ANTH 153: Human Origins
Spring 2016

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

Dr. Lydia Wilson Marshall
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Office Hours: 2:00-3:30 PM Tuesday and 3:00-4:00 PM 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 and other course materials ($7 course fee charged to your student account)


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

Please note that there will be a four-minute, two-question reading quiz on Moodle before every class period, excluding lab days and exams.

2/19: Lab 1: Interpreting Chimpanzee Behavior
2/22: Student Presentation/Activity Day (if you’re presenting, your topical paper is due)
2/24: Lab write-up #1 due
2/26: Student Presentation/Activity Day (if you’re presenting, your topical paper is due)
3/2: Exam #1
3/11: Lab 2: Estimating Australopithecine Height
3/16: Student Presentation/Activity Day (if you’re presenting, your topical paper is due)
3/16: Lab write-up #2 due
3/18: Research paper proposal and annotated bibliography due via Moodle before class
3/28: Student Presentation/Activity Day (if you’re presenting, your topical paper is due)
4/8: Student Presentation/Activity Day (if you’re presenting, your topical paper is due)
4/11: Lab 3: Making and Using Stone Tools
4/13: Exam #2
4/15: Lab write-up #3 due
4/18: Research paper outline due via Moodle before class
4/25: Student Presentation/Activity Day (if you’re presenting, your topical paper is due)
4/27: Lab 4: Atlatls, Throwing Distance, and Throwing Accuracy
4/27: Rough draft of research paper due via Moodle by 4 PM (note: not a class day)
5/2: Lab write-up #4 due
5/6: Final research paper due in class
5/14: Final Exam (8:30-11:30 AM)

CLASS SCHEDULE AND READINGS

Monday, 2/1: What Defines Humans?

Wednesday, 2/3: What is Archaeology? What is Physical Anthropology?

In-Class Activity: Garbage Analysis
THEME 1: HOW EVOLUTION WORKS

Friday, 2/5: What is Science? What is Evolution?
In-Class Activity: Building a Taxonomy

Monday, 2/8: How Evolution Works
In-Class Film: Charles Darwin and the Tree of Life (excerpt)

Monday 2/8: Deadline to drop (cancel) or add Spring Term 2016 classes

Wednesday, 2/10: Evolution in Action

Friday, 2/12: The Evidence for Evolution

THEME 2: OUR CLOSEST LIVING RELATIVES

Monday, 2/15: What are Primates?
In-Class Film: Jane Goodall’s Wild Chimpanzees (excerpt)

Wednesday, 2/17: What are Apes?
GO TO http://pin.primate.wisc.edu 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 student group will present about one species in class.
Friday, 2/19: Lab 1: Interpreting Chimpanzee Behavior
In lieu of reading, visit http://gombechimpanzees.org/activities/ and review the chimpanzee behaviors and vocal communication sections of the website.

Monday, 2/22: Do Chimpanzees Have Culture? (Student Presentation/Activity Day)

Wednesday, 2/24: Are Chimpanzees Self-Aware? Are Chimpanzees Aware of What Others Know and Feel?
In-Class Film: Through the Looking Glass (excerpt)
Lab write-up #1 due

Friday, 2/26: Do Chimpanzees Use Language? (Student Presentation/Activity Day)
In-Class Film: Project Nim (excerpt)

Monday, 2/29: Are Chimpanzees Altruistic? Are Chimpanzees Moral?

Wednesday, 3/2: Exam 1

THEME 3: HUMAN ORIGINS

Friday, 3/4: What are Fossils?
In-Class Activity: Assembling Fossils
Monday, 3/7: Who Were the Earliest Human Ancestors?
In-Class Film: Discovering Ardi (excerpt)
In-Class Library Demonstration with Tiffany Hebb

Wednesday, 3/9: Understanding Australopithecines and Their Anatomy
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 one species or group of species in class.

Friday, 3/11: Lab 2: Estimating Australopithecine Height

Monday, 3/14: How Do Australopithecines Fit into Our Family Tree?
In-Class Activity: Australopithecine Jeopardy.

Wednesday, 3/16: Why Did Our Ancestors Start to Walk on Two Legs? (Student Presentation/Activity Day)
Lab write-up #2 due
Friday, 3/18: Why Did Our Ancestors Lose Their Fur?

Research paper proposal and annotated bibliography due via Moodle before class

Monday, 3/21-Friday, 3/25: NO CLASS (Spring Break)

Monday, 3/28: The Role of Hunting and Violence in Human Evolution (Student Presentation/Activity Day)

Wednesday 3/30: Hunter or Hunted?

Friday, 4/1: Origins of the Genus Homo

Friday, 4/1: Last day to drop course with grade of W (strictly enforced) or change a course from grade to pass/fail or from pass/fail to grade.

THEME 4: OUR GENUS EMERGES

Monday 4/4: Homo erectus: Out of Africa

In-Class Film: Bones of Turkana (excerpt)
Research paper outline due via Moodle before class time
**Wednesday, 4/6: University-Wide Conversation on Inclusiveness *(no classes)*

**Friday, 4/8: How Did the Control of Fire Influence Human Evolution? *(Student Presentation/Activity Day)*

**Monday, 4/11: Lab 3: Making and Using Stone Tools

**Wednesday, 4/13: Exam 2

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

**Friday, 4/15: Origin of Anatomically Modern Humans: The Replacement Model

*Lab write-up #3 due*

**Monday, 4/18: Origin of Anatomically Modern Humans: The Multiregional Model

**Wednesday, 4/20: Origin of Anatomically Modern Humans: Evolving Views

**Friday, 4/22: Introducing Neandertals**

**In-Class Activity: Analyzing Scientific Representations of Neandertals**

**In-Class Film: Neanderthal: The Rebirth (excerpt)**

**Monday, 4/25: Why Did Neandertals Go Extinct?** *(Student Presentation/Activity Day)*

**Wednesday, 4/27: Lab 4: Atlatls, Throwing Distance, and Throwing Accuracy**

**Rough draft of research paper due via Moodle**

**Friday, 4/29: Our Hobbit Cousin: *Homo floresiensis***

**THEME 6: BECOMING US**

**Monday, 5/2: An Intellectual Leap Forward?**

**Lab write-up #4 due**
Wednesday, 5/4: Stone Tool-Making Demonstration with Mr. Ed Mosher

Friday, 5/6: The Origins of Symbolism, Art, and Language
Final research paper due in class

Monday, 5/9: Why Do We Live So Long?

Wednesday, 5/11: How Does Evolution Affect Us Today?

Saturday, May 14: 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 for us 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 day we meet as a class, before class, students will take a timed, four-minute, two-question, open-book reading quiz in Moodle on the day’s reading. These quizzes will together count for 5% of the course grade. The lowest two quiz scores will be dropped.

Group Student Presentation and Activity 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) Do Chimpanzees Use Language?; (3) Why Did Our Ancestors Start to Walk on Two Legs?; (4) The Role of Hunting and Violence in Human Evolution; (5) How Did the Control of Fire Influence Human Evolution?; and (6) Why Did Neandertals Go Extinct?. 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 30-40 minutes of class time the day that you present, including a 15-to-20-minute presentation and a 15-to-20-minute interactive activity for the class. The interactive activity could be a trivia or other type of game, small group discussion, 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 activity periods, and your group will be marked down if just a few students...
from the group dominate the presentation and activity. This assignment is worth 5% of your course grade.

**Topical Paper:** On the day you present in class as a group, you will each individually turn in a 3- to 5-page thesis-driven 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:** Four short (1- to 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/activity 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 or quiz 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 (or quiz) unexpectedly because of serious illness or family emergency, let me know within 24 hours of the missed exam (or quiz) time.

Laptops and cell phones: Laptop and cell phone use is generally prohibited during class sessions. If you have a special situation that requires that you use a laptop to take notes, talk to me.

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 studentdisabilityservices@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 migraines, AIDS, cancer, and diabetes. I cannot accommodate any student
without first receiving proper documentation from Student Disabilities Services, so plan ahead. It is student’s responsibility to share the letter of accommodation with me. Accommodations will not be implemented until I have received the official letter. Please note that accommodations are not retroactive. It is the responsibility of the student to discuss implementation of accommodations with me. Students with documented disabilities also have the right to choose not to use accommodations; in exercising that right, they accept the resulting outcomes. I will not retroactively address any issue arising from a student’s choice to forgo accommodations.