**ANTHROPOLOGY 201: HUMAN EVOLUTION**

**Course Outline**

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| **Convenor**: Dr Bruce Floyd | **Tutor**: Caitlin Smith |
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|  | **Office:** HSB 850 |  | **Office:** Bio-Anthro Lab (HSB 706) |
|  | **Phone:** 8-5921 |  |  |
|  | **Office Hours:** Mon & Wed, 4 to 5 pm |  | **Office Hour:** Wed, 1 to 2 pm |

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| **Basis for Course Grade** | **Course Grade (%)** | **Due Dates** | **Requirements a, b** |
| Labwork (9 lab assignments) | 15 | By end of each lab |  |
| Lab test (1 lab practical test) | 10 | Week 8 |  |
| Reading/movie quizzes (10)c | 10 | Each Wed, 11 am |  |
| Research paper proposal (1) | 15 | March 30, 11:59 pm | ~1000 words |
| Research paper (1) | 20 | May 25, 11:59 pm | 1500 ± 150 words |
| Final exam (1) | 30 | To be scheduled |  |
| **a**The Research proposal and the Research paper must be submitted to Turnitin.com via Canvas by 11:59 pm of their respective due dates. |
| **b** Word counts do not include the References Cited sections and assume works have been carefully edited. |
| **c** Quizzes are taken outside of class on Canvas before 11 am of the Wednesday lecture that they apply to |

**Prerequisites**

30 points of Anthropology or 60 points passed

*Biological Anthropology staff strongly recommend students take ANTHRO 102 before enrolling in this course. Please consult with Dr Floyd if you have not taken ANTHRO 102.*

**Lectures**

Wednesdays, 2 – 4 pm in 303-G02 (Science, Maths & Physics, Room G02)

**Labs**

Thursdays in the Biological Anthropology Lab (Human Sciences Building - East, Room 706)

*See your individual timetable for your lab time.*

**Description**

This course explores issues fundamental to understanding humans’ place in nature from a biocultural perspective. What led to the evolution of bipedalism, large brains and language? How do we define species in the fossil record? How can we reconstruct ancient diets and ecologies? The course will examine how new discoveries and advancements in biology are reshaping understandings of our evolutionary history.

**Course goals**

To develop, enhance, and improve your

* Understanding of human evolutionary history and processes
* Understanding of the theories, methods, and techniques used by biological anthropologists
* Skills involved with reading and understanding scholarly literature
* Critical thinking abilities
* Ability to incorporate new evidence with existing knowledge
* Ability to synthesize and present scientific information

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| **Schedule of Lectures, Labs and Quizzes** |
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| **Week**a | **Date** | **Topics for the week** | **Assessments due** |
| 1 | 28 Feb | Introduction; the scientific process |  |
| 2 | 7 Mar | Evolutionary mechanisms and classification methods; Evaluating popular science writing *LAB 1: Skeletal* Anatomy b | **7 Mar** – Quiz #1c  |
| 3 | 14 Mar | Primate classification, behaviour, and ecology (1 hr);*Video*: The Changing Ape (1 hr)*LAB 2: Human vs great ape anatomy* | **14 Mar** - Quiz #2 |
| 4 | 21 Mar | Early hominins Pt 1*LAB 3: How to read a scientific journal article* | **21 Mar** – Quiz #3 |
| 5 | 28 Mar | Early hominins Pt 2; Case study & critique  *LAB 4: Australopithecines and Paranthropines* | **28 Mar** – Quiz #4 **30 Mar** – Proposal d due by 11:59 pm |
|  |  | **Mid-Semester Study Period**(Friday, 30 March – Saturday, 14 April, 2018) |  |
| 6 | 18 Apr | The beginning of our genus, *Homo**LAB 5: Early Homo* | **18 Apr –** Quiz #5 |
| 7 | 2 May | Modern human origins: Archaic *H. sapiens* and Neanderthals*LAB 6:* *H. heidelbergensis, Neanderthals, and modern humans* | **2 May** – Quiz #6  |
| 8 | 9 May | Reconstructing non-human primate and prehistoric diets (1 hr); *Video*: Did Cooking Make Us Human? (BBC) (1 hr) ***LAB TEST*** | **9 May** – Quiz #7  |
| 9 | 16 May | Ancient DNA and phylogenetics: Neanderthals, Denisovans, and beyond*LAB 7:* *Phylogenetics* | **16 May** – Quiz #8  |
| 10 | 23 May | Reproduction, alloparenting, and life history evolution; Evolution of play, social learning, and teaching*LAB 8:* *Discussion: The obstetrical dilemma* | **23 May** – Quiz #9 **25 May –** Research paper due by 11:59 pm |
| 11 | 30 May | Language and the brain*LAB 9:* *The brain* | **30 May** – Quiz #10  |
| a Note that are actually two weeks between Week 6 and 7 because there is no lecture on Anzac Day |
| b Labs must be turned in at the end of each scheduled lab, except on Week 1 and 8  |
| c Quizzes accomplished within 10 minutes in Canvas are due at 11 am on Wednesday of the applicable week |
| d Proposal must be accomplished if you intend to submit Research paper |

**Textbook**

There is no required textbook for this course. Rather, there are assigned readings which you can access online for free or through the University Library. The textbook from ANTHRO 102 is recommended as a reference and source for review:

Fuentes, A. (2012) *Biological Anthropology: Concepts and Connections.* 2nd edition. New York: McGraw-Hill. Available from the University Bookshop.

**Assessment submission and guidelines**

**Labwork**: Worksheets for labs will be posted on Canvas the week prior to the relevant lab – **BE SURE YOU PRINT THEM OUT AND BRING THEM TO THE LAB.** Worksheets must be handed in (to tutor) at the end of each lab tutorial.

**Lab test**: Held during regular lab time, this will test your knowledge of hominin skeletal anatomy and ability to identify fossil hominin and living primate species from crania (casts or actual bone).

**Reading/video quizzes:** Quizzes on Canvas cover the assigned readings for the upcoming lectures (must be completed by 11 am before the lecture on Wednesday). There is a time limit of 10 minutes for each quiz, therefore you should do the readings and make notes before attempting the quiz.

**Research proposal and paper:** These are directly related assignments. Students will begin by choosing one of the two following themes:

1) Within the genus Homo, debates about species definitions and their significance.

2) What is meant by “anatomically modern *H. sapiens*” and how has this concept been recently, and variably, applied in discussions of fossil finds. What is at stake?

Once one of these themes is chosen, students will identify a narrower issue from within so that they focus on some specific debate that involves recent and past interpretations of a limited number of specific fossil sites or discoveries. As one among many examples from the first topic, what are the argued distinctions between fossil finds identified as *H. ergaster* and *H. erectus* in East Africa? In what senses are these distinctions meaningful? A related issue might be how do hominin fossil finds from the site of Dmanisi in the Republic of Georgia speak to debates surrounding species identification within our genus? There are many other possibilities so be alert from the beginning of the course!

**The research proposal:** For this assignment, use the prepared Research\_Proposal.docx file that is available in Canvas. This assignmentasks for a concise (~250 word) statement of a specific topic and related research question(s) chosen by the student from one of the two themes above. This summary should include its/their relevance to a clearly specified debate. The assignment also includes identification of four peer-reviewed journal articles you are seriously considering and a clear, concise summary of one of these peer-reviewed articles using a template modified from the one used in Lab 3 on “How to Read a Journal Article”.

**Research paper**: The research paper will consist of 1,500 ± 150 words (12 pt. Times New Roman font, double-spaced) on the narrow issue chosen by the student. Use the file Research\_Paper.docx in Canvas to begin this assignment. Students will build on the work accomplished in the research proposal assignment, addressing a research question using evidence and arguments that you present and evaluate from peer-reviewed sources. Your research paper should include effective use of at least 8 peer-reviewed sources. The research paper will **NOT** be accepted unless the research proposal is first accomplished to a passing level.

Both the research proposal and research paper should be submitted in Microsoft Word format by **11:59 pm** on the respective due dates via Canvas.

**Final exam**: To be scheduled during the final exams period. 2 hours, consisting of true-false, multiple choice, fill-in and/or short answer questions.

**All coursework must be submitted by the due date and time.** Late work will not be accepted or marked, except in exceptional circumstances with proof in the form of a medical certificate or other written evidence (e.g. counselling certificate).

**Help with academic problems**

Please see your tutor or convenor if you are having problems with any aspect of the course. We are happy to see you and help you get the most out of this course.

If you need help with developing your writing skills or your ability to take effective notes, sign up with Student Learning Services located in Room 320, Level 3 in the Information Commons building. More information about their workshops and other services can be found online at [www.library.auckland.ac.nz/student-learning/](http://www.library.auckland.ac.nz/student-learning/).

You might also wish to go to the English Language Self Access Centre (ELSAC) in the Kate Edger Information Commons building. They state that ELSAC “supports University students with all aspects of their English, offering language learning materials, computer programmes, workshops, and on-on-one language support, all free of charge and 7 days per week.”

**Disabled students**

Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with the course convenor and/or tutor. Additional information for disabled students can be found at the University of Auckland Disability Services website: [http://www.disability.auckland.ac.nz.](http://www.disability.auckland.ac.nz/)

**Plagiarism**

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms.

For information on the University of Auckland’s position on Academic Honesty and Plagiarism, and for specific guidelines for the Conduct of Coursework and Conduct of Research, please see: [www.auckland.ac.nz/uoa/about/teaching/plagiarism/plagiarism\_home.cfm](http://www.auckland.ac.nz/uoa/about/teaching/plagiarism/plagiarism_home.cfm)