Request for Renewal

Anthropology 151

as

Foundations Group course

Kapi'olani Community College, Fall 2013

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I. Course Description (from Course Outline)

COURSE INFORMATION: date of outline (10/29/13)

ANTH 151 Emerging Humanity (3) AA/SS and AS/SS3 hours lecture per week Prerequisite(s):
Qualification for ENG 100, qualification for MATH 24

Anthropology 151 provides a uniquely long-term perspective on the emergence and global development of humanity over the last 5 million years. This course introduces students to the fossil record of human biological evolution and the archaeology of culture in the world prior to ca. AD 1500. Topics we examine include (but are not limited to): the development of technology, language, and sociopolitical institutions. We will also consider the origins of plant and animal domestication, the genesis of cities and urbanism, and the political and ecological consequences of human impact on the natural environment.

COURSE OBJECTIVES/COMPETENCIES:

Upon successful completion of ANTH 151, the student should be able to:

- Understand human diversity, biological & human evolution, and apply their understanding of ancient societies and cultures to developments that lead to emerging civilization.

- Identify the major theoretical orientations in anthropology and explain how these orientations shape the fieldwork experience.

- Explain how anthropologists study subsystems of culture, including archaeology, economic, kinship, political, and religious systems, personality development and cultural change.

- Describe patterns of culture in Asia and the Pacific Islands areas and discuss culture, adaptation, language, political organization or society in Asian and Pacific Island regions.

- Use anthropological perspectives on work to explore career interests in health, human services, education and other fields.

II. Changes

No significant changes have been made in Anthropology 151 since the original request for foundations designation was approved. Minor edits appear in the request for renewal, updated since 2006.

III. Assessing of Course. Below are samples of course materials that illustrate how the course meets the Foundations Hallmarks. Original course materials may be viewed upon request.
Hallmark 1: Provide students with a large-scale analysis of human development and change over time. (Note: the two FG courses will together cover the whole time period from pre-history to present. The course must fall into one of the following categories: * Group A (content primarily before 1500 CE), B (content primarily after 1500 CE), or C (pre-history to present)

The course analyzes the biological and cultural evolution of societies and cultures throughout the world. The perspectives employed in the course are anthropological and archaeological. These perspectives are global and multicultural and all societies and cultures—in all times and all places—are potential subjects of examination during the course. The time period covered by the course is vast and it includes the paleontology of human biological evolution and the archaeology of culture in the world between ca. 5 million years ago and AD 1500.

As is evident in the following course schedule and syllabus, students are introduced to human prehistory in the time period prior to 1500 CE. This course especially provides students with a representative global sample of human societies, cultural traditions, and eras. Multiple educational mediums are utilized: field research, texts, laboratory, video, lecture, class discussion, and examinations. Group A.

**ANTH 151 - Sample course Schedule for Hallmark 1**

**PART I: HUMAN ORIGINS**

**Sample Textbook**

**Becoming Human series web site:**
www.pbs.org/wgbh/nova/evolution/becoming-human-part-1.html

**Class Schedule**

<table>
<thead>
<tr>
<th>Day</th>
<th>Subject</th>
<th>Chapters</th>
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<tbody>
<tr>
<td>Mon, Aug 20</td>
<td>Introductions-Syllabus-What is anthropology?</td>
<td>1</td>
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<tr>
<td></td>
<td>Short video: “Life in the trees”</td>
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<td></td>
<td>*Reaction Paper – hard copy due in class</td>
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<tr>
<td>Wed, Aug 29</td>
<td>Australopithecines and Homo habilis</td>
<td>2</td>
</tr>
<tr>
<td>Mon, Sept 3</td>
<td>The Role of Diet in Human Evolution in Africa</td>
<td>3</td>
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</table>
### Becoming Human Part 2: Birth of Humanity
http://www.pbs.org/wgbh/nova/evolution/becoming-human.html

**Mon, Sept 10**  
GUEST LECTURER- UHM Dr. Barry Rollet, Anthropologist  
*Short assignment on lecture due on Laulima by 9/12*

**Wed, Sept 12**  
Paleolithic Complexity in Africa and Europe: Tools  
Becoming Human Part 3: The Last Human Standing  
http://www.pbs.org/wgbh/nova/evolution/becoming-human.html

*Reaction Paper – hard copy due in class on Monday, 9/17*

**Mon, Sept 17**  
Review “Becoming Human” and Intro to skulls lab

**Wed, Sept 19**  
HUMAN EVOLUTION LAB (In-class)

**Mon, Sept 24**  
Finish Lab & Discuss Phylogentic Tree

*Human Evolution Lab due by end of class*

**Wed, Sept 26**  
Human Diaspora: Europe & Eurasia

Group Assignment due at the end of class

**Mon, Oct 1**  
Short presentations & discussion:

Project #1 - Human Evolution Phylogenic tree

**Wed, Oct 3**  
The First Americans/ Group Work

If time, video: “Journey of Man, A Genetic Odyssey”

**Mon, Oct 8**  
*REVIEW FOR MIDTERM*

**Wed, Oct 10**  
MIDTERM – EXAM #1

### PART II: Neolithic Revolution and the Rise of Civilization

<table>
<thead>
<tr>
<th>Day</th>
<th>Subjects</th>
<th>Chapters</th>
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<tbody>
<tr>
<td>Mon, Oct 15</td>
<td>Hawaii – intro to the geology, biology, and human CAUSED changes</td>
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<td></td>
<td>(<em>interactive, hands-on activity - group participation required!</em>)</td>
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<tr>
<td>Wed, Oct 17</td>
<td>Origins of Food Production</td>
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<td></td>
<td>Video: Settling Down: VT 283</td>
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<tr>
<td>Mon, Oct 22</td>
<td>Agriculture and the Domestication of Plants and Animals</td>
<td>8</td>
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<tr>
<td></td>
<td>Video segments: Food Inc/Discussion</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Materials</td>
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<tr>
<td>Wed, Oct 24</td>
<td>Food Production today</td>
<td>Handout</td>
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<tr>
<td></td>
<td>Video segments: Food Inc/ Discussion</td>
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<tr>
<td>Mon, Oct 29</td>
<td>Video segments: Food Inc/ Discussion</td>
<td>Handout</td>
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<tr>
<td>Wed, Oct 31</td>
<td>The Development of Civilization &amp; Social Organization</td>
<td>14</td>
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<td></td>
<td>Group work - presentations</td>
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<tr>
<td>Mon, Nov 5</td>
<td>Why Do Some Societies Collapse: Jared Diamond’s 5 Factors</td>
<td>Handout</td>
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<td>Discussion of Rapa Nui &amp; Maya articles/ Group Work</td>
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<td></td>
<td>Example of Sustainable Land Management System: Ahupua’a</td>
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<td>Wed, Nov 7</td>
<td>Polynesian Voyaging and Navigation</td>
<td>12</td>
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<td>Video: Papa Mau: The Wayfinder</td>
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<tr>
<td>Mon, Nov 12</td>
<td>Veteran’s Day Holiday</td>
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<td>Wed, Nov 14</td>
<td>Polynesian Chiefdoms, Case study: Marquesas</td>
<td>Handout</td>
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<tr>
<td>Mon, Nov 19</td>
<td>Project #2 -Group Presentations: Hawaiian Chiefdom</td>
<td>Handout</td>
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<tr>
<td>Wed, Nov 21</td>
<td>Group Presentations: Rapa Nui</td>
<td>Handout</td>
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<td></td>
<td>Video: Mysteries of Easter Island: 1936</td>
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<tr>
<td>Mon, Nov 26</td>
<td>Group Presentations: Maya</td>
<td>Handout</td>
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<tr>
<td>Wed, Nov 28</td>
<td>New World Civilizations: The Maya Civilization of MesoAmerica</td>
<td>21</td>
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<td></td>
<td>Video: “Cracking the Maya Code” or “The Lost Kingdom of the Maya”</td>
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<tr>
<td>Mon, Dec 3</td>
<td>Survival of our Species – What is Sustainability?</td>
<td>Handout</td>
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<td>Project #3: Human Nature</td>
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<tr>
<td>Wed, Dec 5</td>
<td>REVIEW FOR FINAL</td>
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<tr>
<td>Wed, Dec 12</td>
<td>FINAL EXAM</td>
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Sample test questions and assignment for Hallmark 1

**Questions**

- Note your status in the society: commoner, pharaoh, emperor, trader, etc.
- Note your role in the society (job) and gender; Note four examples, in terms of “archaeology”, explaining what you like or do not like. Choose examples from different dimensions of life; e.g., housing, status of commoner versus elite, ideas you would have, gender differences, world power, violence, peace, job opportunities, etc.
- Note what period of time you are living in the ancient state

**Sample Test Questions:**
• Considering the ancient stone tool models given, how can you tell one group is less complex than the types of tools? Which is the most complex and which is the least complex? Why?
• Secrets of the Stone Age? What are two types of archaeological remains of the Upper Paleolithic that suggest, to some anthropologists, that Upper Paleolithic peoples developed a spiritual form of life?
• Which species of hominid is found with the first stone tools and is thus associated with the beginning of the stone-age? Briefly, what evidence suggests this species was not a hunter, but a scavenger?
• Please explain which ancient state society you would like to live in: note the age in which you would live, your role and status in the society. Discuss four different examples of archaeological data in your explanation.
• What is an example of archaeological remains which suggest women’s important contributions to Upper Paleolithic life discussed in the video?

HallMark 2: Analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) and using multiple perspectives. Students will study multiple perspectives across time, space, and cultures. Some of the cultural material studied should reflect cultural differences. The course should not be solely about a people or a country; it needs to be a global course. Clear emphasis on multiple ideologies and methodologies (e.g., capitalism vs. socialism, individualism vs. communalism, globalism vs. protectionism, or humanistic vs. scientific).

Anthropology is a holistic approach to the human condition that analyzes humanity in terms of interpretative humanistic methodology, social scientific analysis, as well as natural science methods. The course begins with analysis of human biological evolution in terms of natural science and proceeds through application of humanistic and social scientific methods for interpretation of the archaeological record.

Emphasis is placed on contrast and comparison in the evaluation of the development of human societies such as the Central American Mayan & Aztec, African, Chinese, Southeast Asian, and South Asian regions and cultures. The social and physical evolution of various peoples and cultures is discussed and evaluated based upon a number of variables and ideologies that developed within these regions

See sample course schedule in the appendix for more information on Hallmark 2.

Hallmark 3: Offer a broad, integrated analysis of cultural, economic, political, scientific, and/or social development that recognizes the diversity of human societies and their cultural traditions. The course should offer an integrative perspective on global change and diverse cultural traditions. The course should identify common themes across multiple cultures. The course should recognize diversity (examples could include within and between cultures and religions, subcultures within political units, or socio-economic class differences).

Anthropology offers uniquely holistic and cross-cultural perspectives for analyzing the diversity of human societies and their cultural traditions. The emphasis of anthropology and archaeology on cross-cultural
comparison ensures that this course recognizes diversity in terms of biological adaptations, economic systems and technology, language, socio-political organization, religion, and ideational worldview. The analyses of these different topics are integrated by highlighting and explaining the differences and similarities among societies. The course will examine both social-scientific and humanistic theoretical approaches to interpreting and explaining human societies.

ANTH 151 emphasizes diversity in human cultural traditions while illustrating common features of human populations in different eras of human prehistory. As is noted in the above schedule, two weeks are devoted to the shifts in human life that result from the development of food production. Differences in food production across societies are noted within the context of a survey of typical changes. Similarly, the course notes commonalities and differences in the development of civilization (the formation of state societies) across different societies and continents. These emphases are stressed both in study guides and on examinations. See Appendix for Sample study guides for Hallmark 2.

Sample study guides for Hallmark 3

A. Sample Study Guide:

II. Food Production
   A. Identify early dates and places
   B. Relation to Climate shift: follows the last ice age
   C. Variable local causal factors: social, ecological, functional, historical
   D. Significance of Abu Hureyra site in Syria E. Relation to State formation and general role in the elaboration of cultural complexity
   F. Ecological factors prohibiting a shift to food production

III. State Societies (Civilizations)
A. State Societies and Social Power
   Three types of social power required of states
   Two different strategies for developing social power
   Examples for different strategies: Warfare vs. Social Alliance
   Archaeological evidence for regional world economies
   Role of metallurgy in violent state formation
B. State Society Basics
   Places and approximate date of oldest state societies
   Relation of state societies to culture history of Neolithic settlement
   New technological changes associated with state societies
   Forms of violence, hierarchy, and oppression
C. Symbolic Power
   1. Basic Forms: writing, monuments, art, religion, money, standardizations, law
   Three societies where writing developed independently
   Different initial functions of ancient writing systems: how was it used differently?
   Relation of ancient writing systems to political and economic power
   Describe the Neolithic origins of Mesopotamian writing: oldest “writing”.

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B. Sample Final Exam Questions:

When did food production first begin and where? What are some of the causal factors associated with the shift to food production?

What are two alternative strategies of state formation in the ancient world? Which states followed which strategy? Which strategy is most common?

What are some of the symbolic forms ancient states used to fortify political economic power? Describe the Neolithic origins of Mesopotamian writing systems.

Hallmark 4: Examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity. The course should address how processes of interaction have shaped the world’s cultural mosaic through time. The course should convey an understanding of how unique cultural traditions have survived cross-cultural interactions as well as how cultures have been changed through interaction. The proposal should clearly identify the parts of the course that are cross-cultural, rather than isolating cultural groups or characteristics. Dimensions of cross-cultural interaction such as religion should be examined as well as modes of interaction, e.g., migration, conquest, and trade.

Because anthropology is a holistic discipline and it emphasizes cross-cultural comparison, this course is exceptionally appropriate for examining processes of cultural interaction, exchange & diversity. Examples of processes of cross-cultural interaction that will be examined include (but are not limited to) human colonization of frontier environments, economic systems of exchange and circulation, and the diffusion and transmission of information and technology. Other topics that are relevant to cross-cultural interaction include urbanism and the emergence of cities.

Beginning with human origins, and the evolution of humans in the hunting and gathering phases of our earliest ancestors, the course consistently notes sites of economic and cross-cultural interaction beginning with the Upper Paleolithic and later in the Neolithic. The course also continues into the era of domestication of plants and animals, and into the era of city and state formation. Examination of ancient regional world economy, the interconnectedness of ancient states, items exchanged and archaeological evidence of these exchanges are discussed. Cross-cultural examination of early writing records, money seals, shipwrecks, and ancient trade routes are discussed and evaluated for their consequences on various cultures. See appendix for the sample study guide, as this is evident in the study guides, exams, and course schedule.

Sample study guide for Hallmark 4

A. Sample Study Guide

III. Ancient Regional World Economy

A. What are some of the economic relations between Ancient States?

1. Which Ancient States were interconnected?
2. What are some of the items exchanged?

B. Archaeological Evidence of exchange relations
1. Writing records, money seals
2. Uluburun Shipwreck

C. Which Ancient States were the core powers and which the periphery?

B. Sample Final Exam:

What does the “Queen” of Natufia suggest about regional economic exchange in the Neolithic? What other Neolithic sites suggest similar forms of economic exchange?

What archaeological evidence is there for an ancient regional world economy? Which ancient state societies were most powerful in this economy?

Hallmark 5: Include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions. Students will study the development of unique cultural traditions and cross-cultural interactions from a wide variety of regions including Hawaii, the Pacific, or Asia.

Among other things, the course examines the early colonization of the earth by early humans and their later descendants. An important component of the course will focus on the colonization and settlement of the Pacific islands, including the Hawaiian archipelago. Other areas of the Pacific that will be examined include Australia, New Zealand, and Easter Island. Components of Pacific island societies (including Hawaii) that will be examined include (but are not limited to) their subsistence and economic systems, modes of social organization, and their impacts on island environments.

The development of Pacific and Asian societies and cultural traditions is tested in the final exams following lecture, video, and fieldtrips addressed to this subject matter. During week 12, the course reviews the development of both South and East Asian food production and state societies of India and China respectively in terms of video, power point lecture, and testing materials. On the final exam students are given the opportunity to explain which ancient state society they would most like to have lived in by citing archaeological evidence justifying their explanation (Please see the example in Hallmark 6).

As state societies in East Asia and South Asia developed in terms of alternative strategies (warfare and political-economic alliances respectively), these alternative strategies are tested on the final exam (please see the review and exam samples for Hall Mark 2 to see how this is tested). Students also conduct an introductory archaeological description and analysis of a possible Heiau site located on the Kapiolani Community College campus.

A. Sample Video Materials for South and East Asia:
Video: China: Dynasties of Power: VT 13712 Video: Indus: The Unvoiced Civilization: DVD 3045

The two videos are used to identify the alternative processes of state formation in South and East Asia, a point emphasized in the Fagan textbook. Chinese state society, is represented in China: Dynasties of Power, as
formed primarily through processes of warfare. In contrast, the Harappan or Indus Civilization is shown, in Indus: The Unvoiced Civilization, to have developed primarily from political economic alliances with Mesopotamian states. A learning outcome is to have students understand how the unique cultural traditions of South and East Asian civilizations reflect these alternative processes of state formation.

B. Sample Study Guide:

**Pacific Islanders**

A. Date of settlement of Central Polynesia  
B. Primary archaeological evidence tracing settlement  
C. Archaeological evidence for common heritage of Eastern Polynesians  
D. Voyaging  
   1. Technical Knowledge  
   2. Spiritual Knowledge

D. Hawaiian Heiau (Questions)  
   1. Ceremonial center of Ancient Hawaiian Community  
   2. Archaeological versus indigenous description

**Heiau**

A. probable function  
B. architectural design and composition  
C. spiritual phenomenon  
D. archaeological test for luakini or other usage

C. Sample Final Exam

6. Approximately when did Polynesians begin to settle Central Polynesia (Samoa, Tonga)? What archaeological evidence is used to date this settlement? What forms of technology and knowledge did Pacific Islanders use to settle Polynesia?

7. What was the traditional function of a Heiau? What kind of evidence needs to be discovered for archaeologists to conclude that a Heiau existed and that it was considered a sacred site? What spiritual phenomenon may be associated with this heiau?

D. Sample Heiau Project: Answer the questions within 1-3 pages (typed, double spaced, font 12); number your answers and don’t write an essay. Make use of all available resources (personal observation and knowledge, lecture notes, handouts, state signs, etc). Please take note of the GPS positioning of the heiau site using the GPS tool provided.

1. Describe the Heiau by noting the following:

   A. the approximate height, width, and length of the heiau;  
   B. composition of heiau and variable sizes of the component materials;  
   C. the surrounding environment: landscape, houses, etc.;  
   D. contemporary artifacts and ecofacts on or near the heiau;  
   E. construction of the heiau: how is it apparently made?  
   F. Are the component materials local or carried from adjacent areas?
• In terms of archaeology, is a Heiau primarily an artifact, feature, or ecofact of an archaeological site? In terms of the typology for Heiau given, which type of form does this Heiau most resemble? Is there anything on or near the Heiau to suggest the site not only was, but is a sacred monument and place to individuals in Hawai‘i?

• Elaborate the fundamental meaning of the Heiau (e.g., approximate age, function, significance, history, etc.). What kind of remains would one need to find archaeologically to demonstrate the type of Heiau this site represents, for example a luakini heiau (a heiau for warfare)?

• Heiau, like monumental architecture from other cultures, is considered an index of cultural complexity. What are some qualities (stated or observable) of the Heiau that suggest this heiau is part of a complex Hawaiian culture?

• Are the archaeological remains significant enough to be conserved appropriately? Or, less categorically, what are some strengths and weaknesses in current preservation efforts?

• What did you find most interesting about your visit to the Heiau site?

Sample writing assignment for Hallmark 5

A. Sample Zoo Project: ZOO GUIDE
1. List the names of the primate species observable at the zoo (don’t forget to visit the chimps at the back of the zoo, and the Golden Lion Tamarin by the birds). Classify the species in terms of superfamily and suborder according to your handout.

2. Compare the hands of the golden spider monkeys with chimpanzees: how do they differ? How are they similar? Describe observed uses of the hands at the zoo. How do they compare to human hands?

3. Describe two or three observed behaviors of the chimps at the zoo. How did males and females interact? How did babies and adults interact? Do you observe any social hierarchy? Describe.

4. Describe two common general primate physical qualities exhibited by one of the lemur species. How do the Lemurs contrast behaviorally with the Gibbons? What is a basic physical quality the gibbons lack compared to the lemurs that indicates the lemurs are less related to humans than Gibbons? How are the Lemurs faces different than Chimpanzees?

5. From the signs, what is a unique physical quality associated with Siamang communication? Are the Siamangs communicating vocally? How would you describe the communication? Would you call this communication language? Why or Why not?

6. What physical quality of Orangutans indicates they are more closely related to humans than monkeys or lemurs? Are the Orangutans interacting with each other? Describe the interaction. Do the Orangutans exhibit any emotions? Intelligence? Describe.

7. Describe behavioral differences between the Francios Langur Monkeys and the Golden Spider Monkeys. What is unique about the butt of a Francois Langur? What is unique about the tail of the New World Spider Monkey? What is it being used for? About how long is it?
8. Observe a non-primate mammal or reptile at the zoo, and briefly compare and contrast this mammal or reptile to a primate of your choice. Why is this animal obviously not a primate physically and behaviorally? Note key primate, anthropoid, and hominoid qualities.

9. Which of the primate species seemed most human and least to you physically, emotionally, and socially? Explain.

10. Which non-human primate qualities intrigue you most? Which would be most interesting to imagine possessing? What would you use the quality for in human life?

11. What did you find most interesting or surprising about your experience? Elaborate in a few statements.

Hallmark 6: Engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions. Students will gain an appreciation of the multiplicity of sources; there should be some balance between western and non-western sources of information (e.g., documents and text, oral traditions and performances, art, archaeological artifacts at different scales, paleontological remains, paleoenvironmental materials, or cultural landscapes). Students will learn how to identify, assess, and analyze various sources of information on cultural behaviors, to organize them into systems of meaning, and to evaluate conclusions relative to the kinds of information available. Students will learn how different materials can reveal different aspects of contemporary and past human development.

The course is heavily focused on the study and analysis of human physiological evolution, archaeological and paleontological artifacts. The focus on artifacts in this course reflects the utility of archaeology for studying and analyzing societies and cultural traditions that developed prior to the development of writing systems in many parts of the globe. Examples of items that students will analyze are as follows:

1. Paleontological fossils of Primates/Hominoids/Hominids. These items, the preserved osteological materials of ancient (and in some cases, recent) members of our genus and order, are invaluable in helping to reconstruct or describe locomotor, behavioral, and sometime organizational patterns of these taxa. Contextual data (sediments, pollen, etc.) associated with these fossils are often critical in reconstructing environments or landscapes associated with ancestral human populations at different times in the past. These materials are critical for the presentation of empirical evidence linked to competing models of human biological adaptation and evolution over a time frame of at least 5-10 million years (mya).

2. Artifacts. Beginning about 2.5 mya, groups of humans began making and using tools, i.e., artifacts. While humans are no longer the only taxa known to make artifacts, the manufacture of artifacts is one of the key features of human cultural evolution and diversification over this time period. Artifacts include portable items as well as those fixed to the ground (what we usually call features or structures) and many kinds of artifacts are key to understanding the energy transfers between the environment and humans which allowed for various adaptations to virtually every climate and terrestrial landscape represented in the world. Such items are essential for studying and interpreting the diversity of social, economic, political, technological, and ideological systems prior to the development of writing systems (whose earliest dates are no more than 6,000 ya). Understanding the technology of human artifact production can best be achieved experientially, that is,
through efforts of students to replicate them in class or observe the replication of various forms of human
technology via videos or experts.

3. Eco facts. A variety of materials that are recovered through excavations and other geophysical
techniques inform on climatic conditions and assist in the reconstruction of both plant and animal
environments associated with humans in different areas of the world. These items provide the basis for
interpreting human ecology - particularly the ecological contexts in which humanity developed and changed.
These kinds of information also assist us in understanding the consequences of human behaviors on the
natural world at increasingly larger (and potentially more intense) scales of impact. Furthermore, these
materials are critical for reconstructing and understanding the consequences of early plant and animal
domestication throughout the world and the impact of such practices on other components of human culture
(e.g., population size, social complexity).

4. Monumental Architecture. One of the hallmarks of social differentiation within societies and a key
attribute for identifying emergent social complexity is the development of monumental architecture. These
structures appear and occur in a variety of contexts throughout the world and understanding their distribution
and impact on the maintenance of complex social orders is critical for appreciating the human condition.
Much of the fascination with archaeology and early history lies in the discovery and study of ancient
monuments and cities.

5. Ethnohistoric texts and oral traditions. These materials, transmitted through writing systems or
committed to memory, supplement the study of artifacts and the other materials recovered from the
archaeological and paleontological records. Documentary data are often used in anthropological archaeology
to develop analogies, add context and finer scales of information, and provide information on aspects of
human development that are less easily derived from material culture.

6. The goal of this course is to introduce students to the history of human development in a way that
integrates our biological and cultural components and that emphasizes the array of source materials available
to anthropologists. Students will see through films and videos how different primates are adapted to their
environments and how these adaptations are revealed in their osteology and behavior. Students will also see
how anthropologists attempt to identify and compare early human remains and how they derive conclusions
from those remains about the evolution of human abilities such as bipedalism, social groupings, language,
culturally transmitted learning of behaviors. Students will experiment with the production of different kinds
of artifact technology, some of which we rarely utilize today (such as stone tools) and will examine other forms
of technology that have come to distinguish and differentiate human populations in different environments.
Evolution, whether biological or cultural, takes place within the context of changing environmental conditions
and knowing how past environments are identified is a necessary component of this course. The different
approaches to reconstructing environments and estimating human interaction with them are increasingly
described and discussed on websites throughout the world. Students in this course will learn how to access these sources and evaluate their conclusions relative to the history of human development in different areas of the world. Archaeological videos are now available for almost every part of the world, especially for those places where complex societies arose, where voyaging was necessary in order for humans to colonize new lands, and where ancient monuments still stand today as a record to the accomplishments of our predecessors.

7. Finally, the integration of texts (a kind of artifact) and artifacts (both portable and stationary) are the keys for preparing students to pursue additional study in historical disciplines and/or anthropology. It is also necessary for students to understand the value and limitations of both kinds of historical resources. The tensions between these two forms of information and the disciplines that use them are addressed through student research on aspects of human culture that may be differentially represented by each form of material.

Students satisfy Hallmark 6 throughout the course in their readings, videos, discussions, projects and examinations. Each of the three projects (the zoo field trip, the paleoanthropology laboratory, and the Hawaiian Heiau field trip aforementioned) provides students a direct experience with alternative resources for learning.

The zoo field trip assignment is to engage the student in understanding the human place in the primatological order. By viewing other non-human primates in the zoo environment and their instinctual behaviors, various aspects of primate behavior vis-a-vis human behavior can be observed, researched and discussed by the students.

**HOMO NEANDERTHAL or HOMO SAPIENS NEANDERTHAL? (10 points).** You have a Homo Sapiens neanderthalensis and a Homo Sapiens sapiens cranium.

(A) Identify which is which:
(B) What are some features that distinguish the two?
(C) What are some features that indicate they are very similar?
(D) What do you think: Homo Neanderthal or Homo Sapiens Neanderthal? Why?

**Sample writing assignment for Hallmark 6**

**Sample Paleoanthropology Lab**

**ANTHROPOLOGY 151: LABORATORY EXERCISE**

**INSTRUCTIONS:** Complete this worksheet as you visit the different stations. You are to **answer all questions in terms of anthropology**. Feel free to discuss the questions with your classmates, and the instructor; however, your final lab results must be in your own words and cannot duplicate the words of another student. You may use your notes and book.

**STATION 1: COMPARATIVE ANALYSIS (10 points)**

There are five skulls at this station: Australopithecus boisei, Homo erectus, Gigantopithicus, Homo sapiens sapiens, and Gorilla.

(A) Identify them:
(B) What are some paleoanthropological criteria you could use to rank which of the species are less and more
related to Human Beings?
(C) What would be the best trait could you use to infer some of these skulls to belong to bipedal hominids?
(D) Given the criteria, rank the fossils in terms of evolutionary proximity to human beings; i.e., tell me which is less and which is more related to humans and why.

STATION 2: SITE ANALYSIS (10 points) Assume the following remains are found together at an excavation site.
(A) What kinds of remains appear to be present which suggest that the site is a hominid site? What is it about the remains that lead you to this inference?
(B) What other kinds of remains do you wish you could find to help you know with more certainty that this is a hominid site?
(C) Which hominid do you think these remains belong to and why?

STATION 3: AUSTRALOPITHECINES (10 points) Assume you find these remains near one another in the same region although one dates to an earlier period than another. You find remains A1 in the older strata and remains A2 in the younger strata. You have remains A3 of a common chimpanzee with you from a different and contemporary African site as they are useful for identifying hominid sites.

(A) First, why would an anthropologist infer both A1 and A2 are remains of hominids? How do they differ from A3?
(B) You think A1 and A2 are either remains of Australopithecus Afarensis or Australopithecus Boisei?
(C) Which would be less likely to be a direct human ancestor and Why?

STATION 4: HOMINID TECHNOLOGY (10 points) You have samples of technology of from various hominids.
(A) Rank the tool samples in terms of complexity and explain why you rank one sample as more complex than another.
(B) Sample 3 has a feature which indicates it is likely a tool of a Homo Sapiens? What is it?
(C) The T1 sample kind of looks like a collection of rocks. Why would you think they are not simply rocks but artifacts of hominids?

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