

ANTHROPOLOGY 162
PREHISTORIC FOOD PRODUCTION
MW 9:30-10:45 am
HSSB 2001A

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Office Hours: **M/W 11-12 or by appointment**

I. Course Description:

Approximately 100,000 years ago a new species emerged that was different from its ancestors and other contemporary primates in several important ways. Within a relatively short period of time, anatomically modern humans colonized every major landmass and most of the islands on the planet. Our human ancestors successfully dealt with dramatic changes in climate, developed agriculture, invented and mastered new technologies, and achieved complex political and social organization. In this course, we examine the culmination of this long human odyssey through the lens of food production. For the majority of human (pre-)history, people lived as hunter-foragers in small, relatively mobile, egalitarian groups. It was not until relatively recently (5-10 kya) that people began settling down and aggregating into larger settlements. Not surprisingly, this monumental change in human organization corresponded with the shift to food production—that is, plant & animal domestication, paving the way for agriculture. The course traces the transition to agriculture in multiple regions worldwide and consider the different theories put forth to explain why people began raising their own plants and animals. And of course, we also examine the consequences of agriculture on human health, economy, and social and political life.

This course is designed to foster higher-level critical thinking skills. We will be engaging a variety of primary texts in archaeology through reading, discussion, and writing. In addition, you will also work independently on a research project handout and presentation in order to bring your own research to the table.

II. Online Access to Course Materials

You can access course materials online using gaucho space (<http://gauchospace.ucsb.edu>). Materials that are accessible online are: the Course Syllabus, PDFs of the readings, Powerpoint Presentations, Study Guides, etc.

II. Required Reading:

Required reading consists of a textbook (chapters are scanned and available on Gaucho Space as PDFs) and a series of articles that are also available on Gaucho Space.

Textbook:

Smith, Bruce D.

1998 *The Emergence of Agriculture*. Scientific American Library, New York.

Articles:

Cohen, Mark Nathan

1977 Chapter 2: The Theory of Population Pressure and the Origins of Agriculture. In *The Food Crisis in Prehistory: Overpopulation and the Origins of Agriculture*. Yale University Press, New Haven, pp. 18-70.

Hayden, Brian

1990 Nimrods, Piscators, Pluckers, and Planters: the Emergence of Food Production. *Journal of Anthropological Archaeology* 9: 31-69.

Kelly, Robert L.

1995 Chapter 1: Hunter-Gatherers and Anthropology. In *The Foraging Spectrum: Diversity in Hunter-Gatherer Lifeways*. Smithsonian Institution Press, Washington D.C., pp. 1-37.

Larsen, Clark

2002 Bioarchaeology: The Lives and Lifestyles of Past Peoples. *Journal of Archaeological Research* 10(2): 119-166.

Peres, Tanya M.

2010 Methodological Issues in Zooarchaeology. In *Integrating Zooarchaeology and Paleoethnobotany: A Consideration of Issues, Methods, and Cases*, edited by A. VanDerwarker and T. Peres, pp. 15-36. Springer, New York.

Roosevelt, Anna Curtenius

1984 Population, Health, and the Evolution of Subsistence: Conclusions from the Conference. In *Paleopathology at the Origins of Agriculture*. Academic Press, New York, pp. 559-583

Watson, Patty Jo

1995 Explaining the Transition to Agriculture. In *Last Hunters First Farmers: New Perspectives on the Prehistoric Transition to Agriculture*. School of American Research Press, Santa Fe, New Mexico, pp. 21-37.

Wright, Patti

2010 Methodological Issues in Paleoethnobotany. In *Integrating Zooarchaeology and Paleoethnobotany: A Consideration of Issues, Methods, and Cases*, edited by A. VanDerwarker and T. Peres, pp. 37-64. Springer, New York.

III. Assignments and Grading:

Grading Scale:

A+	=	97-100	C	=	73-76
A	=	93-96	C-	=	70-72
A-	=	90-92	D+	=	67-69
B+	=	87-89	D	=	63-66
B	=	83-86	D-	=	60-62
B-	=	80-82	F	=	59 and below
C+	=	77-79			

Your total grade will be figured from **class participation**, a **midterm**, a **final exam**, an end-of-term **research project handout**, and an **in-class presentation** on your research topic.

PARTICIPATION	=	5%
MIDTERM	=	30%
FINAL EXAM	=	30%
RESEARCH PROJECT	=	25%
PRESENTATION	=	10%

Participation requirements:

I will be grading you based on your participation in the class. If you do not come to class regularly, your participation grade will suffer. I will be taking regular attendance in the course, but you will not be graded on attendance – the point here is that IF YOU HAVE PERFECT ATTENDANCE AND AT LEAST a B leading up to the final exam, then YOU ARE EXPEMPT FROM THE FINAL EXAM. (Please note that you are welcome to take the final exam even if you are exempted from it.)

The Midterm will consist of a combination of multiple choice, matching, and short answer questions. Except for special cases, **Make-up exams will ONLY** be given to students who have arranged with the instructor prior to the scheduled exam.

- 30 multiple choice questions (1 point each) = 30 points
- 20 matching word/definition (2 points each) = 40 points
- 10 short answer questions (3 points each) = 30 points
- TOTAL = 100 points

The Final Exam will be comprehensive. It will consist of a combination IDs and essay questions. IDs are terms that you must “identify” in 4-5 sentences; you must define the term and discuss its relevance/significance. Essay questions require longer, more developed responses (approx. 3-4 paragraphs). One week prior to the final exam, I will post a list of 6 possible essays that may appear on the test; *You MUST prepare for the essays individually; working in groups is strictly PROHIBITED!* 20 terms (IDs) and 3 essays will appear on the test. IDs are worth 5 points each and essays are worth 25 points each. You can choose 1 of 4 combinations that add up to 100 points:

- 20 IDs = 100 points
- 15 IDs + 1 essay = 100 points
- 10 IDs + 2 essays = 100 points
- 5 IDs + 3 essays = 100 points

Research Project Specifications

Each student will choose a domesticated plant or animal to research. Ultimately you will produce a presentation and a **two-page information sheet** (with text and relevant images) on this domesticate (see list below of possible domesticates). Your research should include sections/information on: taxonomic/Latin classification of the plant/animal; genetic and physiological changes in the plant from wild to domesticated forms; geographic and temporal origin of domestication; subsequent spread of the domesticate and current distribution of growth/use; explanations for why the plant/animal was domesticated; archaeological evidence of early use and social context of use. There are a series of due dates throughout the semester for different project components. The final handout should be 2 pages, single-spaced, with 1-inch margins, in 11-12 pt. font (bibliography is in addition to these pages). *Failure to adhere to these specifications will cost you points! Failure to turn in each project component on time will also cost you points!* You must have a **minimum of 15** bibliographic references.

<u>Paper Component</u>	<u>Due Date</u>	<u>Points</u>
List of bibliographic references	Feb 4	15
Annotated Bibliography	Feb 20	30
Final Project Handout	March 15	55
Total Points		100

Bibliographic Reference Requirements:

1. You must have **at least 15** sources, but you can provide more.
2. You must provide the full **typed** bibliographic reference for each source, including author's name, title of article, title of journal/book, date, and page numbers. Try to focus on articles/books published in the last 10-15 years. You must use the Society for American Archaeology style guide (https://documents.saa.org/container/docs/default-source/doc-publications/style-guide/saa-style-guide_updated-july-2018.pdf?sfvrsn=556277d9_2). **IF YOUR BIBLIOGRAPHY IS NOT FORMATTED CORRECTLY, YOU WILL LOSE A LETTER GRADE.**
3. These sources must come from scholarly journals or books found in the library (or Inter-library Loan). Web sources are NOT acceptable unless approved BEFOREHAND by myself.
4. These sources MUST be relevant to the plant or animal you have chosen.

Annotated Bibliography Requirements:

After choosing your sources, you must read, digest, and annotate them. By annotate, I mean that you must provide a **typed** summary paragraph (100-250 words) for each source. This summary is much like a short book report, but focus on the information that is most relevant to your research topic. If, in reading your sources, you find that one of them is not particularly relevant to your chosen research topic, you must find another that is relevant. **To get full credit for this requirement, you must provide 15 annotated sources!** Each annotation (summary) will appear after the full citation of the work, and these must be ordered alphabetically by author's last name. Basically, this is your bibliography with summaries after each entry.

Final Handout Requirements:

The Final Handout should be 2 pages single-spaced with relevant images (no more than 4 images), with 1-inch margins, in 11-12 pt. font. The word count (not including the bibliography) should be between 650-800 words. Your bibliography (not the annotated version) must accompany it, and you will need to provide citations in the handout indicating which sources your information came from. Anything cited in the handout must appear in your bibliography. 10-12 pages long and follow the margin and font specifications set above. Since this is your final project, I EXPECT it to be **perfect** in terms of grammar, spelling, and sentence structure. I expect detailed citations throughout the text (author, date, page #) and a complete bibliography to follow your text.

Presentation Guidelines

Length of presentation: 8-10 minutes

10% of your grade, based on the following criteria:

- You must have a powerpoint presentation
- You must demonstrate your knowledge of your topic:
 - Including archaeological & geographic background (maps please!)
 - Overview of relevant time periods
 - Other information relevant to the domestication process
 - Modern use and distribution of this domesticate

Attendance to these classes counts as part of your participation grade (that means I will take attendance, and that you are **required** to come to all days during which your peers are presenting their research).

You need to **upload your powerpoint to Gaucho Space** in advance of the class. In order to upload onto the website, you must first log onto Gaucho Space. Find the week that you are scheduled to present, and click on the button that reads "Upload Powerpoint Presentation – Click here". It will take you to a page that allows you to upload the file, with a maximum file size of 80MB. You can also delete it, so if you

want to make changes to it after you upload it, you can delete it and upload a newer version. **Also consider bringing a back-up copy on a removable drive just in case the website is down.**

Presentation tips

- limit the amount of text on your slides – no more than 20 words per slide
- you should not be reading from your slides – instead you should face the audience and refer to your slides when necessary
- consider writing your notes on paper or note cards to assist you. If you are using notes, then you will not be tempted to put too much text on your slides, nor will you end up talking to the screen instead of the audience
- practice in advance to ensure that your presentation falls within the 8-10 minute time limit
- there will be time for questions – I will ask questions, and your classmates may ask questions as well.

IV. List of Domesticates:

PLANTS	ANIMALS
Amaranth	Alpaca
Avocado	Ass
Banana	Camel, bactrian
Barley	Camel, dromedary
Bottle Gourd	Cat
Cacao (Chocolate)	Cattle
Chenopodium (Quinoa)	Chicken
Chili peppers	Dog
Coconut	Duck
Common Bean	Goat
Cotton	Goose
Flax	Guinea pig
Grape	Horse
Lentil	Llama
Lima Bean	Musk Ox
Lime	Pig
Maize (Corn)	Rabbit
Manioc	Reindeer
Millet	Sheep
Olive	Turkey
Peanut	Water buffalo
Potato	Yak
Rice	
Sorghum	
Squash	
Sunflower	
Sweet potato	
Tangerine/Orange	
Taro	
Wheat	
Yam	

V. Course Schedule:

DAY	DATE	MAJOR TOPIC	SPECIFIC TOPIC	READING	DUE
Mon	7-Jan	Course Introduction	Course Themes and Expectations		
Wed	9-Jan	Setting the Stage: Studying Ancient Diet	Zooarchaeology Intro	Peres 2010	
Mon	14-Jan		Paleoethnobotany Intro	Wright 2010	Top 3 Research Topics
Wed	16-Jan		Human Skeletal Analysis	Larsen 2002	
Mon	21-Jan	NO CLASS - CAMPUS HOLIDAY			
Wed	23-Jan		Guest Speaker: Dr. Mike Jochim on Foraging	Kelly 1995	
Mon	28-Jan	The Shift to Food Production	Overview of Concepts - Subsistence Economy		
Wed	30-Jan		Overview of Domestication - plant markers	Smith Chapters 1-2	
Mon	4-Feb		Overview of Domestication - animal markers	Smith Chapter 3	List of Bibliographic References
Wed	6-Feb	Midterm			
Mon	11-Feb		Theories on the Shift to Agriculture	Cohen 1977, Watson 1995	
Wed	13-Feb		Theories on the Shift to Agriculture cont'd	Hayden 1990	
Mon	18-Feb	NO CLASS - CAMPUS HOLIDAY			
Wed	20-Feb	The Consequences of Food Production	Disease Consequences of Agriculture	Roosevelt 1984	Annotated Bibliography
Mon	25-Feb		Dietary Consequences of Agriculture	Roosevelt 1984	
Wed	27-Feb		Guest Speaker: Matthew Biber	Readings TBA	
Mon	4-Mar		Student Presentations		
Wed	6-Mar		Student Presentations		
Mon	11-Mar		Student Presentations		
Wed	13-Mar		Student Presentations		
Fri	15-Mar	FINAL PROJECT DUE BY 3pm in MY OFFICE			Final Project
Wed	20-Mar	FINAL EXAM / 8-11 am			