

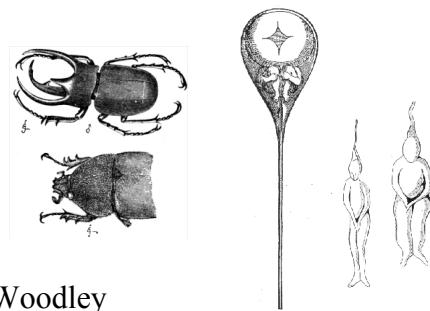
**Lecture:** Anderson Hall 330, Tuesday and Thursday, 8:15 – 9:30 am

**Instructor:** Niki Garrett

Office: 375 HHH Center

Email: garre125@umn.edu

Office Hours: Tuesday and Thursday, 9:30 – 10:30 am, or by appointment



## Teaching Assistants:

Jason Massey

Office: 320 Blegen Hall

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Office Hours: Tuesday, 12:30 – 2:30 pm, or by appointment

## Discussion Sections:

002: Tuesday, 11:15 am – 12:05 pm, BlegH 318

005: Thursday, 12:20 – 1:10 pm, BlegH 335

Katrina Yezzi-Woodley

Office: 320 Blegen Hall

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Office Hours: Wednesday, 12:00 – 2:00 pm, or by appointment

## Discussion Sections:

003: Wednesday, 10:10 – 11:00 am, BlegH 318

004: Wednesday, 2:30 – 3:20 pm, BlegH 318

**Course Description:** As human beings, our lives are profoundly shaped by our sexual identity. Whether we are women or men, straight or gay, celibate or sexually active, sex influences who we are and what we do in countless ways. In recent years, researchers inspired by evolutionary theory have made significant steps towards answering many of the fundamental questions about our existence as sexual beings. Why do we reproduce sexually instead of simply cloning ourselves, like bacteria or banana plants do? Why do we have two sexes, rather than one, or three, or five? Why do the sexes differ? Are sex differences the result of nature or nurture? What differences between men and women are consistent across different cultures? What do men and women want? Do men prefer symmetrical women? Do women prefer funny men? If evolution is all about reproductive success, why do people use contraception, or have fewer children than they could afford to raise, or have sex with members of their own sex? This class will provide an introduction to and critical reading of the latest efforts to explain the evolution of sexual differentiation, courtship, music, mating, marriage, divorce, parenting, aggression, cooperation, and other aspects of our behavior as sexually reproducing organisms.

## Course Objectives:

1. Develop a critical understanding of the theory, methods, and findings of human behavioral biology
2. Be able to explain the main principles of evolutionary theory
3. Be able to explain the insights evolutionary theory provides into understanding key features of human life history and behavior
4. Gain an understanding of the range of human behavior patterns across cultures, and how that compares to the behavior of other species.
5. Develop ability to read primary scientific literature critically, with an understanding of basic statistical concepts.
6. Develop ability to communicate information in a manner that is overt, logical, precise and concise.

**How to Do Well in This Class:** To do well in this class, you should read the syllabus, read the assigned books and papers, attend all lectures and sections, come to class on time, pay attention in class, and do the assigned work.

The reading load may seem heavy, but if you keep up with the reading it will be manageable. Lectures will be more interesting and enjoyable if you do all of the assigned reading before class. We have assigned some book chapters out of order, based on where they fit in best for the course. Additionally, optional readings may be posted on Moodle – these may provide background information on a topic or give additional information regarding a particular debate.

<b>Assessment:</b>	
<b>Grade Component</b>	<b>Points</b>
Midterm Exam #1	50 points
Midterm Exam #2	50 points
Final Exam	100 points
Section Participation (10 @ 5 points each)	50 points
Journal Writing (14 @ 5 points each)	70 points
Homework/Lab Reports (6 @ 20 points each)	120 points
In-Class Quizzes/Surveys (12 @ 5 points each)	60 points
<b>Total</b>	<b>500 points</b>

<b>Grading Scale:</b>	
<b>Points</b>	<b>Grade</b>
465-500	A
450-464	A-
435-449	B+
415-434	B
400-414	B-
385-399	C+
365-384	C
350-364	C-
300-349	D
<300	F

**Exams:** The two midterm exams will focus on new material; the final exam will be cumulative. You will be responsible for all material presented in lectures, films, in-class activities, and all assigned reading material.

**In-class Surveys and Quizzes:** During the course of the semester, a minimum of 12 surveys or quizzes will be given at the start of the day's lecture period. Surveys will ask for your opinions, and will be graded on whether you complete them, rather than on the answers you give (as such, we will ask you to turn in your name separate from your responses). Quizzes will be based on materials presented in readings and lectures, and will be graded based on correct answers. If more than 12 of these are assigned, only your top 12 scores will count towards your grade. These cannot be made up. Each of these will be worth 5 points.

**Extra Credit:** ...will not be given. You can improve your grade far better by focusing any “extra credit energy” on studying for the regular credit requirements.

**Section Meetings:** Sections meet in either Blegen Hall 318 or 335. Section meetings will begin the *second week* of the semester. There will be 13 section meetings during the semester. You are expected to attend and participate in all sessions. Three meetings will focus on lab activities, and remaining 10 will focus on discussion. Each week – including the first section meeting (the second week of classes) – you will be required to turn in a short journal entry (see below for details). For each of the lab sections, you will be required to complete a short lab report. *If you have a laptop computer, please bring it to lab.* For three sections, you will be required to also turn in an additional homework assignment at the start of section (see schedule and Moodle for details). During discussion sections, students will have the opportunity to discuss concepts, ask questions, and review lecture and reading material in more detail.

You will be graded based on attendance and active participation during the 10 discussions. Each section meeting discussion is worth 5 points. A rubric for your section participation grades can be found at the end of this document.

**Journal Assignments:** You may find some of the readings for this course challenging. You may disagree with some or much of what the authors have to say, or you may find their ideas illuminating. Either way, to help you get the most out of this class, we ask you to write a short (2-page) journal response to selected writings each week, for a total of 14 journals – *including for the very first section meeting*. These are due at the beginning of your assigned discussion section each week. The last journal is due at the beginning of lecture on Thursday May 8<sup>th</sup>. Each journal entry is worth 5 points and the grading rubric can be found at the end of this document.

We indicate below (in the schedule) which of the week's readings you should focus on – but *in addition* you may choose to write on issues raised in additional class readings, or in lecture, if you wish. This writing should be informal, rather than polished. You should write clearly enough that others can understand you, but you won't be graded on points of grammar and style for these assignments. What matters is that your writing shows evidence of intellectual struggle with the material. Do you disagree with the author's claims? If so, why? If you agree with the author's claims, what are the implications of these findings? Is there anything you don't understand? This is your opportunity to raise these questions.

**Class Website:** There is a Moodle 2.4 website for this class. Here you will find lecture notes and pre-lab assignments. Find it by going to “moodle.umn.edu” or “myU” and clicking on “My Courses”. You may have to scroll down to the bottom of this page for the link to this course’s website. Be sure to follow instructions regarding formatting your browser.

**Expectations for Classroom Conduct:** In order to ensure that each session has an atmosphere conducive to learning, you will be expected to:

- Come to class *on time*.
- Prepare for each class by carefully reading all the assigned materials.
- Turn off your cell phone before class begins.
- Participate fully in the class through thoughtful listening, note taking, and (when appropriate) discussion.
- Do not engage in distracting or disruptive behavior during class, such as eating, drinking, or engaging in side conversations with other students. If you have something to say, tell the whole class; don't just tell your neighbor or mutter to yourself.
- Avoid the use of laptops or other potentially distracting devices during lectures and discussion sections, unless using a computer to give a presentation.

Students are expected to abide by classroom codes of conduct established by the University. You are expected to act appropriately in lecture and lab. Inappropriate behavior includes carrying out extensive private conversations, overtly reading the newspaper or books, making loud noises, and similar conduct. Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. Visiting other websites (such as Facebook) during lecture or lab can seriously distract both the user and neighboring students and this is expressly forbidden during class. Teaching Assistants are instructed to be vigilant about enforcing this University-backed policy. For complete information, please reference:  
<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

**Attendance:** Your presence in the class is important to me, to your classmates, and especially to you. You are expected to attend the entire class, arrive on time, and leave when the class is dismissed. We are all adults with busy schedules and I understand you may have obligations that result in a rare absence. There is no need to tell me about this, but please do not disrupt class. Extended absences (e.g., travel for family emergencies, extreme illness, etc.) should be discussed with your TA as soon as possible. If you miss a class, it is your responsibility to find out what you missed.

**Makeup Exam Policy:** All students are expected to take exams at the given place and time. Exceptions are allowed **only** under the following circumstances:

1. In the case of a documented, severe emergency or illness, you must contact the instructor or TA within 24 hours of the exam to set a makeup date.
2. If you are representing the University in a University-sponsored event (such as an athletic event), you must contact the instructor or TA at least 2 weeks before the scheduled date of the exam to schedule a makeup exam.

**Makeup Work for Legitimate Absences:** Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

**Incompletes:** Incompletes will only be given due to extenuating circumstances or personal emergencies. A majority of the class must have passed and the student must currently be earning a C grade or higher. An incomplete must be made up within a year or it will automatically become an F.

**Concerns about Grades:** If you have a concern regarding a grade, *within 24 hours of when it is received*, I must receive *in writing* a description of the problem in question and we will meet to discuss the issue.

**Disability Accommodations:** The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services (DS) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

- Students who have, or think they may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical or systemic), are invited to contact DS to arrange a confidential discussion at 612-626-1333 (V/TTY) or [ds@umn.edu](mailto:ds@umn.edu).
- Students registered with DS, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester to discuss accommodations outlined in their letter.
- Additional information is available at the DS website: <http://diversity.umn.edu/disability>.

**Mental Health and Stress Management:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via <http://www.mentalhealth.umn.edu>.

**Scholastic Dishonesty:** You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. For more information about the Student Conduct Code, please see: [http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)

If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:  
<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class; e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Appropriate Student Use of Class Notes and Course Materials:** Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see:  
<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

**University Senate Student Academic Workload Policy:** For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a four-credit course that meets for 4½ hours per week should expect to spend an additional 7½ hours per week on coursework outside the classroom. (<http://policy.umn.edu/Policies/Education/Education/STUDENTWORK.html>)

**Academic Freedom and Responsibility:** Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled\*. Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Anthropology Department Chair, your adviser, the associate dean of the College of Liberal Arts, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

\* *Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

**Sexual Harassment:** "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:  
<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

**Equity, Diversity, Equal Opportunity, and Affirmative Action:** The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:  
[http://regents.umn.edu/sites/default/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

**Schedule (Subject to Change):**

Date	Topics	Readings	Section Meeting	Homework/Journal
Tu. Jan. 21	Introduction	Syllabus		No discussion this week
Th. Jan 23	Evolutionary Theory I	Dawkins ch. 1-2		Do Natural Selection homework at home this week (requires reading Dawkins, 1996)
Tu. Jan. 28	Evolutionary Theory II	Dawkins ch. 3-4		
Th. Jan 30	Evolutionary Theory III	Ridley ch. 1-2	<b>Discussion:</b> Selfish Genes	Dawkins ch. 1-4 <i>Natural Selection Homework Due</i>
Tu. Feb. 4	Evolution of Sex	Ridley ch. 3-4		
Th. Feb. 6	Sex Determination	Crews, 1994; Lehrman, 2007	<b>Lab:</b> Evolution of Sex	Ridley ch. 1-4
Tu. Feb. 11	Human Nature	Marlowe ch. 1-2		
Th. Feb. 13	Foragers: Making a Living	Marlowe ch. 3-4	<b>Discussion:</b> Foragers	Marlowe ch. 1-4 <i>Evolution of Sex Lab Report Due</i>
Tu. Feb. 18	Foragers: Social Organization	Marlowe ch. 5, 10		
Th. Feb. 20	Modes of Subsistence	Chagnon ch. 1-2	<b>Discussion:</b> Hadza and Yanomamo	Marlowe ch. 5; Chagnon ch. 1, 2
Tu. Feb. 25	<b>MIDTERM EXAM #1</b>			
Th. Feb. 27	Life History and Childhood	Chagnon ch. 4; Marlowe ch. 6	<b>Discussion:</b> Life History	Marlowe ch. 6; Kaplan et al., 2000
Tu. Mar. 4	Adolescence	Kaplan et al., 2000; Byrd-Craven & Geary, 2007	<b>Discussion:</b> Childhood and Adolescence	Byrd-Craven & Geary, 2007
Th. Mar. 6	Sexual Attraction	Ridley ch. 5-7		
Tu. Mar. 11	Sexual Orientation	Ridley ch. 8; Adriaens & De Block, 2006	<b>Discussion:</b> Sexual Attraction and Orientation	Ridley ch. 6-7; Adriaens & De Block, 2006
Th. Mar. 13	Courtship	Ridley ch. 9-10		
Tu. Mar. 18	<b>SPRING BREAK</b>			No discussion this week
Th. Mar. 20	<b>SPRING BREAK</b>			
Tu. Mar. 25	Mating	Marlowe ch. 7;		Marlowe ch. 7; Rosenberg & Trevathan, 1995;
Th. Mar. 27	Pregnancy and Childbirth	Rosenberg & Trevathan, 1995; Dunsworth et al., 2013	<b>Discussion:</b> Pregnancy and Childbirth	Dunsworth et al., 2013 <i>Quantitative Methods Homework Due</i>

Date	Topics	Readings	Section Meeting	Homework/Journal
Tu. Apr. 1	Feeding Baby: Milk	Marlowe ch. 8; Quinlan & Quinlan, 2008		
Th. Apr. 3	Feeding the Family: Meat and Cooking	Dawkins ch. 8; Wrangham et al., 1999	<b>Lab:</b> Anthropometry	Marlowe ch. 8; Quinlan & Quinlan, 2008
Tu. Apr. 8	Marriage and Divorce	Dawkins ch. 9; Buckle et al., 1996	<b>Discussion:</b> Pair Bonds, Marriage and Divorce	Wrangham et al., 1999; Buckle et al., 1996 <i>Anthropometry Lab Report Due</i>
Th. Apr. 10	<b>MIDTERM EXAM #2</b>			
Tu. Apr. 15	Altruism and Kin Selection	Dawkins ch. 6; West et al., 2011	<b>Discussion:</b>	Dawkins ch. 6; West et al., 2011
Th. Apr. 17	Cooperation and Reciprocity	Marlowe ch. 9; Dawkins ch. 10	<b>Discussion:</b> Relatedness	<i>Calculating Relatedness Homework Due</i>
Tu. Apr. 22	Altruism and Aggression	Dawkins ch. 5, 12; Chagnon ch. 5	<b>Discussion:</b>	Dawkins ch. 12; Chagnon ch. 5
Th. Apr. 24	Intergroup Aggression	Chagnon ch. 6-7	<b>Discussion:</b> Aggression	
Tu. Apr. 29	Demographic Transitions	Dawkins ch. 7; Fieder & Huber, 2007	<b>Lab:</b>	
Th. May 1	Menopause, Senescence and Death	Austad, 2010; Peccei, 2001	Game Theory	Austad 2010; Peccei, 2001
Tu. May 6	Evolution of Religion	Dawkins ch. 11; Chagnon ch. 3		Dawkins ch. 11; Chagnon ch. 3 <i>Game Theory Lab Report Due</i>
Th. May 8	Future Evolution	Marlowe Afterword; Dawkins ch. 13; Chagnon ch. 8; Ridley Epilogue	No discussion this week	(Journal and lab report due at beginning of lecture on May 8 <sup>th</sup> )
Sa. May 17	<b>FINAL EXAM</b>	<b>1:30 - 3:30 pm</b>		

## Bibliography of Required Readings for this Course:

### Books

- Chagnon, N.A., 1992. *Yanomamo*. Fort Worth: Harcourt Brace College Publishers.
- Dawkins, R., 2006 [1976]. *The Selfish Gene*. Oxford: Oxford University Press.
- Marlowe, F.W., 2010. *The Hadza: Hunter-Gatherers of Tanzania*. Berkeley, CA: University of California Press.
- Ridley, M., 1993. *The Red Queen: Sex and the Evolution of Human Nature*. New York: Harper Perennial.

### Scientific Papers (Available on Moodle)

- Adriaens, P.R. & De Block, A., 2006. The evolution of a social construction: the case of male homosexuality. *Perspectives in Biology and Medicine* 49: 570-585.
- Austad, S.N., 2010. Methusaleh's Zoo: how nature provides us with clues for extending human health span. *Journal of Comparative Pathology* 141: S10-S21.
- Buckle, L., Gallup, G. & Todd, Z., 1996. Marriage as a reproductive contract: patterns of marriage, divorce, and remarriage. *Ethology and Sociobiology* 17: 363-377.
- Byrd-Craven, J. & Geary, D.C., 2007. Biological and evolutionary contributions to developmental sex differences. *Ethics, Bioscience and Life* 2(3): 12-22.
- Crews, D., 1994. Animal sexuality. *Scientific American* 270(1): 108-114.
- Dawkins, R., 1996. *The Blind Watchmaker*. New York: W.W Norton & Co. Chapter 3: "Accumulating small change." (Chapters 1-3 are available on Moodle; chapters 1-2 are optional and chapter 3 is required).
- Dunsworth, H.M., Warrener, A.G., Deacon, T., Ellison, P.T., & Pontzer, H., 2012. Metabolic hypothesis for human altriciality. *Proceedings of the National Academy of Sciences* 109: 15212-15216.
- Fieder, M. & Huber, S. 2007. The effects of sex and childlessness on the association between status and reproductive output in modern society. *Evolution and Human Behavior* 28: 392-398.
- Kaplan, H., Hill, K., Lancaster, L., & Hurtado, A.M., 2000. The evolution of intelligence and the human life history. *Evolutionary Anthropology* 9(4): 156-185.
- Lehrman, S., 2007. Insights: Going beyond X and Y. *Scientific American* 296(6): 40-41.
- Peccei, J.S., 2001. A critique of the grandmother hypotheses: old and new. *American Journal of Human Biology* 13: 434-452.
- Quinlan, R. & Quinlan, M., 2008. Human lactation, pair-bonds, and alloparents. *Human Nature* 19: 87-102.
- Rosenberg, K. & Trevathan, W., 1995. Bipedalism and human birth: the obstetrical dilemma revisited. *Evolutionary Anthropology* 4(5): 161-168.
- West, S.A., El Mouden, C. & Gardner, A., 2011. Sixteen common misconceptions about the evolution of cooperation in humans. *Evolution and Human Behavior* 32: 231-262.
- Wrangham, R.W., Jones, J.H., Laden, G., Pilbeam, D., & Conklin-Brittain, N., 1999. The raw and the stolen: cooking and the ecology of human origins. *Current Anthropology* 40(5): 567-594.

Additional optional readings will be posted on Moodle.

### **Rubric for Section Participation During Discussions:**

You will be graded based on attendance and active participation in section meetings. Section will be more fun for you and the rest of your section if you come to section well prepared. Do the assigned reading, the assigned journal writing, and any other assignments before section. Come to class thinking of at least one thing that you would like to say to the class. Was there something you especially liked about the reading? Was there something you especially didn't like?

Each discussion is worth 5 points, graded as follows:

<b>Points</b>	<b>Requirement</b>
1	Attend section
1	Arrive on time (please be ready to start class at the assigned time – you will be considered late if you arrive more than 10 minutes after the assigned start time)
1	Demonstrate respect for your TA and other class members at all times: it's fine if you disagree with their opinion – in fact we encourage you to express your opinion if it differs from opinions already stated – but please state your disagreement respectfully
2	Participate meaningfully in section by speaking at least once
<b>5</b>	<b>Total Points</b>

## **Rubric for Journal Writing/Grading:**

To help you get the most out of this class, we ask you to write a short (2-page) journal response to selected writings each week – *including for the very first section meeting*. Each journal entry is worth 5 points.

We indicate in the schedule (above and on Moodle) which of the week's readings you should focus on – but you may also choose to also write on issues raised in additional class readings, or in lecture, if you wish. This writing should be informal, rather than polished. You should write clearly enough that others can understand you, but you won't be graded on points of grammar and style for these assignments. What matters is that your writing shows evidence of intellectual struggle with the material. Do you disagree with the author's claims? If so, why? If you agree with the author's claims, what are the implications of these findings? Is there anything you don't understand? This is your opportunity to raise these questions.

Journal writing will be graded based on the following rubric:

<b>Points</b>	<b>Requirement</b>
1	At least 2 full pages of writing
1	Formatted as follows: <ul style="list-style-type: none"><li>- Typed with 12-point Times New Roman font</li><li>- Double-spaced with 1" margins</li><li>- Include your name, date, and section number at the top of each page</li><li>- Staple the pages together (or print double-sided)</li></ul>
1	Focus on the assigned reading (you may include your thoughts on issues raised in the lectures and/or the other assigned or optional readings, but you must include a discussion of the assigned readings to earn this point)
2	Clear evidence of intellectual struggle with the material
<b>5</b>	<b>Total Points</b>

Things **not** to do:

- Don't summarize the reading assignment. We know what it said. Instead, focus on specific questions that you have based on the reading, or specific points raised by the author.
- Don't just type a list of questions. Instead, discuss your own opinions - do you agree or disagree with the author, and explain why.
- Don't engage in *ad hominen* attacks (e.g., this author is biased, or unqualified, or a jerk). Instead, focus on the argument, including the evidence presented to support the argument.