### Trial Course or New Course Proposal

#### Submitted by:

<table>
<thead>
<tr>
<th>Department</th>
<th>College/School</th>
<th>Prepared by</th>
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<tbody>
<tr>
<td>Anthropology (ANTH)</td>
<td>CLA</td>
<td>Jamie L. Clark</td>
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<td></td>
<td>Phone</td>
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<td></td>
<td></td>
<td>474-5911</td>
</tr>
<tr>
<td>Email Contact</td>
<td>Faculty Contact</td>
<td></td>
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<tr>
<td><a href="mailto:jlclark7@alaska.edu">jlclark7@alaska.edu</a></td>
<td>Jamie L. Clark</td>
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#### 1. Action Desired

- [ ] Trial Course
- [x] New Course

#### 2. Course Identification:

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course #</th>
<th>No. of Credits</th>
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<tr>
<td>ANTH</td>
<td>314</td>
<td>3</td>
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Justify upper/lower division status & number of credits:

ANTH 314 is designed to be an upper-level, writing intensive course. The course will meet 3 hours a week (two 90 minute class sessions).

#### 3. Proposed Course Title:

The Archaeology of the Cavemen

#### 4. To be Cross Listed?

- [ ] YES
- [x] NO

If yes, Dept:  
Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

#### 5. To be Stacked?

- [ ] YES
- [x] NO

If yes, Dept:  
Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

#### 6. Frequency of Offering:

- [x] Spring Odd-numbered Years
- [ ] Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

#### 7. Semester & Year of First Offering

- AY2013-14 if approved by 3/1/2013; otherwise AY2014-15

#### 8. Course Format:

- [x] 6 weeks to full semester

Other Format (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

Lecture and discussion/activities
9. CONTACT HOURS PER WEEK:

<table>
<thead>
<tr>
<th>LECTURE</th>
<th>LAB</th>
<th>PRACTICUM</th>
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<tbody>
<tr>
<td>3</td>
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Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/-guidelines-for-computing/ for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O  Fishes Management  
3 Credits  Offered Spring  
Theory and practice of fishery management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3-0)

ANTH 314 W  The Archaeology of the Cavemen (s)  
3 Credits  Offered Spring Odd Numbered Years  
Explores the archaeology of the “classic” caveman-the Neanderthals- and their contemporaries in Africa. Begins with an exploration of how cavemen have been portrayed in popular culture/the arts, but focuses primarily on what the archaeological record can tell us about the behavior and culture of these important human ancestors. Prerequisites: ANTH F100X or ANTH F101; ENGL F111X; ENGL F211X or F213X. (3-0)

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

| H = Humanities | S = Social Sciences |

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES: X  NO:  

IF YES, check which core requirements it could be used to fulfill:

- O = Oral Intensive, Format 6
- W = Writing Intensive, Format 7

X = Baccalaureate Core

11.A Is course content related to northern, arctic or circumpolar studies? If yes, a “snowflake” symbol will be added in the printed Catalog, and flagged in Banner.

YES       NO  X

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES  NO  X

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

13. GRADING SYSTEM: Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change – Format 2 form.

LETTER:  X  PASS/FAIL:  
### RESTRICTIONS ON ENROLLMENT (if any)

<table>
<thead>
<tr>
<th>14. PREREQUISITES</th>
<th>ANTH F100x or ANTH F101; ENGL F111X; ENGL F211X or F213X</th>
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<tbody>
<tr>
<td></td>
<td>These will be <em>required</em> before the student is allowed to enroll in the course.</td>
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| 15. SPECIAL RESTRICTIONS, CONDITIONS | n/a |

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<thead>
<tr>
<th>16. PROPOSED COURSE FEES</th>
<th>$0</th>
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<tbody>
<tr>
<td>Has a memo been submitted through your dean to the Provost for fee approval?</td>
<td>Yes/No</td>
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<tr>
<th>17. PREVIOUS HISTORY</th>
<th>Has the course been offered as special topics or trial course previously?</th>
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<tr>
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<td>Yes/No</td>
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<tr>
<td>If yes, give semester, year, course #, etc.:</td>
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<tr>
<th>18. ESTIMATED IMPACT</th>
<th>WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.</th>
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<tbody>
<tr>
<td></td>
<td>No new/additional facilities/space will be required, and the Anthropology Department already has faculty qualified to teach this course.</td>
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<tr>
<th>19. LIBRARY COLLECTIONS</th>
<th>Have you contacted the library collection development officer (<a href="mailto:kljensen@alaska.edu">kljensen@alaska.edu</a>, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.</th>
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<tr>
<td></td>
<td>No X Yes</td>
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<thead>
<tr>
<th>20. IMPACTS ON PROGRAMS/DEPTS</th>
<th>What programs/departments will be affected by this proposed action?</th>
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<tbody>
<tr>
<td></td>
<td>Include information on the Programs/Departments contacted (e.g., email, memo)</td>
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<tr>
<td></td>
<td>The proposed course will primarily impact the Anthropology Department. In terms of broader impacts, it provides a new “W” course option for all bachelors-level students.</td>
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<tr>
<th>21. POSITIVE AND NEGATIVE IMPACTS</th>
<th>Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.</th>
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<tbody>
<tr>
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<td>Positive impacts: 1) Adds variety and depth to Anthropology Department course offerings; as discussed below, the Anthropology Department is somewhat lacking in 300-level courses, and there is currently only one other archaeology course with a “W” designator. 2) Provides more options for bachelors level students seeking “W” courses. Negative impacts: None.</td>
</tr>
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### JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

As indicated above, the Anthropology Department is currently somewhat lacking in 300-level courses. This course will add to our 300-level offerings and provide more diversity of choice to our majors (the course can serve as an anthropology elective for majors in the B.A. program). We also only offer one other “W” course in archaeology (ANTH 415: Archaeological Method and Theory); this class will allow our students (B.A. or B.S) to fulfill a “W” course within the department, while also potentially attracting students from outside the discipline. The course covers a topic of broad general interest and the subject matter provides an excellent backdrop for the promotion/development of critical thinking/writing skills.
Approvals: Add additional signature lines as needed.

[Signature, Chair, Program/Department of: ]

Date: 01/08/2014

See below

[Signature, Chair, College/School Curriculum Council for: ]

Date: 

[Signature, Dean, College/School of: ]

Date: 2/7/14

Offerings above the level of approved programs must be approved in advance by the Provost.

[Signature of Provost (if above level of approved programs)]

All signatures must be obtained prior to submission to the Governance Office

[Signature, Chair]

Faculty Senate Review Committee: __Curriculum Review __GAAC

__Core Review __SADAC

Additional signatures: (As needed for cross-listing and/or stacking)

[Signature, Chair, Program/Department of: ]

Date: 

[Signature, Chair, College/School Curriculum Council for: ]

Date: 1/21/14

[Signature, Dean, College/School of: ]

Date: 
ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:
http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/
The Faculty Senate curriculum committees will review the syllabus to ensure that each of
the items listed below are included. If items are missing or unclear, the proposed course
(or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES
During the first week of class, instructors will distribute a course syllabus. Although
modifications may be made throughout the semester, this document will contain the
following information (as applicable to the discipline):

1. Course information:
   - Title, number, credits, prerequisites, location, meeting time
     (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:
   - Name, office location, office hours, telephone, email address.

3. Course readings/materials:
   - Course textbook title, author, edition/publisher.
   - Supplementary readings (indicate whether required or recommended) and
     any supplies required.

4. Course description:
   - Content of the course and how it fits into the broader curriculum;
   - Expected proficiencies required to undertake the course, if applicable.
   - Inclusion of catalog description is strongly recommended, and
   - Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)
6. Student Learning Outcomes (more specific)

7. Instructional methods:
   - Describe the teaching techniques (e.g.: lecture, case study, small group discussion,
     private instruction, studio instruction, values clarification, games, journal writing,
     use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:
   - A schedule of class topics and assignments must be included. Be specific so that it
     is clear that the instructor has thought this through and will not be making it up on the
     fly (e.g. it is not adequate to say “lab”. Instead, give each lab a title that describes
     its content). You may call the outline Tentative or Work in Progress to allow for
     modifications during the semester.

9. Course policies:
   - Specify course rules, including your policies on attendance, tardiness, class
     participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:
    - Specify how students will be evaluated, what factors will be included, their
        relative value, and how they will be tabulated into grades (on a curve, absolute
        scores, etc.)
    - Publicize UAF regulations with regard to the grades of "C" and below as
        applicable to this course. (Not required in the syllabus, but is a convenient way to
        publicize this.) Link to PDF summary of grading policy for “C”:

11. Support Services:
    - Describe the student support services such as tutoring (local and/or regional)
      appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been updated.
    http://www.uaf.edu/disability/
    The Office of Disability Services implements the Americans
    with Disabilities Act (ADA), and ensures that UAF students have equal access to the
    campus and course materials.
    - State that you will work with the Office of Disabilities Services (208 WHITAKER
      BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

5/21/2013
ANTH 314 (W): The Archaeology of the Cavemen (s)  
Spring 2015, Tues/Thurs 9:45-11:15, Meeting Place TBD (3 credits)

Professor: Jamie L. Clark  
Email: jclark7@alaska.edu  
Office: Bunnell 312  
Office Hours: tbd  
Office Phone: 474-5911

Course Description:  
From the Catalog: Explores the archaeology of the “classic” cavemen- the Neanderthals- and their contemporaries in Africa. Begins with an exploration of how cavemen have been portrayed in popular culture/the arts, but focuses primarily on what the archaeological record can tell us about the behavior and culture of these important human ancestors. Prerequisites: ANTH F100X or ANTH F101; ENGL F111x; ENGL F211X or F213X. (3+0)

Who were the Neanderthals, and what role did they play in the biological and cultural evolution of our species? This course focuses on the archaeology of the classic cavemen—the Neanderthals—and their contemporaries in Africa. Traditionally, Neanderthals were perceived as being a primitive, unintelligent species that carried clubs, spoke in grunts, and, in some cases, they were portrayed as living alongside dinosaurs. However, thanks to the advertising campaign by Geico and some highly publicized recent research, Neanderthals have a new role in popular culture—one in which they’re depicted as being “just like us.” Do either of these provide an accurate picture? And, given that the Neanderthals disappeared tens of thousands of years ago, how can we really know what they were like? The course begins with an exploration of the ways in which cavemen have been portrayed in popular culture and the arts, followed by a consideration of the types of evidence archaeologists use in reconstructing the lives of the cavemen. The bulk of the course focuses on the archaeological evidence from Eurasia and Africa, reviewing what the archaeological record can tell us about the behavior, diet, technology, and culture of these important human ancestors. The final section of the course focuses on what happened when modern humans and Neanderthals met in Europe after 40,000 years ago; we will debate the role of culture in the expansion of modern humans and the causes of the extinction of the Neanderthals. This course fulfills a “W” requirement and can serve as an anthropology elective for the BA in Anthropology.

Instructional Methods: One course meeting per week will be dedicated to lecture, while the second course meeting will comprise discussion, writing activities, hands-on work with archaeological material and/or watching and critiquing documentaries on Neanderthals/modern human evolution.

Prerequisites: There are three prerequisites for the course: 1) ANTH F100X or ANTH F101; 2) ENGL F111X; 3) ENGL F211X or ENGL F213X.

Course Goals: Students will come away from the course with a detailed knowledge of the biology and culture of the Neanderthals and their contemporaries in Africa, particularly as relates
to the evolution of our species. They will also have a deeper understanding of how to evaluate and build archaeological arguments.

Learning Outcomes: By the end of the semester, students will:

1. Demonstrate an ability to critically evaluate both scholarly arguments and public-science documentaries regarding the Neanderthals and the later evolution of our species.
2. Independently build a knowledge base on the geography, environment, and archaeology of the Neanderthals (or their contemporaries) for a region of their choice.
3. Demonstrate an ability to effectively build and support archaeological arguments.

Readings: Readings primarily come in the form of book chapters and scholarly articles and will generally consisting of ~3 readings a week. These readings will be posted as PDFs on Blackboard. Readings provide basic context for lectures and will provide the background necessary for you to complete the weekly writing assignments and will help frame your papers (see below).

Course Assignments/Grading:

(WRITING INTENSIVE REQUIREMENT A: MAJORITY OF FINAL GRADE (85%) IS FROM WRITING ASSIGNMENTS)

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Weekly Writing Assignments</td>
<td>40%</td>
</tr>
<tr>
<td>Papers (see below for more detail)</td>
<td>3 papers, 15% each</td>
</tr>
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</table>

Participation: This portion of the grade will be based on your contribution to class discussions, the completion of various in-class activities during the course of the semester, and the completion of at least one peer-evaluation assignment.

Weekly Writing Assignments (WWAs): Students will be assigned weekly writing assignments (generally ~2 pages in length). The nature of the assignment will vary week by week, but most often, these will be “thinking papers” that involve developing/expressing an opinion on a scholarly debate related to the week’s topic and should be based on the assigned readings. Note: there will be no WWAs due during the weeks that the drafts/final copies of papers are due. Students will receive feedback on each WWA the week after it is submitted; this feedback should be incorporated into future WWAs.

Papers:

(WRITING INTENSIVE REQUIREMENT B: A RESEARCH PAPER/PROJECT, C: PERSONAL CONFERENCES, and D: DRAFTS/REVISION/FEEDBACK)

During the course of the semester, students will write three papers. For each paper, students will have to submit a full draft (complete with citations, etc.). While these drafts do not ultimately count towards the final grade, they are required and failure to submit a draft will result in a zero for the assignment. For papers #1 and 2, all students are required to meet with Dr. Clark in order to discuss ways to improve their drafts (this meeting is optional for paper #3).

Paper #1: Building archaeological arguments: Students will be given a writing prompt in which they are asked to take a position on a major topic of debate. Students must use course
material and at least 2 outside sources in building their argument. These papers must be between ~5-6 pages in length (double spaced, size 12 font).

**Papers #2 and #3:** These two papers build upon each other, culminating in a writing project that will be due at the end of the term—a work of “prehistoric” fiction. In developing your work, you will be responsible for turning in a research paper (Paper #2), in which you will develop the background/setting for your work of fiction. Essentially, you must choose a specific region/time period in which to set your creative work—this can be any region/time period covered in the class, meaning Europe/Near East/Africa between ~250,000-30,000 years ago. Your work can involve Neanderthals, early modern humans, or both. Your setting must incorporate at least one real archaeological site and you must delve into the literature to explore what archaeologists know about the geography, environment, and archaeological/fossil records for your chosen region/time period. More details on Paper #2 will be discussed in Week 2, but the paper must be ~5-7 pages in length (double spaced, size 12 font).

Paper #3 is the work of prehistoric fiction—you can write a short story, epic poem, children’s book, graphic novel, etc., but it must be the equivalent of 5-7 pages, and you MUST utilize the information gathered in the course of writing Paper #2. Alongside your work of fiction, you must turn in a ~2 page reflective piece in which you reflect on the process of developing your work. How did you choose your region/time period? How did you go about incorporating actual data into your work of fiction? Was this harder or easier than you expected? Again, more details will be discussed in Week 2.

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**Student Support Services/Disability Services:**
I am here to help, so please feel free to drop in if there are any problems. There are a number of different offices on campus designed to provide student support, including the Writing Center (801 Gruening Bldg., 474-5314) and the Office of Student Support Services (512 Gruening Bldg, 474-6844). UAF has an Office of Disability Services that implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials. I will work with the office to provide academic accommodations to enrolled students who are eligible for these services. If you believe you are eligible, please contact the office as early in the semester as possible (208 WHIT, 474-5655).

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**Evaluation/Course policies:**
- Grades will be based on the following scale: 100-98, A+; 97-93, A; 92-90, A-; 89-87, B+, 86-83, B, 82-80, B-, etc.
- A grade of C- or better is required in order for a) the class to count towards the major and b) for the class to count as a “W” class. (See [http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf) for more info.)
- Plagiarism will result in an automatic zero for the offending assignment. We will discuss how to properly cite material during the course, but if you have any questions, please do not hesitate to ask.
- Students are expected to read and abide by the Student Code of Conduct (found in the UAF Catalog and at [http://www.uaf.edu/catalog/catalog_13-14/academics/regs3.html](http://www.uaf.edu/catalog/catalog_13-14/academics/regs3.html)).
- Attendance is critical to your success in this course; if you are not present in class, you cannot participate, and therefore absences will most directly impact that portion of your grade. In order for an absence to be excused, you must contact me PRIOR to any missed class; legitimate reasons for an excused absence are limited to religious observances, participation in officially
sanctioned university extracurricular activities, medical emergencies, or a death in the family. In-class assignments missed as a result of an unexcused absence may not be made up.

-Please be considerate of your fellow students (and instructor!); cell phones should be silenced before entering class, and if you must enter late (or leave early), please do so as unobtrusively as possible.
-For each day an assignment is turned in late, 10% will be deducted from the final grade. As such, assignments submitted more than 10 days late will not be accepted.

Course Schedule (Subject to Change; Assigned reading list is tentative and the list will be revised prior to offering course):

**Week 1: Introduction/ Who were the Cavemen? Representations of Cavemen in Popular Culture**

Tues: Clips from Clan of the Cave Bear/Quest for Fire, discussion

**Week 2: More on Popular Perceptions of Cavemen: Representations of Prehistoric life in Art/Scholarly Critiques (WWA #1 due)**

Tues: Lecture

Thurs: Discussion/how to read academic articles, do online research and avoid plagiarism

*Readings:*


**Week 3: Reconstructing the Lives of the Cavemen—Introduction to Paleolithic Archaeology and the Analysis of Stones and Bones (WWA #2 due)**

Tues: Lecture

Thurs: Discussion/Archaeology at Pech activity/How to critique academic articles

*Readings:*
Other readings TBD

**Week 4: Reconstructing the Lives of the Cavemen—The Analysis of Stones and Bones (WWA #3 due)**

Tues: Lecture

Thurs: Discussion/Hands on activities with lithics/bone/hominid skull casts

*Readings:*


2. Renfrew and Bahn. 2008. Chapter 6, “What was the Environment Like?” and Chapter 7, “What did they Eat?” (skip section on animal domestication) (again, two separate documents, read the scanned pages)

**Week 5: Reconstructing the Lives of the Cavemen—Modern Hunter-Gatherers and Experimental Archaeology (WWA #4 due)**

Tues: Lecture

Thurs: Discussion/in-class peer-evaluation activity with WWA #4

*Readings:*


**Week 6: Neanderthals: the Classic Cavemen: Introduction/Biology/Geographic and Environmental Context (Draft of Paper #1 Due)**

Tues: Lecture

Thurs: Public science documentaries: watch NOVA: Neanderthals Decoded, discuss

*Readings:*


**Week 7: Neanderthals: the Classic Cavemen—Technology and Diet (WWA #5 due)**

*Students must meet with Dr. Clark this week (between Tues-Fri) to discuss draft*

Tues: Lecture

Thursday: Discussion, Hands-on lab activities, Talking about paper #1 drafts

*Readings:*


**Week 8: Neanderthals: the Classic Cavemen—Language and Culture (Final Draft of Paper #1 due)**

Tues: Lecture

Thurs: Discussion, watch BBC Horizon: Neanderthal

*Readings:*


**Week 9: Meanwhile, in Africa… Introduction to the Middle Stone Age/ Biology/Geographic and Environmental Context (WWA #6 due)**

Tues: Lecture

Thurs: Discussion, Watch “Becoming Human: Last Human Standing”

**Readings:**


**Week 10: NO CLASS- SPRING BREAK**

**Week 11: Meanwhile, in Africa... Middle Stone Age Technology/Diet (First Draft of Paper #2 Due on Thurs)**

Tues: Lecture

Thurs: Discussion, Lab activity

**Readings:**


**Week 12: The Middle Stone Age—Language and Culture: The Origins of “Modern” Human Behavior (WWA #7 Due)**

*Students must meet with Dr. Clark this week (btwn Tues-Fri) to discuss draft*

Tues: Lecture

Thurs: Discussion, watch The Human Spark: Becoming Us, Discussion of Paper #2 drafts
Readings:


Week 13: What Happens When Two Cultures Collide? The Near East as a Cultural/Biological Crossroad (Final Draft of Paper #2 Due)

Tues: Lecture
Thurs: Discussion

Readings:


Week 14: What Happens When Two Cultures Collide? The Upper Paleolithic Revolution (WWA #8 due)

Tues: Lecture
Thurs: Discussion, Watch BBC One: Battle for Earth: Neanderthals

Readings:


Week 15: What Happens When Two Cultures Collide? The Last Days of the Neanderthals (WWA #9 due)
Tues: Lecture

Thurs: Discussion, tbd

Readings:


**Week 16: And Then There Was One: Upper Paleolithic Lifeways/The Last Cavemen (Draft of Paper #3 DUE ON TUESDAY; WILL BE RETURNED ON THURSDAY)**

Tues: Lecture

Thurs: Discussion, Talk about prehistoric fiction projects, wrap up

Readings:


*Final Draft of Paper #3 will be due at the scheduled final exam time, (TBD)*