HUMAN ORIGINS
ANTHROPOLOGY 153

Dr. Andrew Bauer
Sociology and Anthropology
Asbury Hall 205E
andrewbauer@depauw.edu
ph. 765.658.4529

Olin Hall 241
TR 8:20-9:50
Office Hours
Wednesday 9-12, or by appointment

COURSE OBJECTIVES

This course is an introduction to physical anthropology and archaeology, with particular emphases on the biological evolution of humans and prehistoric cultural developments that contributed to the emergence of human societies.

At the end of this course students should:

• Have a critical understanding of how biological anthropologists, paleoanthropologists, and archaeologists produce knowledge about the past (e.g., on what evidence are their claims based; what methods and logics of argumentation are used; and what kinds of assumptions underlie these methods and arguments)

• Demonstrate a general understanding of the relationship between biological evolution and historical cultural development

• Be more familiar with reading scientific literature

• Have improved writing skills

• Know the principles of biological evolution and their applications to humans

• Know the broad contours of human social and cultural prehistory that ultimately led to the emergence of socially stratified societies

CLASS STRUCTURE AND ORGANIZATION

As an introductory course, classes will largely be structured around a series of discussion-oriented lectures. Class lectures will be used to introduce concepts, clarify course readings, and supplement course readings with additional material to generate discussion. Students are expected to attend class having completed the assigned reading for the day so as to most fully participate in class discussion, and should come to class with the reading assignments as well as their notes. Students will also periodically split into small groups to work cooperatively on analyzing and synthesizing course materials—particularly in preparation for class debates (see Assignments below). Class materials will also include films, slides, and fossil specimens to enhance the content of the readings and presentations.

ASSIGNMENTS AND EVALUATION

Short Quizzes (x4 = 20% of grade). Four 20 minute in-class quiz assignments will be distributed throughout the semester. These assignments will include content covered in between
examinations (see Course Schedule), and will be a range of “fill-in” answers and short answer essay responses.  

Exams (x2 = 40% of grade). Two full-class exams (a mid-term and final) will be given during the semester (see Course Schedule). Exams will be closed-book and will include a range of “fill-in” answers, diagram labeling and interpretation, and short essay responses.  

Open Book Essay Response and Debates (x2 = 30% of grade). Two take-home essay prompts will be distributed during the semester asking students to argue a position based on course content and reading assignments (see Course Schedule). The essay prompts will ask students to engage controversial topics in archaeology and anthropology that have no canonically “correct” position. Prior to the essay due date, a structured class debate on the pros and cons of positions for and against the proposition will occur. Students will have the option to argue either for or against the proposition in their essay. Three to five pages essays will be due a week after handout, and will be evaluated on the strength of their thesis, argumentation, use of evidentiary support, structure, and style. Note that the strongest essay responses will also anticipate the arguments of the opposing position and offer as best a refutation as possible.  

Attendance and Participation (5% pre-midterm, 5% post-midterm). Students are expected to attend all classes and come prepared to participate in discussion. Class attendance will be recorded every day. It is the student’s responsibility to ensure that their attendance was recorded if they arrive late. Students may arrange, in advance of missing class, an excused absence for legitimate reasons recognized by the University (e.g., religious holidays, athletes may miss class for away games, etc.). Attendance and participation grades will be penalized for every unexcused absence after two. Frequently class will be ended several minutes early and students will be asked to write a brief “One Minute Paper” on the course material for the day. Thoughtful completion of these brief papers will also count toward your class participation grade.  

ACADEMIC INTEGRITY  
This course will abide by DePauw University’s policy on academic integrity:  
Cheating, plagiarism, submission of the work of others, etc. violates DePauw policy on academic integrity and may result in penalties ranging from a lowered grade to course failure or expulsion. The policy and discussion of each student’s obligations and rights are in the Student Handbook.  
http://www.depauw.edu/univ/handbooks/dpuhandbooks.asp?ID=101&parentid=100  

COURSE SCHEDULE*  
1/31/12 THE STAKES OF HUMAN (PRE) HISTORY AND INTRODUCTION TO COURSE  
2/2/12 INTRODUCTION TO ANTHROPOLOGY: SCOPE, EVIDENCE, AND METHOD  
Read: R & M 1-37  

* Subject to modification based on class progress toward course goals and objectives. Readings not from your required books will be available on Moodle or at the library on course reserve.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read Material</th>
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<tbody>
<tr>
<td>2/7/12</td>
<td>“BECOMING HUMAN” VIDEO</td>
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<td>2/14/12</td>
<td>PRINCIPLES OF EVOLUTION II: BIOLOGICAL MECHANISMS AND SPECIATION</td>
<td>Read: R &amp; M 42-54, 58-71, Gould and Lewontin (1979) 581-598</td>
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<td>2/16/12</td>
<td>GEOLOGICAL TIME AND MAMMALS IN EVOLUTIONARY CONTEXT</td>
<td>Read: R &amp; M 74-99, 221-227</td>
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<td>2/21/12</td>
<td>PRIMATES AND THEIR ECOLOGY</td>
<td>Quiz 1</td>
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<td>Read: R &amp; M 100-130, White et al. (2009)</td>
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<td>Essay 1 Handout</td>
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<tr>
<td>2/23/12</td>
<td>ANIMALS WITH CULTURE AND THE UNIQUENESS OF HUMAN SOCIALITY…?</td>
<td>Debate</td>
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<td>3/1/12</td>
<td>THE AUSTRALOPITHECINES</td>
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<td>3/8/12</td>
<td>EARLY STONE AGE CULTURAL FORMS AND SOCIALITY</td>
<td>Quiz 2</td>
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<td>Read: R &amp; M 208-221, 231-242, Braun et al. (2008)</td>
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<td>3/13/12</td>
<td>HOMO ERECTUS AND THE GREAT DISPERSAL</td>
<td>Read: R &amp; M 168-180, Swisher et al. (1996)</td>
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<td>3/20/15</td>
<td>MIDTERM EXAM</td>
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<td>3/22/12</td>
<td>MIDDLE PALEOLITHIC / SA: CULTURAL FORMS AND PRACTICES</td>
<td>Read: R &amp; M 242-251, Bar-Yosef et al. (1992) 497-534</td>
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<td>3/27/12</td>
<td>SPRING BREAK</td>
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<td>3/29/12</td>
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<td>Essay 2 Handout</td>
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**Anthropology 153: Human Origins**
4/10/12 THE UPPER PALEOLITHIC AND LATE SA I: EUROPE, AFRICA, SW ASIA
Read: R & M 251-267, Clark (2002)

Quiz 3

4/12/12 IS ANATOMY ENOUGH? DEBATING THE “HUMAN REVOLUTION”
Debate

4/17/12 THE UPPER PALEOLITHIC AND LATE SA II: EAST AND SOUTH ASIA
Read: Bowler et al. (2003)

4/19/12 “BECOMING HUMAN” VIDEO AND REVIEW

4/24/12 PEOPLING OF THE “NEW” WORLD
Read: R & M 346-357, Adovasio et al. (1999)

4/26/12 EPIPALEOLITHIC/MESOLITHIC SOCIETIES IN THE OLD WORLD

5/1/12 TRANSITIONING TO FARMING SOCIETIES IN THE NEW WORLD
Read: R & M 356-379

5/3/12 BECOMING HUMAN AND THE NEOLITHIC REVOLUTION
Read: R & M 282-304, Braidwood (1960), Flannery (1973)

Quiz 4

5/8/12 BECOMING HUMAN AND THE URBAN REVOLUTION
Read: R & M 307-345, Childe (1950)

5/10/12 COURSE SUMMATION AND REVIEW

5/12/12 FINAL EXAM (1-4 PM)

TEXTS

There is one required textbook for this course: Rice and Moloney’s *Biological Anthropology and Prehistory: Exploring Our Human Ancestry*. This book is one of the few texts designed to serve as a reference for both human evolution, world prehistory and archaeological methods and practice. The field of human evolution changes frequently according to recent discoveries. Thus, you will also be asked to read a variety of recent articles and books chapters. Some of these readings will be more difficult than others. Students should use their required reference textbook to help them comprehend these additional readings.

COURSE READINGS


**GRADE SCALE**

All assignments will be evaluated on a point system. Points will then be weighted by assignment accordingly (see Assignments section) to calculate your final grade. Final letter grades will be assigned on the following scale.

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93%+</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<td>B+</td>
<td>87-89%</td>
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<td>B</td>
<td>84-86%</td>
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<td>B-</td>
<td>80-83%</td>
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<td>C+</td>
<td>77-79%</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
<td>67-69%</td>
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<tr>
<td>D</td>
<td>64-66%</td>
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<tr>
<td>D-</td>
<td>60-63%</td>
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<td>F</td>
<td>&lt; 60%</td>
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A, A- Achievement of exceptionally high merit
B+, B, B- Achievement at a level superior to the basic level
C+, C- Basic achievement
D Minimum achievement that warrants credit
F Failure: achievement fails to meet the course requirements

**STUDENTS WITH DISABILITIES**

DePauw University is committed to providing equal access to academic programs, University activities, and reasonable accommodations to students with disabilities. Any student who feels she or he may need an accommodation based on the impact of a disability or learning challenge is strongly encouraged to contact Pamela Roberts, Coordinator of Academic Success and Student Disability Services, for further information on how to receive accommodations and support. Academic Success and Student Disability Services is located in Harrison Hall, 302 A, 765-658-6267. It is the responsibility of the student to share the letter of accommodation faculty and staff members. Accommodations are not retroactive, and will not be implemented until the faculty or staff member has received the official letter.