COURSE DESCRIPTION

An introduction to physical anthropology and archaeology, showing how biology and culture enable humankind to survive in many different environments. Topics discussed include primate behavior, fossil humans, tools and society, and the relationships between biology and human behavior. May not be taken pass/fail.

REQUIRED MATERIALS

Charlesworth, Brian and Deborah Charlesworth

Stringer, Chris and Peter Andrews

All other assigned readings will be posted in pdf form in Moodle or placed on reserve in the library.

SUMMARY OF ASSIGNMENT DUE DATES, QUIZZES, AND TESTS

8/30: Reflections 1 and 2 due
9/9: Reflection 3 due
9/16: Talking Points 1 due
9/25: Exam 1
10/2: Paper 1 due
10/9: Talking Points 2 due
10/18: Bibliographic Exercise due
11/8: Talking Points 3 due
11/11: Exam 2
11/18: Paper 2 due
12/2: Talking Points 4 due
12/4: Reflection 4 due
12/13: Paper 3 due
12/19: Final Exam, 8:30-11:30 AM

CLASS SCHEDULE AND READINGS

Wednesday, 8/28: What Makes Us Human?

Friday, 8/30: What is Science? What is Anthropology?
Tattersall, Ian

Due: Reflections 1 and 2

THEME 1: HOW EVOLUTION WORKS

Monday, 9/2: Introducing Darwin and Evolution
Charlesworth, Brian and Deborah Charlesworth

Stix, Gary

Wednesday, 9/4: Micro- and Macro-Processes of Evolution
Charlesworth, Brian and Deborah Charlesworth

Wednesday, 9/4 – Last Day of Course Adjustment Period
Friday, 9/6: Evolution in Action
Charlesworth, Brian and Deborah Charlesworth
Weiner, Jonathan

THEME 2: OUR CLOSEST LIVING RELATIVES

Monday, 9/9: What are Primates? What are Apes?
Larsen, Clark Spencer
Stringer, Chris and Peter Andrews
Due: Reflection 3

Wednesday, 9/11: Understanding Primate Taxonomy
Falk, Dean
GO TO PRIMATE INFO NET: http://pin.primate.wisc.edu Find the Primate Factsheets page (click on the button on the left). Print out and read the fact sheets for the following species:
- Galago sp. (lesser bushbaby)
- Lemur catta (ring-tailed lemur)
- Cebus paella (tufted capuchin)
- Papio cynocephalus (yellow baboon)
- Macaca mulatta (Rhesus macaque)
- Pongo sp. (orangutans)
- Gorilla sp. (gorilla)
- Pan paniscus (bonobo chimpanzee)
- Pan troglodytes (common chimpanzee)

Come to class prepared to discuss the following four primate groups: (1) prosimians (including bushbabies and lemurs), (2) New World monkeys (including capuchins), (3) Old World monkeys (including baboons and Rhesus macaques), and (4) apes (including orangutans, gorillas, bonobos, and chimpanzees).
Friday, 9/13: Are Humans Most Closely Related to Chimpanzees, Bonobos, or Gorillas?
Gibbs, Richard A. and Jeffrey Rogers
Lewin, Roger

Monday, 9/16: Do Chimpanzees Have Culture? (Debate 1)
Galef, Bennet G.
Whiten, Andrew and Christophe Boesch
In-Class Film: Jane Goodall’s Wild Chimpanzees (excerpt)
Due: Talking Points 1

Wednesday, 9/18: Are Chimpanzees Aware of Others’ Intentions and Beliefs?
Call, Josep and Michael Tomasello

Friday, 9/20: Are Non-Human Primates Self-Aware?
Cheney, Dorothy L. and Robert M. Seyfarth

Monday, 9/23: Do Non-Human Primates Have Language?
Chambers, Sarah
Tomasello, Michael and Klaus Zuberbuhler
In-Class Film: Project Nim (excerpt)

Wednesday, 9/25: Exam 1
THEME 3: HUMAN ORIGINS

Friday, 9/27: Geological Time and Fossil Preservation
Stringer, Chris and Peter Andrews

Monday, 9/30: A Family Bush? Identifying Early Human Ancestors
Stringer, Chris and Peter Andrews
Tattersall, Ian

Wednesday, 10/2: Later Australopithecines
Stringer, Chris and Peter Andrews
Larsen, Clark Spencer

Due: Paper 1

Friday, 10/4: Why Is Bipedalism Important?
Stringer, Chris and Peter Andrews
Stanford, Craig

Monday, 10/7: Why Did Our Ancestors Become Bipedal?
O’Higgins, Paul and Sarah Elton
Stanford, Craig
Wednesday, 10/9: Did Hunting Make Us Human? (Debate 2)
Hart, Donna and Robert W. Sussman
Washburn, Sherwood L. and C.S. Lancaster

Due: Talking Points 2

Friday, 10/11: Why was Meat Important in Human Evolution?
Stanford, Craig

Monday, 10/14: Hunter or Hunted?
Hart, Donna and Robert W. Sussman

THEME 4: OUR GENUS EMERGES, OUR SPECIES EMERGES

Wednesday 10/16: Origins of the Genus Homo
Stringer, Chris and Peter Andrews
Larsen, Clark Spencer
Lewin, Roger

Friday, 10/18: Homo erectus: Out of Africa I
Stringer, Chris and Peter Andrews
Larsen, Clark Spencer

Due: Bibliographic Exercise

Monday, 10/21 – Friday, 10/25: FALL BREAK (NO CLASS)

Monday, 10/28: Homo erectus: Fire and New Stone Technologies
Lewin, Roger

McCrone, John

Stringer, Chris and Peter Andrews

Wednesday, 10/30: Origin of Anatomically Modern Humans: The Out of Africa II Model
Balter, Michael

Stringer, Chris and Peter Andrews

Tierney, John, Lynda Wright, and Karen Springen

Friday 11/1: Origin of Anatomically Modern Humans: The Multiregional Model
Thorne, Alan G. and Milford H. Wolpoff

Wolpoff, Milford H., Alan G. Thorne, and Roger Lawn

Friday, 11/1 - Last Day to Withdraw from Classes with Grade “W”

Monday, 11/4: Origin of Anatomically Modern Humans: Evolving Views
Gibbons, Ann
Stringer, Christopher

Young, Ed

**Wednesday 11/6: Introducing Neandertals**
John Speth

Stringer, Chris and Peter Andrews

Wong, Kate

**Friday, 11/8: Why Did Neandertals Go Extinct? (Debate 3)**
Ian Gilligan

Stringer, Chris and Peter Andrews

Wong, Kate

**Due: Talking Points 3**

**Monday, 11/11: Exam 2**

**THEME 5: BECOMING US**

**Wednesday, 11/13: An Intellectual Leap Forward?**
Stringer, Chris and Peter Andrews

Feder, Kenneth L.
Friday, 11/15: The Origins of Art and Symbolism
Balter, Michael
Stringer, Chris and Peter Andrews
London: Thames and Hudson.

Monday 11/18: Why Did Our Ancestors Develop Language?
Gärdenfors, Peter
New York: Oxford University Press.

Due: Paper 2

Wednesday, 11/20: Why Do We Live So Long?
Caspari, Rachel
Hawkes, Kristen

Friday, 11/22: NO CLASS (Prof. Marshall will be at the American Anthropological Association Annual Meeting)

Monday 11/25: The Peopling of Australia and the Americas
Stringer, Chris and Peter Andrews
Pringle, Heather

Wednesday 11/27-Friday 11/29: THANKSGIVING RECESS (NO CLASS)

Monday, 12/2: Are We Still Biologically Evolving? (Debate 4)
Fuentes, Agustín
Stock, Jay
Taylor, Timothy  

Due: Talking Points 4

Wednesday, 12/4: Is Our Evolutionary Heritage a Burden?
DeSilva, Jeremy  

Leonard, William  

Mann, Alan  
http://www.bu.edu/anthrop/files/2013/02/Mann-statement.pdf

Due: Reflection 4

Theme 6: Controversy and Myth in Science

Friday, 12/6: Our Hobbit Cousin? Homo floresiensis
Stringer, Chris and Peter Andrews  

Baab, Karen L.  

Monday, 12/9: Why Isn’t Race a Valid Biological Concept?
Jablonski, Nina and George Chaplin  

Marks, Jonathan  
Wednesday, 12/11: How Has Our Understanding of Women’s Role in Evolution Changed?
Ehrenberg, Margaret
Zihlman, Adrienne

Friday, 12/13: Fossils on Tour and Course Review
Editorial
Gibbons, Ann

Due: Paper 3

Thursday, 12/19: Final Exam, 8:30-11:30 AM

COURSE EXPECTATIONS

Class Participation
This course will include both lecture and discussion components, and class participation is essential. Class participation means attending all classes, posting on the Moodle discussion forums every week, listening attentively, volunteering to speak when you have a chance, demonstrating that you are well prepared for class by offering thoughtful comments or questions, and sometimes pushing yourself to make more rigorous and analytical points. I expect everyone to be respectful of other people’s ideas and opinions. While we can and should debate issues, we should not attack other people personally for the ideas they express in class. Several brief in-class writing assignments designed to test your level of preparation and engagement are also an important part of your class participation grade. Class participation will account for 10% of the course grade.

Discussion Leadership
Students will also be expected once during the semester to lead a brief discussion on the day’s reading. To prepare, identify at least two open-ended, thought-provoking questions about the reading to ask the class. You should provide a brief personal reaction and identify connections to earlier assigned readings. However, do not summarize the reading! The main purpose of this exercise is to elicit the participation of your fellow students and jumpstart discussion.
Student-led discussions typically last approximately 5-7 minutes. Discussion leadership responsibilities will account for 5% of the course grade.

**Reflections**
Students will complete four short, informal reflective writing assignments throughout the semester. These are cumulatively worth 5% of your course grade.

**Talking Points**
In preparation for four in-class debates, students will prepare a two-page document of talking points favoring each side of the debate. The ideas that you express should come from both the day’s assigned reading and your personal reflection. You will not know which side of the debate you will defend until class, so come prepared. **Talking Points will not be accepted late or from students who do not actually attend the debate.** They are worth together 5% of your course grade.

**Papers**
Three five-page papers are assigned on topics related to human evolution over the course of the semester. Each paper is worth 7.5% of your course grade.

**Bibliographic Exercise**
This take-home exercise requires students to create and format a bibliography on a topic related to human evolution using the American Anthropological Association format. It is worth 5% of the course grade.

**Exams**
Three exams will be given over the semester. Exam 1 is worth 10% of your course grade. Exam 2 is worth 15% of your course grade. The final exam, which is cumulative, is worth 22.5% of your course grade.

**GRADING SUMMARY**

- Class Participation: 10%
- Discussion Leadership: 5%
- Reflections: 5%
- Talking Points: 5%
- Papers: 22.5% (7.5% x 3 papers)
- Bibliographic Exercise: 5%
- Exam 1: 10%
- Exam 2: 15%
- Final Exam (cumulative): 22.5%
### GRADING POLICIES

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At Depauw, A and A- grades reflect “achievement of exceptionally high merit.” B+, B, and B- grades indicate “achievement at a level **SUPERIOR** to the basic level.” C+, C, and C- grades reflect “basic achievement,” and D+, D, D- grades reflect “minimum achievement that warrants credit.” Please realize that B grades in this course reflect very good work; a “B” is not a poor grade in this or any other course at DePauw. C grades also indicate basic mastery of the material.

### COURSE POLICIES

**Academic Misconduct**

Please familiarize yourself with DePauw’s Academic Integrity Policy. If you are at all unsure what constitutes plagiarism, please ask. I take academic dishonesty very seriously, and at DePauw such misconduct can have a variety of serious consequences.

**Attendance**

If you are absent (whether the absence is excused or unexcused), you will not earn that day’s full participation grade. If an absence is excused, you may email me two thoughtful questions or comments on the reading for partial participation credit (75%). If an absence is unexcused, no partial credit will be given (0%). Only three unexcused absences will be permitted. Each additional unexcused absence will drop your final grade a half-point (for example, from a B- to a C+). If you have an emergency, contact me before class. Acceptable reasons for an excused absence include family emergency, serious illness, religious holiday, and participation in college activities.

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1 Excused absences for religious holidays will be issued full participation credit.
athletic competitions. If you have more than six unexcused absences (that is, if you skip more than two weeks of class), you will automatically fail the course.

**Late Assignments**
All course exercises are due in class on the due dates listed. After its due date, an assignment’s value drops 10 percentage points for each day it is late. For example, if an assignment were one day late, a perfect score would give you only 90%. If it were two days late, an otherwise perfect assignment would be given 80%. I will not accept assignments more than three days late. If you have an emergency, contact me before class. Note: Talking Points will NOT be accepted late.

**Missed Exams**
I will not provide make-up examinations for any exam unless a serious illness or family emergency prevents a student from taking the exam at the scheduled time. Otherwise, any missed exam will result in a grade of 0%. If a religious holiday or college athletic event conflicts with either exam time, please let me know in the first two weeks of class so that we can plan for your accommodation. If you miss the exam unexpectedly because of serious illness or family emergency, let me know within 24 hours of the missed exam time, have documentation ready, and be prepared to make up the exam within a day or two of returning to grounds.

**Laptops and cell phones**
Laptop and cell phone use is generally prohibited during class sessions. If you like to take notes on your laptop, talk to me and we can arrange for your accommodation.

**Learning and Other Disabilities**
If you have a documented disability—including hearing or vision issues, learning disabilities, ADD, ADHD, psychological disabilities, or neurological impairments—please contact Mrs. Pamela Roberts, Coordinator of Student Disabilities Services, to arrange for any needed accommodation. Also, if you suspect that you have a disability but don’t have documentation, please contact Mrs. Roberts for help. She can be reached at 765-658-6267 or pamelaroberts@depauw.edu I cannot accommodate any student without first receiving proper documentation from the Student Disabilities Services, so plan ahead.