

# SPOKANE FALLS COMMUNITY COLLEGE

## Course Learning Objectives Student Learning Outcomes

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**Course Title:** Stone Age Survival  
**Prefix and Course Number:** ANTH 221

**Last Modified:** SP18

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### Course Learning Objectives

- I. What is Anthropology?
  - a. Anthropological, Holistic, and Comparative approaches
  - b. Anthropology as a Social Science
  - c. Four sub-fields of anthropology
    - i. Applied Anthropology as it relates to the course topic
- II. What is Culture?
  - a. Characteristics of Culture
    - i. Instructors can explore a variety of paths for outlining the characteristics of cultures. Some examples include, but are not limited to make the bizarre familiar, collectivist versus individualists, material culture, and cultural change
  - b. Stone Age Culture Brief Overview
    - i. Addressing both Old and New World Categories
      1. Old World: Paleolithic, Mesolithic, and Neolithic
      2. New World: Paleo Indian to the Archaic
- III. Anthropological Approaches to Studying the Stone Age
  - a. Archaeology, Fieldwork, Ethnographic Analogy
    - i. Basic review of methodology utilized for excavation and analysis of material culture
      1. Note: This section might overlap with the methods used by both Old and New World Archaeologists under Experimental Archaeology. If so, the instructor of record should adjust the outline accordingly.
    - ii. Discussion on theoretical paradigms through which anthropologists draw inferences about stone tool technology and human cultures constructing and employing the technology
      1. Suggested theoretical paradigms include, but are not limited to insights from Feminist Archaeology, Binford's work and approach, Postmodern Perspective on Archaeological analysis, Lithic Microwear, Form versus Function, Cultural Evolution, and Cultural Ecology
  - b. Paleoanthropology and Bioarchaeological Evidence Related to Stone Tool Construction and Usage
    - i. Examples include, but are not limited to paleopathology, osteo-cortical thickness and 'occupation,' and muscle attachments and function
    - ii. Instructor of Record should draw on examples that cross-cut the Stone Age time periods
  - c. Experimental Archaeology
    - i. Methods used by both Old and New World Archaeologists
    - ii. Research Design, recording, and analysis
    - iii. Safety review in preparation for student constructed stone tools

IV. Material Culture and Technology of the Stone Age (Note: Instructor of Record can choose any time period of the Stone Age for emphasis, or weave various time periods together through case studies. Time periods include the Paleolithic, Mesolithic, Neolithic, and the similar transitions from Paleo Indian to Archaic. The Instructor of Record's emphasis will determine how they utilize this section of the outline.)

a. Paleolithic Emphasis (Old World)

- i. Oldowan, including flake production patterns
- ii. Acheulean, including the hand ax and large cutting tools
- iii. Lower Paleolithic Technology
  1. Levallois technology
  2. Pre-determined blank production, examples may include Kombewa, Victoria West, and Tabela-Tachengit
  3. Cross-sectional thinning

b. Mesolithic Emphasis (may merge with epipaleolithic) (Old World)

- i. Ground-stone technology industries
  1. Examples include, but are not limited to mortar and pestle technologies across various geographical regions, Kebaran quern, or Wright's (1991) classical paper on Levant ground stone technology
- ii. Natufians
  1. Examples include, but are not limited to Hayden and colleagues (1981) paper on hunter-gatherer technology transitions and Groman-Yaroslavski and colleagues (2016) paper on grooved basalt artifacts from Israel

c. Neolithic Emphasis (Old and New World)

d. Paleo Indian to Archaic Emphasis (New World)

- i. Pre-Clovis through Folsom technologies
- ii. Ground-stone technologies
  1. Examples include, but are not limited to Southern Ohio Late Archaic ground stone axe
- iii. Other examples include, but are not limited to Woodland technologies, chipped spear points, bifurcated-base points, and bannerstones

V. Mechanics of Material Culture (Note The Instructor of Record's emphasis will guide the specific examples covered in this section.)

a. Principles of Lithic Technology

b. Materials properties

c. Flintknapping Basics

VI. Special Topics of Focus (Instructors should pick 4 of the following topics to focus on throughout the term. The Instructor of Record's emphasis will impact the topics picked as well as the examples covered and anthropological literature utilized. The Instructor of Record is welcome to treat these special topics as separate categories of coverage addressed in the latter part of the term, or weave these topics into the fabric of the class throughout the term. Topics are organized in alphabetical order.)

a. Art and Magic

- i. Definition of art and magic
- ii. How anthropologists, particularly archaeologists, study art and magic
- iii. Areas of focus may include, but are not limited to rock art, cave art, animism, origins of 'religion,' shamanic healing, rites of passage, rites of initiation, smudging, sacred and secular rituals, and myths/storytelling

b. Health and Fitness

- i. Areas of focus include, but are not limited to the Thrifty Genotype, evolutionary fitness, barefoot running, nutritional anthropology, lifestyle and

labor in the shift to agriculture, the 'price of progress,' and cross-cultural variation of sickness as determined through the archaeological record

c. Role of Language

- i. Neuroarchaeology
- ii. Stone tools, human culture, and cognition

d. Sex and Love

- i. Examples of areas of focus include, but are not limited to reproduction and fertility, evolutionary psychological perspectives, polygamy versus monogamy of our earliest ancestors, synchronicity of menstruation and reproductive cycles, genetic and cultural evidence of Neanderthal and Anatomical Modern Humans mating, etc
- ii. Connection to stone tool use, construction, and how these items of material culture provide inferences for other aspects of human culture

e. Subsistence and Diet

- i. Subsistence patterns and the environment
- ii. Production, consumption, and economic exchanges
- iii. Optional area of discussion: Ancestral diet -- What was it, and should it be a paradigm for contemporary nutrition? Also, an opportunity to talk about plants in the Spokane area.

f. Social Organization and Kinship

- i. Kinship systems
- ii. Lineages, clans, descent, tribe, and bands
- iii. Case Study (choice of Instructor of Record)

g. Sociopolitical Organization

- i. Types of political systems - dependent on Stone Age time period and/or geographical region of focus
- ii. Archaeological evidence of political systems
  - 1. Case Study (choice of Instructor of Record)

h. Violence and Warfare

- i. Areas of focus include, but are not limited to
  - 1. Primate evidence for violence, as it relates to the Stone Age period(s) of emphasis
  - 2. Bioarchaeological evidence of trauma and potential "warfare"
  - 3. Anthropological Research and Evolutionary Psychology Discussion. Examples include, but are not limited to Thorpe's article in World Archaeology on the origins of warfare, Steven Pinker's research and reaction by anthropologists (e.g. Brian Ferguson), Kolher's work in Pueblo Southwest and Fry and Soderberg's (2014) critique on past studies regarding inter-group aggression among hunters and gatherers

i. Zooarchaeology

- i. Areas of emphasis include, but are not limited to
  - 1. Experimental zooarchaeology, such as Die Kelders Cave research, carcass processing in the Plains, etc
  - 2. Old World: Change in stone tool technologies as human cultures went from hunting wild prey to animal domestication
  - 3. New World: Changes in stone tool technologies for hunting of megafauna or faunal assemblages of the Thule

VII. Wrap-up

- a. Connection between experimental archaeology and the archaeological context
- b. Brief review of the Stone Age periods, beyond the emphasis used for the class

## **Student Learning Outcomes**

**By the end of this course, a student should be able to:**

1. Explain the concept of culture and cultural evolution as defined by anthropologists.
2. Explain the role that experimentation plays in archaeological research
3. Apply the methods of experimental archaeology to construct tools representing the technology from various human cultures in the Stone Age.
4. Analyze the role of technology in human cultural development.
5. Apply information literacy techniques to locating, evaluating, and discussing anthropological scholarship.