

# Human Origins (ANTH 153)

## Fall 2020



(Lucian Rudaux, 1938)

**Location:** Tent 1 (Patio, Inn at DePauw)  
**Time (Mon. Section, on campus):** Monday 2:50 - 3:50 PM and Friday 2:50 - 3:15 PM  
**Time (Wed. Section, online):** Wednesday 2:50 - 3:50 PM and Friday 3:25 - 3:50 PM  
**Professor:** Dr. Lydia Wilson Marshall  
**Email:** [lydiamarshall@depauw.edu](mailto:lydiamarshall@depauw.edu)  
**Office Hours:** Wednesday, 10:30 - 11:30 AM, Thursday 1:00 - 2:30 PM, and by appointment (online only)  
**Online Class and Office Hours Link:**  
**Password:**

### *Why Does This Course Matter?*

Have you ever imagined what life would be like if you had a kangaroo pouch? Or the lower limbs of a praying mantis? How about gills to breathe underwater? It's easy to assume that humans were destined to look the way that we do, but in fact nothing is predetermined about evolution. So, then, why don't we have a pouch or gills? Why do we walk on two legs? And why are we so different from every other animal on earth in term of our cognitive abilities—speaking language, making art, and asking ourselves such questions? This course will begin to unravel those mysteries for you.

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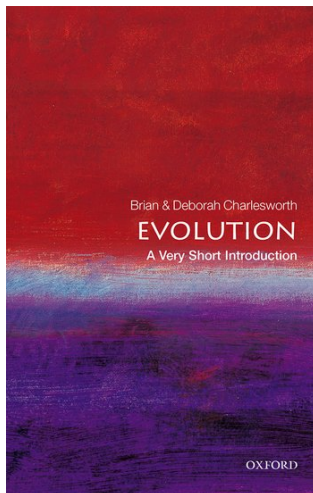
## *How This Course Will Help*

We have two main tasks for the semester. First, I want you to understand basic human evolutionary history—*how we got here*. Second, I want you to understand how scientists have reconstructed that history—*how we know what we know about human origins*. Toward this end, we will explore how scientists have used different types of data (including fossils, artifacts, DNA, and the behavior of living apes) to understand the human past. We will also consider *how our understanding of human origins has changed and continues to change* as new data become available.

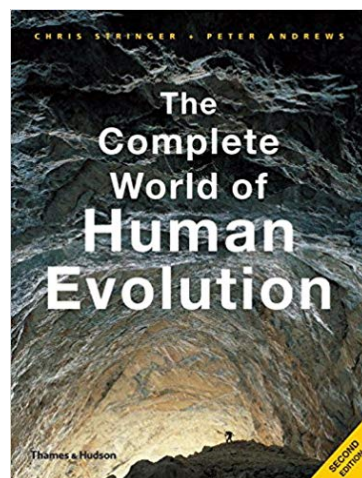
Human evolution is widely misunderstood and misrepresented in popular culture. By the end of the semester, you should be a *critical consumer* of how human ancestors and human evolution are represented in popular media. This course is also designed to help you sharpen your *critical reading skills*, practice *clear verbal communication* of your ideas, and improve your ability to *write reflectively and integrate ideas from different sources in your writing*.

## *What Texts Do You Need to Buy or Rent?*

You will need access to the following two books for the course. All other assigned readings will be posted as pdfs in Moodle.



Charlesworth, Brian and Deborah Charlesworth. 2017. *Evolution: A Very Short Introduction*, 2<sup>nd</sup> ed. London: Oxford University Press.



Stringer, Chris and Peter Andrews. 2012. *The Complete World of Human Evolution*, 2<sup>nd</sup> ed. London: Thames and Hudson.

### ***How Will You Learn Remotely?***

### ***How Will You Learn on Campus?***

This class includes both in-person and virtual elements. It has been designed to be accessible to students both on and off campus. I am committed to helping you learn wherever you are. Our course is scheduled to meet Monday, Wednesday, and Friday. Our class will be split into two sections. The Monday Section will attend class *in person* in Tent 1 (Inn at DePauw patio) on Monday and the first half of the hour (2:50-3:15 PM) on Friday. **If you are learning on campus, please bring your laptop to class**, as this will enable us to do a wider variety of activities. The Wednesday Section will meet virtually; students will attend class on Zoom on Wednesday and the second half of the hour (3:25-3:50 PM) on Friday using the password and the link.



For each week, I will post three mini-lectures on each day's topic in advance. These will be located on our Moodle page. Before your full-length class meeting (on Monday or Wednesday, depending on your section), you should watch the first *two*

weekly lecture videos and do the associated reading for both days (see the reading schedule in this syllabus). Before the Friday half-class meeting, you should watch the final weekly lecture video and do the associated reading. Class time will be devoted to discussion, clarification, and activities. **If you are in a very different time zone** and meeting during our scheduled class time is a problem, please get in touch so we can strategize and plan together. Let me know what you need. Let me know how I can help you. I am here to support you. I want you to succeed.

### ***How Will We Stay Safe?***

To minimize the risk of disease spread, students learning on campus will meet in an open-sided tent (Tent 1) located at the Inn at DePauw patio. **Masks must be worn for the entirety of the class period**, and, for this reason, eating and drinking are prohibited during class, unless we are meeting over Zoom and not in person. During days with bad weather, on-campus learners will meet for class online using the password and the link. During our in-person classes, if you approach me, make sure to maintain six feet of distance, per guidelines from DePauw and Indiana Governor Eric Holcomb. Also make sure to maintain six feet of distance with your classmates. All office hours and student appointments will be conducted online using the password and the link. Following Thanksgiving Break, DePauw's campus will close and all remaining class meetings for both sections will be online

## ***When Are Assignments Due? When Will Exams Happen?***

*Please note that there will be **three** four-minute, two-question open-book reading quizzes on Moodle each week. All three will be due each by Friday at 5 PM for the week prior.*

*During the semester, you will also, as part of a group, prepare one 10-minute online video explaining opposing views on a debate in human evolution. This video is due **two** days prior to the class meeting about this topic so that your classmates and I can view it before we meet. Your topical paper (on the same subject) is due via Moodle at 5 PM on the day of the class meeting.*

- 9/24: Exam 1 (take-home) directions posted on Moodle at 9 AM (Eastern Time Zone)
- 10/4: Exam 1 (take-home) due via Moodle at 5 PM (Eastern Time Zone)
- 10/16: Research paper proposal and annotated bibliography due via Moodle at 5 PM (Eastern Time Zone)
- 10/22: Exam 2 (take-home) directions posted on Moodle at 9 AM (Eastern Time Zone)
- 11/1: Exam 2 (take-home) due via Moodle at 5 PM (Eastern Time Zone)
- 11/13: Draft of research paper due via Moodle by 5 PM (Eastern Time Zone)
- 12/2: Final research paper due via Moodle by 5 PM (Eastern Time Zone)
- 12/3: Final Exam (take-home) directions posted on Moodle at 9 AM (Eastern Time Zone)
- 12/17: Final Exam (take-home) due via Moodle at 5 PM (Eastern Time Zone)

## ***How to Succeed in This Course***

**Engage:** Come prepared to actively engage in this course. I have found this is the best way to enhance your learning. Prepare to engage deeply by reading all assigned material carefully prior to class, taking careful notes during recorded lectures and in class, and participating in class discussion. Your comments and questions make the class a more rewarding and more fun learning experience for your classmates and for me.

**Communicate:** Human evolution may be a completely new area of study for you. Your success is important to me. Please let me know when the course material is unclear. I am here *for you*. Let me know in class if I need to explain something again, write a term on the board, or slow down. I welcome these requests and directions from students because they benefit our shared learning community. *I will not be offended if you tell me I'm not making sense—I will be grateful that you let me know.*

**Connect:** Please feel free to drop in (virtually) during office hours or make a special appointment to see me. I am always happy to meet with students outside of class if they want to discuss class material, work on assignments, prepare for exams, or just chat. Please also remember that your classmates are an asset to your learning. Talk to them! Study with them!

## *How Will You and I Evaluate Your Progress?*

I have designed this course to include a variety of types of assignments, including papers, exams, and presentations. These assignments are designed to support my four learning objectives. In this course, you will

- learn basic human evolutionary history,
- understand the methods by which scientists have reconstructed that history,
- analyze scientific data about human evolutionary history, and
- evaluate competing scientific theories about various aspects of human evolution.

| Course Requirement                | Percentage of Final Grade |
|-----------------------------------|---------------------------|
| <b>Class Participation</b>        | 5%                        |
| <b>Moodle Reading Quizzes</b>     | 5%                        |
| <b>Online Debate Presentation</b> | 5%                        |
| <b>Topical Paper</b>              | 12%                       |
| <b>Research Paper</b>             | 16%                       |
| <b>Exam 1</b>                     | 17.5%                     |
| <b>Exam 2</b>                     | 17.5%                     |
| <b>Exam 3</b>                     | 22%                       |

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

Please remember that 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.” **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.

If students choose to take the course Pass/Fail, their assignments will be graded to the same standard as other students. A “Pass” is defined as a course grade of C- (70%) or above. A “D” is defined as a course grade in the range 60-69.999%, and a “Fail” remains any grade under 60%.

## *Exercise and Assignment Details*

**Class Participation:** This course will include both lecture and discussion components, and class participation is essential. Class participation means attending our class meetings, arriving on time, 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, 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. *I recognize that social distancing, face coverings, and online learning may make your participation more difficult. If you are struggling to participate, let me know so that I can offer alternate options, such as submitting response paragraphs to me following class.* Class participation accounts for 5% of the course grade.

**Moodle Reading Quizzes:** Every week, I will post *three timed, four-minute, two-question, open-book* reading quizzes in Moodle. Each of these quizzes corresponds to readings for a specific course topic/day. These will be due every Friday at 5 PM for the entire week. These quizzes will together count for 5% of the course grade. The lowest two quiz scores will be dropped.

**Online Debate Presentation:** Over the course of the semester, each student will develop a 10-minute recorded online presentation as part of a group. This presentation will focus on a particular debate in human evolution. In preparation, students who are presenting will read additional peer-reviewed journal articles that I assign. This assignment's scale is designed to minimize the stress of group work, given the challenges of doing it in a virtual space, while still pushing you to work and learn collaboratively. This assignment is worth 5% of your course grade.

**Topical Paper:** In the same week that you create your debate presentation, you will each individually turn in a 3- to 5-page thesis-driven paper about the same topic, incorporating evidence from the class

readings and the extra assigned readings that you did in preparation. This paper is worth 12% of your course grade.

**Research Paper:** You will develop a 6-to-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 with a five-source minimum (0%), (3) rough draft (0%), and (4) final research paper (16% of your course grade). Although no points are awarded for the first three 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 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 open-book take-home exams will be given over the semester. Exam 1 and Exam 2 are each worth 17.5% of your course grade. The final exam, which is cumulative, is worth 22% of your course grade. These exams will consist of a series of essay questions. You will receive the exam directions at least a week before the deadline. *Please take advantage of this extra time.* You should budget at minimum five hours (one hour per essay question) for the first two exams and more time for the longer final exam. Try to answer one essay question per day. If you wait to begin the exam until the day before the due date, you will regret it.

### ***What if You Miss Class?***

***If you are an on-campus learner and you need to switch to remote learning for any reason***, please alert me within 24 hours and switch your attendance to the Wednesday class section that meets online (2:50-3:50 PM Wednesday and 3:25-3:50 PM Friday via the link and password. You do not need to give me any reason for this switch. So long as you are still able to participate, you will just learn as a remote student until you can return to class meetings on campus. ***If you are a remote or on-campus learner and you are temporarily unable to attend class meetings or continue with coursework***, please get in touch with me as soon as possible so that we can plan for you to make up your work and attendance later. If this is the case, I will record the live class meetings with online learners for you to later view. If I record a class in which you are present, I will notify you at the start of the recording, and let you know when the recording stops. These recordings, in part or in whole, are not allowed to be shared outside of class.

For your privacy, you are not required to give any reason for either switching to the remote section or for missing class. However, it is DePauw's policy that if you are unable to attend class for any reason for two or more weeks cumulatively, it may not be possible for you to continue in the course. In addition, if you do not communicate with me and make up your absences in the ways listed above, your absences will be unexcused and will negatively impact your participation grade and your final course grade at my discretion. Remember, you are

an on-campus learner attending the remote section of the course for a time, that still counts as attending class!

### ***What if You Miss a Deadline?***

All papers and exams are due via Moodle at the times and on the dates listed in the syllabus. On the due date, a paper or exam submitted later in the day is eligible for 95% of original points. A paper or exam submitted one day late is eligible for 90% of original points. A paper or exam submitted two days late is eligible for 80% of original points. A paper or exam submitted three days late is eligible for 70% of original points. I will not accept assignments more than three days late without a formal extension having already been approved by me. If you have an emergency, contact me before class. Make-up reading quizzes are given only if an emergency prevents a student from taking the quizzes during the week they are open on Moodle.

### ***Academic Integrity***

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.** I can't help you if you don't let me know that you need help.



## *Additional Assistance*

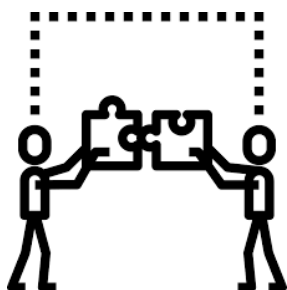
DePauw has some great resources to help to improve your performance in this and other courses.



**W-Center:** Peer tutors are available online to help you work on your paper's thesis, organization, development, and voice; they can also help with brainstorming, punctuation, spelling, and grammar. Sign up using the left-hand menu here: <https://www.depauw.edu/academics/academic-resources/academic-resource-center/>



**S-Center:** Peer tutors are available online to help you prepare for your group online debate presentation (including both your oral performance and your use of effective visuals). They can also work with you to develop your class discussion skills. Sign up using the left-hand menu here: <https://www.depauw.edu/academics/academic-resources/academic-resource-center/>



**Academic Peer Tutoring:** Peer tutors are available online to help you develop individualized strategies in the areas of study skill development, time management, goal setting, organization, and prioritizing. Tutors meet with students on an individual basis, or upon request, in small groups. Email [acadpeer@depauw.edu](mailto:acadpeer@depauw.edu) for an appointment or sign up here: <https://www.depauw.edu/academics/academic-resources/academic-resource-center/>



**Counseling Services:** Counselors at DePauw specialize in concerns common among college students, such as personal stress and anxiety, depression, academic- and career-related concerns, relationship concerns, identity development, and substance use. They are currently using an online telehealth approach to their services. To schedule a virtual appointment, please email [counselingservices@depauw.edu](mailto:counselingservices@depauw.edu) or call 765-658-4268.



**Student Accessibility Services:** If you need accommodations, you have a right to have these met. If you have a documented disability, please contact Student Accessibility Services to arrange for any needed accommodations. Also, if you suspect that you have a disability but don't yet have documentation, please reach out to Student Accessibility Services to talk. Disabilities entitled to accommodation include mobility impairments, hearing or vision issues, speech impairments, learning



disabilities, ADD, ADHD, psychological disabilities, neurological impairments, and chronic medical conditions such as migraines, AIDS, cancer, and diabetes. DePauw's ADA syllabus statement follows: *"It is the policy and practice of DePauw University to provide reasonable accommodations for students with properly documented disabilities. Written notification from Student Accessibility Services is required. If you are eligible to receive an accommodation and would like to request it for this course, please contact Student Accessibility Services. Allow one-week advance notice to ensure enough time for reasonable accommodations to be made. Otherwise, it is not guaranteed that the accommodation can be provided on a timely basis. Accommodations are not retroactive. Students who have questions about Student Accessibility Services or who have, or think they may have, a disability (psychiatric, attentional, learning, vision, hearing, physical, medical, etc.) are invited to contact Student Accessibility Services for a confidential discussion. Student Accessibility Services can be reached by phone at 765-658-6267 or [studentaccessibility@depauw.edu](mailto:studentaccessibility@depauw.edu). Meetings with SAS staff will be conducted virtually this semester."*

## ***Course Reading Schedule***

### **Monday 8/31 and Wednesday 9/2: What Defines Humans?**

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**Syllabus Review**

### THEME 1: HOW EVOLUTION WORKS

#### **Friday 9/4: What is Archaeology? What is Physical Anthropology?**

Bower, Bruce 2013. "Cannibalism in Colonial America." (Moodle)

Sebastian, Lynne. 2003. "The Awful Truth about Archaeology." (Moodle)

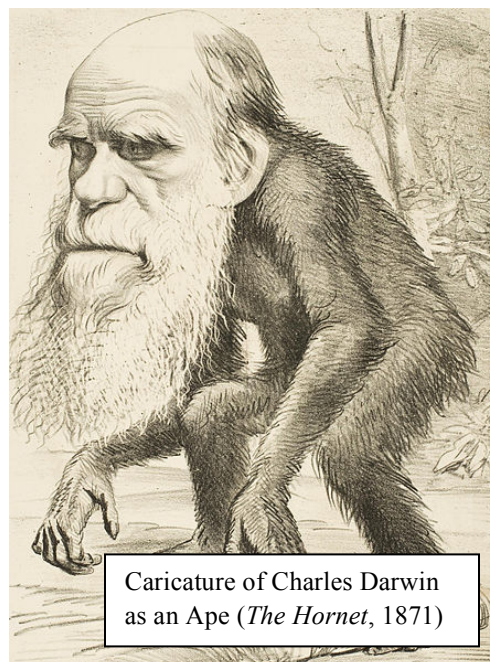
#### **Monday 9/7 and Wednesday 9/9: What is Science? What is Evolution?**

Charlesworth, Brian and Deborah Charlesworth.  
 2017. "The Processes of Evolution," pages 4-  
 10. (Textbook)

Tattersall, Ian. 2008. "What's So Special about  
 Science?" (Moodle)

#### **How Evolution Works**

Charlesworth, Brian and Deborah Charlesworth.  
 2017 "Adaptation and Natural Selection,"  
 pages 61-91. (Textbook)



Caricature of Charles Darwin  
 as an Ape (*The Hornet*, 1871)

*Tuesday 9/8: Deadline to drop or add Fall 2020 classes*

**Friday 9/11: Evolution in Action**

- Charlesworth, Brian and Deborah Charlesworth. 2017. "The Formation and Divergence of Species," pages 92-111. (Textbook)
- Kaplan, Sarah. 2016. "These Fish Evolved to Survive the Most Poisoned Places in America." (Moodle)
- Weiner, Jonathan. 2005. "Evolution in Action." (Moodle)

**Monday 9/14 and Wednesday 9/16: The Evidence for Evolution**

- Quammen, David. 2004. "Was Darwin Wrong?" (Moodle)

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**What are Primates?**

- Larsen, Clark Spencer. 2017. "Biology in the Present: Other Living Primates" (excerpt). (Moodle)

**THEME 2: OUR CLOSEST LIVING RELATIVES**

**Friday 9/18: What are Apes?**

- Stringer, Chris and Peter Andrews. 2012. "Living Apes and Their Environment" *and* "What Makes an Ape," pages 16-19 and 88-89. (Textbook)

**Monday 9/21 and Wednesday 9/23: Do Chimpanzees Have Culture? (Student Debate Topic)**

- Marshall, Michael. 2019. "Chimps are Losing Their Culture." (Moodle)
- Vaidyanathan, Gayathri. 2011. "The Cultured Chimpanzees." (Moodle)
- Whiten, Andrew and Christophe Boesch. 2001. "The Cultures of Chimpanzees." (Moodle)

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**Are Chimpanzees Self-Aware? Are Chimpanzees Aware of What Others Know and Feel?**

- Caruso, Catherine. 2016. "Chimps May Be Capable of Comprehending the Minds of Others" (Moodle)
- Fouts, Roger. 2000. "My Best Friend is a Chimp." (Moodle)
- Gallup, Gordon, Jr. 1998. "Can Animals Empathize? Yes." (Moodle)

*Exam 1 (take-home) directions posted on Moodle at 9 AM (Eastern Time Zone) on Thursday 9/24; Exam 1 includes material through 9/30.*

**Friday 9/25: Do Chimpanzees Use Language? (Student Debate Topic)**

- "Gestures of Intent." 2007. (Moodle)
- Hale, Benjamin. 2012. "The Last Distinction: Talking to Animals." (Moodle)

**Monday 9/28 and Wednesday 9/30: Are Chimpanzees Altruistic? Are Chimpanzees Moral?**

de Waal, Frans. 2014. "Goodness Explained." (Moodle)

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**Exam 1 Review**

**Friday 10/2: Library Session with Tiffany Hebb (*note: this is a virtual class meeting for all*)**

*Exam 1 (take-home) due via Moodle on Sunday 10/4 at 5 PM (Eastern Time Zone)*

THEME 3: HUMAN ORIGINS

**Monday 10/5 and Wednesday 10/7: What are Fossils?**

Lewis, Danny. 2015. "How to Become a Fossil in Five Easy Steps." (Moodle)

Shipman, Pat. 2012. "Fossils" (excerpt). (Moodle)

Stringer, Chris and Peter Andrews. 2012. "Paleoanthropology," "The Geological Time Scale" and "Taphonomy: How Fossils Are Preserved," pages 24-29 and 46-49. (Textbook)

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**Who Were the Earliest Human Ancestors?**

DeSilva, Jeremy M. 2018. "Where Do We Begin?" (Moodle)

Stringer, Chris and Peter Andrews. 2012. "Late Miocene Apes and Early Human Ancestors" (excerpt), pages 114-117. (Textbook)

**Friday 10/9: Understanding Australopithecines and Their Anatomy**

Larsen, Clark Spencer. 2017. "The Australopithecines." (Moodle)

Stringer, Chris and Peter Andrews. 2012. "*Australopithecus africanus*" and "Robust Australopithecines" (excerpt), pages 124-129. (Textbook)

**Monday 10/12 and Wednesday 10/14: How Do Australopithecines Fit into Our Family Tree?**

Wilford, John Noble. 2015. "Stone Tools From Kenya Are Oldest Yet Discovered." (Moodle)

Wong, Kate. 2012. "First of Our Kind." (Moodle)

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**Why Did Our Ancestors Start to Walk on Two Legs? (*Student Debate Topic*)**

Stanford, Craig. 2003. "What Do You Stand For?" (Moodle)

Stringer, Chris and Peter Andrews. 2012. "Evolution of Locomotion in Apes and Humans," pages 184-189. (Textbook)

**Friday 10/16: Why Did Our Ancestors Lose Their Fur?**

Jablonski, Nina G. 2010. "The Naked Truth." (Moodle)

*Research paper proposal and annotated bibliography due via Moodle on Friday 10/16 at 5 PM (Eastern Time Zone)*

**Monday 10/19 and Wednesday 10/21: Hunting and Violence in Human Evolution** (*Student Debate Topic*)

Hart, Donna and Robert W. Sussman. 2005. "Debunking Man the Hunter" (excerpt), **pages 23-32.** (Moodle)

Wong, Kate. 2014. "Rise of the Human Predator." (Moodle)

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**Hunter or Hunted?**

Hart, Donna and Robert W. Sussman. 2005. "We Weren't Just Waiting Around to Be Eaten!" **pages 161-190.** (Moodle)

*Exam 2 (take-home) directions posted on Moodle at 9 AM (Eastern Time Zone) on Thursday 10/22; Exam 2 includes material through 10/28.*

**THEME 4: OUR GENUS EMERGES**

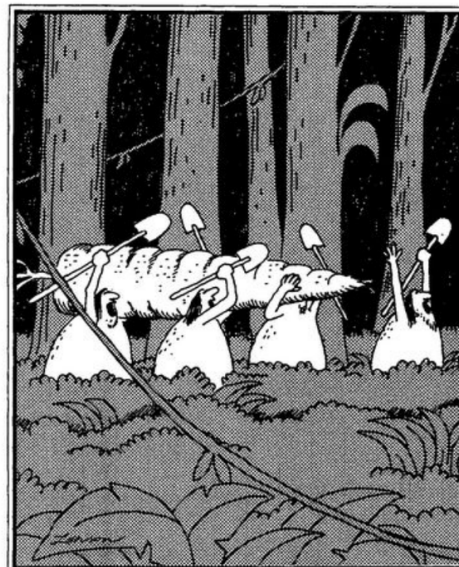
**Friday 10/23: Origins of the Genus *Homo***

Lewin, Roger. 2004. "Early Tool Technologies." (Moodle)

Morin, Monte. 2015. "Jawbone Points to Climate's Role in Human Evolution." (Moodle)

Stringer, Chris and Peter Andrews. 2012. "Early *Homo*," pages 132-135. (Textbook)

Wong, Kate. 2017. "New Evidence of Mysterious *Homo naledi* Raises Questions about How Humans Evolved." (Moodle)



Early vegetarians returning from the kill

**Monday 10/26 and Wednesday 10/28: *Homo erectus*: Out of Africa**

Handwerk, Brian. 2019. "Fossils from Some of the Last *Homo erectus* Hint at the End of the Long-Lived Species." (Moodle)

Larsen, Clark Spencer. 2017. "*Homo erectus*: Early Homo Goes Global." (Moodle)

Stringer, Chris and Peter Andrews. 2012. "*Homo erectus*," pages 136-139. (Textbook)

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**How Did the Control of Fire Influence Human Evolution?** (*Student Debate Topic*)

Adler, Jerry. 2013. "The Mind on Fire." (Moodle)

Miller, Kenneth. 2013. "Fire Starter." (Moodle)

Stringer, Chris and Peter Andrews. 2012. "Tools and Human Behavior: The Earliest Evidence," pages 208-209. (Textbook)

## Friday 10/30: Exam 2 Review Day

*Friday 10/30: Last day to withdraw from a course or change grading option*

*Exam 2 (take-home) due via Moodle on Sunday 11/1 at 5 PM (Eastern Time Zone)*

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

### Monday 11/2 and Wednesday 11/4: Introducing Neandertals

- Stringer, Chris and Peter Andrews. 2012. "Atapuerca and the Origin of Neanderthals" *and* "The Neanderthals," pages 152-157. (Textbook)
- St. Fleur, Nicholas. 2020. "Neandertals Could Swim. They Even Dived." (Moodle)
- Wong, Kate. 2015. "Neandertal Minds." (Moodle)

### Why Did Neandertals Go Extinct? (Student Debate Topic)

- Ian Gilligan. 2007. "Neanderthal Extinction and Modern Human Behaviour: The Role of Climate Change and Clothing." (Moodle)
- Sutcliffe, Theodora. 2016. "When Neandertals Replaced Us." (Moodle)
- Stringer, Chris and Peter Andrews. 2012. "What Happened to the Neanderthals?" pages 164-165. (Textbook)
- Wong, Kate. 2009. "Twilight of the Neandertals." (Moodle)

### Friday 11/6: Origin of Anatomically Modern Humans: The Replacement Model

- Balter, Michael. 2001. "Anthropologists Duel over Modern Human Origins." (Moodle)
- Cann, Rebecca L. and Allan C. Wilson. 2003. "The Recent African Genesis of Humans." (Moodle)
- Stringer, Chris and Peter Andrews. 2012. "Models of Recent Human Evolution" *and* "Africa—Homeland of *Homo sapiens*?" page 140-143 *and* 158-161. (Textbook)

### Monday 11/9 and Wednesday 11/11: Origin of Anatomically Modern Humans: The Multiregional Model

- Thorne, Alan G. and Milford H. Wolpoff. 2003. "The Multiregional Evolution of Humans." (Moodle)
- Wolpoff, Milford H., Alan G. Thorne, and Roger Lawn. 1991. "The Case against Eve." (Moodle)

### Origin of Anatomically Modern Humans: Evolving Views

- Barras, Colin. 2016. "Your Inner Extinct Humans." (Moodle)
- Bower, Bruce. 2012. "Tangled Roots." (Moodle)
- Gibbons, Ann. 2015. "Revolution in Human Evolution." (Moodle)
- Scerri, Eleanor. 2018. "The Origin of Our Species." (Moodle)

### **Friday 11/13: Our Hobbit Cousins: *Homo floresiensis* and *Homo luzonensis***

- Bower, Bruce. 2016. "Hobbit History Gets New Beginning." (Moodle)
- Stringer, Chris and Peter Andrews. 2012. "*Homo floresiensis*," pages 174-175. (Textbook)
- Stringer, Chris. 2014. "Small Remains Still Pose Big Problems." (Moodle)
- Wong, Kate. 2019. "Philippine Fossils Add Surprising New Species to Human Family Tree." (Moodle)

*Draft of research paper due Friday 11/13 via Moodle by 5 PM (Eastern Time Zone)*

### **Monday 11/16 and Wednesday 11/18: New Frontiers for Modern Humans: Australia**

- Stringer, Chris and Peter Andrews. 2012. "The First Australians," pages 170-173. (Textbook)
- Tarlach, Gemma. 2017. "The First Australians Arrived 65,000 Years Ago." (Moodle)

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### **New Frontiers for Modern Humans: The Americas**

- Pringle, Heather. 2011. "The First Americans." (Moodle)
- Stringer, Chris and Peter Andrews. 2012. "The First Americans," pages 196-199. (Textbook)

## **THEME 6: BECOMING US**

### **Friday 11/20: An Intellectual Leap Forward?**

- Stringer, Chris and Peter Andrews. 2012. "Tools and Human Behavior: The Middle Paleolithic" and "Tools and Human Behavior: The Upper Paleolithic," pages 210-215. (Textbook)
- Feder, Kenneth L. 2013 "Expanding Intellectual Horizons" (excerpt). (Moodle)

**Monday 11/23 - Friday 11/27: No class (*Thanksgiving Break*)**

### **Monday 11/30 and Wednesday 12/2: The Origins of Language**

- Gärdenfors, Peter. 2006. "The Origin of Speech" (excerpt). (Moodle)
- Robson, David. 2019. "Finding Our Voice." (Moodle)

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### **The Origins of Symbolism and Art**

- Balter, Michael. 2009. "On the Origin of Art and Symbolism." (Moodle)
- Stringer, Chris and Peter Andrews. 2012. "The First Artists," pages 216-221. (Textbook)



Sulawesi, Indonesia

*Final research paper due Wednesday 12/2 via Moodle by 5 PM (Eastern Time Zone)*

*Final Exam (take-home) directions posted on Moodle at 9 AM (Eastern Time Zone) on Thursday 12/3; Exam 2 includes material through 12/9.*

**Friday 12/4: Why Do We Live So Long?**

Caspari, Rachel. 2011. "The Evolution of Grandparents." (Moodle)

Hawkes, Kristen. 2004. "Human Longevity: The Grandmother Effect." (Moodle)

Weiler, Nicholas. 2015. "Menopausal Killer Whales are Family Leaders." (Moodle)

**Monday 12/7 and Wednesday 12/9: How Does Evolution Affect Us Today?**

DeSilva, Jeremy. 2013. "Starting Off on the Wrong Foot." (Moodle)

Greenwood, Veronica. 2014. "You're Not Highly Evolved." (Moodle)

Hawks, John. 2014. "Still Evolving (After All These Years)." (Moodle)

Konner, Melvin. 2019. "How Humans Tamed Themselves." (Moodle)

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**COVID-19 and Human Evolution**

Winder, Isabelle Catherine and Vivien Shaw. 2020. "Coronavirus: Experts in Evolution Explain Why Social Distancing Feels So Unnatural." (Moodle)

Zimmer, Carl. 2020. "DNA Inherited From Neanderthals May Increase Risk of Covid-19."

**Friday 12/11: Final Exam Review Day**

*Final Exam (take-home) due via Moodle on Thursday 12/17 at 5 PM (Eastern Time Zone)*