

ANTH 0030- 001
**Human Origins,
Evolution and Diversity**

T/Th, 1:45 –2:44pm

BUILDING/ROOM TBD

Instructor: Dr. Caroline Jones, M.S., Ph.D.
cjones25@sas.upenn.edu
Museum 516

Office Hours: TBD



TA(s): TBD

Office Hours: TBD

Course Description

How did humans evolve? When did humans start to walk on two legs? How are humans related to non-human primates? This course focuses on the scientific study of human evolution describing the emergence, development, and diversification of our species, *Homo sapiens*. As a starting point, we discuss the conceptual framework of evolutionary theory as well as basic genetics and heredity as they relate to human morphological, physiological, and genetic variation. We then examine what studies of nonhuman primates (monkeys and apes) can reveal about our own evolutionary past, reviewing the behavioral and ecological diversity seen among living primates. We conclude the course examining the "hard" evidence of human evolution - the fossil and material culture record of human history from our earliest primate ancestors to the emergence of modern *Homo sapiens* - and also explore the new insights into modern human origins and dispersal provided by genetic studies. We will further examine the nature of human biological variation and discuss the history of scientific racism in physical anthropology. As part of this course, you will have the opportunity, during recitations, to conduct hands-on exercises collecting and analyzing behavioral, morphological, and genetic data on both humans and nonhuman primates and work with the Department of Anthropology's extensive collection of fossil casts.

Living World Sector

This course satisfies the Living World Sector, which deals substantively with the evolution, development, structure and/or function of living systems, which for this course involves humans. Courses in this sector

study the variety of approaches that are useful in understanding the diversity of living organisms, their interrelatedness, and their interactions with their environment. Analytical approaches employed range from analyses at the molecular and cellular level, to analyses of the cognitive and neural bases of behavior, to analyses of evolutionary processes and ecological systems. Students learn the methods used by contemporary natural science to study these topics, including ways in which hypotheses are developed, tested, and reformulated in light of new research findings. A full understanding of living organisms incorporates insights from approaches at many different levels.

Student Learning Outcomes

Following the *successful* completion of this course, students should:

1. Illustrate knowledge of human and non-human primate origins
2. Apply concepts of Darwinian evolution to the history of humans
3. Identify key moments in evolutionary history, and their significance to modern humans
4. Understand methods associated with biological anthropology and related fields
5. Assess contemporary human variation in behavior, morphology, and genetics
6. Exercise skills in locating, reading, and evaluating scientific/primary scholarly sources with an awareness of authority, validity, and bias, using appropriate tools

How do you earn your grade?



Lectures and Attendance

Lectures for the course will be held from 1:45 – 2:44pm on Tuesdays and Thursdays throughout the Fall 2024 semester. Students are expected to complete assigned readings (outlined in the course schedule) ahead of lecture. Lectures are meant to enhance, rather than duplicate material from the book, so attendance is strongly encouraged. Attendance will be taken in the form of one (2-point) question at the beginning of each class. Questions will be based on material from the previous class period. One point is granted to students who answer the question incorrectly. Two points are granted for students who answer the question correctly. Eight (8) points will be dropped at the end of the semester, allowing for approximately 4 absences.

Most slides/notes from lecture will not be posted and missed notes cannot be borrowed from the instructor. I suggest that students get to know at least a few fellow classmates and ask for their email addresses or phone numbers in case there is a need to catch up on notes or announcements in the event that you miss a class. **Please do not e-mail the professor or TAs asking, “What did I miss?”.**



Recitations and Assignments

Recitations are a mandatory and important part of this course. Recitations are designed to promote your understanding of the course materials, as well as expand your knowledge of the field. Students are expected to attend the weekly recitation for which they have registered and not for ones scheduled at other times. TAs will instruct the recitation sections, and attendance will be considered as part of your final grade. Student should come to the recitations having read the assigned readings for the week and be prepared to discuss them and other topics covered in class lectures with classmates and TAs. As part of the work for the recitations, there will be a lab component during

which students will gain hands-on experience in biological anthropology by examining casts of primates, fossil hominins and modern humans, observing primate behavior, examining lithic artifacts, and other such activities. Students are not expected to be experts in biological anthropology when starting this class; however, the labs will help students learn the material and relate it to topics of the week's lectures.



Exams

Throughout the semester, there will be 3-4 exams covering material from readings, lectures, and recitations. Three exams will be administered throughout the semester. The end of this course will be concluded with a final exam. This exam will be cumulative (covering material from the entire semester). The final exam is optional, but if you do not take it, your final exam grade will be replaced by the average score of your first four exams.

*No make-ups of in-class assignments, recitation assignments, or exams will be given (apart from extenuating circumstances: doctors notes, sports documentation, etc.) but one will be dropped. You are responsible for all assignments and material covered on days you are absent, even if such assignments and activities deviate from the attached course schedule.



Literature Review Paper

Academic writing is an important part of the field of biological anthropology. A portion of your grade will consist of a 3-5 page paper, submitted in several parts throughout the semester.

<u>Assignment</u>	<u>% of Grade</u>
Lecture and Recitation Attendance	25%
Assignments/Activities	25%
Exams	25%
Literature Review Paper	25%
TOTAL	100%

Course grades will be assigned based on your final average according to this scale: 98- 100 = A+; 93-97 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70-72 = C-; 67-69 = D+; 63-66 = D; 60-62 = D-; <60=F. If you have found an error in the grading of an assignment or exam, you must present the issue to the TA or instructor within one week of receiving the grade.

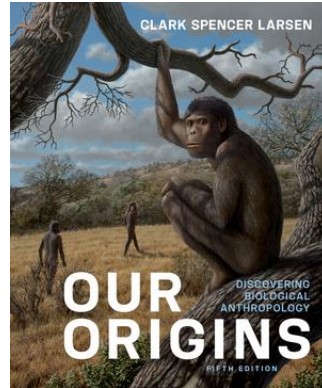
Course Materials

- **Textbook**

There is one required textbook for this course. This book is available for purchase at the University of Pennsylvania Bookstore (3601 Walnut Street, Philadelphia, PA 19104), but you may

also order it online. **Please make sure you are purchasing the correct edition, as older editions will have different information.**

Larsen, C. S. (2020). *Our origins: Discovering biological anthropology*. Fifth Ed. WW Norton & Company.



- **PollEverywhere**

Students should have access to their Poll Everywhere account, via smartphone, computer, tablet, etc. for class polling.



- **Canvas**

All assigned readings and information will be posted to Canvas. The Canvas website for the course can be found at this link: <https://canvas.upenn.edu/>. You will log into the website using your PennKey ID and password. Look for the course name “ANTH-0030-001-2023C” and click on this link to access course materials on the website. These materials will also include those required for the completion of work for the recitations.

Should you have technical any difficulties in using the website, please contact Canvas Support (canvas@pobox.upenn.edu). For any issues associated with the course content, please contact the Instructor or your TA about it. Please check Canvas frequently to access and review course materials. Should you have difficulties with the online assignments (GLEs, InQuizitives), you can also contact Norton Tech Support: <https://support.wwnorton.com/request>.

Please check Canvas regularly to consult the syllabus, view announcements, assigned homework, assigned articles, helpful supplementary materials, and other content. This is also where you can see your grade in the class, updated regularly throughout the semester.

Academic Honesty/Responsibility

University of Pennsylvania students have agreed to abide by the Code of Academic Integrity (<https://catalog.upenn.edu/pennbook/code-of-academic-integrity/>) which will be strictly enforced. Students are asked to practice care and attention regarding academic honesty, with the understanding that all cases of plagiarism, cheating, multiple submission, and unauthorized collaboration are subject to penalty. Students may not collaborate on exams or assignments, directly or through virtual consultation, unless the instructor gives specific permission to do so. I suggest you familiarize yourself with what

constitutes plagiarism by reviewing this resource from Penn Libraries:

<https://guides.library.upenn.edu/copyright/plagiarism> .

Generative AI

The prevalence of artificial intelligence (AI) in today's academic and professional environment and the potential it holds for facilitating various tasks is growing. However, the use of generative artificial intelligence tools and apps is strictly prohibited in all course assignments unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT and other AI writing and coding assistants. Use of generative AI in this course may be considered use of an unauthorized aid, which is a form of cheating. This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

Diversity and Inclusion

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Services/Resources

Disability Services

Students requesting disability-related accommodations should register with the Weingarten Center (<https://weingartencenter.universitylife.upenn.edu/>) to determine and authorize disability-related accommodations. For students already registered with SSD, please provide your academic accommodation letter as soon as possible so that we can discuss the implementation of your accommodations. Please note that accommodations are not retroactive and require advance notice to be successfully implemented.

Mental Health and Wellness Resources

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. For other situations, I encourage you to review Wellness at Penn's Student Health and Counseling: <https://wellness.upenn.edu/student-health-and-counseling>. These resources can help you manage personal challenges that impact your well-being or ability to thrive at the University of Pennsylvania. Accessing them, especially early on, as symptoms develop, can help support your academic success as a university student.

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be largely related to your course work; if so, I invite you to speak with me (or your other professors) directly. However, problems with relationships, family worries, loss, or a personal struggle or crisis can

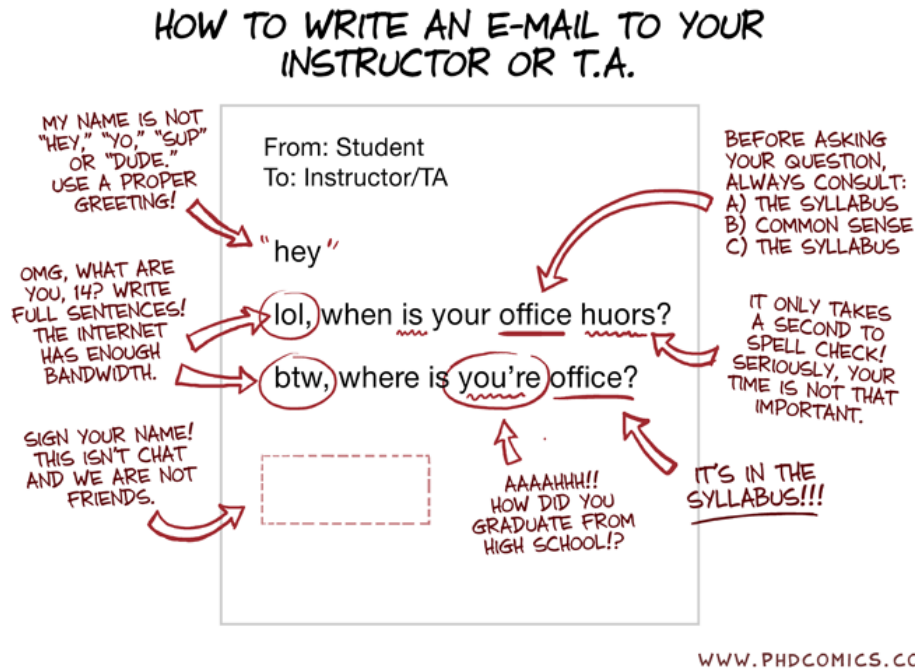
also contribute to decreased academic performance, and may require additional professional support. Penn provides a variety of support resources: <https://wellness.upenn.edu/student-health-and-counseling>.

FERPA

Federal law, the Family Education Rights and Privacy Act (FERPA), protects the privacy of student “education” records — which generally includes information maintained by Penn that identifies a student. Students should be aware of their rights under FERPA: <https://oacp.upenn.edu/privacy/penndata/appropriate-use-of-penn-data/ferpa/>.

Other Notes

- Keep an electronic copy of all written assignments that you complete in this course (I recommend using a USB-compatible flash-drive that you keep with you or saving everything to Google Drive). This strategy will minimize the likelihood of your grade being affected by any problems due to your attachment getting lost in cyberspace, submitting the wrong version, me overlooking an assignment that you submitted, or the plethora of other potential issues common to the college experience. Note that YOU are responsible for your own backup plan.
- You may use a laptop to take notes in this class, however, studies show that laptops may impede learning for both users and peers (Ravizza, Uijtvlugt, & Fenn, 2017; Sana, Weston, & Cepeda, 2012) and that taking notes by hand results in better learning (Mueller & Oppenheimer, 2014). If you are taking notes on a laptop, I ask that respect your peers by staying on task and not bring on the internet, checking e-mail, social media, etc.
- As members of a professional community, your behavior should communicate respect for your colleagues. Thus, out of respect for others, please ensure all devices (cellphones, etc.) are turned to “silent”, and that you are not using your phone during class, when not polling.
- Class information will be communicated to you via Canvas, through email, and in class. For all email correspondence, I will use your official University of Pennsylvania email address. All course-related material can be accessed on the Canvas website. The materials provided on Canvas are not intended to replace class lectures. Please check Canvas and your official Penn email frequently (i.e., a few times per week) for any class-related announcements. All emails are expected to be polite and professional:



The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Academic Freedom Statement

The policies of the University of Pennsylvania protect academic freedom, as defined in the [AAUP's 1940 Statement of Principles](#). This statement has been endorsed by over 250 scholarly and educational organizations in the United States, and its principles are written into faculty handbooks nationwide, including [Penn's](#). The principles of academic freedom were established to protect the integrity of research and teaching from interference by donors, trustees, politicians, and others who might seek to make universities serve primate and political interests. They are founded on the idea that a university's purpose is to generate new knowledge that can serve the common good in a democratic society, and that generating new knowledge requires free and open inquiry. To safeguard the university's public mission, academic freedom entails the following rights for all faculty members – whether tenure-track or non-tenure track, and including graduate research and teaching assistants -and for students:

- The right of faculty members to full freedom in research, teaching, extramural speech (public speech on issues of general concern) and intramural speech (speech about the university itself, including criticism of it).
- The right of students to freedom in learning, which includes freedom of association and expression and freedom of inquiry in the classroom.

Academic freedom is only as strong as the institutions, procedures, and professional norms that faculty members established over the last century to protect it: institutions of faculty governance such as Faculty Senates and unions; the institution of tenure; and due process procedures that protect both tenure-track

and non-tenure track faculty against unjust discipline or dismissal. For further information about academic freedom, see the [AAUP-Penn website](#).