ANTH 497 POST-PLEISTOCENE ADAPTATIONS
Variability, Evolution, and Transformation in Prehistoric Societies
Spring 2016
Dr. Pei-Lin Yu

Wednesdays and Fridays 10:30 – 11:45 pm, Microsoft Business Bldg. Rm. 1100
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Office Hours: Tues. 3:00 - 4:00 and by appointment

Course Description and Objectives

In this course students will explore and describe variability in foraging lifeways in the Late Pleistocene transition and the Holocene as a foundation for explaining the development of organizational complexity in human societies. This course is designed to deal with major issues faced by anthropologists today:

1) What are the archaeological signatures and evolutionary implications of the transition from Archaic to modern Homo in global perspective?

2) How did global climate change in the Late Pleistocene affect human-environment relationships, and how is this reflected in the paleo-environmental record, as well as the archaeology of subsistence, technology, settlement, and social organization?

3) In what ways does foraging lifeway increase in diversity and complexity through the early to middle Holocene, and how do climate and environment influence these patterns?

4) Are major social and environmental transformations like agriculture predictable? Variable? Reversible? How do the baseline conditions of foraging make the development or adoption of agriculture more or less likely?

5) Can we “plug-and-play” Human Behavioral Ecology models to deep-time questions about past diversity, evolutionary change, and transformation of social systems, or do HBE concepts and methods require modification?

6) How do we use information available in the present-day to develop and assess testable questions about the past? For example,
   a. Can we down-scale climate change to explore specific questions about local cultural sequences?
   b. How does ethnographic information allow us insights into past behaviors?

Course Prerequisite
To take this class you must have completed ANTH 103, Introduction to Archaeology, with a passing grade. Prior or concurrent participation in ANTH 105 (Evolution and Human Behavior), ANTH 350 (Human Behavioral Ecology), ANTH 400 (Hunter-Gatherers), and/or basic statistics, is recommended.

Special Features and Requirements
Students will lead and participate in class discussions and hone their skills in original research, oral presentation, and writing. Students will be using Lewis R. Binford’s hunter-gatherer and environmental database in order to generate charts and graphs for original research questions. We will be using Excel or SPSS programs in order to structure and present data visually. Excel is available to Boise State students free of charge. During the first two weeks of class you must contact the Help Desk at 208-426-4357,
or email helpdesk@boisestate.edu to install your free copy. We may also use the SPSS statistics package, available on BSU computers throughout campus including Anthropology labs.

Course Plan
This course is divided into three sections. Each has a different objective and levels of participation by me and students.

Section One: What Do We Already Know?
To build a backdrop, we will do intensive reading and discussion about climate and environmental change, and selected cases in global archaeology, bioarchaeology, and human behavioral ecology. Students will be responsible for developing annotated bibliographies from assigned articles and participating in class discussion. All students will be graded on class participation.

Section Two: Students Take Over the Subject Matter
Students will select a time and place for focused research on evolutionary change, and present in-class summaries that include

1. basic characteristics of archaeological sequences in their chosen area of study and key questions or problems that remain.
2. Whether and how human behavioral ecology can contribute to these questions.
3. A minimum of three relevant variables from Lewis Binford’s database.

These presentations will form the research question for Section Three. For details on presentations, see attachment.

Section Three: Students Explore Variability in Cultural Evolutionary Sequences
Students will use Lewis Binford’s database of environmental and ethnographic foraging cases to identify patterning that addresses their questions from Section Two. The results will be shared in Research Round Robin sessions and synthesized in a research paper.

Readings
There is no required text for this course. Section One readings will be available on Blackboard, the internet, or the library reserve system. Students will have readings completed BEFORE each class period in order to participate in discussions.

I expect attendance at ALL classes, and substantive discussion about readings from all students. Bring your annotated bibliographies and articles and be prepared to discuss. If you do not contribute, I will call on you.

Each student will also select a minimum of 10 sources on their chosen topic (of which at least eight must be journal articles, chapters from edited volumes, or monographs) and submit for my review no later than Jan. 29.

Blackboard
Blackboard will be used to make announcements, post class materials, and administer graded assignments. To access Blackboard, log into the BSU home page at Boisestate.edu, and select Blackboard. Enter your username and password, and select this course. Server problems including WiFi and technical issues are not the professor’s responsibility. For assistance with Blackboard, contact helpdesk@boisestate.edu or call 208-426-4357.
Grading
Letter grades will be assigned based on the percentage of total possible points that are earned for graded exams and assignments as listed below.

1. Class Participation, incl. Research Round Robin (25%)
2. Class Presentation (25%)
3. Annotated Bibliographies (25%)
4. Final Research Paper (25%)

100 points possible

A = 93 % or better, A- = 92-90%, B+ = 89-88%, B = 87-83%, B- = 82-80%, C+ = 79-78%, C = 77-73%,
C- = 72-70%, D+ = 69-68%, D = 67-60%, F = below 60%

You are responsible for attending class and if necessary getting notes from a classmate. Audio recording lectures for your own use is permitted and encouraged. But posting any content from this class on the internet is not, discuss with me first.

There are no make-up assignments for this class. If you miss a graded assignment and can provide timely documentation for a serious and compelling reason, we will discuss an alternate date. The definition of serious and compelling includes documented hospitalization and/or serious illness of yourself or an immediate family member.

Student Conduct
You are required to treat everyone in this class with respect. Standards for student conduct can be found at http://osrr.boisestate.edu/scp-codeofconduct/. Disruptive behavior (distracting use of phones and laptops; refusing to be seated, talking during lectures; sleeping; eating; newspaper reading; entering late or leaving early, etc.) may result in you being asked to leave the classroom.

Academic dishonesty is a serious offense. The Student Code of Conduct http://osrr.boisestate.edu/scp-codeofconduct/ states: “A violation may include cheating, plagiarism, or other forms of academic dishonesty. All assignments submitted by a student must represent her/his own ideas, concepts, and current understanding or must cite the original source. Academic dishonesty includes assisting a student to cheat, plagiarize, or commit any act of academic dishonesty. Attempts to violate academic integrity do not have to be successful to be considered academic dishonesty.” Copying off other students’ tests, bringing crib sheets, and other practices are considered cheating.

Plagiarism is cheating, and includes (but is not limited to):

1. Incorporating into one's own work the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work without giving appropriate credit thereby representing the product as entirely one's own. Examples include not only word-for-word copying, but also the "mosaic" (i.e., interspersing a few of one's own words while, in essence, copying another's work), the paraphrase (i.e., rewriting another's work while still using the other's fundamental idea or theory); fabrication (i.e., inventing or counterfeiting sources), ghost-writing (i.e., submitting another's work as one's own) and failure to include quotation marks on material that is otherwise acknowledged; and
2. Representing as one's own another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works.

If you are unclear on the above, refer to http://osrr.boisestate.edu/scp-codeofconduct/ or see me.
**Students with Disabilities**
Students with disabilities needing accommodations to fully participate in this class should contact the Disability Resource Center (DRC) as soon as possible. All accommodations MUST be approved through the DRC. Please stop by Administration 114 or call 208-426-1583 to make an appointment with a disability specialist. To learn more about the accommodation process, visit the DRC website at http://drc.boisestate.edu.

**Dropping the Class**
You may drop regular session classes on my.BoiseState.edu through the end of the sixth week of the semester. If you drop before then, this class will not appear on your transcript. If you drop a class afterward, your transcript will show a grade of W (for withdrawal) for that class. Grades of W will not be used in GPA calculation.
## ANTH 497 POST-PLEISTOCENE ADAPTATIONS
### Class Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENT*</th>
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<tbody>
<tr>
<td>Jan. 13</td>
<td>Class Introduction, Overview of late Quaternary climates and environments of the world. NO CLASS on Jan. 15, but readings due in your annotated biblios.</td>
<td>Begin annotated bibliographies</td>
</tr>
<tr>
<td>Jan. 27 and <strong>29</strong></td>
<td>Late Quaternary of Africa and Asia: case studies and syntheses</td>
<td>Student’s research sources due Jan. 29</td>
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<tr>
<td>Feb. 3 and 5</td>
<td>Late Quaternary of Europe and the Middle East: case studies and syntheses</td>
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<tr>
<td>Feb. 10 and <strong>12</strong></td>
<td>Late Quaternary of Australia and Oceania: case studies and syntheses</td>
<td>Students report-out on progress. 2/10</td>
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<tr>
<td>Feb. 17 and 19</td>
<td>Late Quaternary of North and South America: case studies and syntheses</td>
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<tr>
<td>Mar. 2 and 4</td>
<td>Student Presentations (6)</td>
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<tr>
<td>Mar. 9 and 11</td>
<td>Student Presentations (6)</td>
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<tr>
<td>Mar. 16 and 18</td>
<td>Student Presentations (6)</td>
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<tr>
<td>Mar. 23 and 25</td>
<td>SPRING BREAK NO CLASS</td>
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<tr>
<td>Mar. 30 and Apr. 1</td>
<td>Introducing Binford’s Frames of Reference Database Selected Case Studies using the Database; strategies for assessing HBE models with real data.</td>
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<td>Apr. 6 and 8</td>
<td>HBE and Deep Time Part II: Problems of Scale and Testability. Review of Binford variables relative to student projects.</td>
<td>Paper outlines due 4/6</td>
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<tr>
<td>Apr. 13 and 15</td>
<td><strong>Project and Database Walk-In Clinics</strong></td>
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<tr>
<td>Apr. 27 and 29</td>
<td>Research Round-Robin: Round 2, and Q&amp;A regarding final projects. Course Wrap-up and Synthesis</td>
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**Research Papers and Annotated Biblio’s due Monday May 2**nd **at 5 p.m.**

*See Readings Listing for references and dates.

**Bring your laptop and data. The Monday 4/13 session is required, Weds. 4/15 is optional but recommended.
Appendix 1: Annotated Bibliography and In-Class Presentation

The Annotated Bibliography will consist of citations for all readings used in the class (Section One assigned readings plus those the student selects her/himself), and 2-3 sentence descriptions for each source. American Antiquity citation guidelines shall be used for citation format (http://www.saa.org/portals/0/saa/publications/styleguide/styleguide_final_813.pdf). The Annotated Bibliography document is due on Monday May 2nd, at the same time as the Research Paper.

In-class presentations shall be no more than 7 slides/10 minutes in length, with 5 minutes for Q&A. Students may use Power Point, Prezi, or another method of their choice. Presentations will be posted in Blackboard. Each presentation will address

1. Basic characteristics of archaeological sequences in students’ chosen area of study and key questions or problems that remain.
2. Whether and how human behavioral ecology can contribute to these questions.
3. A minimum of three relevant variables from Lewis Binford’s database to be used in Section Three.

TIPS for obtaining your own sources. NOTE: you may use sources provided by me, but they do not count toward your minimum of 10.

ONLINE
   Go to the Albertsons Library website. Click on the little orange lock to log in. Go the Articles and Databases tab and scroll down to Google Scholar. Type in the title of your article, chapter or book. You should be then taken to a page where you can either download or read it on-line.

ILL
   Do not fear Interlibrary Loan; you’re at a level where you should be using it regularly. http://library.boisestate.edu/help&services/ill/index.php
   Memo Cordova is our Librarian Extraordinaire, he can also help you find good sources.

HRAF
   The Human Relations Area Files are an amazing centralized resource where you can search by topic, geographic area, ethnographic group, author, and more. You can use the e-HRAF online via the library, or good old fashioned microfiche in the references area. Also, the Department has a hardcopy of Binford’s own HRAF files, gifted to him by Jean Auel (creator of Clan of the Cave Bear). You will be in august company if you use them.
Appendix 2: Database Exercise, Research Round Robin, and Research Paper Development

Students shall use Lewis Binford’s Environmental and Ethnographic Database to examine relationships between key variables related to a research question from their chosen area. You may use scatterplots, boxplots, histograms, bar charts, and other visual methods of recognizing patterns and inferring relationships.

In the last week of class, students will bring their preliminary results (charts, graphs, etc.) for general discussion by the group. We will devote about 10 minutes to each student, in the order used during the Section Two class presentations. You will be graded on your level of participation in the Research Round Robins.

The final research paper shall consist, at minimum, of an

1. Introduction and Background to the Problem,
2. Methods,
3. Results,
4. Discussion, and
5. Conclusion.

You may use these headings. Papers will be between 12 and 15 pages in length not including cover sheet and references, with a minimum of two original figures. Double-spaced, 12 point font, 1 inch margins. Clean writing style is essential! I will dock points for excessive typographic and grammatical errors. Please use spellcheck and grammar check. I highly recommend that you swap drafts with each other for review and/or use the Boise State Writing Center before turning in your paper. Research Papers are due May 2nd.
### Appendix 3: Assigned Readings

Readings are posted in course documents in Blackboard unless otherwise noted.

<table>
<thead>
<tr>
<th>Class Introduction, Overview of late Quaternary climates and environments of the world.</th>
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<tbody>
<tr>
<td>Below readings completed and in annotated biblio’s by Jan. 15.</td>
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**Late Quaternary of Africa and Asia**  
*For Jan. 27.*


*For Jan. 29*


**Late Quaternary of Europe and the Middle East**  
*For Feb. 3*


*For Feb. 5*

### Late Quaternary of Australia and Oceania

**Feb. 10**


**Feb. 12**


### Late Quaternary of North and South America

**Feb. 17**


**Feb. 19**


For Feb. 24


Feb. 26

