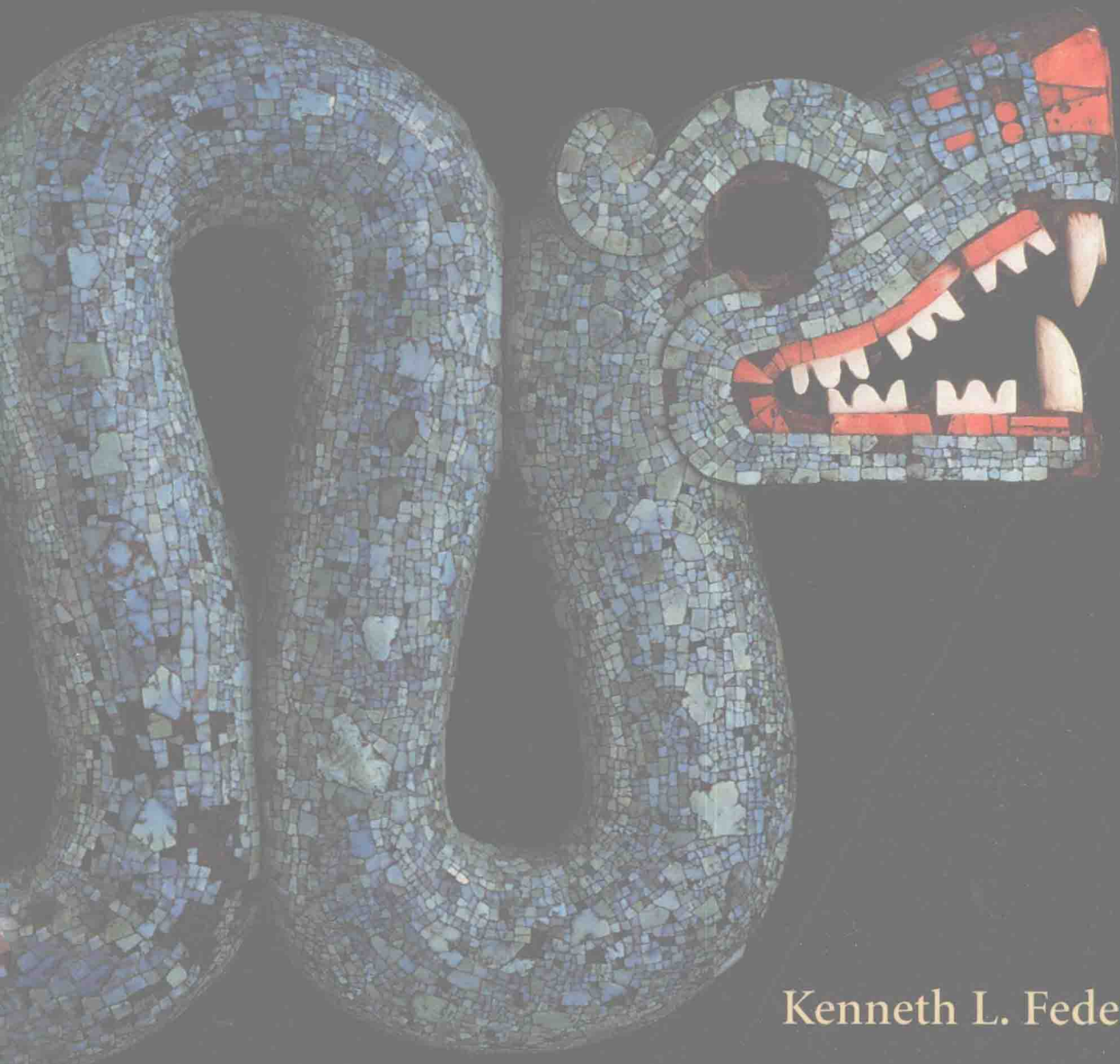


SECOND EDITION

The Past in Perspective

AN INTRODUCTION TO HUMAN PREHISTORY



Kenneth L. Feder

The Past in Perspective

AN INTRODUCTION TO HUMAN PREHISTORY

SECOND EDITION

Kenneth L. Feder

Central Connecticut State University



Mayfield Publishing Company
Mountain View, California
London • Toronto

For Josh and Jacob

Copyright © 2000, 1996 by Mayfield Publishing Company

All rights reserved. No portion of this book may be reproduced in any form or by any means without written permission of the publisher.

Library of Congress Cataloging-in-Publication Data
Feder, Kenneth L.

The past in perspective : an introduction to human prehistory /
Kenneth L. Feder. — 2nd ed.

p. cm.

Includes bibliographical references (p.) and index.

ISBN 0-7674-1192-7

1. Prehistoric peoples. 2. Human evolution. 3. Fossil hominids.
4. Human remains (Archaeology) I. Title.

GN766.F43 2000

599.93'8—dc21

99-28265

CIP

Manufactured in the United States of America

10 9 8 7 6 5 4 3 2 1

Mayfield Publishing Company
1280 Villa Street
Mountain View, California 94041

Sponsoring editor, Janet M. Beatty; production editor, Lynn Rabin Bauer; manuscript editor, Joan Pendleton; text designer, Jeanne M. Schreiber; cover designer, Laurie Anderson; art manager, Robin Mouat; illustrators, Academy Artworks, Joan Carol, Ann Eldredge, Patti Isaacs, Judith Ogus, and John and Judy Waller; cover photograph © The British Museum; manufacturing manager, Randy Hurst. The text was set in 10.5/12.5 Minion by Thompson Type and printed on 45# Chromatone Matte, PMS 130, by Banta Company. Photograph on pp. 498–499 by the Food and Agriculture Organization, United Nations, photo by H. Null.

The Internet addresses listed in the text were accurate at the time of publication. The inclusion of a Web site does not indicate an endorsement by the author or Mayfield Publishing Company, and Mayfield does not guarantee the accuracy of the information presented at these sites.

Preface

“The past is a bucket of ashes,” said the poet Carl Sandburg. Surely he was wrong. The past is not cold, dead, and spent. It is alive in everything we are and will be. We live in a universe filled with its traces. The stars in the night sky shine with a light that began its journey millions of years ago. The fossilized remnants of creatures that once walked the earth lie entombed in the soil beneath our feet. Cooking hearths and food scraps, pyramids and pottery, stone tools and bone awls, cave paintings and ivory sculptures—all date to the ancient human past yet exist in the present. The past is not a bucket of ashes, but rather, as writer L. P. Hartley put it, “the past is a foreign country.” In this book, we will visit that country.

The Past in Perspective: An Introduction to Human Prehistory focuses on the dim echoes of the human past, presenting an accessible chronicle of human physical and cultural evolution. The audience for this text is undergraduates who have had no previous coursework in archaeology; for many, it will be their only academic exposure to our prehistoric past. Rather than overwhelm beginning students with an all-inclusive, detailed survey of the human past, this text looks at the major themes of the human evolutionary story. It begins with the evolution of our earliest hominid ancestors, traces the evolution of the modern human species, and follows the various pathways our ancestors took in the development of food-producing societies and complex civilizations. My goal throughout is to instill in readers an appreciation for the long chronicle of humanity and the ongoing processes we use to construct and assess that story.

HOW THE TEXT IS ORGANIZED

Chapters 1–3 provide context and background for the discussion of human prehistory. Chapter 1 places the study of the human past in the context of science, specifically the science of anthropology, using genealogy as a metaphor for the study of human prehistory. Chapter 2 focuses on how a scientific approach to the study of prehistory developed and the role biblical literalism played. Chapter 3 is a brief overview of key methodologies employed by archaeologists and paleoanthropologists.

Following these introductory chapters, Chapters 4–15 present a chronological survey of the human past. Each chapter follows a consistent format with these headings: **Chapter Overview, Prelude, Chronicle, Issues and Debates, Case Study Close-Up, Visiting the Past, Summary, and To Learn**

More. My belief is that a consistent format provides a pedagogical advantage; the trajectory of human physical and cultural evolution becomes far more apparent and connected. What we know, what we don't know, and what are still topics of vigorous debate will be clear to the reader.

The **CHAPTER OVERVIEW** introduces the primary topic of the chapter in several brief paragraphs.



The **PRELUDE** represents a conscious attempt on my part to provide a pedagogical “hook” for each chapter. Personal anecdotes or fascinating historical incidents, for example, immediately engage students in the key issue or issues of the chapter, whether it is upright locomotion, the origins of artistic expression, or the power of ancient civilizations.



The **CHRONICLE** presents in narrative form a consensus view of that part of the human past that is the chapter's focus. It represents the heart of each chapter, providing our current understanding of the time period covered, the hominids discussed, and the cultural evolutionary developments reflected in the time period.



ISSUES AND DEBATES sections discuss the answers we have been able to provide for key questions about human physical and cultural evolution as well as the unresolved issues that remain and the ongoing debates. These sections provide differing—and sometimes competing—perspectives. Students are thus exposed to the sometimes messy process of science fraught with disagreements, shifting paradigms, and only hard-won consensus.



The **CASE STUDY CLOSE-UP** is a detailed examination of one or more sites considered diagnostic or emblematic of the time period or primary issue of the chapter.



VISITING THE PAST sections direct readers to key sites mentioned in the chapter that are open to the public, suggest museums where the materials from important sites discussed in the chapter are displayed, and point out computer software “virtual visits” that provide detailed discussions, photographs, videos, and animations related to the chapter topic.

Each chapter **SUMMARY** provides a brief recapitulation of the key issues in the chapter.

TO LEARN MORE is divided into three sections: (1) “Technical Summaries,” where students can find primary sources including articles in professional journals and books; (2) “Popular Summaries,” including secondary sources like magazine articles and trade books; and (3) “On the Web,” providing Internet sources related to the chapter topic.

ADDITIONAL FEATURES

In addition to a consistent chapter format, I've included a number of other features that make this text a more useful learning tool.

- A **timeline** opens every chapter and helps place the key events and sites mentioned in the body of the chapter within a global historical context. The timeline in Chapter 1 shows at a glance the chronological focus of each chapter in the text.
- To help students better orient themselves on the world stage, I've included abundant maps throughout the book. In addition, for Chapters 4–15, I've provided at the beginning of each chapter a **list of sites**, broken out by country, discussed therein.
- A list of **Key Terms** at the ends of chapters identifies important terms that appear in boldfaced type within the chapters; definitions can be found in the end-of-book glossary.
- The text's **visual appeal** enhances its readability. Full-color photographs are cross-referenced to pertinent text discussions. Detailed, colorful charts and drawings, as well as abundant photographs, underscore significant points in the text. Captions for the artwork add information rather than simply label the pictures.
- The **Glossary**, **References**, and a comprehensive **Index** make information readily accessible.

WHAT'S DIFFERENT ABOUT THE SECOND EDITION

While maintaining the innovative organizational format from the first edition, I have introduced major content changes in the new edition based on the helpful comments of instructors who used *The Past in Perspective*. The text still provides broad coverage of the archaeology of human evolution, but the emphasis has shifted to post-Pleistocene societies, especially relating to the rise of civilization.

Here is a chapter-by-chapter overview of the significant changes:

- **Chapter 1** is now a more straightforward introduction to the field of prehistory. Basic definitions of key terms and concepts—anthropology, archaeology, paleoanthropology, and so on—that did not appear until Chapter 3 in the first edition are now defined and discussed in the first chapter.
- The discussion of modern creationism that appeared in Chapter 1 has been moved to **Chapter 2**. This sets the scene for the historical development of a science of the past. There is now less emphasis on the development of evolutionary thought; greater emphasis is placed on how natural scientists came to the conclusion that the earth was ancient and

changing and that human beings had changed greatly both biologically and culturally during that span of time.

- In **Chapter 3** the material on archaeological epistemology has been expanded with more detailed discussions of dating methods and artifact analysis.
- **Chapter 4** is a combination of Chapters 4 and 5 from the first edition. The material on the Miocene has been condensed, while relevant background information on the evolution of the apes has been retained. Discussion of the australopithecines and *Homo habilis* has been updated.
- **Chapter 5**, on *Homo erectus*, has been thoroughly updated. The chapter includes a discussion of lumping and splitting (a single species—*Homo erectus*—versus multiple species—*Homo ergaster*, *Homo erectus*, *Homo antecessor*).
- An expanded discussion of the material from Sima de los Huesos is included in **Chapter 6**. The Neandertal section has been significantly rewritten and updated. The degree of skepticism reflected in the first edition concerning the capabilities of the Neandertals has been tempered with the addition of new material that shows that they were effective hunters (and not just scavengers) and that they produced some items of personal adornment and, possibly, art. It should be more clear to students that Neandertals *were* different, but this difference does not imply that they were inferior to anatomically modern humans.
- **Chapter 7** now includes analysis of Neandertal DNA. New data in the debate concerning the evolution of anatomically modern humans also has been added.
- **Chapter 8** has an expanded explanation of the hunting and gathering practices of the Upper Paleolithic. The hypothesis of a neurophysiological explanation of ancient rock art is discussed.
- The discussion in **Chapter 9** of the earliest settlement of Australia has been rewritten, with a more realistic—and skeptical—appraisal given those sites that are claimed by some to be more than 50,000 years old. The section on the earliest settlement of the New World has been entirely rewritten and includes a possible coastal route. Recently discovered, late-Pleistocene coastal sites in South America are discussed, and the growing consensus concerning the antiquity of Monte Verde is presented. The Kennewick skeleton has been added to the “Issues and Debates” section.
- A key issue concerning the Mesolithic is that of adaptational diversity, which is emphasized and expanded on in **Chapter 10**.
- In **Chapter 11** new molecular data relating to the origins of agriculture are introduced. New evidence of the antiquity of rice cultivation in China, squash domestication in Mesoamerica, and the domestication of cattle in Africa is presented.
- **Chapter 12** is a new chapter on the origins of complexity. A detailed discussion of how and why social, economic, and political complexity

developed is included. Stonehenge, Mesopotamia, the Olmec, and Chavin are used as examples, with in-depth discussions of each.

- The development of complex state societies in the Old World is included in **Chapter 13**. Mesopotamia, Egypt, the Indus, China, and Minoan Crete are discussed. The historical Khmer state is presented as a “Case Study Close-Up.”
- **Chapter 14** is a new chapter on the later development of non-state complexity. Detailed discussions of the archaeology of the mound builders, Hohokam, Mogollon, Ancestral Puebloan, and Great Zimbabwe are provided. An important theme in the chapter is that complexity does not inevitably lead to state societies.
- New World state societies are discussed in **Chapter 15**, with updated and expanded discussions of the Maya, Teotihuacán, and Aztecs in addition to the ancient states of South America, including the Moche, Tiwanaku, Wari, and Inka.

SUPPLEMENTARY MATERIAL

The **Instructor’s Manual** includes a test bank of multiple-choice and short-answer/essay questions, as well as chapter overviews, lists of key words, and suggested sources for videos, CD-ROMS, and Internet sites.

A **computerized test bank** is available free of charge to qualifying adopters. It is a powerful, easy-to-use test generation system that provides all test items on computer disk for IBM-compatible and Macintosh computers. You can select, add, or edit questions, randomize them, and print tests appropriate to your individual classes.

ACKNOWLEDGMENTS

Textbooks, perhaps especially those about human biological and cultural evolution, are themselves evolutionary journeys. My invaluable guides on this voyage included colleagues who have made many useful suggestions concerning my route—both formally as reviewers and informally through letters, phone calls, and e-mails. Also assisting in this endeavor have been students, many of whom were generous with criticism, complaints, encouragement, and assistance. In particular, I wish to thank the reviewers of the first edition: Douglas B. Bamforth, University of Colorado at Boulder; Peter Bleed, University of Nebraska, Lincoln; Christopher DeCorse, Syracuse University; Richard Effland, Jr., Mesa Community College; Douglas R. Givens, Saint Louis Community College; Nicholas Honerkamp, University of Tennessee at Chattanooga; and Paul D. Welch, Queens College, CUNY. I also owe a debt of gratitude to the reviewers of the second edition: Douglas B. Bamforth,

University of Colorado at Boulder; Barry D. Kass, Orange County Community College-SUNY; Carole A. S. Mandryk, Harvard University; Randy McGuire, Binghamton University-SUNY; John Pryor, California State University, Fresno; Michael Stewart, Temple University; William A. Turnbaugh, University of Rhode Island; and Paul D. Welch, Queens College. I also want to thank the many colleagues who provided photographs or line art for this book; they are credited individually in the figure captions. Special thanks to Julie Kasper of the American Museum of Natural History for her help in tracking down the museum's images used here.

It has been my privilege to work with a wonderful group of people at Mayfield. First, I must thank sponsoring editor Jan Beatty. Jan suggested that I might just possibly want to write a prehistory text—I couldn't be happier that it all worked out. Many thanks to Robin Mouat for the wonderful artwork, Brian Pecko for invaluable help with the photo permissions, and Joan Pendleton for a terrific job of copyediting. I have worked several times with production editor Lynn Rabin Bauer, and I cannot imagine there being a sharper, smarter, more dedicated editor.

In the way of personal thanks, I am grateful for having a colleague like Michael Alan Park. My sense of excitement about the world around me was kindled by my parents, and I thank them both. A special thanks to my globe-trotting father for the wonderful photographs. Of course, no acknowledgment is complete without crediting one's immediate family. Thanks to my kids, Josh and Jacob, whose mere existence reminds me of my own very small place in evolution's drama. And expansive thanks to my wife, Melissa, the sweetest person on the planet. I can't lift heavy objects or fix cars, but I can write books. I think she's impressed. Finally, I must acknowledge my two partners in crime, kitties Randolph and Harpo, without whose insistent pestering I might never get up from the computer for dinner.

Contents

Preface iii

1 Prologue to the Past 2

Chapter Overview 2

AN ARCHAEOLOGICAL GENEALOGY 4

AN ANTHROPOLOGICAL PERSPECTIVE 5

OUR HUMAN GENEALOGY 8

To Learn More 9

Key Terms 9

2 Perceiving the Past: AN INTELLECTUAL HISTORY 10

Chapter Overview 10

AN EVOLUTIONARY PHILOSOPHY 12

Creationism 12

An Evolutionary View 12

AN ANCIENT WORLD? 14

No Place for Amendments: An Unchanging World 14

A WRECK OF A WORLD 15

Noah's Flood 15

The Age of the Earth 15

The Catastrophists 16

EQUABLE AND STEADY CHANGE 17

James Hutton and the Radical View of Uniformitarianism 17

ANCIENT HUMANS? 19

The Implications of Frere's Discovery 20

More Stone Tools . . . and Bones 20

THE SLOW AGENCY OF EXISTING CAUSES 21

ANCIENT HUMANS REVISITED	22
<i>Cultures Ancient and Changing</i>	22
<i>More Stone Tools</i>	23
CHARLES DARWIN AND THE ANTIQUITY OF LIFE	23
<i>The Voyage of the Beagle</i>	24
<i>A Paradigm for Life</i>	24
<i>The Mutability of Species</i>	25
<i>Darwin's Conversion to Evolution</i>	25
THE ORIGIN OF SPECIES	26
<i>Human Evolution</i>	27
<i>The Human Factor</i>	27
CULTURES EVOLVING	28
OUR MODERN VIEW	30
Summary	30
To Learn More	31
Key Terms	32
 3 Probing the Past	34
Chaper Overview	34
EPISTEMOLOGY: HOW WE KNOW WHAT WE KNOW	36
<i>The "Science" in the Study of the Past</i>	36
PALEOANTHROPOLOGICAL AND ARCHAEOLOGICAL SITES	37
<i>How Sites Are Formed</i>	39
<i>How Sites Are Preserved</i>	39
<i>How Sites Are Found</i>	40
<i>How Data Are Recovered</i>	41
ANALYZING ARCHAEOLOGICAL DATA	43
<i>How Artifacts Are Analyzed</i>	43
<i>How Ecofacts Are Analyzed</i>	45
<i>How Human and Prehuman Skeletal Remains Are Analyzed</i>	45
DETERMINING THE AGE OF A SITE OR SPECIMEN	50
<i>Dating Techniques Based on Radioactive Decay</i>	50
<i>Dating Techniques Based on Biology</i>	52
<i>Dating Techniques Based on Radiation Damage</i>	53
<i>Dating by Measuring Chemical Processes</i>	55
<i>Dating by Measuring Paleomagnetism</i>	55

Summary	55
To Learn More	56
Key Terms	57

4 African Roots 58

Chapter Overview	58
------------------	----

PRELUDE	60
---------	----

CHRONICLE	61
-----------	----

MIOCENE PREFACE	62
-----------------	----

<i>Fossil Apes of the Miocene</i>	62
<i>Why the Study of Apes Is Relevant to the Study of Humanity</i>	65
<i>What Happened to the Apes at the End of the Miocene?</i>	66
<i>The Irony of Extinction</i>	67

THE FIRST HOMINIDS	69
--------------------	----

<i>Ardipithecus</i>	69
<i>The Genus Australopithecus</i>	70
<i>Australopithecus afarensis</i>	71

A FORK IN THE HOMINID ROAD	73
----------------------------	----

A FOREST OF HOMINIDS	76
----------------------	----

A DIFFERENT PATH— <i>HOMO HABILIS</i>	77
---------------------------------------	----

<i>The Ability to Make Stone Tools</i>	78
<i>Oldowan Technology</i>	79
<i>The Fate of Homo habilis</i>	82

ISSUES AND DEBATES	82
--------------------	----

WHAT WERE THE FIRST STEPS IN HOMINID EVOLUTION?	82
-------------------------------------------------	----

WHAT CAUSED THE PROLIFERATION OF HOMINID SPECIES?	83
---------------------------------------------------	----

HOW DO WE KNOW THE HOMINIDS WERE UPRIGHT?	84
-------------------------------------------	----

IS THERE OTHER EVIDENCE FOR BIPEDALITY?	85
-----------------------------------------	----

WHY BIPEDALISM?	86
-----------------	----

<i>The Upright Provider</i>	86
<i>The Upright Scavenger</i>	88
<i>The Efficient Walker</i>	88

WHAT DO WE KNOW ABOUT THE EARLY HOMINID BRAIN?	89
------------------------------------------------	----

WERE THE EARLY HOMINIDS HUNTERS?	90
SINGLE OR MULTIPLE SPECIES?	93
RATES OF CHANGE IN EVOLUTION	94
CASE STUDY CLOSE-UP	95
VISITING THE PAST	96
Summary	96
To Learn More	97
Key Terms	98

5 The Human Lineage 100

Chapter Overview	100
PRELUDE	102
CHRONICLE	104
HOMO ERECTUS	105
<i>The Evolutionary Position of Homo erectus</i>	109
HOMINIDS CONQUER THE WORLD	111
<i>East Asia</i>	112
<i>China</i>	114
<i>Siberia</i>	115
<i>Homo erectus: Ocean Explorer?</i>	115
<i>Europe</i>	116
THE AGE OF ICE	117
<i>The Oxygen Isotope Curve</i>	118
HOMO ERECTUS: THE TOOLMAKER	120
SUBSISTENCE	123
ISSUES AND DEBATES	124
DID THE PLEISTOCENE CAUSE THE EVOLUTION OF HOMO ERECTUS?	124
WHAT ENABLED THE GEOGRAPHIC EXPANSION OF HOMO ERECTUS?	125
<i>Intelligence</i>	125
<i>Control of Fire</i>	125
THE “ART” OF MAKING TOOLS	126
RAISING HOMO ERECTUS	127

WHEN DID <i>HOMO ERECTUS</i> BECOME EXTINCT?	130
STABILITY OR CHANGE?	131
CASE STUDY CLOSE-UP	133
VISITING THE PAST	134
Summary	134
To Learn More	135
Key Terms	136

6 Our Immediate Ancestors: THE PREMODERN HUMANS 138

Chapter Overview	138
PRELUDE	140
CHRONICLE	141
PREMODERN HUMANS: FOSSIL EVIDENCE	141
<i>Africa</i>	142
<i>Asia</i>	144
<i>Europe</i>	145
PREMODERN HUMANS: CULTURAL EVIDENCE	147
THE NEANDERTALS	149
<i>Morphological Evidence</i>	154
<i>Fossil Evidence</i>	156
NEANDERTAL CULTURE	158
<i>Stone Tools</i>	158
<i>Subsistence</i>	158
<i>Compassion</i>	161
<i>Burial of the Dead</i>	161
ISSUES AND DEBATES	163
WHY ARE THE NEANDERTALS EXTINCT?	163
COULD NEANDERTALS TALK?	165
DID NEANDERTALS WORSHIP CAVE BEARS?	166
DID NEANDERTALS PRODUCE ART AND MAKE MUSIC?	166
WERE NEANDERTAL BABIES LESS ALTRICIAL THAN MODERN BABIES?	167
CASE STUDY CLOSE-UP	168

VISITING THE PAST 169

Summary	169
To Learn More	170
Key Terms	171

7

The Evolution of Us:

THE ORIGINS OF MODERN HUMANS 172

Chapter Overview	172
------------------	-----

PRELUDE 174

MITOCHONDRIAL DNA AND MOLECULAR
ARCHAEOLOGY 174

RESURRECTING EXTINCT SPECIES 175

MOLECULAR ARCHAEOLOGY AND THE EVOLUTION OF HUMAN
BEINGS 176

CHRONICLE 176

THE POPULATION REPLACEMENT MODEL 177

THE MULTIREGIONAL MODEL 178

A MIDDLE GROUND: GENETIC REPLACEMENT 179

ISSUES AND DEBATES 180

REPLACEMENT OR CONTINUITY? 180

What We Would Expect on the Basis of the Population Replacement Model 180

What We Would Expect on the Basis of the Multiregional Model 180

What We Would Expect on the Basis of the Genetic Replacement Model 181

Testing the Implications of Replacement and Continuity 181

HOW CAN MODERN HUMAN GENETICS INFORM US ABOUT THE
ANCIENT ORIGINS OF HUMANITY? 194

WHICH EVIDENCE IS BETTER: GENES OR BONES? 197

CASE STUDY CLOSE-UP 197

VISITING THE PAST 199

Summary	199
To Learn More	200
Key Terms	200

8 Expanding Intellectual Horizons: ART AND IDEAS IN THE UPPER PALEOLITHIC 202

Chapter Overview 202

PRELUDE 204

CHRONICLE 204

THE UPPER PALEOLITHIC GREAT LEAP FORWARD 205

Stone Blades of the Upper Paleolithic 205

Broadening the Subsistence Base 208

Larger Sites of Aggregation 209

Branching Out in Raw Materials 211

Abundance of Nonutilitarian Objects 213

Use of Exotic Raw Materials 214

More Elaborate Burials 215

Production of Art 215

THE MEANING OF UPPER PALEOLITHIC ART 216

The Earliest Art: Australia and Africa 217

Upper Paleolithic Art in Europe 218

The Venus Figurines 220

ISSUES AND DEBATES 221

WHY IS THERE NO CORRELATION BETWEEN ANATOMICAL AND
BEHAVIORAL MODERNITY? 221

WHAT DOES THE ART OF THE UPPER PALEOLITHIC
MEAN? 222

DOES THE PALEOLITHIC HAVE A GENDER? 224

CASE STUDY CLOSE-UP 226

VISITING THE PAST 227

Summary 227

To Learn More 228

Key Terms 229

9 Expanding Geographical Horizons: NEW WORLDS 230

Chapter Overview 230

PRELUDE	232
CHRONICLE	232
THE SETTLEMENT OF GREATER AUSTRALIA	233
<i>Paleogeography in the Western Pacific</i>	233
<i>The Road to Sahul</i>	234
<i>The Discovery of Greater Australia</i>	235
THE EARLIEST OCCUPATION OF GREATER AUSTRALIA	236
<i>The Archaeology of Sahul</i>	236
<i>Willandra Lakes</i>	238
THE SPREAD THROUGH AUSTRALIA	240
<i>The Australian Interior</i>	240
TASMANIA	240
GREATER AUSTRALIA: A BROAD RANGE OF ADAPTATIONS	241
COMING TO AMERICA	242
THE SOURCE OF LOS INDIOS	243
WHEN DID THE FIRST MIGRANTS ARRIVE?	244
<i>When Was the Bering Land Bridge Exposed and Open for Travel?</i>	245
<i>When Was Eastern Siberia First Inhabited?</i>	245
<i>What Is the Age of the Earliest New World Sites?</i>	246
<i>Beringia: Avenue to the New World</i>	247
THE FIRST HUMAN SETTLEMENT OF AMERICA	247
<i>One If by Land</i>	249
<i>Two If by Sea</i>	251
ALASKA	253
<i>Denali and Nenana</i>	253
CLOVIS	255
<i>Clovis Technology</i>	256
<i>The Clovis Advantage</i>	258
<i>Clovis Subsistence</i>	258
INTO THE PACIFIC	259
<i>A Pacific Islander "Age of Exploration"</i>	259
<i>Pacific Geography</i>	260
<i>Pacific Archaeology</i>	261
<i>Why the Pacific Islands Were Settled</i>	263