

# ANTH 361: Human Evolution

Winter 2018

University of Oregon

(4 Credit Hours; Satisfies SC requirement)

**Note: Please print this document for your records.**

**Course Location:** 112 Lillis Hall (LIL)

**Course Time:** 10:00 – 11:20am, Monday and Wednesday

**Lab Location and Time:** Condon Hall, Rm 368, Thursday

**Instructor: Dr. Lawrence Ulibarri**

**Office:** 354 Condon Hall

**Office Hours/phone:** Tuesday 9-11, Wednesday 3:30-5

**Phone:** 541-346-8188

**E-mail:** [larryu@uoregon.edu](mailto:larryu@uoregon.edu)

**GE: Ms. Elisabeth Goldman, M.S.**

**Office:** 366 Condon Hall

**Office Hours:** TBA

**E-mail:** [egoldman@uoregon.edu](mailto:egoldman@uoregon.edu)

## COURSE DESCRIPTION

This course explores human evolution from the time of our divergence from the other African apes through the appearance of anatomically modern humans. It is focused on the human fossil record, but includes other aspects of human evolution such as archaeological material as well as evidence from living human populations including genetic evidence. Human evolution, by its nature, is a multidisciplinary and diverse subject. We will not be able to cover all aspects in this course. This course will emphasize the human fossil record and comparative morphology, but will also include relevant aspects of geology, paleoclimatology, paleontology, genetics, evolutionary biology, zoology, mammalogy, and archaeology.

## LEARNING OBJECTIVES

After successful completion of this course, students will have an understanding of the following key issues:

- How to identify the bones of the human (primate) skeleton and how to interpret them functionally.
- Descriptions of where, when, and the theories of why early hominins evolved.
- Descriptions of where, when, and the theories of why Australopithecines and Paranthropines evolved.
- Descriptions of where, when, and the theories of why early and later *Homo* species evolved, and the debates about early and later *Homo* diversity.
- Descriptions of where, when, and the theories of why modern humans evolved.

## COURSE FORMAT

The course is designed in a Lecture and Laboratory Format, meaning that the lecture and laboratory components complement each other, and both are required to pass this course. There will be two lecture meetings per week and one lab meeting. Most often, lectures will consist of an exploration of the material we are reading, while highlighting background and theoretical concepts. The laboratory component focuses on observation, measurement, and interpretation of data on human evolution.

In total, students should expect to spend **10 to 20 hours** of work outside of class time for this course, including the time devoted to reading, studying, constructing a well thought-out presentation, and completing assignments.

## WORKING IN STUDENT GROUPS

Each student will participate in a group, and as a group you will give one presentation. Groups will typically consist of between 3 to 4 people. This presentation should be a combined presentation/discussion that is cohesive (i.e. not 4 individual presentations on 4 different topics), and all people in the group need to work on the presentation and present. After group sign-up, if you wish to change groups please let me know ASAP. Otherwise, switching groups will not be permitted unless extenuating or special circumstances warrant switching groups later in the term. Because you are developing a presentation and critical analysis as a group, you might consider using online resources to develop, create, and edit your group presentations, such as Google Docs (<http://www.google.com/docs/about/>) and Prezi (<http://prezi.com/>). Each presentation needs to be 25 minutes in length at most, and should include at least one discussion question.

## CANVAS

This course is supported by an online CANVAS site. Our Canvas learning support site will help you to complete academic work and study for exams. As this is an online site, you can access it anywhere. Online articles, relevant links, notes, and other relevant information will be included on the course site. PLEASE GO TO MODULES to find all of

this information, which will be uploaded each week. Course notes will not be uploaded until after class, usually by the end of the week.

When you register for the class, you will automatically be enrolled to the site. All problems concerning the use of Canvas should be handled at the ITC center in the Knight Library. Issues more specifically related to the accessibility of course material should be directed to me.

**Make sure that you regularly check your e-mail account which will notify you of material and announcements placed on our Canvas site.**

## EXPECTATIONS AND GRADING

Regular attendance, participation, and maintaining course readings are required to pass this course. Grades are based on a midterm and final exam, weekly lab exercises, two lab practical exams, and a presentation. **Under no circumstances will make-up assignments or extensions be given without a documented and cleared excuse** (see Accommodations). If you miss a scheduled lab or lab practical you **will not be able to make it up**, given the amount of time and material required to set-up each lab and practical. You will not receive credit for a late assignment unless you notify your GE in advance. Evaluation of your course grade will be based on the following four components:

- 1) **Midterm & Final Exams:** The midterm and final exam will be based on lectures, readings, and videos, and will include predominately objective multiple choice & matching questions, and a number of fill-in-the-blank, short answer (2-3 sentences), and/or short essay questions (4-5 sentences). ***The final exam is basically cumulative.*** I write ***basically*** because we are building on concepts as we work through the course. Will I ask questions from the midterms on the final exam? Not exactly. But I will use the terminology, the understanding, and the framework of those concepts to phrase new questions that may not have been specifically covered in the last 1/2<sup>rd</sup> of the course.
- 2) Lab Practical – this includes two lab exams. In order to pass these lab practical's you will need to **attend your lab sections**. The material covered in lab will be on the lab practical.
- 3) Lab exercises / assignments – each lab has an exercise which will be graded in terms of your participation, completion, and understanding of the materials.
- 4) Group presentation – each student group will present and lead discussion during one of the designated discussion days (out of 5 possibilities — weeks 4, 5, 8, 9, and 10). This will require you to go beyond the reading and lecture, and to work in groups. Grading will be based on the quality put into your presentations / discussions. I will provide a rubric so you are aware of how this is graded. The following is expected of your group presentation:

- a. Design a short presentation (25 min) based on your groups thoughts, ideas, and new material that you read for the discussion. This might include a short interactive assignment or video, but does not need to.
  - b. Send me a seminal research paper that you are basing your presentation around, which will be uploaded for everyone to access and read before your give your presentation. This should be sent to me at least 3 days before you present.
  - c. **Design at least one question based on the material covered that we can discuss as a class.** You might even send out your question to our class a few days before the discussion to allow people a chance to develop ideas.
- 5) Presentation Research Paper – On your presentation day, you'll be required to submit a short research paper (2 to 3 pages) that highlight your thoughts, ideas, questions that you developed, the research that you did for your presentation, how this relates to the course and course material, and any additional material you want to include. **This should be brought to me in hard copy.** This is NOT a rehash of your entire groups' discussion, but a highlight of what you personally did to prepare for and contribute to the discussion, and to demonstrate critical thinking. Include a **References Cited** section, and be sure to **cite your sources** in-text appropriately.

## GRADING

The weight of each form of evaluation to the total course grade is as follows:

• Midterm exam	20% (100)
• Final exam	20% (100)
• Lecture presentation/discussion	16% (80)
• Presentation paper	03% (14)
• Lab exercises	11% (56)
• Lab Practical 1	15% (75)
• Lab Practical 2	15% (75)
<b>TOTAL</b>	<b>100% (500)</b>

Grades will be assigned as follows:

A+ = 97% and above.

A = 93-96.9%,

A- = 90-92.9%

B+ = 87-89.9%

B = 83-86.9%,

B- = 80-82.9%

C+ = 77-79.9%  
C = 73-76.9%,  
C- = 70-72.9%

D+ = 67-69.9%  
D = 63-66.9%,  
D- = 60-62.9%

F = 59.9% and below

The grading system used in this course is as follows:

- A** – Outstanding performance relative to that required to meet course requirements; demonstrates a mastery of course content at the highest level.
- B** – Performance that is significantly above that required to meet course requirements; demonstrates a mastery of course content at a high level.
- C** – Performance that meets the course requirements in every respect; demonstrates an adequate understanding of course content.
- D** – Performance that is at the minimal level necessary to pass the course but does not fully meet the course requirements; demonstrates a marginal understanding of course content.
- F** – Performance in the course, for whatever reason, is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of the course content.

There is **no extra credit** for this course

#### REQUIRED TEXTS

Lecture textbook: Klein RG. 2009. *The human career: human biological and cultural origins*. University of Chicago Press.

Optional text (lab): Whitehead PF., Sacco WK., and Hochgraf SB. 2004. *A Photographic Atlas for Physical Anthropology*. Morton.

#### ACCOMMODATIONS

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet or discuss with me **immediately**. You will need to provide me with a notification letter from Disability Services outlining your approved accommodations.

I will post my lecture slides online **after** lecture, and typically at the end of the week.

Exams and assignments must be taken/turned in at the scheduled time—**under no circumstances will make-up exams or assignment extensions be given without a documented excuse** (see Personal issues). If you will not be able to take an exam or turn in an assignment, you **must** notify your GE or me in advance (preferably by e-mail).

## PERSONAL ISSUES

If there is a serious issue related to your ability to participate in our course, you need to contact me **immediately**. Delay in asking for help right away will cause you to fall seriously behind in the course, and make-up work will not be accepted unless prior accommodations have been made. Examples of serious issues include you are ill or there is a family death, and can provide a doctor's note explaining that it is not advisable for you to participate in our class. Additionally, a conference participation, participation in or travel associated with other events related to campus organizations, clubs, or groups so long as you can provide verification from student services.

## ACADEMIC HONESTY

The University of Oregon and I consider academic honesty to be essential for each student's intellectual development. As an institution fundamentally concerned with the free exchange of ideas, our University depends on the academic integrity of each of its members. In the spirit of this free exchange, students and teachers of our University recognize the necessity, and accept the responsibility, for academic honesty. As a student who enrolls in this course, you agree to respect and acknowledge the research and ideas of others in your work and to abide by those rules in both lecture and lab classes.

### **Plagiarism:**

Plagiarism is defined as the use of intellectual material produced by another person without acknowledging its source. For example:

- Wholesale copying of passages from works of others into an discussion or presentation
- Using the views, opinions, or insights of another without acknowledgment
- Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment

For further information about the UO policy on plagiarism and matters of social conduct, please refer to your student handbook. Also, the UO provides excellent resources to help you avoid plagiarism. Check out

<https://researchguides.uoregon.edu/citing-plagiarism>

Please, for your protection and development, cite you sources properly and **do not plagiarize**. You can find proper use and examples of the APA citation method at the University of Oregon library website: <http://researchguides.uoregon.edu/citing-plagiarism/styleguides>

NOTE: Class schedule is subject to change in the event of extenuating circumstances, or otherwise modified as appropriate.

### COURSE SCHEDULE

Week	Dates (m/d)	Topics	Required Reading
1	01/08	<b>Course Overview &amp; Requirements Introduction to Paleoanthropology</b>	For Monday: No readings
	01/10	<b>Introduction to Paleoanthropology con't</b>  <i>Lab 1: Cranial anatomy, aging, sexing (Exercise of this lab is due by the end of Week 2 lab)</i>	For Wednesday: Chapter 1  <a href="#">Lab resource: Online</a>
2	01/15	<b>Geochronology and taphonomy</b>	For Monday: Chapter 2
	01/17	<b>Geochronology and taphonomy part 2</b>  <i>Lab: Postcranial anatomy, aging, sexing (Exercise of this lab is due by the end of Week 3 lab)</i>	For Wednesday: Chapter 4, (pp. 131-183)  <a href="#">Lab resource: Online</a>
3	01/22	<b>Major African fossil sites</b>	For Monday: Chapter 4, (pp. 131-183)
	01/24	<b>Bipedalism, the earliest human fossils</b>  <i>Lab 4: Lab: Humans and Apes: skulls, dentition, postcrania (Exercise of this lab is due by the end of Week 5 lab)</i>	For Wednesday: Chapter 4, (pp. 183-188)  <a href="#">Lab resource: Online</a>
4	01/29	<b>Earliest human fossils cont., <i>Ardipithecus</i></b>	For Monday: Chapter 4, (pp. 188-201)
	01/31	<b>First Presentation/Discussion Day</b>  <i>Lab: Lab Practical #1</i>	For Wednesday: Presentation articles, <b>Come ready to discuss</b>  <a href="#">Lab resource: PRACTICAL exam</a>
5	02/05	<b><i>Australopithecus</i></b>	For Monday: Chapter 4, (pp. 201-226)
	02/07	<b>Second Presentation/Discussion Day</b>  <i>Lab 5: Bipedalism and early hominins (Exercise of this lab is due by the end of Week 6 lab)</i>	For Wednesday: Presentation articles, <b>Come ready to discuss</b>  <a href="#">Lab resource: Online</a>

6	<b>02/12</b>	<b>Midterm Exam</b>	For Monday: <b>EXAM DAY</b>
	02/14	<i>Paranthropus</i>  <i>Lab 6: Australopithecines (Exercise of this lab is due by the end of Week 7 lab)</i>	For Wednesday: Chapter 4, (pp. 226-234)  <u>Lab resource: Online</u>
7	02/19	Early <i>Homo</i> and Oldowan technology	For Monday: Chapter 4, (pp. 235-278)
	02/21	<b>Third Presentation/Discussion Day</b>  <i>Lab 7: Paranthropines and early Homo (Exercise of this lab is due by the end of Week 8 lab)</i>	For Wednesday: Presentation articles, <b>Come ready to discuss</b>  <u>Lab resource: Online</u>
8	02/26	<i>Homo erectus</i> and Acheulean technology	For Monday: Chapter 5, (pp. 279-330)
	02/28	Middle and Late Pleistocene <i>Homo</i> , Ecology & Behavior  <i>Lab 8: Homo erectus and H. heidelbergensis (Exercise of this lab is due by the end of Week 9 lab)</i>	For Wednesday: Chapter 5, (pp. 330-434)  <u>Lab resource: Online</u>
9	03/05	<b>Fourth Presentation/Discussion Day</b>	For Monday: Presentation articles, <b>Come ready to discuss</b>
	03/07	Neanderthals and Levallois technology  <i>Lab 9: Later Homo (H. neanderthalensis, H. sapiens) (Exercise of this lab is due by the end of Week 10 lab)</i>	For Wednesday: Chapter 6  <u>Lab resource: Online</u>
10	03/12	Modern Human Origins	For Monday: Chapter 7
	03/14	<b>Fifth Presentation/Discussion Day</b>  <b>Lab 10: LAB PRACTICAL</b>	For Wednesday: Presentation articles, <b>Come ready to discuss</b>  <u>Lab resource: LAB EXAM DAY</u>
11 finals	<b>03/19</b>	<b>Monday: Final Exam</b> , same room, 112 LIL <b>Time – 10:15 am - 12:15 pm</b>	