric research? What other things could have been presented or discussed? (3) Then finally, what do you personally think about the article? (4) Make sure to include the complete citation of the article, either at the beginning or the end of your critique.

Term paper guidelines

The term paper should be from 10 to 15 pages long, double spaced, and deal with some aspect of Lower Palaeolithic prehistory (i.e. from the beginnings of the archaeological record until about 200,000 BP). Any topic covered in the lectures or readings will be appropriate, but it should have something to do with the cultural evidence. For example, if you wish to deal with a technique such as a dating method, it must be applied to some question of interpreting artifacts or sites.

You could discuss a site (Olduvai, Koobi Fora, Zhoukoudian, Swanscombe, Atapuerca, Sterkfontein etc.), group of sites or cultural phase (the Oldowan, Acheulean, the chopper-chopping tool tradition), or a technological transition in a specific area (eg. Europe, Africa, the origins of stone tool making, etc.). Or you could look at how some technique has enabled us to examine cultural material better, such as dating, interpretations of Pleistocene climate and palaeoenvironments, or the geological context of sites. Or look at a behavioural question in depth. How do we interpret behaviour when all we have are stones and bones? Issues which could be addressed include site formation processes, diet, technology or social life of early hominids, language or cultural origins, the origins of food sharing and other aspects of early behaviour, the penetration of hominids into higher latitudes (in Pleistocene Eurasia), or cognition and behaviour.

Use the references given in the course bibliography and readings as a source of information. Please see the instructor when you have a topic in mind, as I may be able to give you some direction.

The term paper is due in class on Wednesday April 10 in the class period.

Citation style

All anthropology papers must be in the style of the *American Anthropologist*. References are presented in the text wherever you discuss someone else's work or quote them directly as: (Schick and Toth 1993:20) where Schick and Toth are the authors, 1993 is the year of publication and 20 is the page number.
All cited references must appear at the end of your paper as a bibliography in alphabetical order. See the course bibliography for additional examples. Make sure to cite these references whenever you discuss someone else's research, not just for direct quotations.

Weekly schedule

Week #	**Dates**	**Topic**	**Required reading (in course pack)**
1	M January 7 W 9 F 11	Introduction History and background of Lower Palaeolithic research "	(1) Ambrose 2001
2	M 14 W 16 F 18	Geology and palaeoenvironments " Dating methods: determining the sequence of events	(2) Raymo and Hubers 2008 (3) Behrensmeyer 2006 (4) Hay 1980 (5) Wintle 1996
3	M 21 W 23 F 25	" Lower Palaeolithic hominins "	(6) Wood 2009 (7) Rightmire 2008
4	M 28 W 30 F February 1	**1st critical summary due** East Africa: building a framework: (A) Olduvai Gorge "	(8) Shea 2010
5	M 4 W 6 F 8	(B) The Lake Turkana region: Koobi Fora, West Turkana, Omo " (C) Other East African Oldowan occurrences	(9) Rogers *et al*. 1994
6	M 11 W 13 F 15	" **Midterm examination** (D) The East African Acheulean	(10) Lepre et al. 2011

	M 18 W 20 F 22	Reading week – no classes	
7	M 25 W 27 F March 1	(D) The East African Acheulean continued Southern Africa “	(11) Kuman and Clarke 2000
8	M 4 W 6 F 8	**2nd critical summary due** North Africa “	(12) Raynal *et al*. 2001
9	M 11 W 13 F 15	Middle East “ Europe	(13) Dennell and Roebroeks 2005 (14) Gabunia *et al*. 2001 (15) Roebroeks 2001
10	M 18 W 20 F 22	“ South Asia East and Southeast Asia	(16) Petraglia 2010 (17) Schick and Zhuan 1993 (18) Brumm *et al.* 2006
11	M 25 W 27 F 29	Home base and early hominins: why are there archaeological sites? Taphonomic questions: how do bones and stones become associated? **Good Friday holiday – no class**	(19) Isaac 1978 (20) Potts 1984
12	M April 1 W 3 F 5	**Easter Monday holiday – no class** Diet and subsistence: “man the hunter” -myth or reality? “	(21) Blumenschine 1991
13	M 8 W 10 F 12	**Term paper due** Technology: stone tool form and function Language, cognitive abilities and cultural origins Summary (last class)	(22) Wynn and McGrew 1989 (23) Wynn et al. 2011

The final exam will be on Wednesday April 17 from 2:00 to 4:00 p.m. as scheduled during the exam period.