DAY Prehistoric Cultures Week 14  
(Week 14 starts on Thursday)

**Food Production: A Biocultural Revolution**

The Neolithic

This week we begin to have a look at ancient civilizations and the revolution that made that all possible—Food Production (sometimes also known as “The Neolithic Revolution”).

About 10,000 years ago humans began *producing* food, and things haven’t been the same since. Spencer Wells—you remember him from the National Geographic Genographic Project—recently wrote an excellent and important book about it . . .

“*In The Journey of Man,* renowned geneticist and anthropologist Spencer Wells traced human evolution back to our earliest ancestors, creating a remarkable and readable map of our distant past. Now, in his thrilling new book, he examines our cultural inheritance in order to find the turning point that led us to the path we are on today, one he believes we must veer from in order to survive.”

“*Pandora’s Seed* takes us on a powerful and provocative globe-trotting tour of human history, back to a seminal event roughly ten thousand years ago, when our species made a radical shift in its way of life: We became farmers rather than hunter-gatherers, setting in motion a momentous chain of events that could not have been foreseen at the time.”

“Although this decision to control our own food supply is what propelled us into the modern world, Wells demonstrates—using the latest genetic and anthropological data—that such a dramatic shift in lifestyle had a downside that we’re only now beginning to recognize. Growing grain crops ultimately made humans more sedentary and unhealthy and made the planet more crowded. The expanding population and the need to apportion limited resources such as water created hierarchies and inequalities. The desire to control—and no longer cooperate with—nature altered the concept of religion, making deities fewer and more influential, foreshadowing today’s fanaticisms. The proximity of humans and animals bred diseases that metastasized over time. Freedom of movement and choice were replaced by a pressure to work that is the forebear of the anxiety and depression millions feel today. Wells offers a hopeful prescription for altering a life to which we were always ill suited, recommending that we change our priorities and self-destructive appetites before it’s too late.”

“A riveting and accessible scientific detective story, *Pandora’s Seed* is an eye-opening book for anyone fascinated by the past and concerned about the future.” – Book Description (Random House, 2010)

*Pandora’s Seed* is a good evaluation of the consequences of the agricultural revolution and the resulting subsequent rise of civilizations.
On Tuesday we’ll have our own in-class evaluation. Our IT folks have also sent you one on-line. Please complete both of them carefully and thoughtfully as they are very important to this class, and to the Department and College.

And, for the most part, it was agriculture that made civilization—living in cities—possible.

The word civilization comes the Latin cīvitās, referring to people who constituted a city-state—the citizenry of a town or city. Civilisation in the 18th century was contrasted with wild—sauvage in French—setting up the well-known comparison “civilized” and “savage” which really meant living in the wild—that is, hunting/gathering/foraging—vs. living in the city.

And, as I mentioned, that changed almost everything—at least for the city folks.

We’ll have a look at the “Agricultural Revolution,” known as “The Neolithic Revolution” in the Near East, and we’ll have a look at a couple of the early city-state civilizations, with the video ”Wisdom of the Stones: Life in the Neolithic Age” (Part 1 of Secrets of the Stone Age Series).

“"Wisdom of the Stones: Life in the Neolithic Age"
part 1 of Secrets of the Stone Age Series
(51 min., 2000, VC-0050, pt. 1)

film Homepage
course viewing guide

"In this program, anthropologist Richard Rudgley strives to roll back the limits of history to include the remarkable achievements of the Neolithic Age. Engineering skills, as demonstrated by the temple of Hagar Qim and the Hal Saflieni Hypogeum, in Malta; indications of well-developed religious systems; evidence of acupuncture techniques; examples of bookkeeping via clay tokens; and proof of an intricate social structure through the digs at Çatal Höyük and Asikli Höyük, in Turkey, reveal the depth and the genius of the Neolithic peoples. Architect Richard England, writing specialist Denise Schmandt Besserat, and others support Rudgley’s thesis with expert analysis.”

Of course the most famous Neolithic person is "Ötzi" “The Iceman”
<http://www.d.umn.edu/cla/faculty/troufs/anth1602/video/Ice_Man.html#:title>. The most recent film on Ötzi—Iceman Murder Mystery (NOVA
October, 2011—emphasized his life as a person living in the transitional times going from hunting/gathering/foraging to early agriculture, based on the most recent analysis of the contents of his stomach . . .

“He’s been dead for more than 5,000 years and poked, prodded, and probed by scientists for the last 20. Yet Ötzi the Iceman, the famous mummified corpse pulled from a glacier in the Italian Alps, continues to keep many secrets. Now, through an autopsy like none other, scientists will attempt to unravel mysteries about this ancient mummy, revealing not only the details of Ötzi’s death but also an entire way of life. How did people live during Ötzi’s time, the Copper Age? What did they eat? What diseases did they cope with? Join NOVA as we defrost the ultimate time capsule—the 5,000-year-old man.”

If you want, you can watch the video

Iceman Murder Mystery online

(NOVA October, 2011)

Iceman Murder Mystery HomePage

There are various films out on Ötzi, but in class we’ll see the original as it does a better job than the others at explaining the initial discovery and investigation of the discovery . . .

video:
The iceman

film HomePage
course viewing guide

Otzi—The Iceman — South Tyrol Museum

Bronze Age: 2,200 B.C.
Copper: 3,300 B.C.
Neolithic: 8,000 - 3,000 B.C.
("Warden of the Stones")

“[The Iceman] examines a 5300-year-old corpse discovered in the Alps. Perfectly preserved by five millennia of ice, the corpse allows a rare glimpse into the daily life of Stone Age man: his diet, his clothing, and way of life. Follows scientists and archaeologists as they analyze his hair, clothing, and stomach to uncover clues as to how our ancestors lived and died.”

In the moodle Forum this week we’ll also have a look at Ötzi, and prehistoric dentistry . . .

- Forum: What's Really New with Ötzi The Iceman? (Due by Friday, 16 December 2011)
- Forum: Prehistoric Dentistry (Due by Friday, 16 December 2011)

As usual, if you have any questions, please let me know: mailto:troys@d.umn.edu. Or, better yet, post them on you moodle Discussion and Project forum boards. Share your ideas. Discuss them on-line with the others in class . . .
DAY General Student Discussion Area
DAY Live chat for Project Collaboration

Your Topics and Reading Assignments Listings for Week 14 will look something like the information below.

Best Regards,

Tim Roufs

Arch 1602 Prehistoric Cultures

Week 14 — Food Production: A Biocultural Revolution
The Neolithic

DAY and CE Prehistoric Cultures Extra Credit papers are due Friday, 9 December 2011

Food Production and the Rise of Ancient Civilizations: The Neolithic

Food Production: A Biocultural Revolution
slides: (.pdf) (.pptx)

The First Civilizations
slides: (.pdf) (.pptx)

New World Civilizations
slides: (.pdf) (.pptx)
video:
"Wisdom of the Stones: Life in the Neolithic Age"
part 1 of Secrets of the Stone Age Series
(51 min., 2000, VC 3906, pt. 1)

film HomePage
course viewing guide

Mother Goddess
Mother of Malta
Mother Home Page

Bronze Age: 2,200 B.C.
Copper Age: 3,300 B.C.
Neolithic: 8,000 - 3,000 B.C.
("Wisdom of the Stones")
course evaluation
(DAY 28: Tuesday, 13 December 2011)

Anth 1601 - 001

Course Call # = 30180
Semester = 3 Fall
Year = 11

video:
The Iceman
(56 min., 1992, VC 1981)

film HomePage
course viewing guide

Ötzi—The Iceman -- South Tyrol Museum

For Week 14 Activities see

readings from Understanding Humans, 10th Edition

Ch. 15, "The First Civilizations," pp. 387-424
assignment:
Review for Final Exam

Final Exam information is available at
<http://www.d.umn.edu/cla/faculty/trufts/anth1602/pceamsTR.html#final>
Click on the various items for details

Review the materials
in your text

in your class notes
and on the
DAY video viewing guides
or
CE video viewing guides
Useful Information:

- UMD Study Strategies
- Test Taking Strategies
- Learning Styles
- Listening Skills
- Taking Notes from Lectures
- Special Facilities / Arrangements
- Basic Information about the text
- Writing Essays for Exams

Sample Exam Questions: Final
extra help with exams

DAY Final Exam

The f2011 DAY Final Prehistoric Cultures Exam will be 2:00-3:55 p.m., Wednesday, 21 December 2011 in Cina 214

The Live Chat for the DAY Prehistoric Cultures Final Exam will be Tuesday, 20 December 2011, 7:00-8:00 p.m. Sign in on moodle.

Other Q & A

[60 questions, 300 points]

exam answer sheet
DAY and CE Prehistoric Cultures Extra Credit papers are due Friday, 9 December 2011.