

The Archaeology of 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 from the ape-like behavior of our earliest ancestors to the establishment and global spread of modern human behavior during the Late Pleistocene. I argue that students cannot understand the diversity of modern human cultural behavior 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?

Class Meetings:

Tuesdays, Periods 4-5: 10:40 am-12:45 pm, 2319 Turlington Hall
Thursdays, Period 4: 10:40-11:30 am, 2319 Turlington Hall

Office Hours and Communication

- Office hours: B368 Turlington Hall, Tuesday and Thursday, 3-4 pm (or by appointment).
- Telephone: Office: (352) 294-7599; Lab: (352) 294-7579; Fax: (352) 392-6929
- E-mail: sbrandt@ufl.edu
- Lecture PP's and PDF's will be posted to E-Learning (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).
- Selected journal and newspaper articles, book chapters, videos and web sites, to be posted to CANVAS or Dropbox.

Graduates Only

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

Recommended Readings on Reserve (more to be added)

- Barham, L. and P. Mitchell 2008. *The First Africans*. Cambridge: Cambridge University Press

Recommended Web and App Sources (more to be added)

- 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.

Grading

Undergraduates:

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

- 3-5 double-spaced pages of typed notes summarizing the weekly readings, lectures, videos, web sites and discussions. These are to be uploaded to CANVAS no later than one hour before the date specified on the Schedule. Weekly notes will be graded on a S/U basis. Satisfactory notes will receive 50 points. Unsatisfactory notes are to be re-submitted until they are deemed satisfactory. 20 points will be subtracted for each set of weekly notes that are late, never turned in or unable to reach a satisfactory level.

- 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 research paper @ 100 points on a subject of your choice, but first cleared by the professor (more on this next week). Excellent = 100 pts; Very Good =90; Good =80; Fair =70; Poor = 60
- Final Grade Point Distribution

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 as the Undergraduates, plus:

- Preparation of 3-5 double-spaced pages of additional notes based on Grad-Only weekly readings and any special assignments. These will be submitted after an extra 1 hour meeting at a time suitable for all grads - 100 points for all regular and extra weekly notes combined. Weekly notes will be graded on a S/U basis. Unsatisfactory notes will be re-submitted until they are deemed satisfactory. 20 points will be subtracted for each set of weekly notes that are late or deemed unsatisfactory and unable to reach a satisfactory level).
- Participation in class discussions; leading specific assignment discussions – 100 points
- 15-30 Page Research Paper on a subject to be mutually decided by the grad student and professor – 100 points.
- Final grade is based upon the same percentages of total points as with undergraduates.

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

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| ▪ 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 | Automatic E for the course |

Official UF, Medical Or Religious Absences And Make-Up Exams

Except for medical/disability reasons, religious reasons or official university business, there will be **no** makeup exams or excused absences. A letter signed by a physician or a university official must be obtained **before** a makeup exam will be scheduled or an absence excused. Likewise, any religious reason for missing an exam or section must also be discussed with the professor and/or TA **before** a makeup exam will be scheduled or an absence excused. If you have a disability that could affect your class performance, please discuss this with the professor or TA 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.

Wk	Dates	FALL 2015 - ANT 4930/6930: ARCHAEOLOGY OF HUMAN ORIGINS SCHEDULE OF LECTURES, ASSIGNMENTS, AND PAPERS (READINGS POSTED ON CANVAS)
1	T 8/25 TH 8/27	<ul style="list-style-type: none"> Introductory Remarks and Class Requirements; Assignment 1: Great Ape Anatomy and Behavior: How different are we from them? Do Great Apes have “Culture”? (Upload First Assignment to E-Learning no later than one hour before the beginning of class on 9/1) Assignment 2: The Hadza and Modern Human Behavior (MHB). 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 “human”; and 3) what aspects of the lifeway/behavior portrayed in the chapter is potentially visible in the archaeological record, and how? Reconstructing the Past: Geological, Paleoenvironmental, Paleontological and Archaeological Units
2	T 9/1 TH 9/3	<ul style="list-style-type: none"> Making and Using Flaked Stone Artifacts (Lithics) Reconstructing the Past (cont): Geological, Paleoenvironmental, Paleontological and Archaeological Units
3	T 9/8 TH 9/10	<ul style="list-style-type: none"> Discuss Assignment 1 - Great Ape Anatomy and Behavior: How different are they from Humans? Do Great Apes have “Culture”? (Upload First Assignment to E-Learning no later than one hour before the beginning of class on 9/1) Chronometric Dating
4	T 9/15 TH 9/17	<ul style="list-style-type: none"> Discuss Assignment 2 (Upload no later than one hour before beginning of class) The African Origins of early Hominin Behavior: History of Field; Fossil & Archaeological Evidence
5	T 9/22 TH 9/24	<ul style="list-style-type: none"> The Big Breakthrough: Mode 1 Technology & the Plio-Pleistocene Oldowan Complex; Is there a Mode 0?
6	T 9/29 TH 10/1	<ul style="list-style-type: none"> Africa - Love it or Leave It: The Earliest Hominin Dispersal Out of Africa (and into Eurasia); The Establishment of Hunting and Gathering
7	T 10/6 TH 10/8	<ul style="list-style-type: none"> The Three Sides of a Biface: Mode 2 Technology and the Acheulian Technocomplex; Out of Africa (again) and the “Movius Line”;
8	T 10/13 TH 10/15	<ul style="list-style-type: none"> Quest for Fire and the Establishment of Hunting and Gathering Preparing for the Future: Mode 3 and Composite Tool Technology
9	T 10/20 TH 10/22	<ul style="list-style-type: none"> Strange Brew - Bio-Cultural Evolution in Mid-Late Pleistocene Eurasia: Neanderthals, Denisovans and ?? Genetic Evidence for Late Pleistocene Human Evolution; Does it Jive with the Fossil and Arch. Record?
10	T 10/27 TH 10/29	<ul style="list-style-type: none"> The African Origin of <i>Homo sapiens</i> and “Modern Human Behavior”; Mode 4 Technology and Complex Composite Tools
11	T 11/3 TH 11/5	<ul style="list-style-type: none"> Discussion of Assignment 3: (Upload Assignment 3 to Canvas no later than the beginning of class): What is “Modern Human Behavior” – Is it Real or Imaginary? The Great Diaspora: <i>Homo sapiens</i> Dispersals (or Migrations?) across Africa and into Asia and the Sunda; The “Hobbit” and other Surprises
12	T 11/10 TH 11/12	<ul style="list-style-type: none"> The Great Diaspora continued: The spread of <i>Homo sapiens</i> into Sahul (Greater Australia) and Europe; Clash of the Titans: Middle Paleolithic Neanderthals and Upper Paleolithic Modern Humans
13	T 11/17 TH 11/19	<ul style="list-style-type: none"> Ph.D. Defense at the University of Toulouse: Guest Lecturers/Videos Late Pleistocene Northern Eurasia: Setting the Stage for Human Dispersals/Migrations into the Americas
14	T 11/24 TH 11/26	<ul style="list-style-type: none"> Discussion of Assignment 4: The Demise of the Neanderthals THANKSGIVING: NO CLASS
15	T 12/1 TH 12/3	<ul style="list-style-type: none"> Discussion of Assignment 5: Late Pleistocene Imagery (e.g. Upper Paleolithic Art) Settling Down: Sedentary Hunter-Gatherers
16	T 12/8	<ul style="list-style-type: none"> Student PP Presentations of Papers
	Exam	<ul style="list-style-type: none"> Research Papers must be emailed to me no later than 5pm EST