

Lecture: Blegen Hall 235, Monday and Wednesday, 2:30 – 3:45 pm

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Readings: All required texts will be posted on the class Moodle site. There is no required textbook for this course. However, you may wish to consult/purchase a paleoanthropology textbook for context and references. I recommend one of the following:

- Klein, R.G., 2009. *The Human Career: Human Biological and Cultural Origins, 3rd Edition*. The University of Chicago Press.
- Conroy, G.C., 2005. *Reconstructing Human Origins, 2nd Edition*. W.W. Norton.
- Whitehead, P.F., Sacco, W.K., Hochgraf, S.B., 2005. *A Photographic Atlas for Physical Anthropology*. Morton Publishing Co.

Prerequisites: ANTH 1001 or instructor consent

Course Description: This class will focus on the diversity of specimens and species that inform us about human evolutionary history. Knowledge about the biology, ecology, and behavior of our ancestors occurs almost entirely through the fragments of fossilized bone that are preserved over millions of years and from principles gleaned from the modern world. Indeed, while we begin to see evidence of human culture around 2.5 million years ago, it is only in the last 100,000 years that cultural artifacts transcend lithic technologies. Nevertheless, we can learn a great deal about our ancestors by studying the shapes of their bony features, the fauna and flora with which they co-existed, even the frequency and dispersal of their skeletal elements. Each datum gives us new insight into our past, our present, and what it means to be human. In this course we will explore human evolutionary history by reading some of the primary scientific articles that describe our ancestors.

We will focus our seminar readings on major hypotheses about causes of changes over the course of human evolution. The detailed evidence, as expressed in fossil specimens and the paleoenvironmental and archaeological records will be covered as well in the form of individual specimen/site reports.

Course Objectives:

- provide a critical look at the phylogenetic history of the human lineage
- familiarize students with the anatomy, osteology, and functional morphology associated with modern humans and our ancestors
- integrate issues of behavioral, ecological, and cultural evolution with underlying phylogenetic hypotheses
- explore an holistic biological perspective of what it means to be human

Additional pedagogical aims (Student Learning Outcomes) include:

- helping students locate and critically evaluate information (SLO 2)
- familiarizing students with the knowledge and modes of inquiry associated with paleoanthropology (SLO 3)
- developing students' communicative skills in the context of scientific discourse (SLO 5)

How to Do Well in This Class: To do well in this class, you should read the syllabus, read the assigned 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. Additionally, optional readings may be posted on Moodle – these may provide background information on a topic or give additional information regarding a particular debate.

Class Website: There is a Moodle 2.8 website for this class. Here you will find the schedule, lecture notes, assigned readings, and other course materials. 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. Make sure you are checking the moodle site often.

Assessment:		Grading Scale:	
Grade Component	Percentage	Percentage	Grade
Midterm Exam	10%	93-100	A
Final Exam	15%	90-92.9	A-
Class Participation	25%	87-89.9	B+
Journal Writing	20%	83-86.9	B
Class Presentation	10%	80-82.9	B-
Research Paper	20%	77-79.9	C+
Total	100%	73-76.9	C
		70-72.9	C-
		60-69.9	D
		<59.9	F

Exams: A midterm and final examination will be used to assess your assimilation of the course material. The midterm will be an in-class essay/short-answer exam with the questions distributed beforehand; the final exam will also be an essay/short-answer exam and will be a take-home exam due by noon on December 18th.

Class Participation: This is a critical component of this class. You are expected to actively participate in every discussion. Obviously, attendance and preparedness are crucial to success, and substantive contributions will receive the highest marks. This grade will also include any practical session assignments and other in-class or take-home exercises.

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 papers each week. Journal assignments are due each class period where there is an assigned discussion and are due at the end of class. Journal entries must be typed, however you may wish to add hand-written notes during the class discussion. The grading rubric for the journals can be found on the course moodle site.

The schedule for the class will be posted on the course Moodle site, which will include a list of the readings you should focus on for each journal assignment – but *in addition* you may choose to write on issues raised in other 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 Presentation: Students will present papers to the class throughout the semester. This should include a short (<5 min) summary of the paper, critical analysis, and discussion questions. It will be indicated on the Moodle schedule who has been assigned to present each assigned reading. 3401 students will be assigned 1-2 papers and 5401 students will be assigned 3-5 papers over the course of the semester.

Research Paper: Each student will write a research paper examining some issue in the fossil record.

- 3401 students are expected to write a “lit review” paper summarizing and critiquing a debated topic in human evolution (10-12 pages).
- 5401 undergraduate students will also write a “lit review,” but are expected to include broader coverage and a deeper analysis of their topics
- 5401 graduate students will augment their review with original data analysis. These papers should follow the style of a professional journal (>15 pages)
- Schedule (note: missing any mandatory deadline will result in a zero for the paper)
 - Oct. 12 (before class): topics approved by the processor during office hours
 - Nov. 2 (before class): detailed outline due
 - Nov. 23 (before class): *optional* deadline for comments on completed draft
 - Dec. 14 (before class): final draft due

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.

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 me 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.
- 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

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.

Tentative Schedule (Subject to Change):

Date	Topics
Mon. Sept. 7	Labor Day - No classes
Wed. Sept. 9	Introduction
Mon. Sept. 14	Lecture: Before the Bipedes: the Miocene Apes
Wed. Sept. 16	Discussion: the earliest human ancestors (Sahelanthropus and Orrorin)
Mon. Sept. 21	Practical Session: monkeys and apes
Wed. Sept. 23	Discussion: hypothesis of climate change and human evolution
Mon. Sept. 28	Movie: <i>Toumai, the New Ancestry</i>
Wed. Sept. 30	Discussion: the paleobiology of <i>Ardipithecus</i>
Mon. Oct. 5	Lecture: Dating a site and paleoenvironmental reconstructions
Wed. Oct. 7	Discussion: the many paleoenvironments of <i>Ardipithecus</i>
Mon. Oct. 12	Lecture: Site formation and taphonomy
Wed. Oct. 14	Practical Session: <i>Australopithecus</i>
Mon. Oct. 19	Discussion: Australopiths, bipedalism, and grasslands
Wed. Oct. 21	Species, phylogeny, and morphometrics
Mon. Oct. 26	MIDTERM EXAM
Wed. Oct. 28	Practical Session: <i>Paranthropus</i>
Mon. Nov. 2	Discussion: <i>Paranthropus</i> and dietary reconstructions
Wed. Nov. 4	Practical Session: early <i>Homo</i>
Mon. Nov. 9	Discussion: early <i>Homo</i> or late <i>Australopithecus</i>
Wed. Nov. 11	Practical Session: <i>Homo erectus</i>
Mon. Nov. 16	Discussion: evidence for <i>Homo</i> behavior
Wed. Nov. 18	Discussion: out-of-Africa
Mon. Nov. 23	Discussion: alternatives to out-of-Africa
Wed. Nov. 25	Thanksgiving Break - class canceled
Mon. Nov. 30	Discussion: Intelligence, diet, and brain expansion
Wed. Dec. 2	Movie: Flores Nova species: <i>Aliens from Earth</i>
Mon. Dec. 7	Discussion: <i>Homo floresiensis</i>
Wed. Dec. 9	Discussion: the genetics of Neanderthals and modern humans
Mon. Dec. 14	Practical Session: Middle Pleistocene <i>Homo</i>
Wed. Dec. 16	Discussion: grandmother and grandfather hypothesis
Fri. Dec. 18	FINAL EXAM - due by noon

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 to prepare you for the discussion sessions. Each journal entry is worth 5 points.

We indicate in the schedule (above and on Moodle) which readings you should focus on (i.e., those assigned for the discussion sessions) – 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:

Points	Requirement
1	At least 2 full pages of writing
1	Formatted as follows: <ul style="list-style-type: none">– Typed with 12-point Times New Roman font– Double-spaced with 1" margins– Include your name, date, and section number at the top of each page– Staple the pages together (or print double-sided)
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
5	Total Points

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.

Journal assignments are due at the end of the discussion sections. Late journal assignments will not be accepted.