

Culture, Art, and Technology I

Syllabus and Essay Prompts

Fall Quarter 2016 (Section A00)

M, W, F, 10-10:50 AM, Ledden Auditorium

Instructor:

Guillermo Algaze, Office: SSB 276; 534-2965;
galgaze@ucsd.edu; Office hours: M and W, 11AM-Noon
or by appointment.

Teaching Assistants/Sections

TA	E-mail	Sect	Day/Time/Place
Ryan Braun	rfbraun@ucsd.edu	B1	W, York 3050B 8am
Nikola Bulajic	nbulajic@ucsd.edu	B2	W, York 3050A 2pm
Cancelled	Cancelled	B3	Cancelled
Ryan Braun	rfbraun@ucsd.edu	B4	W, York 4050A 9am
Rachel Hicks	rdhicks@ucsd.edu	B5	W, HSS 2305A 11am
Nikola Bulajik	nbulajic@ucsd.edu	B6	W, HSS 2305A 6pm
Sarah Ciston	sciston@ucsd.edu	B7	W, York 3050B 12n
Rachel Hicks	rdhicks@ucsd.edu	B8	W, Centr 220 12n
Sarah Ciston	sciston@ucsd.edu	B9	W, York 3050B 1pm
Amy Reid	acreid@mail.ucsd.edu	B10	W, York 3050B 2pm
Amy Reid	acreid@mail.ucsd.edu	B11	W, York 3050B 3pm
Nikola Bulajik	nbulajic@ucsd.edu	B12	W, York 3050B 4pm

About this course:

Our section of CAT 1 focuses on a key question: "How did human beings come to have culture, art, and technology in the first place?" The course is centered on the human capacity for technological innovation and symbolic representation. It presents a global historical overview of the general principles and patterns of past human development, and focuses particular attention on the interrelationships between demographic, cultural, and technological changes in the last 50,000 or so years of the human career.

Readings:

Textbooks (Available at UCSD Bookstore):

- Diamond, J. (any edition: 1997, 1999, 2003 or 2005). Guns, Germs, and Steel: The Fates of Human Societies. New York: WW Norton.

- Losh, E. et al. (2013) Understanding Rhetoric.
Bedfords, St. Martins.
- Lunsford, A. (2014) Easy Writer (Fifth Edition).
Bedfords, St. Martins.

Other Readings. Except for the textbooks, all course readings (as noted in the Class Syllabus below) are available through UCSD's TritonED (<https://tritoned.ucsd.edu/webapps/login/>). Please note that all readings listed should be completed by the middle of the week for which they are listed.

Course requirements and grade components:

Essay 1 - **30 %** (described below) summarizes and analyzes class readings and should be ca. 3-4 pages in length).

Essay 2 - **40 %** (described below) summarizes and analyzes the significance of agriculture, urbanism, and state formation for the human career (5-6 pages in length).

Weekly Participation: (a) In-class Questions (starting Week 2) (**10 %**); (b) Weekly Artifact Blogs (starting Week 2) (**10 %**); and (c) TA Section Participation (**10 %**) - **30 %**

- (a) In-Class Questions. Starting in the second week of the course, one question per week will be given out to students at the end of one of the 3 weekly classes. The question will pertain to class lectures and discussions. Students will have 48 hours to write a brief (2-3 paragraphs) blog entry answer to the question. The link to the blog is at the CAT 1 Course webpage in TritonED.
- (b) Weekly Artifact Blog Posts. Starting in the second week of the class, students will write a blog post comment on an "Artifact of the Week" that embodies some of the transformations in human culture, art and technology being discussed in class that week. The link to the blog is at the CAT 1 Course webpage in TritonED. The brief blog post (2-3 paragraphs) should describe the artifact in question and discuss its significance for our understanding of human culture and/or art and/or technology. Weekly posts are due by Sunday of each week. Artifact Images for Weeks 2-3, and 5-10 are appended to this syllabus (note that there are no images for weeks "0", 1 and 4 and no posts are expected in those weeks).

- (c) TA Sections. Each student has been assigned to one of 12 different discussion sections, all meeting on Wednesdays of each week. Attendance to TA sessions and completion of work assigned by TA are mandatory.

Essay Due Dates

<u>Work Due</u>	<u>Where Due</u>	<u>Date Due</u>
Draft of <u>Essay 1</u>	Class and turnitin.com	Oct. 12
<i>Final</i> Version of <u>Essay 1</u>	Class and turnitin.com	Oct 26
Draft of <u>Essay 2</u>	Class and turnitin.com	Nov 16
<i>Final</i> Version of <u>Essay 2</u>	Sixth College Office and turnitin.com	Dec 9

Blog Post Due Dates

Artifact of the Week	TritonED, CAT 1	Sunday of every week, except Weeks 0, 1, 4
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Weekly Questions Due Dates

In-Class Questions	Posted to your blog	48 hours after question is given out (1 per week, specific due days vary)
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CLASS SYLLABUS

Week ``0``: September 23:

Introduction, course structure and goals: answers come and go, but big questions ... those are forever!

READ TEXTBOOK: Diamond 1997/2005: Prologue; Carr 2008.

Week 1: September 26, 28; 30:

The broad sweep of human history (Part I):

- a. Prehistory: How do we know what we know?
- b. biogeographical and cultural perspectives on Diamond's work.

READ TEXTBOOK: Diamond 1997/2005: Chapters 1-3;

READ: Losh et al. 2013: Introduction, Spaces for Writing.

Week 2: October 3, 5, 7:

Human origins and the origins of human culture(s)

- a. What is culture? Is culture uniquely human? 'Nature' versus 'Nurture': Where does biology end - if indeed it does -- and culture begin?
- b. Culture Change: Does History (with a capital H) have a direction? And, if it does, what provides it?
- c. Human Evolution 1: everything you wanted to know about the first 2 million years or so of humanity in 50 or so minutes!

READ TritonED: McNeill 1997; Lewin 1999: 111-154; Wong et al. 2014.

READ: Losh et al. 2013: Chapter 2, Reading Strategically.

BLOG POST DUE (Sunday): Description and discussion of 'Artifact of the Week' for Week 2.

Week 3: October 10, 12, 14:

The First Technological Revolution?: The Domestication of Fire

The Wrangham Hypothesis.

The 'Big Bang' or 'Great Leap Forward' of Human Culture:

Human Evolution 2: Out of Africa (again!): Homo Sapiens Sapiens leaves home and colonizes the world. Why did Homo Sapiens Sapiens prevail?

READ TritonED: Klein 2008, 2009; Townsend 2005.

WATCH: Richard Klein talking about his work:
https://www.youtube.com/watch?v=qUp_6n8x3D0

BLOG POST DUE (Sunday): Description and discussion of ``Artifact of the Week'' for Week 3.

PAPER DUE: Draft of Essay 1. Bring printed draft of your essay to class on **Wednesday, Oct 12.**

Week 4: October 17, 19, 21:

The Prehistory of Mind: Intelligence, Language, Technology, Cooperation, and the Evolution of (increasingly) Large Brains and Progressively More Complex Cultures

- a. The sapient mind: Intelligence and its uses.
- b. The Language and Cooperation Hypotheses.

READ TritonED: Lewin 1999: pp. 189-206; Ehrlich 2000 (chaps 1, 6); Moll and Tomasello 2007.

READ: Losh et al. 2013: Chapter 6, Rethinking Revision.

Week 5. October 24, 26, 28.

The (Prehistoric) Birth of Art

- a. What is art? When does it begin? Why then? What does art tell us about humans?
- b. Upper Palaeolithic Art: theories about the meaning, production, and role of art in early human societies.

READ TritonED: White 2003: 19-60.

BLOG POST DUE (Sunday): Description and discussion of ``Artifact of the Week'' for Week 5.

PAPER DUE: Final Version of Essay 1. Essay (on paper) will be collected in class, **Wednesday, Oct. 26.** Paper is also due on [turnitin.com](https://www.turnitin.com) by the end of the same day.

Week 6: October 31; November 2, 4.

The Second Technological Revolution: Agriculture and Sedentism and the making of the ``modern'' world.

READ TEXTBOOK: Diamond 1997/2005: Chapters 4-9.

BLOG POST DUE: Description and discussion of ``Artifact of the Week'' for Week 6.

Week 7: November 7, 9 (Note: No Class Fri, Nov 11: Veteran's day).

Agriculture and Sedentism: Why do they matter?

Archaeological perspectives from the Near Eastern

''Fertile Crescent.''

READ TEXTBOOK: Diamond 1997/2005: Chapters 10-11.

BLOG POST DUE (Sunday): Description and discussion of ''Artifact of the Week'' for Week 7.

Week 8: November 14, 16, 18.

**The Third Technological Revolution:
Urbanism and the State**

Urbanization: How's life in the big city?

- a. The urban revolution: What is a city? How, where, and why do they emerge?
- b. Why do cities matter? Propinquity, specialization, information flow, and the nature of innovation in cities.

The Birth of Tyranny: How Chiefs Become Kings.

- a. The institutionalization of social hierarchy.

READ TEXTBOOK: Diamond 1997/2005: Chapter 14.

READ TritonED: Flannery and Marcus 2012: Chapter 17.

BLOG POST DUE (Sunday): Description and discussion of ''Artifact of the Week'' for Week 8.

PAPER DUE: Draft of Essay 2 (below). Bring printed draft of your essay to class on **Wednesday, November 16.**

Week 9: November 21, 23 (note: no class Friday, Nov. 25: Thanksgiving Holiday).

Social, technological, political, and artistic consequences of the urban revolution: theoretical discussions and an example from ancient Mesopotamia.

READ TritonED: Algaze 2012; Flannery and Marcus 2012: Chapters 21, 22; Schmandt-Besserat 1993.

BLOG POST DUE (Sunday): Description and discussion of ''Artifact of the Week'' for Week 9.

Week 10: November 28, 30; December 2.

- a. The broad sweep of human history (Part II). Does technology drive history or does history drive technology, or both?
- b. "Technologies of the intellect." The pen is mightier than the sword!
- c. The diffusion of information a (very brief) history from the origins of writing to the Internet.

READ TEXTBOOK: Diamond 1997/2005: Chapters 12-13.

READ TritonED: Heilbrunner 1967.

BLOG POST DUE (Sunday): Description and discussion of "Artifact of the Week" for Week 10.

Finals Week.

PAPER DUE (in lieu of in-class final exam): The Final version of Essay 2 is due in paper form by **11 am, Friday, Dec. 9.** Course TA's will be in Sixth College's CAT Office between 10 and 11 am on Dec 9 to collect the essays. The essay is also due via turnitin.com by the end of the same day.

ESSAY PROMPTS

Essay 1 (ca. 4 pages, Times 12 pt., double-spaced): *On the basis of your readings of Diamond's book so far (Prologue and Chapters 1-3), and of McNeill's (1997) review of the book, briefly summarize the main arguments that Diamond makes and the key points of criticism that McNeill raises in his review of Diamond's book. Further, in your opinion, did McNeill have some good points that add to what Diamond was trying to say? If yes, please detail which ones and why and, if no, please explain why not.*

Essay 2 (ca. 5-6 Pages, Times 12 pt., double-spaced): *Please analyze and discuss the following statement: "When considered in the context of the human career as a whole, the domestication of plants and animals, on the one hand, and the emergence of cities and states, on the other, can be conceptualized as technological revolutions."*

Your answer should address this statement both in the abstract (e.g., what is a technology and in what way,

if any, do the various phenomena just listed qualify as technologies?) and in reference to actual evidence from early agricultural villages, cities, and states in the Ancient Near East.

Your answer to this question should consider both class discussions and pertinent assigned readings. Additionally, in addressing pertinent evidence from the ancient Near East your answer should incorporate information contained in your "Artifact of the Week" blog posts for Weeks 6-10.

BIBLIOGRAPHY

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2012 "The End of Prehistory and The Uruk Period." In The Sumerian World, edited by Harriet Crawford. London: Routledge. Pp. 68-94.

Carr, N.

"Is Google Making us Stupid." The Atlantic, July 1, 2008.
<http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/>

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1997-2005 Guns, Germs, and Steel: The Fates of Human Societies. New York: WW Norton.

Ehrlich, P.

2000 Human Natures. Washington DC: Island Press. Chapters 1 and 6.

Flannery K,V. and J. Marcus

2012 The Creation of Inequality: How Our Prehistoric Ancestors Set the Stage for Monarchy, Slavery, and Empire. Cambridge: Harvard University Press. Chapters 17, 21, 22.

Heilbroner, R.

1967 "Do Machines Make History?" Technology and Culture 8: 335-345.

Klein, R.

2008 "Out of Africa and the Evolution of Human Behavior." Evolutionary Anthropology 17: 267-281.

2009 "Darwin and the Recent African Origin of Modern Humans." Proceedings of the National Academy of Sciences 106: 16007-16009.

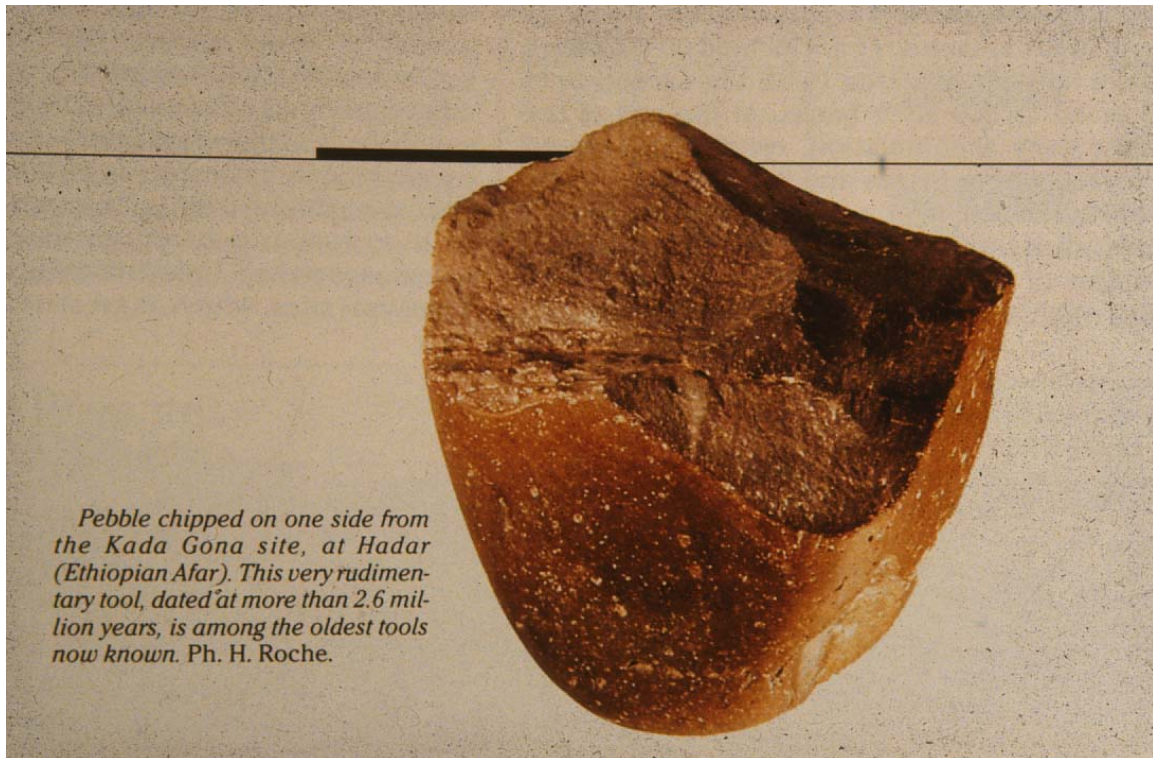
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2013. Understanding Rethoric. Bedfords, St. Martins.
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- McNeill, W.
1997 "History Upside Down." The New York Review of Books, May 15, 1997.
- Moll, H. and M. Tomasello
2007 "Cooperation and Human Cognition: The Vygotskian Intelligence Hypothesis." The Royal Society, Philosophical Transactions B. DOI: 10.1098/rstb.2006.2000.
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- Townsend, E.
2005 "The Cooking Ape: An Interview with Richard Wrangham." Gastronomica 5: 29-37.
- White, R.
2003 Prehistoric Art: The Symbolic Journey of Humankind. New York: Harry N. Abrams.
- Wong, K., et al.
2014 "Evolution: the Human Saga." Scientific American 2014: 36-91.

ARTIFACTS OF THE WEEK

Artifact of the Week, Week 2.

Oldowan Tool: ``Chopper,`` from Hadar, Ethiopia. Ca. 2.5/2.6 MYA (what?, significance?)



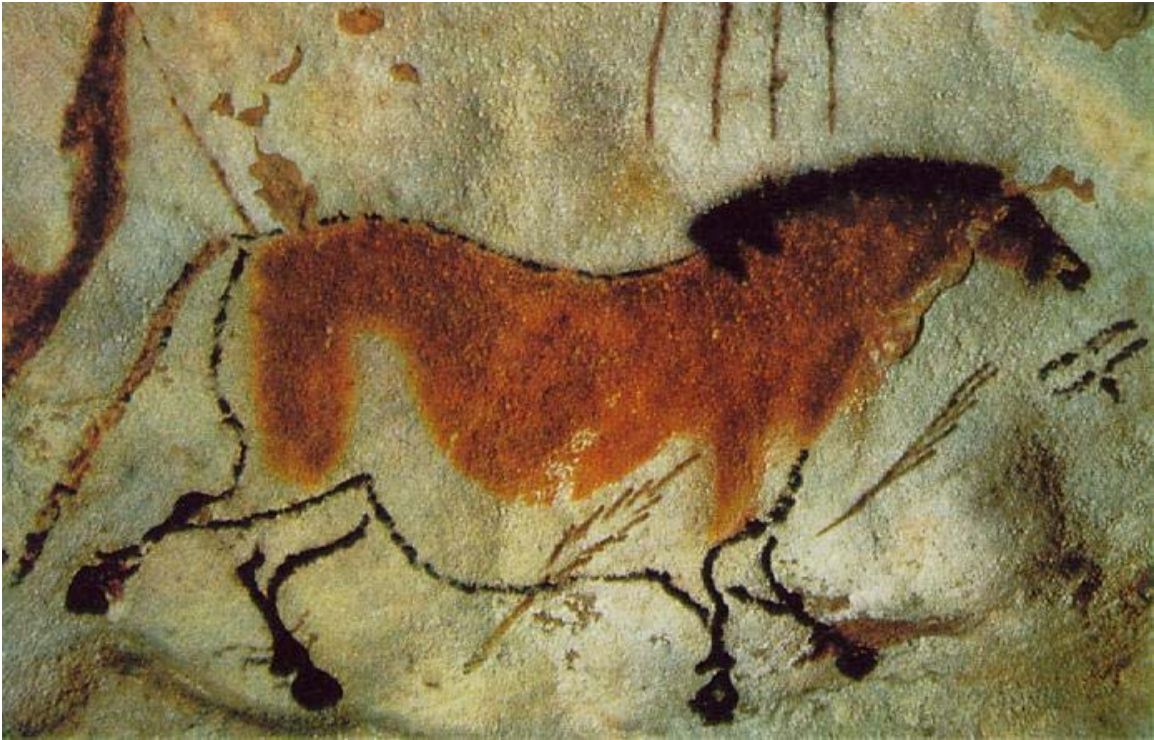
Artifact of the Week, Week 3.

Homo Erectus' control of fire (when?, significance for human career?)



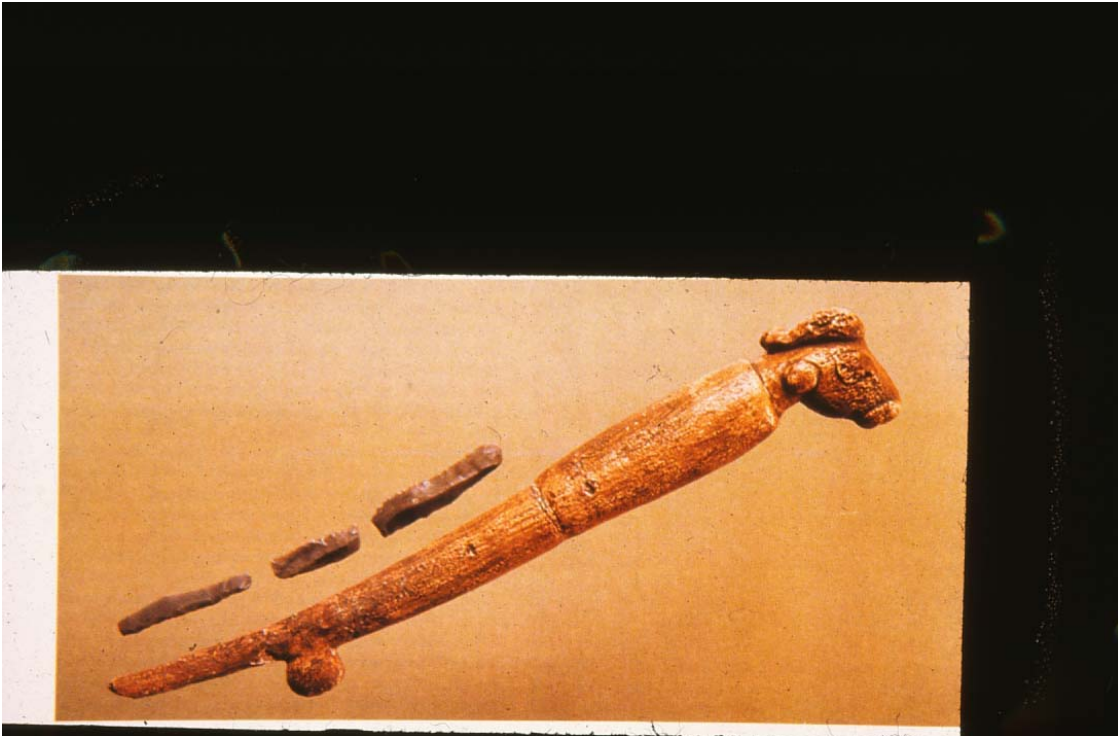
Artifact of the Week, Week 5.

Upper Palaeolithic Cave Painting from Lascaux Cave, France
(what?, where?, significance of these types of images?)



Artifact of the Week, Week 6.

Natufian Sickle with Microliths (What is its?; what is its function?; what is the significance of this new technology?).



Artifact of the Week, Week 7.

Artists' reconstruction of village of Chatal Höyük
(alternative spelling: Çatal Hüyük), Turkey. What?; When?;
What is the significance of sites such as this in terms of
human social organization and resource exploitation?



Artifact of the Week, Week 8.

“White Temple” Late Uruk Period (second half 4th mill BC)
 from Uruk (Warka) in Iraq
 (Remains as excavated and reconstruction [below]).
 What is it?; what is its significance?; and in what social
 context do such structures emerge?



a

Blick in den Mittelraum des Weißen Tempels gegen Nordwesten.

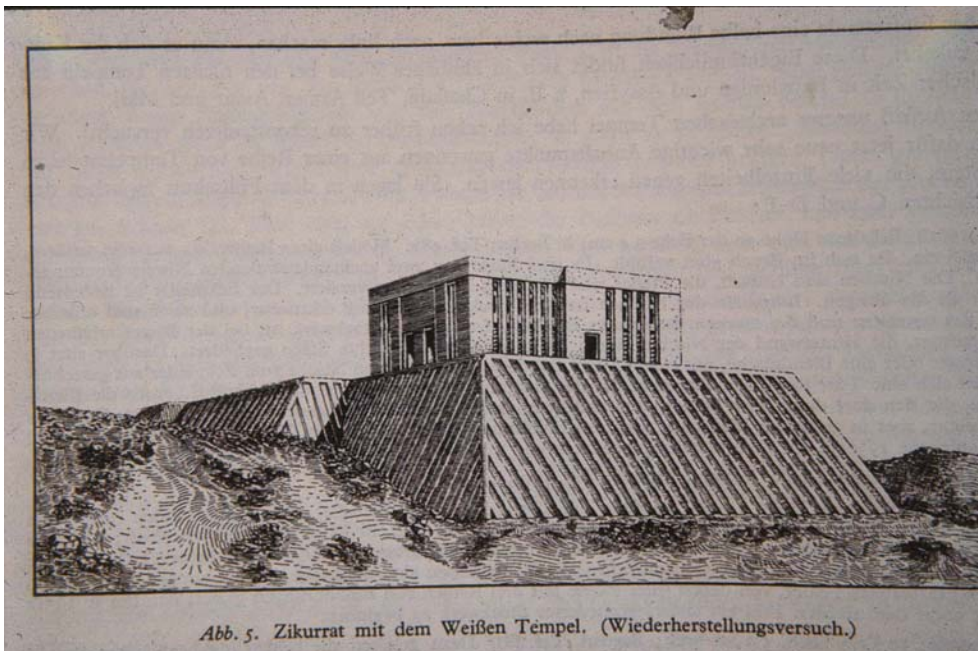


Abb. 5. Zikurrat mit dem Weißen Tempel. (Wiederherstellungsversuch.)

Artifact of the Week, Week 9.

Impression of Late Uruk Period cylinder seal and statuette from Iraq (both second half 4th millennium BC). Who is the individual depicted in these images?; what is his significance?

**Artifact of the Week, Week 10.**

Pictographic "Cuneiform" Tablet from Uruk/
Warka, Iraq, ca. 3200 BC. What is it?; can this be
considered an information technology? what is its
significance in terms of the capabilities of human
societies?



COURSE POLICIES

1. ATTENDANCE
2. CLASS PARTICIPATION
3. ASSIGNMENT SUBMISSION
4. CAT GRADING CRITERIA
5. ACADEMIC INTEGRITY
6. UCSD'S PRINCIPLES OF COMMUNITY

1. ATTENDANCE

On-time attendance in lecture and section is required. Please notify your TA if you must be absent for illness or family emergency. Excessive absence (more than three class sessions, either lectures or sections) may be grounds for failing the course. Excessive tardiness will also impact your grade and may be grounds for failure.

2. CLASS PARTICIPATION

Contributions to class discussions and active participation in small group work are essential to both the momentum of the course and the development of your ideas. This requires that you come to class prepared (having completed assigned reading and writing) and ready to participate in class activities. See the participation evaluation rubric below for more information.

3. ASSIGNMENT SUBMISSION

A. Due Dates

An assignment may receive an F if a student does not participate in **every** phase of the development of the project and **meet all deadlines** for preliminary materials (drafts, final versions, etc).

Failure to submit **any** of the graded course assignments is grounds for failure in the course.

If a final draft, plus required addenda, is not submitted **in class on the date due**, it will be considered late and will lose one letter grade for each day or part of a day past due (A to B, etc.). Assignments are due in hard copy and final versions of the assignments are also due via turnitin.com. You must submit your assignments directly to your TA; you will not be able to leave papers for your TA at the Sixth College Offices. Any late submissions must be approved by your TA and/or faculty instructor well in advance of the due date.

B. Turnitin.com

Drafts and Final versions of Essays 1-2 must be submitted to turnitin.com via TED **by 11:59 pm** on the day it is submitted

in class. A grade will not be assigned to an assignment until it is submitted to turnitin via TED. Failure to submit an assignment to turnitin via TED is grounds for failure of the assignment.

4. CAT GRADING CRITERIA - PARTICIPATION

Below is a general description of the kind of participation in the course that would earn you an A, B, C, etc. Your TA may use pluses and minuses to reflect your participation more fairly, but this is a general description for each letter grade level.

A - Excellent

Excellent participation is marked by near-perfect attendance and rigorous preparation for discussion in lecture and section. You respond to questions and activities with enthusiasm and insight and you listen and respond thoughtfully to your peers. You submit rough drafts on time, and these drafts demonstrate a thorough engagement with the assignment. You respond creatively to the feedback you receive (from both your peers and TA) on drafts, making significant changes to your writing between the first and final drafts that demonstrate ownership of your own writing process. Finally, you are an active contributor to the peer-review and collaborative writing processes.

B - Good

Good participation is marked by near-perfect attendance and thorough preparation for discussion in lecture and section. You respond to questions with specificity and make active contributions to creating a safe space for the exchange of ideas. You submit rough drafts on time, and these drafts demonstrate thorough engagement with the assignment. You respond effectively to the feedback you receive (from both your peers and TA) on drafts, making changes to your writing between the first and final drafts. You are a regular and reliable contributor to the peer-review and collaborative writing processes.

C - Satisfactory

Satisfactory participation is marked by regular attendance and preparation for discussion in lecture and section. You respond to questions when prompted and participate in classroom activities, though you may sometimes be distracted. You are present in lecture and section, with few absences, and have done some of the reading some of the time. You submit rough drafts on time and make some efforts toward revision between the first and final drafts of an assignment. You are involved in peer-review activities, but you offer minimal feedback and you may not always contribute fully to the collaborative writing process.

D - Unsatisfactory

Unsatisfactory participation is marked by multiple absences from section and a consistent lack of preparation. You may regularly be distracted by materials/technology not directly related to class. You submit late or incomplete drafts and revise minimally or only at a surface level between drafts. You are absent for peer-review activities, offer unproductive feedback, or do not work cooperatively in collaborative environments.

F--Failing

Failing participation is marked by excessive absences, a habitual lack of preparation, and failure to engage in the drafting, revision, and collaborative writing processes.

5. ACADEMIC INTEGRITY

UCSD has a university-wide Policy on Integrity of Scholarship, published annually in the General Catalog, and online at <http://students.ucsd.edu/academics/academic-integrity/policy.html>. All students must read and be familiar with this Policy. All suspected violations of academic integrity will be reported to UCSD's Academic Integrity Coordinator for investigation. Students found in due course to have violated UCSD's standards for academic integrity may receive both administrative and academic sanctions. Administrative sanctions may extend up to and include suspension or dismissal, and academic sanctions may include failure of the assignment or failure of the course. Specific examples of prohibited violations of academic integrity include, but are not limited to, the following:

Academic stealing refers to the theft of exams or exam answers, of papers or take-home exams composed by others, and of research notes, computer files, or data collected by others.

Academic cheating, collusion, and fraud refer to having others do your schoolwork or allowing them to present your work as their own; using unauthorized materials during exams; inventing data or bibliography to support a paper, project, or exam; purchasing tests, answers, or papers from any source whatsoever; submitting (nearly) identical papers to two classes.

Misrepresenting personal or family emergencies or health problems in order to extend deadlines and alter due dates or requirements is another form of academic fraud. Claiming you have been ill when you were not, claiming that a family member has been ill or has died when that is untrue are some examples of unacceptable ways of trying to gain more time than your fellow students have been allowed in which to complete assigned work.

Plagiarism refers to the use of another's work without full acknowledgment, whether by suppressing the reference, neglecting to identify direct quotations, paraphrasing closely or at length without citing sources, spuriously identifying quotations or data, or cutting and pasting the work of several (usually unidentified) authors into a single undifferentiated whole.

6. UCSD's PRINCIPLES OF COMMUNITY

The CAT program affirms UCSD's Principles of Community, and expects all students to understand and uphold these principles, both in their daily interactions and in their spoken, written and creative work produced for CAT classes:

The University of California, San Diego is dedicated to learning, teaching, and serving society through education, research, and public service. Our international reputation for excellence is due in large part to the cooperative and entrepreneurial nature of the UCSD community. UCSD faculty, staff, and students are encouraged to be creative and are rewarded for individual as well as collaborative achievements.

To foster the best possible working and learning environment, UCSD strives to maintain a climate of fairness, cooperation, and professionalism. These principles of community are vital to the success of the University and the well being of its constituents. UCSD faculty, staff, and students are expected to practice these basic principles as individuals and in groups.

- o We value each member of the UCSD community for his or her individual and unique talents, and applaud all efforts to enhance the quality of campus life. We recognize that each individual's effort is vital to achieving the goals of the University.

- o We affirm each individual's right to dignity and strive to maintain a climate of justice marked by mutual respect for each other.

- o We value the cultural diversity of UCSD because it enriches our lives and the University. We celebrate this diversity and support respect for all cultures, by both individuals and the University as a whole.

- o We are a university that adapts responsibly to cultural differences among the faculty, staff, students, and community.

- o We acknowledge that our society carries historical and divisive biases based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs. Therefore, we seek to foster understanding and tolerance among individuals and groups, and we promote awareness through education and constructive strategies for resolving conflict.

- o We reject acts of discrimination based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs, and, we will confront and appropriately respond to such acts.

- o We affirm the right to freedom of expression at UCSD. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality, and respect.

- o We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment.

- o We are committed to the enforcement of policies that promote the fulfillment of these principles.

- o We represent diverse races, creeds, cultures, and social affiliations coming together for the good of the University and those communities we serve. By working together as members of the UCSD community, we can enhance the excellence of our institution.

Receipt of this syllabus constitutes an acknowledgment that you are responsible for understanding and acting in accordance with UCSD guidelines on academic integrity and principles of community.