

University of Colorado, Colorado Springs
Center for Cognitive Archaeology
ANTH 4245/5355: Symbolic Evolution

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Office Hours: To be announced



Course Description: This course traces the origin and evolution of symbolic behavior in human evolution. We begin by defining the terms symbol and symbolic behavior and by considering whether this behavior is unique to humans. We then look at the archaeological signatures of symbolic behavior. Next we consider the earliest archaeological evidence and the implications for hominin cognitive evolution as well as specialized topics (e.g., taphonomy, music, personal ornaments and archaeology of the body cave art, burials etc.). Finally, we conclude by reviewing what we have discussed over the past 15 weeks in the context of using symbolic behavior as a vehicle for understanding what makes us human.

Grade Scale: Your grade will be determined by weekly exams, each of which will cover information presented in the lecture and in assigned readings. Your final grade will be determined by the number of points that you receive out of a possible 450 points, noting that the bottom 10% in each category may be awarded a minus, and the top 10% in each category may be awarded a plus:

Method of Evaluation:

- **Undergraduate Students:** There are 15 multiple-choice tests, a test for each week of the course. Each question counts equally. The exams comprise all (100%) of the undergraduate grade in the course.
- **Graduate Students:** There are 15 multiple-choice tests, a test for each week of the course. Each question counts equally. The exams account for 70% of your grade. In addition, graduate students are required to write a 12–15-page research paper on a pre-approved topic. This paper accounts for the remaining 30% of your grade (please see additional information below).

Topics and Test Due dates

Week	Topic	Points
1	Setting the Stage: An Introduction to the Paleolithic Period	30
2	(a) What Is a Symbol? Can Non-Human Primates Use Symbols? (b) The Evolution of Symbolic Behavior and the Modern Human Behavior Debate	30
3	Reviewing the Evidence: Early Symbolic Behavior in Africa	30
4	Early Symbolic Behavior in Australia	30
5	Taphonomy and Symbolic Behavior (Case Study I: Berekhat Ram Figurine)	30
6	Taphonomy and Symbolic Behavior (Case Study I: Molodova IV)	30
7	Neandertal Symbolic Behavior	30
8	Neandertal Symbolic Behavior (Continued)	30
9	Evolution of Language	30
10	Visual Cultures of Europe and the Making of Meanings (Part I)	30
11	Visual Cultures of Europe and the Making of Meanings (Part II)	30
12	Music in the Paleolithic	30
13	Upper Paleolithic Burials	30
14	Personal Adornment and the Archaeology of the Body	30
15	Concluding Thoughts	30
	TOTAL	450

As an **undergraduate** student, your final grade will be determined by the number of points that you receive out of a possible 450 points on the quizzes:

A	405-450 Points
B	359-404 Points
C	337-358 Points
D	314-336 Points
F	000-313 Points

As a **graduate** student, your final grade will be determined by the number of points that you receive out of a possible 450 points on the quizzes, plus your grade on the research paper, which is worth a maximum of 200 points (for a total possible points in the course of 650):

A	584-650 Points
B	519-583 Points
C	486-518 Points
D	453-485 Points
F	000-452 Points

Readings

Wk. Readings

1. Toth, Nick, and Kathy Schick. 2007. Overview of Paleolithic archaeology. In *Handbook of Paleoanthropology*, vol. 3. H. C. Winfried Henke, Ian Tattersall, and Thorolf Hardt, eds. Pp. 1943–63. New York: Springer-Verlag.

Plus 1 more article (TBA).

2. Nowell, April. 2010. Defining behavioral modernity in the context of Neandertal and anatomically modern human populations. *Annual Review of Anthropology* 39: 437–52.

Plus one article on defining symbols (TBA).

3. Bouzouggar, Abdeljalil, Nick Barton, Marian Vanhaeren, Francesco d'Errico, Simon Collcutt, Tom Higham, Edward Hodge, Simon Parfitt, Edward Rhodes, Jean-Luc Schwenninger, Chris Stringer, Elaine Turner, Steven Ward, Abdelkrim Moutmir, and Abdelhamid Stambouli. 2007. 82,000-year-old shell beads from North Africa and implications for the origins of modern human behavior. *Proceedings of the National Academy of Sciences* 104(24):9964–69.

d'Errico, Francesco, Christopher S. Henshilwood, Marian Vanhaeren, and Karen van Niekerk, K. 2005. *Nassarius kraussianus* shell beads from Blombos Cave: evidence for symbolic behaviour in the Middle Stone Age. *Journal of Human Evolution* 48:3–24.

Henshilwood, Christopher S., Francesco d'Errico, and Ian Watts. 2009. Engraved ochres from the Middle Stone Age levels at Blombos Cave, South Africa. *Journal of Human Evolution* 57:27–47.

Texier, Pierre-Jean, Guillaume Porraz, John Parkington, Jean-Philippe Rigaud, Cedric Poggenpoel, Christopher Miller, Chantal Tribolo, Caroline Cartwright, Aude Coudenneau, Richard Klein, Teresa Steele, and Christine Verna. 2010. A Howiesons Poort tradition of engraving ostrich eggshell containers dated to 60,000 years ago at Diepkloof Rock Shelter, South Africa. *Proceedings of the National Academy of Sciences* 107(14):6180–5.

4. Balme, Jane, and Kate Morse. 2006. Shell beads and social behaviour in Pleistocene Australia. *Antiquity* 80:799–811.

Brumm, Adam, and Mark W. Moore. 2005. Symbolic revolutions and the Australian archaeological record. *Cambridge Archaeological Journal* 15(2):157–75.

5. D'Errico, Francesco, and April Nowell. 2000. A new look at the Berekhat Ram figurine: implications for the origins of symbolism. *Cambridge Archaeological Journal* 10(1):123–67.

One more article (TBA).

6. Nowell, April, and Francesco d'Errico. 2007. The art of taphonomy and the taphonomy of art: layer IV, Molodova I, Ukraine. *Journal of Archaeological Method and Theory* 14(1):1–26.

One more article (TBA).

7. Gargett, Robert H. 1999. Middle Palaeolithic burial is not a dead issue: the view from Qafzeh, Saint-Césaire, Kebara, Amud, and Dederiyeh. *Journal of Human Evolution* 37:27–90.

Riel-Salvatore, Julien, and Geoffrey A. Clark. 2001. Grave markers: Middle and Early Upper Paleolithic burials and the use of chronotypology in contemporary Paleolithic research. *Current Anthropology* 42(4):449–79.

Zilhão, João. 2007. The emergence of ornaments and art: an archaeological perspective on the origins of behavioral modernity. *Journal of Archaeological Research* 15:1–54.

8. Caron, François, Francesco d'Errico, Pierre Del Moral, Frédéric Santos, and João Zilhão. 2011. The reality of Neandertal symbolic behavior at the Grotte du Renne, Arcy-sur-Cure, France. *PLoS ONE* 6(6):1–11.

Peresania, Marco, Ivana Fiore, Monica Gala, Matteo Romandini, and Antonio Tagliacozzo. 2011. Late Neandertals and the intentional removal of feathers as evidenced from bird bone taphonomy at Fumane Cave 44 ky B.P., Italy. *Proceedings of the National Academy of Sciences* 108(10):3888–93.

Zilhão, João, Diego E. Angelucci, Ernestina Badal-García, Francesco d'Errico, Floréal Daniel, Laure Dayet, Katerina Douka, Thomas F. G. Higham, María José Martínez-Sánchez, Ricardo Montes-Bernárdez, Sonia Murcia-Mascarós, Carmen Pérez-Sirvent, Clodoaldo Roldán-García, Marian Vanhaeren, Valentín Villaverde, Rachel Wood, and Josefina Zapata, J. 2010. Symbolic use of marine shells and mineral pigments by Iberian Neandertals. *Proceedings of the National Academy of Sciences* 107(3):1023–28.

9. Language: TBA

10. Davidson, Iain. 1997. The power of pictures. In *Beyond art: Pleistocene image and symbol*. Margaret W. Conkey, Olga Soffer, Deborah Stratmann, and Nina G. Jablonski, eds. Pp. 128–58. San Francisco: California Academy of Sciences.

Conkey, Margaret W. 2011. Images without words: the construction of prehistoric imaginaries for definitions of 'us'. *Journal of Visual Culture* 9(3):272–83.

11. Upper Paleolithic Art: TBA

12. Chapter in *Archaeoacoustics*, edited by C. Scarre and G. Lawson. Cambridge: MacDonald Institute for Archaeological Record.

Conard, Nicholas J., Maria Malina, and Susanne C. Münzel. 2009. New flutes document the earliest musical tradition in southwestern Germany. *Nature* 460(6):737–40.

13. Pettitt, Paul. 2011. Introduction: death and the Palaeolithic. In *The Paleolithic origins of burial*. Pp. 1–10. Abingdon: Routledge.
- Pettitt, Paul. 2011. The first *Homo sapiens* populations in Europe: Early and Mid Upper Palaeolithic funerary activities ~35,000–21,000 BP. In *The Paleolithic origins of burial*. Pp. 139–214. Abingdon: Routledge.
14. Joyce, Rosemary A. 2005. Archaeology of the body. *Annual Review of Anthropology* 34:139–58.
- White, Randall. 1992. Beyond art: toward an understanding of the origins of material representation in Europe. *Annual Review of Anthropology* 21:537–64.
15. Symbolic behavior and becoming human: TBA

Additional Information for Graduate Student Research Papers

Research papers must be 12–15 pages (single-sided, double-spaced, 10 or 12 pt font, with 2.5 cm margins—i.e., I do not want a research paper with such large margins that it looks like a poem) on an approved topic related to the course. Any images you include are in addition to the text. Please only double space, not triple space between paragraphs.

Students will be evaluated on the originality, clarity, and scholarly quality of the paper or equivalent assignment. In addition, the research paper must be free of grammatical and spelling errors etc. and the bibliography must conform to the criteria set out below. **NO LATE ASSIGNMENTS WILL BE ACCEPTED. Research papers are due May 4th, 2013.**

Further Evaluation Criteria for Research Paper/Assignment:

- Is there evidence of appropriate effort and thorough research of primary literature?
- Is there evidence of thorough understanding of the material and concepts discussed?
- Are the facts and ideas presented accurately?
- Is there a clear and logical development of the thesis?
- Does the thesis and its development display original or creative thought?
- If applicable: Is the paper well written, with flowing style and proper construction?
- Does it have the proper format including reference style?
- If applicable: Did you include page numbers, did you check spelling, grammar etc?
- **Turn-it-in.com may be used in this course. Students found guilty of plagiarism will be given a 0 for the course.**

There must be a minimum of five current references in the bibliography (i.e., from 2005 onward). Consult journals such as: *Current Anthropology*, *Journal of Archaeological Science*, *Journal of Human Evolution*, *Journal of World Prehistory*, *World Archaeology*, *Paléorient*, *Cambridge Archaeological Journal*, *Antiquity*, *Rock Art Research*, *Journal of Anthropological Archaeology*, or *Journal of Archaeological Method and Theory*.

Citations and bibliography must follow the *Current Anthropology* style (see examples below; the complete style guide is found here: <http://ir.lib.uwo.ca/totem/styleguide.pdf>).

Current Anthropology Citation Style (Examples)

Please note the way in which CA uses in-text citations—e.g. (Brutti 1997; Strathern and Stewart 1995:342).

Journals

Bottinelli, Roberto. 2001. Functional heterogeneity of mammalian single muscle fibres: do myosin isoforms tell the whole story? *Pflügers Archiv European Journal of Physiology* 443(1):6–17.

Books

Cressy, David. 1997. *Birth, marriage, and death: ritual, religion, and the life-cycle in Tudor and Stuart England*. Oxford: Oxford University Press.

Chapters of Books

Leacock, Eleanor. 1980. Montagnais women and the Jesuit program for colonization. In *Women and colonization: anthropological perspectives*. Mona Etienne and Eleanor Leacock, eds. Pp. 25–42. New York: Praeger.

Due Dates and Deadlines

The syllabus in Blackboard contains the deadline for each unit and specifies the dates by which the test must be completed. For each deadline, you have until 11:59 PM on the deadline day. Remember, these are DEADLINES. You are encouraged to stay well ahead of these deadlines. The sooner you complete the work, the sooner you'll be done with the course.

You must complete each unit by the specific date in the Blackboard version of the syllabus. Once that date has passed, you can still access the material in the unit, but you can no longer take the test associated with that unit. For example, if Unit 3 must be completed by Thursday, September 16, if you don't take Test 3 by 11:59 PM on September 16, you will receive a 0 for that test.

Dr. Nowell's Expectations of You

During completion of this course, you must abide by the UCCS Student Conduct Code. This code specifies what is considered proper and improper student conduct, including matters such as cheating and inappropriate behavior. Students who do not abide by the code can receive sanctions ranging up to expulsion from the course or the university.

Remember that this is a 3 credit-hour course. Please plan on spending a lot of time working on just this class. This time will include reviewing lesson plans, completing online lectures, reading from your textbook, answering practice problems, verifying your work, and completing test. We suggest that you plan to spend at least 10 hours per week on average.

Of course, the amount of time spent does not guarantee you any particular grade. Your letter grade will reflect the amount of material that you learned, as reflected in your test scores and the overall quality of your contributions to the course.

Solving Technical Difficulties

When you're having technical difficulties (pages not loading, connectivity problems, not able to view images, things not working as they should, etc.), please contact the Blackboard Helpdesk toll-free at 877.654.8309 or online at the UCCS Blackboard Support page. The Blackboard Helpdesk is available 24 hours a day, 7 days a week. Please note this service is separate from the UCCS IT Helpdesk.

Help Understanding Course Material

When you have questions regarding course policies, grading criteria, test administration, or course content, please email your professors for assistance.