ANTH 153: Human Origins
Fall 2014

Monday Wednesday Friday 9:10-10:10 AM
Asbury Hall 007

Dr. Lydia Wilson Marshall
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Office Hours: 2:30-4 PM Tuesday and Friday or by appointment.

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

Stone spalls to make stone tools ($5 course fee charged to your student account).

Charlesworth, Brian and Deborah Charlesworth

Stringer, Chris and Peter Andrews

All other assigned readings will be posted as pdfs in Moodle or placed on reserve in the library.
SUMMARY OF ASSIGNMENT DUE DATES, LABS, QUIZZES, AND EXAMS

8/29: Moodle reading quiz #1 due
9/5: Moodle reading quiz #2 due
9/12: Moodle reading quiz #3 due
9/15: Lab 1: Interpreting Chimpanzee Behavior
9/17: Lab write-up #1 due
9/17: Student Presentation/Discussion Day (if you’re presenting, your topical paper is due)
9/19: Moodle reading quiz #4 due
9/24: Exam #1
9/26: Moodle reading quiz #5 due
10/3: Moodle reading quiz #6 due
10/6: Lab 2: Estimating Australopithecine Height
10/8: Lab write-up #2 due
10/8: Student Presentation/Discussion Day (if you’re presenting, your topical paper is due)
10/10: Moodle reading quiz #7 due
10/13: Student Presentation/Discussion Day (if you’re presenting, your topical paper is due)
10/17: Lab 3: Making and Using Oldowan Stone Tools
10/17: Moodle reading quiz #8 due
10/17: Research paper proposal and annotated bibliography (5 source minimum) due
10/27: Lab write-up #3 due
10/31: Student Presentation/Discussion Day (if you’re presenting, your topical paper is due)
10/31: Moodle reading quiz #9 due
11/5: Exam #2
11/7: Moodle reading quiz #10 due
11/12: Research paper outline due
11/14: Moodle reading quiz #11 due
11/17: Student Presentation/Discussion Day (if you’re presenting, your topical paper is due)
11/19: Lab 4: Atlatls and Throwing Distance
11/21: Student Presentation/Discussion Day (if you’re presenting, topical paper is due)
11/21: Moodle reading quiz #12 due
11/21: Lab write-up #4 due
11/24: Rough draft of research paper due
12/5: Moodle reading quiz #13 due
12/12: Moodle reading quiz #14 due
12/12: Final research paper due, 4 PM
12/16: Final Exam (8:30-11:30 AM)
CLASS SCHEDULE AND READINGS

Wednesday, 8/27: Course Introduction and Overview of Expectations and Goals

Friday, 8/29: What is Archaeology? What is Physical Anthropology?
DePauw University
Sebastian, Lynne
Stromberg, Joseph
2013  Starving Settlers in Jamestown Colony Resorted to Cannibalism.

In-Class Activity: Garbage Analysis
Moodle reading quiz #1 due before class

THEME 1: HOW EVOLUTION WORKS

Monday, 9/1: What is Science? What is Evolution?
Tattersall, Ian
Charlesworth, Brian and Deborah Charlesworth

Wednesday, 9/3: How Evolution Works
Charlesworth, Brian and Deborah Charlesworth

In-Class Film: Charles Darwin and the Tree of Life (excerpt)

Wednesday, 9/3 – Last day of adjustment period
Friday 9/5: Evolution in Action
Charlesworth, Brian and Deborah Charlesworth
2003 The Formation and Divergence of Species. In Evolution: A Very Short

Weiner, Jonathan

Moodle reading quiz #2 due before class

Monday, 9/8: The Evidence for Evolution
Quammen, David

THEME 2: OUR CLOSEST LIVING RELATIVES

Wednesday, 9/10: What are Primates?
Larsen, Clark Spencer
2014 Biology in the Present: Other Living Primates (excerpt). In Our Origins:
& Co.

In-Class Film: Jane Goodall’s Wild Chimpanzees (excerpt)

Friday, 9/12: What are Apes?
Stringer, Chris and Peter Andrews

GO TO 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:

Hylobates lar (Lar gibbons)
Pongo sp. (orangutans)
Gorilla sp. (gorillas)
Pan paniscus (bonobos)
Pan troglodytes (chimpanzees)

Each group will be assigned one species on which to present.

Moodle reading quiz #3 due before class

Monday, 9/15: Lab 1: Interpreting Chimpanzee Behavior
In lieu of reading, visit http://gomechimpanzees.org/activities/ and review the chimpanzee
behaviors and vocal communication sections of the website.
Wednesday, 9/17: Do Chimpanzees Have Culture? (Student Presentation/Discussion Day)
Sayers, Ken and C. Owen Lovejoy
Whiten, Andrew and Christophe Boesch
*Lab write-up #1 due*

Friday, 9/19: Are Chimpanzees Self-Aware? Are Chimpanzees Aware of What Others Know and Feel?
Fouts, Roger
Gallup, Gordon, Jr.
*In-Class Film: Through the Looking Glass (excerpt)*
*Moodle reading quiz #4 due before class*

Monday, 9/22: Do Chimpanzees Use Language?
Economist
Hale, Benjamin
*In-Class Film: Project Nim (excerpt)*

Wednesday, 9/24: Exam 1

**THEME 3: HUMAN ORIGINS**

Friday, 9/26: What are Fossils?
Shipman, Pat
Stringer, Chris and Peter Andrews
*In-Class Activity: Assembling Fossils*
*Moodle reading quiz #5 due before class*
Monday, 9/29: Who Were the Earliest Human Ancestors?
Harmon, Katherine
Stringer, Chris and Peter Andrews
2012  Late Miocene Apes and Early Human Ancestors (excerpt). In The Complete

**In-Class Film: Discovering Ardi** (excerpt)

Wednesday, 10/1: Understanding Australopithecines and Their Anatomy
Larsen, Clark Spencer
2014  The Australopithecines. In Our Origins: Discovering Physical Anthropology. 3rd
Stringer, Chris and Peter Andrews
2012  Australopithecus africanus and Robust Australopithecines In The Complete

**GO TO** http://humanorigins.si.edu/evidence/human-family-tree and read about the following
australopithecine species, paying particular attention to the species your group has been
assigned: Au. anamensis, Au. afarensis, Au. africanus, Au. garhi, Au. sediba, robust
australopithecines (Au. boisei, Au. aethiopicus, Au. robustus—note genus name is listed as
Paranthropus on the Smithsonian webpage). Each student group will present about a species or
group of species in class.

Friday, 10/3: How Do Australopithecines Fit into Our Family Tree?
Wong, Kate

**In-Class Activity: Australopithecine Jeopardy.**

*Moodle reading quiz #6 due before class*

Monday, 10/6: Lab 2: Estimating Australopithecine Height
WFY1
      1/L_071_03.html (read the article and watch the short video on this page).

Wednesday, 10/8: Why Did Our Ancestors Start to Walk on Two Legs? (Student
Presentation/Discussion Day)
Stanford, Craig
2003  What Do You Stand For? In Upright: The Evolutionary Key to Becoming Human.
Stringer, Chris and Peter Andrews  

Lab write-up #2 due

Friday, 10/10: Why Did Our Ancestors Lose Their Fur?  
Jablonski, Nina G.  

Moodle reading quiz #7 due before class

Monday, 10/13: The Role of Hunting and Violence in Human Evolution (Student Presentation/Discussion Day)  
Hart, Donna and Robert W. Sussman  
Wong, Kate  

Wednesday, 10/15: Hunter or Hunted?  
Hart, Donna and Robert W. Sussman  
Grimes, Ken  

Friday, 10/17: Lab 3: Making and Using Oldowan Stone Tools  
Barnett, Adrian  

Moodle reading quiz #8 due before class; Research paper proposal and annotated bibliography (5 source minimum) due via Moodle

Monday, 10/20-Friday, 10/24: NO CLASS (FALL BREAK)

THEME 4: OUR GENUS EMERGES

Monday, 10/27: Origins of the Genus Homo  
Stringer, Chris and Peter Andrews  
Lewin, Roger

*Lab write-up #3 due*

**Wednesday, 10/29: Homo erectus: Out of Africa**
Stringer, Chris and Peter Andrews
Larsen, Clark Spencer

**Friday, 10/31: How Did the Control of Fire Influence Human Evolution? (Student Presentation/Discussion Day)**
Lewin, Roger
Miller, Kenneth
Stringer, Chris and Peter Andrews

*Moodle reading quiz #9 due before class*

Friday, 10/31: Last day to withdraw from a course with grade of W, change from P/F to grade, change from grade to P/F

**Monday, 11/3: How Many Early Homo Species Were There?**
Craze, Paul
Gibbons, Ann

**Wednesday, 11/5: Exam 2**
THEME 5: HOMO SAPIENS AND OTHER RECENT HOMO SPECIES

Friday, 11/7: Origin of Anatomically Modern Humans: The Replacement Model
Balter, Michael
Stringer, Chris and Peter Andrews
Tierney, John, Lynda Wright, and Karen Springen

Moodle reading quiz #10 due before class.

Monday, 11/10: Origin of Anatomically Modern Humans: The Multiregional Model
Thorne, Alan G. and Milford H. Wolpoff
Wolpoff, Milford H., Alan G. Thorne, and Roger Lawn

Wednesday, 11/12: Origin of Anatomically Modern Humans: Evolving Views
Bower, Bruce
Gibbons, Ann
Stringer, Christopher

Research paper outline due

Friday, 11/14: Introducing Neandertals
Stringer, Chris and Peter Andrews
Wong, Kate

Moodle reading quiz #11 due before class
Monday, 11/17: Why Did Neandertals Go Extinct? *(Student Presentation/Discussion Day)*
Ian Gilligan

Stringer, Chris and Peter Andrews

Wong, Kate

Wednesday, 11/19: Lab 4: Atlatls and Throwing Distance
Kleiner, Kurt

Friday, 11/21: Our Hobbit Cousin?: *Homo floresiensis* *(Student Presentation/Discussion Day)*
Stringer, Chris and Peter Andrews

Baab, Karen L.

*Lab write-up #4 due; Moodle reading quiz #12 due before class*

THEME 6: BECOMING US

Monday, 11/24: An Intellectual Leap Forward?
Stringer, Chris and Peter Andrews

Feder, Kenneth L.

*Rough draft of research paper due*

Wednesday 11/26 – Friday 11/28: NO CLASS (Thanksgiving Break)
Monday, 12/1: Stone Tool-Making Demonstration with Mr. Ed Mosher

Wednesday, 12/3: The Origins of Art and Symbolism
Balter, Michael
Stringer, Chris and Peter Andrews

Friday, 12/5: Why Did Our Ancestors Develop Language?
Gärdenfors, Peter
Moodle reading quiz #13 due before class

Monday, 12/8: Why Do We Live So Long?
Caspari, Rachel
Hawkes, Kristen

Wednesday, 12/10: The Peopling of Australia and the Americas
Stringer, Chris and Peter Andrews
Pringle, Heather

Friday, 12/12: How Does Evolution Affect Us Today?
Fuentes, Agustín
DeSilva, Jeremy
Dyson, Freeman
Moodle reading quiz #14 due before class; Final research paper due, 4 PM

Tuesday, 12/16: Final Exam, 8:30-11:30 AM
COURSE GOALS

This course is designed to help students comprehend how evolutionary processes (natural selection, genetic drift, etc.) work and how these processes have shaped the evolution of humans. The goal is not simply to learn basic human evolutionary history but to understand how scientists have reconstructed this history. We will explore how different types of data—including fossils, artifacts, DNA, and primate behavior—have contributed to our increasingly nuanced understanding of the human past. The challenge of this course this semester is to understand science as provisional—that is, scientists’ understanding of human evolution has changed and continues to change as new data become available. This course is designed to help you sharpen your critical reading skills, practice clear verbal communication of your ideas in class discussion, develop your discussion leadership skills, and improve your ability to write reflectively and integrate ideas from different sources in your writing.

COURSE EXPECTATIONS

Class Participation
This course will include both lecture and discussion components, and class participation is essential. Class participation means attending all classes, arriving on time, volunteering to speak when you have a chance, demonstrating that you are well prepared for class by offering thoughtful comments/questions, and sometimes pushing yourself to make more rigorous, analytical, or imaginative 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. Class participation accounts for 10% of the course grade.

NOTE ON PARTICIPATION: Participation and attendance are very important to your success in this course. Remember, you cannot participate if you are not there! If you are going to be absent, contact me before class. It is your responsibility to get all information you missed on any days you were absent. Acceptable reasons for an excused absence include family emergency, serious illness, religious holiday, and participation in college athletic competitions. Please note that excessive absences, even when excused, will negatively impact your participation grade and your final course grade at the professor’s discretion. Students with unexcused absences will receive no participation credit for the days they are absent. Typically, no more than three excused absences are permitted over the course of the semester. If you have more than six absences, you may not be eligible to continue in the course whether these absences are excused or unexcused.

Moodle Reading Quizzes
Every week before class on Friday, students will take a timed, five-minute, open-book quiz in Moodle. These quizzes will be available from noon on Thursday to the class start time on
Friday. They will cover all of the week’s assigned reading. These fourteen quizzes will together count for 5% of the course grade. The lowest quiz score will be dropped.

**Group Student Presentation and Discussion Leadership**
Over the course of the semester, each student will present once as part of a group on a day’s topic. The topics for student presentations are: (1) *Do Chimpanzees Have Culture?*; (2) *Why Did Our Ancestors Start to Walk on Two Legs?*; (3) *The Role of Hunting and Violence in Human Evolution*; (4) *How Did the Control of Fire Influence Human Evolution?*; (5) *Why Did Neandertals Go Extinct?*; and (6) *Our Hobbit Cousin?: Homo floresiensis*. In preparation, students who are presenting will read additional peer-reviewed journal articles about the day’s topic that I assign. You are responsible for 40 minutes of class time the day that you present, including a 20-minute presentation and a 20-minute interactive activity for the class. The interactive activity could be a trivia or other type of game, small group discussion, debate, etc. Feel free to be creative, just be sure not to be boring. Remember that every group member should speak about the same amount during the presentation and discussion periods, and your group will be marked down if just a few students from the group dominate the presentation and discussion. This assignment is worth 5% of your course grade.

**Topical Paper**
On the day you present in class, you will turn in a 3- to 5-page topical paper about the day’s subject, incorporating evidence from the class readings and the extra assigned readings that you did in preparation for leading class. This paper is worth 7.5% of your course grade.

**Lab Write-Ups**
Four short (1-2 page) write-ups for in-class labs are together worth 7.5% of your course grade.

**Research Paper**
You will develop a 6-8 page paper on a topic relevant to the course topic. The project has multiple parts including (1) research appointment with librarian (0%), (2) paper title, proposal, and annotated bibliography (5 source minimum), (0%), (3) paper outline (0%), (4) rough draft (0%), and (5) final research paper (15%). Although no points are awarded for the first four parts of the assignment, failure to do them thoughtfully will cause points to be deducted from your research paper grade. No library consultation: -3 points. No proposal/preliminary bibliography: -5 points. No paper outline: -5 points. No rough draft: -7 points. All of these assignments are designed to improve your research project, therefore it is to your advantage to do them. I reserve the right to reject an unauthorized term paper topic.

**Exams**
Three exams will be given over the semester. Exam 1 and Exam 2 are each worth 15% of your course grade. The final exam, which is cumulative, is worth 20% of your course grade.
GRADING SUMMARY:

Class participation: 10%; Moodle reading quizzes: 5%; Group presentation/discussion leadership: 5%; Topical paper: 7.5%; Lab Write-Ups: 7.5%; Research paper: 15%; Exam #1: 15%; Exam #2: 15%; Exam #3: 20%

GRADING POLICIES

A 93+; A- 90-92.999; B+ 87-89.999; B 83-86.999; B- 80-82.999; C+ 77-79.999; C 73-76.999; C- 70-72.999; D+ 67-69.999; D 63-66.999; D- 60-62.999; F <60

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. I take academic dishonesty, including plagiarism, very seriously, and at DePauw such misconduct can have a variety of serious consequences. If you are at all unsure what constitutes plagiarism, please ask. If you get behind or overwhelmed, please talk to me. Students in this course will include the following pledge on all assignments and exams: "On my honor, I pledge that I have neither given nor received unauthorized help on this assignment."

Late Assignments

All assignments 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.

Missed Exams and Quizzes

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 competition 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. Moodle quizzes must be completed before class starts on Friday and cannot be made up.

**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, please contact Mrs. Pamela Roberts, Coordinator of Student Disabilities Services, to arrange for any needed accommodations, such as extended test-taking time or the right to take tests in an environment with fewer distractions. Also, if you suspect that you have a disability but don’t yet have documentation, please contact Mrs. Roberts for help. She can be reached at 765-658-6267 or pamelaroberts@depauw.edu. Disabilities entitled to accommodation include mobility impairments, hearing or vision issues, speech impairments, learning disabilities, ADD, ADHD, psychological disabilities, neurological impairments, traumatic brain injury, and chronic medical conditions such as AIDS, cancer, and diabetes. I cannot accommodate any student without first receiving proper documentation from the Student Disabilities Services, so plan ahead. It is the student’s responsibility to bring the SDS memo to me and discuss the implementation of accommodations. Please note that accommodations are not retroactive.