

## Stone Age Africa: The Archaeology of African Human Origins

### SYLLABUS

The main objective of this hybrid lecture/seminar class is to provide students with a solid understanding of how, when, where and why human culture evolved in Africa from the ape-like behavior of our earliest ancestors to the establishment and global spread of modern human behavior during the Late Pleistocene and the appearance of “complex” hunter-gatherers in the Early Holocene. I argue that students cannot understand the cultural diversity of modern Africans without knowing how this diversity developed over time and space. In order to accomplish this, we will be considering such key questions as: What Makes Us “Human” (modern *Homo sapiens*)? What is meant by “modern human cultural behavior”? Why, how, when and where did modern human culture evolve from our hominin ancestors?

#### **Virtual Class Meetings via Zoom**

- Tuesdays, Periods 3: 9:35-10:25 am,
- Thursdays, Period 3-4: (9:35-11:30 am)

#### **Office Hours and Communication**

- **Virtual Office hours:** B368 Turlington Hall, Tuesday and Thursday, 1-2 pm (or by appointment).
- **E-mail:**
  - Use the [Canvas mail](#) conversation tool to message Dr. Brandt or Ms. Sorreso on class-related issues including questions about lectures, readings and grades, or special circumstances and needed accommodations.
- **Instructor Response**
  - If you have questions that are not answered in the syllabus or the course's [General Help Forum](#), or about your own performance in the class, you should contact the instructors. Responses are usually provided within 48 hours. Questions that are answered on the syllabus or discussion board will not be answered again – you will be directed to those resources.
  - For graded assignments, expect a grade with feedback within 72 hours **All Announcements, Readings, Lectures, Study Guides, etc. will be uploaded to Canvas**

#### **Required Readings**

##### Undergraduates and Graduates

- Gamble, C. 2013. *Settling the Earth: The Archaeology of Deep Human History*. Cambridge: Cambridge University Press. (Available from UF Library as a free downloadable e-book).
- Marlowe, F. 2010. *The Hadza*. Berkeley: University of California Press. (Available from UF Library as a free downloadable e-book).
- Barham L. and P. Mitchell 2008. *The First Africans*. Cambridge: Cambridge University Press (available in Canvas as a free powerpoint document)
- Selected journal and newspaper articles, book chapters, videos & web sites, to be uploaded to CANVAS or Dropbox.
- Web Sites (more to be added)
  - [www.AfricanFossils.org](http://www.AfricanFossils.org) is a virtual human paleoanthropology lab with 3D models of early hominins and archaeological sites from the Lake Turkana Basin of NW Kenya.

##### Graduates Only

- Klein, R. 2009. *The Human Career*. Chicago: University of Chicago Press.

#### **Recommended Readings, Web Sites and Apps (more to be added)**

- Klein, R. 2009. *The Human Career*. Chicago: University of Chicago Press.

#### **Grading**

Undergraduates: There are no exams. Instead, grades will be based on a total accumulation of 300 points as follows:

- Each week you are to turn in typed notes (3 double-spaced pages max. of prose (not outlines) summarizing/critiquing the required weekly readings,. These are to be uploaded to CANVAS no later than 1:00 am on the due date specified in the Schedule so I can try to read them before class. They will be assigned points at the end of the semester as follows: Excellent = 50 pts; Very Good =45; Good = 40; Satisfactory = 35. Unsatisfactory notes are to be re-submitted until they are deemed at least satisfactory. I may add or subtract a few points if you are in-between a category. 20 points will be subtracted from the total if notes are consistently late, not turned in or unable to read.
- Contribute regularly (and thoughtfully) to seminar discussions. Class participation will be graded on a Satisfactory (50 points) /Unsatisfactory (25 points) basis. I expect all of you to receive the full 50 points, but I reserve the right to assign fewer points if I find your class contribution to be less than satisfactory but more than unsatisfactory. If you think you might have difficulty in speaking in a seminar format, please discuss this with me asap.
- Five topical assignments @ 20 points each (100 pts total) graded on the basis of written notes and class participation in discussions: Excellent = 20 pts; Very Good =18; Good =16; Fair =14; Poor = 12). These are due immediately after class discussion of the specific topic.
- A 10-15 page double-spaced and typed research paper @ 100 points on a subject of your choice, but first cleared by me (more on this later). Excellent = 100 pts; Very Good =90; Good =80; Fair =70; Poor = 60
- There may be a chance to receive some “bonus points” added to your total (more on this later).

Final Grade Point Distribution: Notes (50 pts) + Discussions (50) + Assignments (100) + Paper (100)

A	90-100% (269-300 points)
B+	86-89% (257-268 points)
B	80-85% (239-256 points)
C+	76-79% (227-238 points)
C	70-75% (209-226 points)
D+	66-69% (197-208 points)
D	60-65% (179-196 points)
E	<60% (<149 points)

Graduates: Same number of points, but graded separately from the undergrads, plus:

- Preparation of additional notes for Grad-Only weekly readings and any special assignments. These will be submitted after occasional extra 1 hour meetings at a time suitable for all grads. Weekly notes. Notes, discussions and assignments cannot be less than “satisfactory”. Unsatisfactory notes will be re-submitted until they are deemed satisfactory.
- 15-30 Page Research Paper on a subject of your interest but to be mutually decided upon by the grad student and professor

Attendance: Attendance is mandatory. Failure to attend lectures without an official excuse (see below) will result in the loss of points, as follows:

- |              |  |
|--------------|--|
| ▪ 1 missed   | no points subtracted from total points |
| ▪ 2 missed   | 20 points subtracted from total points |
| ▪ 3rd missed | 40 points subtracted from total points |
| ▪ 4th missed | <b>Automatic E for the course</b>      |

### **Official UE, Medical Or Religious Absences**

Official absences for medical/disability reasons, religious reasons or official university business are allowed. A letter signed by a physician or a university official must be obtained **before** a official absences. Likewise, any religious reason for missing an exam or section must also be discussed with the professor **before** an absence is excused. If you have a disability that requires extra support or could affect your class performance, please discuss this with the professor during the first week of class.

**Cheating:** Needless to say, cheating in any way will not be tolerated and will result in a 0 exam score and/or possible dismissal from the course and university.

Wk	Dates	FALL 2020 - ANT 4930/6128: STONE AGE AFRICA SCHEDULE OF LECTURES, ASSIGNMENTS, AND PAPERS (SUBJECT TO CHANGE) (READINGS POSTED ON CANVAS)
1	T 9/1  TH 9/3	<ul style="list-style-type: none"> <li>Introductory Remark/.Syllabus</li> <li><b>Assignment 1: Great Ape Anatomy and Behavior:</b> How different are we from them? Do Great Apes have “Culture”?</li> <li><b>Assignment 2: The Hadza and Modern Human Behavior (MHB).</b> Read the entire Hadza book over the next 3 weeks. Prepare typed notes (~ 2-4 double-spaced pages per chapter) summarizing each chapter as to: 1) the main point(s) the author is trying to get across (i.e. not detailed minutia); 2) what relevance does it have to understanding what makes us “human”; and 3) what aspects of the lifeway/behavior portrayed in the chapter is potentially visible in the archaeological record, and how?</li> <li>Reconstructing the Past: Geological, Paleoenvironmental, Paleontological and Archaeological Units</li> </ul>
2	T 9/8 TH 9/10	<ul style="list-style-type: none"> <li>Reconstructing the Past (cont): Geological, Paleoenvironmental, Paleontological and Archaeological Units</li> <li>Lithic Demonstration and Practice; or Relative Dating Methods</li> </ul>
3	T 9/15 TH 9/17	<ul style="list-style-type: none"> <li><b>Discuss Assignment 1 - Great Ape Anatomy and Behavior:</b> How different are they from Humans? Do Great Apes have “Culture”? (<b>Upload First Assignment to Canvas no later than 1am.</b>)</li> <li>Chronometric Dating Methods</li> </ul>
4	T 9/22 TH 9/24	<ul style="list-style-type: none"> <li><b>Discuss Assignment 2 What Does it Mean to Be “Human”: The Hadza. (Upload no later than 1 am)</b></li> <li>Early Hominins and The Beginning of the Archaeological Record</li> </ul>
5	T 9/29 TH 10/1	<ul style="list-style-type: none"> <li>Early Hominin Bio-Cultural Behavior: Mode 1 Lithic Technology</li> <li>Early <i>Homo</i> and the Earliest Hominin Dispersal Through and Out of Africa</li> </ul>
6	T 10/6 TH 10/8	<ul style="list-style-type: none"> <li>The Original Swiss Army Knife? Mode 2 Technology, Large Cutting Tools and the Acheulian Technocomplex</li> <li>Quest for Fire and the Lower Pleistocene Dispersal of Mode 2 Technology Through and Out of Africa</li> </ul>
7	T 10/13 TH 10/15	<ul style="list-style-type: none"> <li>Mode 3 Technology, Composite Tools and Advanced (Archaic) <i>Homo</i> species in the African Middle Pleistocene</li> <li>The African Origin of <i>Homo sapiens</i> and “Modern” Human Behavior</li> </ul>
8	T 10/20 TH 10/22	<ul style="list-style-type: none"> <li><b>Discussion of Assignment 3: (Upload Assignment 3 to Canvas no later than 1am): What is “Modern Human Behavior” from a Paleoanthropological Perspective?</b></li> <li>The African Origin of <i>Homo sapiens</i> and “Modern” Human Behavior</li> </ul>
9	T 10/27 TH 10/29	<ul style="list-style-type: none"> <li>MIS 4-MIS 3 Refugia</li> <li>Genetic Evidence for Late Pleistocene African Bio-Cultural Evolution</li> </ul>
10	T 11/3 TH 11/5	<ul style="list-style-type: none"> <li>Mode 4 Technology, Complex Composite Tools. Miniaturization and Modern Human Behavior</li> <li>Mode 4 Technology, Complex Composite Tools. Miniaturization and Modern Human Behavior</li> </ul>
11	T 11/10 TH 11/12	<ul style="list-style-type: none"> <li>Late Pleistocene Art, Imagery, Symbols and Symbolism</li> <li>MIS 3/MIS 2 Late/Terminal Pleistocene Adaptations</li> </ul>
12	T 11/17 TH 11/19	
13	T 11/24 TH 11/26	<ul style="list-style-type: none"> <li><b>THANKSGIVING: NO CLASSES</b></li> </ul>
14	T 12/1 TH 12/3	<ul style="list-style-type: none"> <li>Settling Down: Terminal Pleistocene/Early Holocene Sedentary Hunter-Gatherers</li> <li>Pottery and Grindstones</li> </ul>
15	T 12/8	<ul style="list-style-type: none"> <li>Early-Mid Holocene Hunter-Gatherer/Farmer/Pastoralist Interactions</li> </ul>
	<b>Official Exam Day?</b>	<ul style="list-style-type: none"> <li>Student PP Presentations of Papers</li> <li>Research Papers must be emailed to me no later than 5pm EST</li> </ul>

**The following information is provided in conformance with University Policy:**

- Class sessions may be audio-visually recorded for students in the class to refer back and for

enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voice recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials by students or any other party is prohibited.

- **Policy related to class attendance, make-up exams, and other work:** Requirements for class attendance, make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
- **Accommodations for students with disabilities:** <https://www.dso.ufl.edu/drc/> Students requesting classroom accommodation must first register with the Dean of Students Office, Disability Resource Center. The DRC will provide documentation to the student and instructor. Upon receipt of documentation, the student must meet with the instructor to clarify the accommodation, after which it will be granted. Students with disabilities should follow these procedures as early as possible in the semester.
- **Online course evaluation process:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/publicresults/>.
- **Religious Observances:** Students seeking modification of due dates for assignments and exams for religious reasons (e.g., holiday observances) should contact the Professor and request this modification; it will then be granted.
- **Academic Honesty:** UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'" The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conducthonor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.
  - Instances of dishonesty include conducting unauthorized research on the internet and failing to cite sources of information on any work submitted, as well as unauthorized collaborating with students or others to determine the answers on assignments and exams (see the full list at url above). All suspected instances of violations of the Honor Code (plagiarism, copying, cheating) will be reported to the Dean of Students Office (DSO). Students who have not committed any prior violations according to the DSO will be sanctioned by the instructor; the usual penalty is a loss of all credit for the plagiarized assignment, or a grade of 0 on an exam. Students with prior violations will be sanctioned according to the Honor Code Resolution Process (<http://regulations.ufl.edu/wp-content/uploads/2012/09/4042.pdf>).

- **Counseling and Emergency Services:** U Matter, We Care serves as UF's umbrella program for UF's caring culture and provides students in distress with support and coordination of the wide variety of appropriate resources. Contact [umatter@ufl.edu](mailto:umatter@ufl.edu) seven days a week for assistance for students in distress. – the University Counseling and Wellness Center, 301 Peabody Hall, 392-1575 <http://www.counseling.ufl.edu/cwc/> – Student Health Care Center, 392-1161 – Career Connections Center, Reitz Union, 392-1601.
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- **Electronic Course Reserves:** The electronic course reserve service is offered by the George A. Smathers Libraries. Under the Rehabilitation Act and the Americans with Disabilities Act, students with disabilities have the right to equal access, use and benefit of the course materials that have been placed on reserve in the Libraries. Students who have registered with the Disability Resource Center should initiate their request for assistance and accommodation in accessing these materials. The Center will work with the Libraries Course Reserve Unit to provide accessible course materials. All information submitted by the student to the Libraries in fulfilling the request for accommodation will be kept confidential. For more information on services for students with disabilities, contact the DRC at 352-392-8565 or at [accessuf@dso.ufl.edu](mailto:accessuf@dso.ufl.edu). For general information on course reserves, please contact the Course Reserves Unit at 352-273-2520, or email at [eres@uflib.ufl.edu](mailto:eres@uflib.ufl.edu). If you are not using a UF computer, it is best to **use the UF VPN client** when accessing electronic materials course reserve materials as well as e-books, on-line journals, databases, etc. offered by the library. The VPN client is easily installed and configured, and provides easy access to electronic materials using off- campus computers. For more information on using the VPN client, go to <http://www.uflib.ufl.edu/login/vpn.html>