ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE  10/6/2010

1. ACADEMIC UNIT:  School of Human Evolution and Social Change

2. COURSE PROPOSED:  ASM  246 Human Origins  3
   (prefix)  (number)  (title)  (semester hours)

3. CONTACT PERSON:  Name: Alissa Ruth and Don Johanson  Phone: 5-4628
   Mail Code: 2402  E-Mail: alissa.ruth@asu.edu; johanson.aho@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965–0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

<table>
<thead>
<tr>
<th>Core Areas</th>
<th>Awareness Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy and Critical Inquiry–L □</td>
<td>Global Awareness–G □</td>
</tr>
<tr>
<td>Mathematical Studies–MA □ CS □</td>
<td>Historical Awareness–H □</td>
</tr>
<tr>
<td>Humanities, Fine Arts and Design–HU □</td>
<td>Cultural Diversity in the United States–C □</td>
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<tr>
<td>Social and Behavioral Sciences–SB □</td>
<td></td>
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<tr>
<td>Natural Sciences–SQ □ SG □</td>
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</tbody>
</table>

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES:  □ Yes; Please identify courses: __________________________________________

Is this a multisection course?:  □ No  □ Yes; Is it governed by a common syllabus?  __________

Alexandra Brewis Slade
Chair/Director  (Print or Type)  Chair/Director  (Signature)

Date: ____________________________

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

The lack of historical awareness on the part of contemporary university graduates has led recent studies of higher education to call for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of national identity and of values which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is summed up in the aphorism that he who fails to learn from the past is doomed to repeat it. Teachers of today's students know well that those students do not usually approach questions of war and peace with any knowledge of historic concord, aggression, or cruelty, including even events so recent as Nazi and Stalinist terror.

The requirement of a course which is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent such a sequence. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td></td>
<td>1. History is a major focus of the course. Syllabus Text TOC</td>
</tr>
<tr>
<td>x</td>
<td></td>
<td>2. The course examines and explains human development as a sequence of events. Syllabus Text TOC</td>
</tr>
<tr>
<td>x</td>
<td></td>
<td>3. There is a disciplined systematic examination of human institutions as they change over time. Syllabus Text TOC</td>
</tr>
<tr>
<td>x</td>
<td></td>
<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context. Syllabus Text TOC</td>
</tr>
</tbody>
</table>

**THE FOLLOWING ARE NOT ACCEPTABLE:**

- Courses in which there is only chronological organization.
- Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
- Courses whose subject areas merely occurred in the past.
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>History as major focus.</td>
<td>Human history could not have occurred without human prehistory; students will examine evidence for the evolution of human behavior and speech, use of tools and fire, art and agriculture as part of a greater historical narrative that is human evolution.</td>
<td>Course description. Class #22-#29, in particular, will include explanations for the origins of our genus, Homo, and the development and contribution of tools, fire and culture to the origins of human uniqueness and modernity.</td>
</tr>
<tr>
<td>Human development as a sequence of events.</td>
<td>Students will learn that tool use, the development of tool complexity, and humans' manipulation and use of their environment occurred over millions of years and led to today's complex societies. A predominant theme is the distinction between destruction and creation.</td>
<td>Class #13 sets forth an examination of how an ape-like form gradually evolved into the modern human form and how the evolution of human form and advancements of human cultural traditions occurred as a sequence of events.</td>
</tr>
<tr>
<td>Human institutions as they change over time.</td>
<td>Students will gain an understanding that human institutions developed as a result of living in communities and how other living primates' societies can teach us about the development of human institutions, even those of modern day.</td>
<td>Classes #5 - #9 examine human behavior and cultural advancement in the context of non-human primate societies and behaviors</td>
</tr>
<tr>
<td>Relationship among events, ideas, and artifacts in social...</td>
<td>Students are introduced to issues surrounding the theory of human evolution from a historical perspective with regard to the rhetoric proposed by various cultural and religious groups regarding the events, ideas and fossil evidence put forth by the scientific community to support it. In addition, the traditional concept of &quot;race&quot; is explored in biological and sociopolitical contexts with the goal of broadening students' world views and understanding and acceptance of peoples for whom they have traditional perceptions of biological or cultural similarities or differences.</td>
<td>Classes #5 and #29 deal with these issues directly.</td>
</tr>
</tbody>
</table>
This syllabus is subject to further change or revision, as needed, to best realize the educational goals of the course. Necessary revisions will be announced via Blackboard 9 with fair prior notice.

HUMAN ORIGINS
ASM246
Spring, 2011
Line Number: XXXXXX

Course Meetings: Online

Instructor: Dr. Donald Johanson
Office: Institute of Human Origins, Social Sciences Room 103
Contact Info: johanson.iho@asu.edu
Office Hours: TBD

Teaching Assistant: TBD
Office: TBD
Contact Info: TBD
Office Hours: TBD

Course Description:
This is a lower-division course that is intended to guide you through an exploration of the scientific evidence for the evolution of humans and our fossil relatives and humankind’s place in the natural world. The course includes, though is not limited to, an introduction to evolutionary theory, an overview of the hominin fossil record and what that record has taught us about our natural history, an exciting in-depth exploration of paleoanthropological field research from the perspective of Dr. Johanson, a world-renowned paleoanthropologist, and an examination of the traditional concept of "race." The online curriculum comprises audio/video presentations by the instructor, textbook and supplemental readings, online interactive exercises and homework assignments, online films, and three online exams.

Course Goals/Objectives: By the end of this course, students should be able to:

NATURE OF SCIENCE:
- define: fact, hypothesis, law, and theory from a scientific perspective.
- outline the nature of science and explain, generally, how scientific research is conducted.
- recognize differences between testable/falsifiable hypotheses and non-testable speculation/inference/belief.

MODERN HUMAN RELATIONSHIPS:
- identify humans’ place in the natural world from taxonomic/phylogenetic perspectives.
- recognize and identify biological similarities and differences between humans and other living organisms.
- explain perceived and measurable differences (or similarities) between modern human populations from evolutionary, biogeographical and genetic perspectives.

PALEOANTHROPOLOGICAL RESEARCH:
- define the role of a paleoanthropologist in human origins research.
- identify how paleoanthropologists use the scientific method to formulate hypotheses and conduct research.
- describe methods used by paleoanthropologists to conduct field work and examine and interpret the morphology of fossil specimens.
- give examples of hypotheses that attempt to explain: the origin of the hominin lineage; morphological changes within the hominin lineage; ancestor-descendent relationships among hominin taxa; and the origin of modern humans.
APPLICATION/EVALUATION:
- apply knowledge of the scientific process, evolutionary theory and human origins research to:
  - identify and articulate differences between the scientific evidence for human evolution and non-scientific, non-testable, explanations for human origins.
  - justify the invalidation of the traditional concept of “race.”
  - evaluate recently discovered fossil evidence and critique the findings/conclusions of researchers.

Pre-requisites/Co-requisites/Anti-requisites:
None; however, ASM104: Bones, Stones and Human Evolution is a strong foundation for this course and a background in the biological sciences (e.g., BIO187 or BIO188) may be beneficial.

Required Course Texts/Readings:
See handout for information about acquiring your text and additional publisher’s materials at a bundled price.
- Required text supplements:
  - Kappelman, Virtual Laboratories for Physical Anthropology Online Version 4.0 (via iLrn, the publisher’s online learning environment). Cengage Learning.

Course Format:
- This is an online course; all audio/video lectures and exams will be made available via the Blackboard 9 course management system (via myASU/Blackboard Learn). You must have a valid ASUrite ID and password to access the Blackboard 9 course site.
- Assignments will include textbook and supplementary readings (see course schedule), watching online videos via the ASU Libraries (links available on Blackboard 9), Blackboard 9 discussion board activity, Blackboard quizzes, interactive exercises on the Ahern CD-Rom and virtual laboratory exercises.
- There will be three exams that will be administered via Blackboard 9. The exams are not cumulative except for that fact that some knowledge must build upon concepts/information introduced earlier in the course.

Grades: Coursework [TBD]
Final grades for the course will be assigned on basis of the following:
- Discussion board X%
- Virtual laboratory exercises X%
- Quizzes X%
- Exams X%

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

Final Grades
- A+ 99.0-100+ Exceptional
- A  94-99.0 Excellent
- A- 90-93.9
- B+ 87-89.9
- B  84-86.9 Good
- B- 80-83.9
- C+ 77-79.9
- C  70-76.9 Average
- D  60-69.9 Passing
- E  <60 Failure
- XE Failure due to Academic Dishonesty
Incompletes
A mark of "I" (incomplete) is given by the instructor when you are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (http://students.asu.edu/forms/incomplete-grade-request).

Grade Appeals
ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see http://catalog.asu.edu/appeal.

Course Schedule [See attached]

Late Assignments. [TBD]

Student Standards
Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf

Academic Integrity
All students are responsible for reviewing and following ASU’s policies on academic integrity: http://provost.asu.edu/academicintegrity. If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others’ work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students.

Student Support and Disability Accommodations
ASU offers support services through Counseling (http://students.asu.edu/counseling), the Learning Resources Center (www.asu.edu/lrc), and the Disability Resource Center (http://www.asu.edu/studentaffairs/ed/drc/). If you are a student in need of special arrangements for we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.
# TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Class</th>
<th>Lecture, Film and/or Virtual Laboratory Exercise (Kappelman) (On BB or iLrn)</th>
<th>Readings (Jurmain et al 8th Ed. or article on BB)</th>
<th>Relevant Material on Hominid Fossils CD (Ahern)</th>
<th>Blackboard Quizzes and Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lecture: Introduction to course</td>
<td>Text: Chapter 1</td>
<td>&quot;Introduction&quot; (plays automatically); Learning tool: “How to Use”</td>
<td></td>
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<tr>
<td>2</td>
<td>Lecture: How does Paleoanthropology fit into Anthropology?</td>
<td>Text: Chapter 1</td>
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<tr>
<td>3</td>
<td>Lecture: How do paleoanthropologists conduct their research?</td>
<td>Text: pp. 94-104; 197-202; 222-223</td>
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<tr>
<td>4</td>
<td>Film: Charles Darwin and the Tree of Life via ASU Libraries Lab: Genetics and the evolution of human populations</td>
<td>Text: Chapters 2-4 [specific pages TBD]</td>
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<tr>
<td>5</td>
<td>Lecture: Evolution - Fact or Belief?</td>
<td>Text: Chapter 2</td>
<td>Blackboard Quiz</td>
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<tr>
<td>6</td>
<td>Lecture: How is the biological world organized?</td>
<td>Text: pp. 93-94, 107-115</td>
<td>Learning tools: “Taxonomy” and “What is a Species?” (note: each tool has two pages of text)</td>
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<tr>
<td>7</td>
<td>Lecture: What are primates and where do we fit in?</td>
<td>Text: Chapter 6</td>
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<tr>
<td>8</td>
<td>Labs: Introduction to the Primates (Sections II-V); and Primates in Motion</td>
<td>Text: Chapter 6</td>
<td></td>
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<tr>
<td>9</td>
<td>Lecture: How do primates behave?</td>
<td>Text: Chapter 7</td>
<td>Blackboard Quiz</td>
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<tr>
<td>13</td>
<td>Lecture: What is bipedalism?</td>
<td>Text: pp. 189-194</td>
<td>EXAM 1</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Lecture: The Great Rift Valley; Who were the first homs?</td>
<td>Text: pp. 203-206; 218-221</td>
<td>Tutorial: Comparing anatomy</td>
<td></td>
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<tr>
<td>16</td>
<td>Lecture: Who was Lucy and who was her ancestor?</td>
<td>Text: pp. 207-214</td>
<td>Advanced Learning: Detailed fossil content, by times, Late Miocene (4 specimens)</td>
<td>Blackboard Quiz</td>
</tr>
<tr>
<td>18</td>
<td>Lecture: What is life like in the field?</td>
<td>Text: pp. 222-223</td>
<td></td>
<td></td>
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<tr>
<td>20</td>
<td>Lecture: Who were the South African homs?</td>
<td>Text: pp. 207-214</td>
<td>Tutorial: Exploring by groups (stop after A. robustus); Advanced Learning: Detailed fossil content, by groups, A. africanus, A. robustus (6 specimens total)</td>
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<tr>
<td>21</td>
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<td>EXAM 2</td>
<td></td>
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<tr>
<td>Week</td>
<td>Lecture</td>
<td>Lab</td>
<td>Text</td>
<td>Advanced Learning</td>
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</tbody>
</table>
| 23   | When did *Homo* leave Africa and diversify?  
*Lab: Fossil Hominids of the Genus Homo* | Text: Chapter 9 | Detailed fossil content, by groups, *H. erectus*, *H. erectus*? (10 specimens) and by times, *Middle Pleistocene* (10 specimens; use the “more” button) | |
| 24   | The muddle in the middle: Who were the Mid-Late Pleistocene homs? | Text: Chapter 10 | Detailed fossil content, by times, *mid-late Pleistocene* (5 specimens) | |
| 25   | Did your Mom marry a Neandertal?  
*Lab: The origin and evolution of modern humans* | Text: Chapter 10 | | |
| 26   | Neandertals and anatomically modern humans: Peaceful co-existence? | Text: Chapter 11  
*Article: Tattersall (2010)* | Detailed fossil content, by times, *late Pleistocene* (28 specimens; use the “more” button) | Blackboard Quiz |
| 27   | How did early humans behave?  
*Lab: The archaeological record* | Text: Chapter 11 | | |
| 28   | *Film: “Journey of Man” OR “Mystery of the Neanderthals“ via ASU Libraries [student pick + Blackboard discussion]* | | | |
| 29   | The evolution of human skin color | Text: Chapter 12 | | |

**FINAL EXAM DATE/TIME TBD!**
Contents

Preface xi
Supplements xvii

CHAPTER 1
Introduction to Physical Anthropology 3
What Is Anthropology? 8
Cultural Anthropology 8
Archaeology 9
Linguistic Anthropology 9
Physical Anthropology 9
Physical Anthropology and the Scientific Method 17
The Anthropological Perspective 19
WHY IT MATTERS 20
Summary 21
Critical Thinking Questions 21

PHOTO ESSAY
Making a Difference: Forensic Anthropologists in the Contemporary World 22–23

CHAPTER 2
The Development of Evolutionary Theory 25
A Brief History of Evolutionary Thought 26
The Scientific Revolution 28
Precursors to the Theory of Evolution 29
The Discovery of Natural Selection 34
In Darwin’s Shadow 38
Natural Selection 38
Natural Selection in Action 40
QUICK REVIEW 42
Constraints on Nineteenth-Century Evolutionary Theory 43
Opposition to Evolution Today 44
A Brief History of Opposition to Evolution in the United States 44
WHY IT MATTERS 46
Summary 47
Critical Thinking Questions 47
CHAPTER 6

An Overview of the Primates 117

Primate Characteristics 118

Primate Adaptations 122

Evolutionary Factors 122

Geographical Distribution and Habitats 123

Diet and Teeth 123

Locomotion 126

Primate Classification 128

QUICK REVIEW 130

A Survey of the Living Primates 130

Lemurs and Lorises 130

Tarsiers 133

Anthropoids: Monkeys, Apes, and Humans 133

Hominooids: Apes and Humans 138

Endangered Primates 146

Bushmeat and Ebola: A Deadly Combination 146

Increased Risk to Mountain Gorillas 149

WHY IT MATTERS 150

Summary 151

Critical Thinking Questions 151

CHAPTER 7

Primate Behavior 153

The Evolution of Behavior 154

Some Factors That Influence Social Structure 155

Why Be Social? 157

QUICK REVIEW 158

Primate Social Behavior 159

Dominance 159

Communication 160

Aggressive Interactions 161

Affiliation and Altruism 163

Reproduction and Reproductive Behaviors 166

Female and Male Reproductive Strategies 166

Sexual Selection 167

Infanticide as a Reproductive Strategy? 168

Mothers, Fathers, and Infants 169

Primate Cultural Behavior 171

Language 176

The Primate Continuum 178

QUICK REVIEW 179

WHY IT MATTERS 180

Summary 181

Critical Thinking Questions 181

CHAPTER 8

Primate and Hominin Origins 183

Early Primate Evolution 184

Miocene Fossil Hominoids 187

Definition of Hominin 189

What's in a Name? 189

The Bipedal Adaptation 191

Biocultural Evolution: The Human Capacity for Culture 195

Paleoanthropology as a Multidisciplinary Science 197

Early Hominin Tools 197

Dating Methods 198

QUICK REVIEW 200

Finding Early Hominin Fossils 201

Early Hominins from Africa 203

Pre-Australopiths (7.0–4.4 mya) 203

QUICK REVIEW 206

Australopiths (4.2–1.2 mya) 207

Early Homo (2.4–1.4 mya) 214

Interpretations: What Does It All Mean? 216

Seeing the Big Picture: Adaptive Patterns of Early African Hominins 218

WHY IT MATTERS 220

WHAT'S IMPORTANT 221

Summary 221

Critical Thinking Questions 221

PHOTO ESSAY

Paleoanthropology: On the Trail of our Early Ancestors and the Environments in Which They Lived 222–223
CHAPTER 9
The First Dispersal of the Genus Homo: Homo erectus and Contemporaries 225
A New Kind of Hominin 228
The Morphology of Homo erectus 229
Body Size 229
Brain Size 229
Craniad Shape 229
The First Homo erectus: Homo erectus from Africa 231
QUICK REVIEW 232
Who Were the Earliest African Emigrants? 233
Homo erectus from Indonesia 234
Homo erectus from China 235
Zhokhovian Homo erectus 236
Other Chinese Sites 237
QUICK REVIEW 239
Asian and African Homo erectus: A Comparison 239
Later Homo erectus from Europe 239
Technological Trends in Homo erectus 239
QUICK REVIEW 242
Seeing the Big Picture: Interpretations of Homo erectus 243
WHY IT MATTERS 244
WHAT'S IMPORTANT 244
Summary 245
Critical Thinking Questions 245

CHAPTER 10
Premodern Humans 247
Where, When, and What 248
The Pleistocene 248
Dispersal of Middle Pleistocene Hominins 249
Middle Pleistocene Hominins: Terminology 249
Premodern Humans of the Middle Pleistocene 250
Africa 250
QUICK REVIEW 251
Europe 251
QUICK REVIEW 254
Asia 255
QUICK REVIEW 255
A Review of Middle Pleistocene Evolution 256
Middle Pleistocene Culture 256
Neandertals: Premodern Humans of the Late Pleistocene 258
Western Europe 261
Central Europe 262
Western Asia 264
Central Asia 265
Culture of Neandertals 265
Technology 266
Subsistence 266
QUICK REVIEW 266
Speech and Symbolic Behavior 267
Burials 269
Genetic Evidence 270
Trends in Human Evolution: Understanding Premodern Humans 271
WHY IT MATTERS 274
WHAT'S IMPORTANT 274
Summary 275
Critical Thinking Questions 275

CHAPTER 11
The Origin and Dispersal of Modern Humans 277
Approaches to Understanding Modern Human Origins 278
The Complete Replacement Model: Recent African Evolution 278
Partial Replacement Models 281
The Regional Continuity Model: Multiregional Evolution 281
Seeing the Big Picture 282
The Earliest Discoveries of Modern Humans 282
Africa 282
The Near East 285
Asia 286
QUICK REVIEW 287
Australia 289
Central Europe 289
Western Europe 291
Something New and Different: The "Little People" 292
QUICK REVIEW 292
Technology and Art in the Upper Paleolithic 294
Europe 294
Africa 298
Summary of Upper Paleolithic Culture 298
WHY IT MATTERS 300
WHAT'S IMPORTANT 300
Summary 301
Critical Thinking Questions 301

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