The study of our human past is fascinating and exciting. What it is to be human is both biological (we are animals) and cultural (we use symbols in complex systems). In order to know how we got to be the way we are today biologically and culturally, we must study our human past relative to both culture and biology. Because the study of our human past falls in the discipline of anthropology, it is the domain of bioanthropologists and archaeologists. The term paleoanthropology—as used in its original sense—not only combines the study of our past biology and culture and the methods of bioanthropology and archaeology, but also studies the interrelationships between our past culture and biology. This book will lead you and your students along the road of discovery of our human past.

Our human past is knowable. But, like all historical sciences, paleoanthropology must grapple with many facts and many unknowns. We will discuss the knowns and hypothesize about the unknowns. When experts disagree about certain points in reconstructing our past, we introduce the topic, discuss the disagreements, give evidence, and suggest how the disagreements might be alleviated. Instructors can “pick a position” or not. We emphasize paleoanthropology as a science and integrate theoretical and empirical findings.

Our aim in this book is to make the study of our past understandable to beginning anthropology students. It is more important to us that they understand the processes of change than whether they can memorize dozens of tongue-tying taxonomic terms. We discuss the human past in a population mode rather than describing fossils or artifacts as isolated bits of bone or stone. We have intentionally taken the “lumper” perspective rather than the “splitter” perspective to enhance the understanding of what happened in the past and in an effort to “keep it simple.” Being “lumpers,” we use as few species names as necessary to explain the fossil material, for example. We always mention the alternate typology and say why we will not be using it so that any student going on into advanced courses or reading the literature that uses the alternative taxonomy will not be lost.

How This Book Is Organized

We have organized the book primarily by anthropological subdiscipline (archaeology and bioanthropology) and by chronology. We did so to emphasize the difference between biological happenings and cultural happenings and to highlight the different methods used to understand and reconstruct past events. After the introductory chapter, which focuses on how we get our data and analyze it, we will look at the biological side of what it is to be human, starting chronologically with first life and continuing through the evolution of modern humans (Chapters 2 through 7). This will be followed by a chronological account of the cultural side of what it is to be human, from the making of the first stone tools to the historical era (Chapters 8 through 12). The final chapter—Chapter 13, “Conclusion: What Is It To Be Human?”—asks whether biology and culture can be studied as a single unit.

We try, whenever possible, to give a global perspective of both human evolution and past cultures. We are limited to the Old World (Africa, Asia, and Europe) with the evolution of our human lineage. The examination of culture and its change through time, however, can be quite global. Of course, we cannot cover all prehistoric cultures worldwide, nor go into immense detail on those cultures we do cover. We hope that the chapters provide...
enough information to give a general overview of past human evolution and culture change and stimulate your students to want to discover more.

**To the Student**

The study of our human past is dynamic. On a regular basis we read of discoveries of new artifacts or fossils and interesting new interpretations or hypotheses—we have tried to pass on many of these recent developments to you. Undoubtedly, further discoveries will occur by the time you read this book. However, it is our hope that your interest will be sparked so you, too, will enjoy the thrill each time you hear of a new find. Hopefully, by taking a course in paleoanthropology and reading this book, you will be able to put each new find into a broader context than just an announcement of a new bit of our past.

**Special Features**

- Each chapter begins with an outline to give readers an overview of what lies ahead.
- Many of the chapters are prefaced by a map of sites mentioned in the text and a chronological time line to help you situate your reading spatially and chronologically. We have tried to give general estimates of dates including many radiocarbon dates that have been calibrated using other dating methods.
- Within each chapter, full-color figures and photographs are used to illustrate key concepts and summarize information. Explanatory captions guide students through the illustrations, which make scientific and technical content easy to understand. Throughout the text, the beautifully rendered figures and carefully chosen photographs provide an excellent reference and study tool for students.
Boxed Features

“Highlight” boxes in each chapter show the relevance of current issues in bioanthropology and archaeology to today’s world and present certain subjects in greater depth. Readers will learn more about Josef Mengele and how forensic anthropologists were able to identify his bones in “In the News: Identification of Josef Mengele” (Chapter 7). They will also learn about how forensic anthropology has helped solve cold cases in “In the News: Identification of Josef Mengele” (Chapter 7).

Boldfaced key words throughout each chapter, highlighting the most important terms, are listed at the back of each chapter along with the page number where the term first appeared. All key words are defined in an alphabetized, integrated glossary at the back of the book as well.

Each chapter concludes with an illustrated summary of major points covered in the chapter as well as a brief interaction between both the biology and the culture of the time period under discussion.

Suggested readings for those interested in further reading about particular subjects are also shown at the end of each chapter.
read about recent research on chimpanzee and orangutan culture in “Checking Out Chimpanzee and Orangutan Culture” (Chapter 6). They will read the latest analysis of the Iceman in “In the Alps with the Iceman” (Chapter 1). In “In the Fayum Depression” (Chapter 3), readers discover how more early primates have been found in one relatively small location in northern Egypt than in any other area of the world. Highlights in Chapters 8 and 9 inform readers of the potential information that archaeologists can get from stone tool and pottery analysis, while highlights in Chapters 10 and 12 address the development and use of writing in the Old and New Worlds. “In Temperate Europe with the Celts” in Chapter 10 considers urbanism, and “Cahokia, Crown of Mississippian Chiefdoms” (Chapter 11) considers complex chiefdoms—both being aspects of regional development that were contemporary with state societies in different regions of their respective continents.

Supplementary Materials

A wealth of supplementary materials is available to support your use of Biological Anthropology and Prehistory: Exploring Our Human Ancestry.

Instructor’s Manual and Test Bank

This author-written supplement includes learning objectives, lecture suggestions, discussion topics, in-class projects and research ideas, chapter summaries, and suggested readings. The Test Bank portion includes a wealth of multiple choice, true-false, short answer, and essay questions.

Computerized Test Bank

This computerized version of the test bank is available with Tamarack’s easy-to-use Test-Gen software, which lets you prepare tests for printing as well for network and online testing. Full editing capability for Windows and Macintosh.

Anthropology Experience Web Site

Designed to serve the four fields, the Anthropology Experience web site provides a complete online collection of multimedia resources for teaching and learning cultural anthropology, biological anthropology, linguistics, and archaeology/prehistory. Resources include National Geographic video clips with instructional introductions, PowerPoint presentations, an audio glossary, an image bank, and access to Research Navigator (see p. xxv).

Careers in Anthropology

This set of sixteen profiles raises students’ awareness of how a degree in anthropology can help shape their lives and careers. Using a biographical, story-telling approach, these profiles describe how people used their degrees in anthropology to influence their choice of career and to change their lives. By asking the question “How will my life, and the lives of others, be impacted by my choice to study anthropology?” these profiles encourage students to understand that chance, skill, and initiative are key in succeeding both professionally and personally.

Anthropology Career Resources Handbook

This handy reference contains a comprehensive listing of available resources for 20 different career fields. It includes suggested readings, journals, organizations with contact information, academic programs at both Master’s and Ph.D. levels, videos with ordering information, and additional websites.

Research Navigator: Anthropology

Allyn & Bacon’s new Research Navigator™ is the easiest way for students to start a research assignment or research paper. Complete with extensive help on the research process and three exclusive databases of credible and reliable source material including EBSCO’s ContentSelect Academic Journal Database, New York Times Search by Subject Archive, and “Best of the Web” Link Library, Research Navigator™ helps students quickly and efficiently make the most of their research time.

Research Navigator™ is free when packaged with any Allyn & Bacon textbook but requires an Access Code. Access Codes are valuepacked with textbooks. Contact your local representative for more details. Research Navigator™ includes the following.

EBSCO’s ContentSelect Academic Journal Database organized by subject. Each subject contains up to 100 of the leading academic journals for that discipline. Instructors and students can search the online journals by keyword, topic, or multiple topics. Articles include abstract and citation information and can be cut, pasted, emailed, or saved for later use.

The New York Times Search by Subject One Year Archive, organized by subject and searchable by keyword or multiple keywords. Instructors and students can view full-text articles written by the world’s leading journalists from the New York Times.

Link Library, organized by subject, offers editorially selected “Best of the Web” sites. Link Libraries are continually scanned and kept up to date providing the most relevant and accurate links for research assignments.

In addition, Research Navigator™ includes extensive online content that carefully walks students through the steps in the research process including:

- Starting the Research Process
- Evaluating Sources
- Citing Sources
- Internet Research
- Using Your Library for Research, with library guides covering 31 core subjects. Each Library Guide includes an overview of major databases and online journals, key associations and newsgroups, and suggestions for further research.
Recent Finds: Paleoanthropology

A six-month update of new fossil and artifact finds (and redates, updates, and interesting items in paleoanthropology) appears in each issue of the last 11 years of General Anthropology. This journal is published by the American Anthropological Association and is a perk of membership in the General Anthropology Division. Instructors and students can use an integrated list of new finds (a paragraph for each, plus the original publication source) as references for short or long term papers. They work well in assignments that focus on how a new find changes science’s realm of knowledge. See your local Allyn & Bacon representative for more details, or write to Patricia Rice for that integrated resource at pat.rice@mail.wvu.edu.

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