

# **ANTH 101 Primates, People, and Prehistory (Section 001)**

**Fall 2014**

fulfills Carolina Core GSS  
MWF 9:40-10:30 Gambrell 247

## Instructor

**Dr. Gail Wagner**, Dept. of Anthropology, 432 Gambrell

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**Office Hours:** Monday/Wednesday 2:30-3:30, or easily by email appointment

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**COURSE GOALS:** To introduce you to the field of anthropology, and in particular to human biological evolution and basic archaeological techniques. To encourage you to think scientifically about what makes us human.

**COURSE OUTLINE:** The course is divided into three sections: Introduction, Human Evolution, and Human Cultural Variation. The final exam will be comprehensive.

**READINGS:** No textbook, but supplemental readings will be assigned in Worksheets.

**ATTENDANCE:** Attendance is REQUIRED. Students are expected to attend all classes, videos, and all tests. Poor attendance will adversely affect (lower) your grade. This course requires ACTIVE LEARNING on your part, by completion of worksheets by the scheduled due dates.

**LEARNING OUTCOMES:** Those marked in **bold** indicate **GSS** learning outcomes.

By the conclusion of this course, students will be able to:

- **Describe the field of anthropology by listing its major subfields and explain how they relate to one another**
- **Explain how the principles of biological and cultural evolution are applied to paleoanthropological and archaeological contexts and data**
- Describe major relative and absolute dating techniques and understand when each is appropriate to use
- Explain the mechanisms of evolution at the population level
- Explain the sources of human genetic variation
- Recognize a primate and describe the characteristics of a primate
- Compare non-human vs human primate characteristics and behavior
- **Evaluate debates over the sources of shared behavior and physical morphology among primates**
- Interpret basic non-human primate gestures and behavior
- Summarize the effects of bipedalism on the skeletal-muscular system
- Summarize major hypotheses on how/why humans stood upright
- Recognize early human ancestors and related primates
- Recognize early stone tools and be able to identify how they are made
- Arrange early human ancestors in chronological order by morphological clues
- Summarize major hypotheses on how/why human brains expanded
- Summarize evidence for human behavior & achievements not directly visible in the archaeological/paleontological record
- Summarize evidence for the spread of humans into Australia and the Americas
- Defend a position on whether Neandertals were ancestral to us
- **Explain current theories regarding the origins of agriculture and the development of complex societies**
- Explain the concept of "race" as anthropologists apply it to humans

- Summarize examples of modern human biological variation at the population level
- **Articulate the relationship between culture and biological evolution**
- Apply the scientific method by stating a testable problem, determining appropriate tests (if . . . then statements), and evaluating the findings
- Scientifically defend a personal position on topics covered in this course
- Apply the scientific principles and information learned in this course to evaluate new evidence, editorials, journal articles, and TV shows on human evolution and human variation
- **Discuss how contemporary debates over local and global concerns are seated in long-term historical and biological trends in the human lineage**

**WORKSHEETS:** Worksheet exercises are assigned and completed online under ASSIGNMENTS on the Blackboard course web site. Access to a worksheet will be cut off at the due date/time, so be sure to complete each worksheet well before its cutoff. If you miss the deadline, you have until a second cutoff the day of the class review for that section of the course, but your score will be lowered by 1 point. If you miss a second deadline the score for the second late worksheet will be lowered 2 points. A third late worksheet will be the last worksheet you may complete late, for a reduction of 3 points. No worksheets may be completed late past the review session for that section of the course. Questions on worksheets may be repeated on tests. Each worksheet is worth 11 points. The total worksheet score counts for 26% of your grade for the course.

<u>Worksheet and topic</u>	<u>Due by 9:30 am on:</u>
1. Primates	Sept. 8
2. Genetics	Sept. 17
3. Dating and Archaeology	Sept. 24
4. Bones and Bipedalism	Oct. 6
5. Early Humans and Stone Tools	Oct. 17
6. Human Variation	Nov. 10
7. Human Societies	Nov. 24

**BLACKBOARD:** We will use our Blackboard course page heavily in this course, including 7 online worksheets that will be inaccessible after the due date/time, online practice quizzes that do not count toward your grade, and many other features. You need to check your Blackboard page frequently in coordination with this syllabus.

**It is your responsibility to gain and maintain access to Blackboard:** if you have problems, you need to contact the Blackboard computer people. Losing access to your home computer is not an adequate excuse for missing an online deadline: plenty of computers are accessible on campus where you may complete your homework assignments.

**VIDEOS:** Question sheets on the content and concepts of each video will be posted on the Blackboard page under Assignments. You must print a copy of the questions and bring the sheet to class on the day of the video, fill it out during the film, and hand it in at the close of class that day. Your total video score will be multiplied by 0.5 for a possible total of 23 points. Videos may not be available for makeup if you miss class the day a video is scheduled.

**QUIZZES:** Online practice quizzes will be posted on Blackboard. These will NOT count toward your grade. Taking them will help you study for the tests. In past classes, the students who received As were the same students who most often completed the practice quizzes before the review session before a test.

**TESTS:** Two tests are scheduled, as well as a final comprehensive examination. Tests may include multiple choice, matching, true-false, fill-in-the-blank, short answer, and essay. Make-up tests are rarely allowed and will be MORE DIFFICULT than the scheduled test. Absence from tests will be excused

(and tests allowed to be made up) ONLY if you have a written statement from your doctor or a parent. NOTIFY the professor of the reason for your absence AT THE EARLIEST POSSIBLE MOMENT in an email message. Online study quizzes and vocabulary lists are provided to help you study for the tests.

**EXTRA CREDIT POP QUIZZES:** Instead of taking attendance, pop quizzes will be given at the end of selected classes, particularly those with low attendance. Any points earned will count extra toward your total score. During a pop quiz, students may not use their notes, but they may consult with each other on the answers.

**ACADEMIC INTEGRITY:** You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum of your failing the assignment, and may result in additional, more severe disciplinary measures up to and including referring you to the Office of Academic Integrity. For more information, see the Carolina Community Student Handbook. Remember that the first tenet of the Carolinian Creed is, "I will practice personal and academic integrity."

**RESPECT:** All participants in the class are expected to display respect to each other, to the instructor, and to the places where the course meets. Personal use of the internet, phones, or other electronic devices during class time is forbidden. Do not leave trash behind: clean up after yourself.

**EMAILING YOUR PROFESSOR:** Emails that do not have **ANTH 101** or alternatively **Human Evolution** in the subject heading will be deleted without reading. Expect a reply to your email. If you do not receive a reply within 3 days, your email was not received (did you properly label the subject?). Did you use the posted email address from the syllabus?

**GRADING:** Grades will be based as follows out of a possible score of 300 points. All test scores, worksheet scores, and video questions will be counted. NO extra credit other than unscheduled end-of-class pop quizzes will be available: aim to complete the assigned tasks on time to make the best possible grade. If you receive permission to turn in any homework late, the score will be reduced for that homework. NOTE that lectures provide material not accessible on Blackboard.

	<b>Points</b>	<b>Percent</b>
Videos (x .5)	23	7%
Worksheets	77	26%
Test 1	50	17%
Test 2	50	17%
Final Exam	100	33%

<b>Points</b>	<b>Grade</b>	<b>Percent</b>
272-300	A	91-100%
260-271.5	B+	87-90.5%
239-259.5	B	80-86.5%
227-238.5	C+	76-79.5%
194-226.5	C	65-75.5%
182-193.5	D+	61-64.5%
150-181.5	D	50-60.5%
<150	F	<50%

## PROJECTED COURSE OUTLINE PART I: INTRODUCTION

- AUG** 22 What Makes Us Human? What is Anthropology?
- 25 Understanding Evolution; Plate Tectonics
- 27 What is a Primate?
- 29 Primates, cont.
- SEPT** 1 NO CLASS – LABOR DAY
- 3 Primates, cont.
- 5 Primate Behavior and Why We Study It
- 8 *Among the Wild Chimpanzees (59 min)*  
**BRING movie question sheet to class with you!**  
**DUE by 9:30 am:** Worksheet 1 (Primates)
- 10 Genetic Basics
- 12 Genetics for Understanding Human Variation
- 15 Population Genetics
- 17 Relative Dating  
**DUE by 9:30 am:** Worksheet 2 (Genetics)
- 19 Absolute Dating
- 22 Archaeological Techniques
- 24 Review for Test on Part 1  
**DUE by 9:30 am:** Worksheet 3 (Dating and Archaeology)
- 26 **TEST 1** [Worksheets 1-3]

## PART II: HUMAN EVOLUTION

- SEPT** 29 First Primates to Miocene Primates  
*First Primates – Plesiadapiforms (13 min)* **Bring question sheet to class**
- OCT** 1 What Can We Learn from Bones?
- 3 Bipedalism
- 6 Earliest Humans  
**DUE by 9:30 am:** Worksheet 4 (Bones and Bipedalism)
- 8 Australopithecines [Semester Midpoint Oct. 9th]
- 10 Australopithecines, cont.  
*Lucy in Disguise (30 min)* **BRING movie question sheet to class with you**
- 13 Australopithecines to Early Homo
- 15 Stone Tools  
*Stone Age Language Mystery (13 min)* **BRING movie question sheet to class**
- 17 *Homo erectus*  
*Lice and Human Evolution (11 min)* **BRING movie question sheet to class**  
**DUE by 9:30 am:** Worksheet 5 (Early Humans and Stone Tools)
- October 17-19, 5th annual Reconstructive and Experimental Archaeology Conference (REARC) at Schiele Museum of Natural History, Gastonia, NC
- 20 *Homo erectus*  
*A Human Way of Life (52 min)* **BRING movie question sheet to class with you**
- 22 Archaic *Homo sapiens*  
*Neanderthals and Denisovans (10:54)* **Bring movie question sheet to class**  
*Neanderthals and Us (2:40)*
- 24 **FALL BREAK – NO CLASS**
- 27 Anatomically Modern *Homo sapiens* and Models of Their Spread
- 29 Review for Test 2
- 31 **TEST 2** [Worksheets 4-5]

## Part III: Human Cultural Variation

- NOV 3 Human Variation
- 5 Race
- 7 Peopling of Americas
- 10 Peopling of Australia. Hobbits  
**DUE by 9:30 am:** Worksheet 6 (Human Variation)  
*Little People of Flores (12 min)* **Bring question sheet to class**  
*Hippo's Island Life (4.5 min)*
- 12 Paleolithic to Mesolithic  
*Atlatl Bob* (no question sheet)
- 14 *Cahokia – Ancient Metropolis (60 min)* **BRING movie question sheet to class**
- 17 Upper Paleolithic Art and Symbolism
- 19 Domestication and Origins of Agriculture
- 21 Rise to Civilization
- 24 Early Civilizations  
**DUE by 9:30 am:** Worksheet 7 (Human Societies)
- 26-28 THANKSGIVING BREAK – NO CLASS**
- DEC 1 Early Civilizations, cont.
- 3 Becoming Human
- 5 Review for Final Comprehensive Examination

**Final Comprehensive Examination**  
**Friday, December 12**  
**9:00-11:30 am, Gambrell 247**