ANTH 153: Human Origins
Spring 2014

Monday Wednesday Friday 10:20-11:20 AM
Asbury Hall 007

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Office Hours: 2:30-4 PM Monday and Thursday 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.

COURSE TEXTBOOKS

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, QUIZZES, AND TESTS

1/31: Moodle reading quiz #1 due
2/7: Moodle reading quiz #2 due
2/14: Moodle reading quiz #3 due
2/14: Student Presentation and Discussion Day (if you’re presenting, reflection paper is due)
2/21: Moodle reading quiz #4 due
2/24: Exam #1
2/28: Moodle reading quiz #5 due
3/7: Moodle reading quiz #6 due
3/10: Lab write-up #1 due
3/10: Student Presentation Day (if you’re presenting, reflection paper is due)
3/14: Moodle reading quiz #7 due
3/14: Student Presentation and Discussion Day (if you’re presenting, reflection paper is due)
3/21: Moodle reading quiz #8 due
3/21: Research paper proposal and annotated bibliography (5 source minimum) due
3/31: Lab write-up #2 due
4/2: Student Presentation and Discussion Day (if you’re presenting, reflection paper is due)
4/4: Moodle reading quiz #9 due
4/7: Exam #2
4/11: Moodle reading quiz #10 due
4/14: Research paper outline due
4/18: Moodle reading quiz #11 due
4/18: Student Presentation and Discussion Day (if you’re presenting, reflection paper is due)
4/21: Student Presentation and Discussion Day (if you’re presenting, reflection paper is due)
4/25: Moodle reading quiz #12 due
4/25: Rough draft of research paper due
5/1: Moodle reading quiz #13 due
5/9: Moodle reading quiz #14 due
5/9: Final research paper due
5/13: Final Exam
CLASS SCHEDULE AND READINGS

Monday, 1/27: Course Introduction and Overview of Expectations and Goals

Wednesday, 1/29: What is Archaeology? What is Physical Anthropology?
Sebastian, Lynne
Stromberg, Joseph
2013 Starving Settlers in Jamestown Colony Resorted to Cannibalism.

THEME 1: HOW EVOLUTION WORKS

Friday, 1/31: What is Science? What is Evolution?
Tattersall, Ian
Charlesworth, Brian and Deborah Charlesworth
Moodle reading quiz #1 due before class

Monday, 2/3: How Evolution Works
Charlesworth, Brian and Deborah Charlesworth

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

Monday 2/3 – Last day of adjustment period

Wednesday, 2/5: Evolution in Action
Charlesworth, Brian and Deborah Charlesworth
Weiner, Jonathan
Friday, 2/7: The Evidence for Evolution
Quammen, David
Moodle reading quiz #2 due before class

THEME 2: OUR CLOSEST LIVING RELATIVES

Monday, 2/10: What are Primates?
Larsen, Clark Spencer
In-Class Film: Jane Goodall's Wild Chimpanzees (excerpt)

Wednesday, 2/12: What are Apes?
Stringer, Chris and Peter Andrews
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:
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.

Friday, 2/14: Do Chimpanzees Have Culture? (Student Presentation and Discussion Day)
Sayers, Ken and C. Owen Lovejoy
Whiten, Andrew and Christophe Boesch
Moodle reading quiz #3 due before class

Monday, 2/17: Are Chimpanzees Self-Aware?
Gallup, Gordon, Jr.
Gorman, James S.

**In-Class Film: Through the Looking Glass (excerpt)**

**Wednesday, 2/19: Are Chimpanzees Aware of What Others Know and Feel?**
Crockford, Catherine, Roman M. Wittig, Roger Mundry, and Klaus Zuberbuhler
Fouts, Roger

**Friday, 2/21: Do Chimpanzees Use Language?**
Economist
Hale, Benjamin

**In-Class Film: Project Nim (excerpt)**

*Moodle reading quiz #4 due before class*

**Monday, 2/24: Exam 1**

**THEME 3: HUMAN ORIGINS**

**Wednesday, 2/26: What are Fossils?**
Shipman, Pat
Stringer, Chris and Peter Andrews

**Friday, 2/28: Who Were the Earliest Human Ancestors?**
Harmon, Katherine
Stringer, Chris and Peter Andrews

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

*Moodle reading quiz #5 due before class*
Monday, 3/3: Understanding Australopithecines and Their Anatomy
Larsen, Clark Spencer

Wednesday, 3/5: How Do Australopithecines Fit into Our Family Tree?
Stringer, Chris and Peter Andrews
Wong, Kate

Friday, 3/7: Lab: Australopithecine Cranial Capacity, Relative Brain Size, and Height
No reading
Moodle reading quiz #6 due before class

Monday 3/10: Why Did Our Ancestors Start to Walk on Two Legs? (Student Presentation and Discussion Day)
Stanford, Craig
Stringer, Chris and Peter Andrews
Lab write-up #1 due

Wednesday, 3/12: Why Did Our Ancestors Lose Their Fur?
Jablonski, Nina G.

Friday, 3/14: The Role of Hunting and Violence in Human Evolution (Student Presentation and Discussion Day)
Sussman, Robert W.
Moodle reading quiz #7 due before class
Monday, 3/17: Hunter or Hunted?
Hart, Donna and Robert W. Sussman
Grimes, Ken

THEME 4: OUR GENUS EMERGES

Wednesday 3/19: Origins of the Genus Homo
Stringer, Chris and Peter Andrews
Lewin, Roger

Friday, 3/21: Lab: Making Oldowan Stone Tools
No reading.
Moodle reading quiz #8 due before class
Research paper proposal and annotated bibliography (5 source minimum) due

  Friday, 3/21 – Last day to withdraw from a course with grade of W

Monday, 3/24-Friday 3/28: SPRING RECESS

Monday, 3/31: Homo erectus: Out of Africa
Stringer, Chris and Peter Andrews
Larsen, Clark Spencer
Lab write-up #2 due

Wednesday, 4/2: How Did the Control of Fire Influence Human Evolution? (Student Presentation and Discussion Day)
Lewin, Roger
Miller, Kenneth  

Stringer, Chris and Peter Andrews  

**Friday, 4/4: How Many Early Homo Species Were There?**
Craze, Paul  

Gibbons, Ann  

*Moodle reading quiz #9 due before class*

**Monday, 4/7: Exam 2**

**THEME 5: HOMO SAPIENS AND OTHER RECENT HOMO SPECIES**

**Wednesday, 4/9: Origin of Anatomically Modern Humans: The Replacement Model**
Balter, Michael  

Stringer, Chris and Peter Andrews  

Tierney, John, Lynda Wright, and Karen Springen  

**Friday, 4/11: Origin of Anatomically Modern Humans: The Multiregional Model**
Thorne, Alan G. and Milford H. Wolpoff  

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

*Moodle reading quiz #10 due before class.*
Monday, 4/14: Origin of Anatomically Modern Humans: Evolving Views
Bower, Bruce
Gibbons, Ann
Stringer, Christopher

Research paper outline due

Wednesday, 4/16: Introducing Neandertals
Stringer, Chris and Peter Andrews
Wong, Kate

Friday, 4/18: Why Did Neandertals Go Extinct? (Student Presentation and Discussion Day)
Ian Gilligan
Stringer, Chris and Peter Andrews
Wong, Kate

Moodle reading quiz #11 due before class

Monday, 4/21: Our Hobbit Cousin?: Homo floresiensis (Student Presentation and Discussion Day)
Stringer, Chris and Peter Andrews
Baab, Karen L.
THEME 6: BECOMING US

Wednesday, 4/23: An Intellectual Leap Forward?
Stringer, Chris and Peter Andrews
Feder, Kenneth L.

In-Class Activity: Atlatls and Throwing Distance

Friday, 4/25: Stone Tool-Making Demonstration with Mr. Ed Mosher
No reading.
Moodle reading quiz #12 due before class
Rough draft of research paper due

Monday, 4/28: The Origins of Art and Symbolism
Balter, Michael
Stringer, Chris and Peter Andrews

Wednesday, 4/30: Why Did Our Ancestors Develop Language?
Gärdenfors, Peter

Friday, 5/1: Why Do We Live So Long?
Caspari, Rachel
Hawkes, Kristen
Moodle reading quiz #13 due before class

Monday, 5/5: The Peopling of Australia and the Americas
Stringer, Chris and Peter Andrews
Pringle, Heather  

**Wednesday, 5/7: How Does Evolution Affect Us Today?**
Fuentes, Agustín  

DeSilva, Jeremy  

Dyson, Freeman  

**Friday, 5/9: Fossils on Tour and Course Review**
Editorial  

Gibbons, Ann  

Moodle reading quiz #14 due before class
Final research paper due

**Tuesday, 5/13: 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, 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 game (e.g., jeopardy), 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.

**Reflection Paper**
On the day you present in class, you will turn in a 3- to 5-page reflection paper about the day’s topic, 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**
Two short write-ups for in-class labs are together worth 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 22.5% of your course grade.

GRADING SUMMARY:

Class participation: 10%
Moodle reading quizzes: 5%
Group presentation/discussion leadership: 5%
Reflection paper: 7.5%
Lab Write-Ups: 5%
Research paper: 15%
Exam #1: 15%
Exam #2: 15%
Exam #3: 22.5%

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.