University of Colorado, Colorado Springs  
Center for Cognitive Archaeology  
ANTH 4125/5125: Rock Art and Modern Cognition  

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The course requires students to study four complementary modules that are supported by readings and 30 ten-minute audiovisual presentations (AVPs).

There is one most important exercise. All students should do whatever they can to visit some rock or cave art. I realise that this is going to be easier for some than for others, but you should try. I will provide some URLs that will give you a good start in identifying where there are sites that can be visited. I will endeavour to find suitable places for people for whom these web sites do not provide much useful information.

**Modules: Overview**

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<th>Study Modules</th>
<th>Supporting audiovisual presentations</th>
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<td>Module 1: What is prehistoric art or rock art?</td>
<td>Diversity of rock or cave art</td>
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<td>Module 2: Art and ethnography</td>
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**Module 1: What is prehistoric art?**

The work for this module is about getting familiarity with the diversity of rock or cave art over the last 40 thousand years and in all parts of the world.

In the first exercise of the course, you are asked to produce a map showing the location of images from different sites, 10 images from each continent (Africa, Asia, Europe, Australia and North and South America). If you are able to visit a site yourself, this should be included here. Most of the images should be obtained from the huge store of images available online. I recommend that you look at the photographic site Flickr and search for rock art, petroglyphs or pictographs in each continent. Please do not only select images from the first page of images or you will all end up with the same map. It is essential to give the source for all your photographs, by stating the URL of the online site, the book from which you scanned it, or the name of the photographer (which ideally should be you). (10 points)

In order to be able to study prehistoric art, you need to understand some of the principles by which archaeologists make inferences, so there are AVPs that introduce some of the key ideas.

**Diversity of art**

1. Rock art of the world
2. European cave art
3. Earliest Australian art
4. Early art in other parts of the world
5. The diversity of early art—the media of the message

**Archaeology of art**

1. Archaeological dating—radiocarbon, OSL etc
2. Dating art
3. Superimposition
4. Style
5. Comparison with excavated art

**Module 2: Art and ethnography**

In this module you will consider how archaeologists know anything about the way people have used art in non-Western societies.

**Art and ethnography**

1. Australia—Morphy and Yolngu bark painting
2. Australia—Myers and Central Australia
3. South Africa—Shamanism
4. Descola
5. Layton
Module 3: Art and ritual

Much rock art around the world is quite unlike "Art" on the walls of art galleries around the world because there are relatively few image classes and there is a lot of repetition. One approach to this repetition is to examine the extent to which the production of rock art involved ritual. The readings and the AVPs will guide you towards an understanding of this.

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<tr>
<th>Art and ritual</th>
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<tbody>
<tr>
<td>1. Rappaport and ethnography of ritual</td>
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<tr>
<td>2. Whitehouse and Atkinson on religion</td>
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<tr>
<td>3. Ross (and Davidson) on ritual art</td>
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<td>4. The art of Vernal, Utah</td>
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<td>5. Nine Mile Canyon, Utah</td>
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Module 4: Art and other prehistoric behaviour

One of the key questions about understanding prehistoric art is how the behaviour related to it fits in with other behaviour in that region and that time, and how that relationship between art and other behaviour compares from region to region.

<table>
<thead>
<tr>
<th>Art and other prehistoric behaviour</th>
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</thead>
<tbody>
<tr>
<td>1. Parpalló and eastern Spain</td>
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<tr>
<td>2. Power of pictures</td>
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<tr>
<td>3. East and West Mediterranean</td>
</tr>
<tr>
<td>4. Art and Evolutionary Psychology</td>
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<tr>
<td>5. Art and Human Behavioural Ecology</td>
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Module 5: Art and cognitive evolution

Now that we have some understanding of some of the factors that produced rock art and how archaeologists can go about interpreting it, we are ready to consider some of the issues about how art relates to cognition.

<table>
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<tr>
<th>Art and cognition</th>
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<tbody>
<tr>
<td>1. Origins of pictures—the nature of signs</td>
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<tr>
<td>2. Ritual and memory (Minc)</td>
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<tr>
<td>3. Models of cognition—WM and ICS</td>
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<tr>
<td>4. The history of art</td>
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<tr>
<td>5. Human cognition and art cause or consequence?</td>
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Readings

Diversity of art

1. Rock art of the world

2. European cave art

3. Earliest Australian art

4. Early art in other parts of the world

5. The diversity of early art—the media of the message

Archaeology of art

1. Archaeological dating—radiocarbon, OSL, etc. Concentrated on Radiocarbon dating and OSL dating in your reading.
   http://archaeology.about.com/od/dating/Dating_Archaeological_Sites_and_Artifacts.htm

2. Dating art

3. Superimposition

4. Style

5. Comparison with excavated art

Art and ethnography

1. Australia—Morphy and Yolngu bark painting

2. Australia—Myers and Central Australia

3. South Africa—Shamanism


4. Descola

5. Layton

Art and ritual

1. Rappaport and ethnography of ritual

2. Whitehouse and Atkinson on religion

3. Ross (and Davidson) on ritual art
4. The art of White Shaman rockshelter

5. Nine Mile Canyon

Art and other prehistoric behaviour

1. Parpalló and eastern Spain

2. Power of pictures

3. East and West Mediterranean

4. Art and Evolutionary Psychology

5. Art and Human Behavioural Ecology

Art and cognition

1. Origins of pictures—the nature of signs


2. Ritual and memory (Minc)

3. Models of cognition—WM and ICS

4. The history of art


5. Human cognition and art: Cause or consequence?
No reading

**Assessment: Undergraduate**

1. Using resources from the Internet or your visits to sites, produce a map showing the location of images from different sites, 10 images from each continent (Africa, Asia, Europe, Australia and North and South America). It is essential to give the source for all your photographs, by stating the URL of the online site, the book from which you scanned it, or the name of the photographer (which ideally should be you). (10 points)

2. To what extent does knowledge of the role of art in modern societies help us to understand prehistoric art and cognition? Can we look at images and work out the ontological beliefs of prehistoric societies? (25 points)

3. Online multiple-choice test on art and other archaeology. (15 points)

4. Did the fact that humans can produce art on rocks which endures to be seen beyond the moment of production have an impact on the evolution of human cognition, or is it just the case that art could only be produced once humans had come to have modern human cognition. (50 points)

5. As an undergraduate student, your final grade will be determined by the number of points that you receive out of a possible 100:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>90 - 100</td>
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<tr>
<td>B</td>
<td>80 - 89</td>
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<tr>
<td>C</td>
<td>70 - 79</td>
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<td>D</td>
<td>60 - 69</td>
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<tr>
<td>F</td>
<td>00 - 59</td>
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</tbody>
</table>

**Assessment: Graduate**

1. Using resources from the Internet or your visits to sites, produce a map showing the location of images from different sites, 10 images from each continent (Africa, Asia, Europe, Australia and North and South America). It is essential to give the source for all your photographs, by stating the URL of the online site, the book from which you scanned it, or the name of the photographer (which ideally should be you). (10 points)

2. To what extent does knowledge of the role of art in modern societies help us to understand prehistoric art and cognition? Can we look at images and work out the ontological beliefs of prehistoric societies? (15 points)

3. To what extent do the anthropomorphic images of the Three Kings site near Vernal suggest that ritual was involved with their production? (20 points)

4. Online multiple-choice test on art and other archaeology. (10 points)

5. Did the fact that humans can produce art on rocks which endures to be seen beyond the moment of production have an impact on the evolution of human cognition, or is it just the case that art could only be produced once humans had come to have modern human cognition? (45 points)

6. As a graduate student, your final grade will be determined by the number of points that you receive out of a possible 100:
Due Dates and Deadlines

The syllabus in Blackboard contains the deadline for each unit and specifies the dates by which the test must be completed. For each deadline, you have until 11:59 PM on the deadline day. Remember, these are DEADLINES. You are encouraged to stay well ahead of these deadlines. The sooner you complete the work, the sooner you'll be done with the course.

You must complete each unit by the specific date in the Blackboard version of the syllabus. Once that date has passed, you can still access the material in the unit, but you can no longer take the test associated with that unit. For example, if Unit 3 must be completed by Thursday, September 16, if you don't take Test 3 by 11:59 PM on September 16, you will receive a 0 for that test.

Dr. Davidson's Expectations of You

During completion of this course, you must abide by the UCCS Student Conduct Code. This code specifies what is considered proper and improper student conduct, including matters such as cheating and inappropriate behavior. Students who do not abide by the code can receive sanctions ranging up to expulsion from the course or the university.

Remember that this is a 3 credit-hour course. Please plan on spending a lot of time working on just this class. This time will include reviewing lesson plans, completing online lectures, reading from your textbook, answering practice problems, verifying your work, and completing test. We suggest that you plan to spend at least 10 hours per week on average.

Of course, the amount of time spent does not guarantee you any particular grade. Your letter grade will reflect the amount of material that you learned, as reflected in your test scores and the overall quality of your contributions to the course.

Solving Technical Difficulties

When you're having technical difficulties (pages not loading, connectivity problems, not able to view images, things not working as they should, etc.), please contact the Blackboard Helpdesk toll-free at 877.654.8309 or online at the UCCS Blackboard Support page. The Blackboard Helpdesk is available 24 hours a day, 7 days a week. Please note this service is separate from the UCCS IT Helpdesk.

Help Understanding Course Material

When you have questions regarding course policies, grading criteria, test administration, or course content, please email your professors for assistance.