

**San José State University**  
**Social Sciences/Anthropology Department**  
**ANTH152, Human Origins, Section 01, Fall, 2009**

<b>Instructor:</b>	Dr. Elizabeth Weiss
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<b>Office Hours:</b>	TR 1500 – 1630; W 1245-1445 (Or available by appointment via prior arrangement)
<b>Class Days/Time:</b>	Tuesdays & Thursdays 1330 – 1445
<b>Classroom:</b>	WSQ 004
<b>Prerequisites:</b>	ANTH012

### **Faculty Web Page and MYSJSU Messaging**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

### **Course Description**

This course will focus on the fossil evidence for human evolution, with an emphasis on some of the most recent controversies. Molecular data, dating the fossils, and comparative anatomy will also be discussed. Class lectures will be supplemented with lab demonstration of modern skeletal material and reproductions of fossil hominids.

Major topics will include:

- 1) Finding, dating, and naming fossil Hominins
- 2) Evolution of bipedality and its importance for human evolution.
- 3) Encephalization quotients, brain size, and the emergence of *Homo sp.*
- 4) Out-of-Africa versus Multiregional theories on the origins of *Homo sapiens*.
- 5) Molecular and fossil controversies surrounding Neanderthals.
- 6) Survey of the Fossils: Anatomy, Locomotion, Diet, Geography, Dates, and Phylogeny
  - a) Australopiths
    - i) Early species
    - ii) Gracile Australopithecines

- iii) Robust Australopithecines
- b) Early *Homo* species
  - i) *Homo habilis*
  - ii) *Homo rudolfensis*
- c) *Homo erectus* and *Homo ergaster*
- d) Archaic *Homo* species
  - i) *Homo antecessor*
  - ii) *Homo heidelbergensis*
  - iii) *Homo neanderthalensis*
- e) *Homo sapiens*
  - i) Archaic
  - ii) Modern

### **Course Goals and Student Learning Objectives**

Paleoanthropology is a rapidly changing field; in just the last decade the fossil record has been pushed back 3 million additional years! Also, fossils have been discovered in Central Africa for the first time; over 6 new species have been discovered, and even two new genera have been proposed. Molecular evidence has been starting to pay off as well, with replicable studies of Neanderthal DNA that has begun to answer many of paleoanthropology's most important questions. This course hopes to highlight the issues involved in paleoanthropology, focusing on the latest findings, and how these relate to humans. Most importantly, this course should enable you to understand the scientific literature and think critically about popular media's interpretation of the newest findings.

### **Course Content Learning Outcomes**

Upon successful completion of this course, students should have increased:

1. Understanding of culture as the distinguishing phenomenon of human life, and the relationships of human biology and cultural processes in human behavior and evolution.
2. Awareness of human diversity and the ways in which humans categorize diversity.
3. Knowledge of the significant findings of archaeology, cultural anthropology, and physical anthropology, and familiarity of the important issues in each sub-discipline.
4. Knowledge of the history of anthropological thought and its place in modern intellectual history.
5. Comprehension of migration, colonialism, and economic integration as significant phenomena shaping global society.
6. Ability to access various forms of anthropological data and literature.
7. Awareness of the importance and value of anthropological knowledge in contemporary society, and the ability to apply it to social issues.
8. Knowledge of the research methods of the sub-disciplines of anthropology, and ability to apply appropriate research methods in at least one sub-discipline.
9. Ability to present and communicate anthropological knowledge and the results of anthropological research to different audiences.
10. Knowledge of political and ethical implications of social research.

## Required Texts/Readings

### Textbook

Ciochon and Fleagle. 2006. The Human Evolution Source Book, 2<sup>nd</sup> Edition. Pearson Prentice Hall.

Whitehead, Sacco, and Hochgraph. 2005. A Photographic Atlas for Physical Anthropology: Brief Edition. Morton Press.

### Other Readings

*Additional Readings may also be required from academic journals and will be provided at least one class period before the reading is due.*

## Library Liaison

Bernice Redfern; Librarian; (408) 808-2038; [Bernice.Redfern@sjsu.edu](mailto:Bernice.Redfern@sjsu.edu)

## Classroom Protocol

- Students are responsible for being aware of assignment due dates, midterm date, and the final exam schedule.
- Students who miss classes should keep up with course readings and obtain notes from a classmate.
- If you have any concerns about your class performance or comprehension, come by my office during office hours or schedule an appointment. I am always willing to help students and I care about whether students are grasping the material and enjoying the class.
- Newspaper reading is not allowed in class. If you read a newspaper in class, I will ask you to leave class.
- No electronics (which include Ipods, Mp3 Players, Sidekicks, Cell phones, Laptops, etc.) will be allowed out in class. Before class begins, you should turn off all electronics and put them out of sight. I will ask you to leave class if you have any electronics out.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

## **Assignments and Grading Policy**

### **Course Requirements**

**EXAMS:** There will be a four (4) quizzes and a final exam. The final, **which will be comprehensive**, will be given on the scheduled final day.

**PAPER:** A research paper will due near the end of the term, December 3<sup>rd</sup>. The paper can be a research paper with a focus on a specific controversy in the field or it can be an in-depth survey of a specific fossil, or an anatomical description with the significance of form and function of a fossil species, or any combination. The papers should be 4 to 6 pages long, 1-inch margins, 12 pt font, and the references will either be APA or AJPA style. Each student is required to see me about their topic during my office hours (or at a scheduled time) before starting the paper.

**PARTICIPATION:** This will be based on the outlines or summaries from the group discussions and other in-class assignments.

### **GRADING POLICY AND PROCEDURES**

**Assignments are graded on a scale of 100.**

Quizzes (Each worth 10%)	40%
Final	30%
Paper	20%
Participation	10%

#### **Grading is as followed:**

97% and Above	A+	77-79%	C+
91-96%	A	71-76%	C
90%	A-	70%	C-
87-89%	B+	67-69%	D+
81-86%	B	61-66%	D
80%	B-	60%	D-
		59% and Below	F

### **Make-up Work**

If you know in advance that you should be unable to attend an exam, it is your responsibility to contact me immediately by either e-mailing or telephoning me, leaving a message for me at the main department office, or coming by during my office hours.

Only students with a valid documented excuse will be able to take a make-up exam or hand in a late assignment. Late assignments will not be accepted otherwise.

#### **LATE PAPERS**

- Papers are due at the beginning of class.
- No late papers without a documented valid excuse will be accepted.

- Documents need to be official and verifiable, such as hospital receipts, police records, etc.
- Events that occur the night before the paper is due will not be accepted as an excuse since your paper should be done or nearly done by that time.
- No emailed papers, papers slid under my office door, or put in my office box will be accepted without prior permission.
- Occurrences that involve family members or friends will be considered only with documentation and collaborative evidence of relationships and the necessity of your attendance.
- These are examples; each case will be evaluated on a case-by-case basis and all decisions are final.

## **University Policies**

### **Academic integrity**

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

## ANTH152 /Human Origins, Fall 2009, Course Schedule

NOTE: Ciochon and Fleagle. 2006. The Human Evolution Source Book, 2<sup>nd</sup> Edition abbreviated as SB.

Whitehead, Sacco, and Hochgraph. 2005. A Photographic Atlas for Physical Anthropology: Brief Edition abbreviated as Atlas.

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/25 – 8/27	Introduction What kind of ape is that? Humans as primates Atlas: Ch. 1-2
2	9/1– 9/3	Geological Background – How old are those things? SB: Ch. 1, 3, 5, 8
3	9/8 – 9/10	When did the family divide? Timing the Ape Human Split SB: Ch. 9 – 11; Our oldest relatives?: <i>Ardipithecus</i> , <i>Orrorin</i> , <i>Sahelanthropus</i> Atlas: pp. 54-55; SB: Ch. 12 -15
4	9/15 – 9/17	Quiz 1 (on Tuesday); Introducing the Australopithecines Atlas: pp. 54-65; SB: Ch. 16
5	9/22 – 9/24	Lucy's Mother? <i>A. anamensis</i> SB: Ch. 17; A fight for family name: <i>A. afarensis</i> ; <i>K. playtops</i> , <i>et al.</i> SB: Ch. 18 & 20
6	9/29 – 10/1	East vs South Africa. Family issues? SB: Ch. 19, 20, 22, 29; Taking a different road? Robust Australopiths SB: Ch. 23 – 25
7	10/6 – 10/8	Early <i>Homo</i> : more like us? Atlas: pp. 65 – 67; SB: Ch. 26; The handy man and other possible tool makers SB: Ch. 27 – 28, 30 – 31
8	10/13 – 10/15	Quiz 2 (on Tuesday); <i>Homo erectus</i> in Africa; not just an Asian species SB: Ch. 32 – 33.
9	10/20 – 10/22	Moving on out: dispersal of <i>Homo</i> Atlas: pp. 67- 77; SB: Ch. 34 – 36; Seeking pleasant climes: Spain and Humans SB: Ch. 37
10	10/27 – 10/29	Humans hit the Far East SB: Ch. 38 – 40;

Week	Date	Topics, Readings, Assignments, Deadlines
		Island Dwellers: <i>Homo erectus</i> in Java SB: Ch. 41 – 43
11	11/3 – 11/5	A new species on an old island: <i>H. floresiensis</i> SB: Ch. 44; Quiz 3 (on Thursday)
12	11/10 – 11/12	The rise of Archaics: Are they us? Atlas: pp. 78 – 84; SB: Ch. 46 – 49; Asian Archaics: What's brain size got to do with it? SB: Ch. 50 – 51
13	11/17 – 11/19	Neanderthals: Our cousins? Atlas : pp. 84 – 90; SB: Ch. 55 – 57; Quiz 4 (on Thursday)
14	11/24 – 11/26	Origin of Moderns Atlas: pp. 90 – 96; SB: Ch. 59, 61 No class 11/26
15	12/1 – 12/3	Multiregionalism vs. Out-of-Africa SB: Ch. 68, 70 – 72; Paper Due (on Thursday)
16	12/8	Final Review
Final Exam	12/15	WSQ 004 at 0945-1200