

**HUMAN ORIGINS**  
Anthropology Department; SJSU

ANTH 152 Section 1  
Mondays & Wednesdays 1200 – 1315

Fall 2007  
WSQ 004

**Dr. Elizabeth Weiss**

**Office:** CL 404R

**Office Hours:** M, W 1500 – 1700; T 1300-1500 (Or available by appointment via prior arrangement)

If you have any concerns about your class performance or comprehension, please 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.

**Phone:** 408-924-5546

**E-mail:** eweiss@email.sjsu.edu

**Course Web Page:** [http://www.sjsu.edu/faculty\\_and\\_staff/course\\_detail.jsp?id=1176](http://www.sjsu.edu/faculty_and_staff/course_detail.jsp?id=1176)

**Home Page:** <http://www.anthrosciences.com>

**Departmental Web Page:** <http://www2.sjsu.edu/depts/anthropology/people/weiss.html>

**Faculty Web Page:** [http://www.sjsu.edu/faculty\\_and\\_staff/faculty\\_detail.jsp?id=565](http://www.sjsu.edu/faculty_and_staff/faculty_detail.jsp?id=565)

**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

### Texts

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.

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

### Class Structure

Class meetings often will be split into several parts, which may include:

1. A lecture section with a focus on the week's reading, especially focusing on fossils and the controversies behind them;
2. A highlight of the fossil anatomy with in-class or lab demonstration with casts and skeletal materials;
3. Separate group discussions of a specific question that will have been presented the prior week; students will turn in an outline or summary of their discussion at the end of class with all the participants names.
4. Joint class discussion of what was discussed in the separate groups.

Sometimes classes will not contain each part; for example, sometimes we may just have lecture or just have demonstrations and discussion.

### Course Goals

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 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 6th. 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 5 to 8 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 on the presentation from the research paper.

**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 EXAMS AND QUIZZES**

- If you know in advance that you should be unable to attend an exam due, 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.

**DEPARTMENTAL LEARNING OBJECTIVES AND SKILLS**

The department of anthropology also has key learning objectives and skills that we wish students to obtain. By the completion of this course, students should have an 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.

**CLASS BEHAVIOR**

- Newspaper reading is not allowed in class. If you read a newspaper in class, I will ask you to leave class for the rest of the semester.
- 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.

**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. and each case will be evaluated on a case-by-case basis.
  - Some valid excuses may include illnesses that include hospital stays, car accidents, and a parental death.
  - Some non-valid excuses may include weddings, computer problems, financial difficulties, and funerals of unrelated individuals.
  - These are examples; each case will be evaluated on a case-by-case basis.
  - 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.
- AGAIN EACH EXCUSE WILL BE EVALUATED ON A CASE-BY-CASE BASIS AND ALL DECISIONS ARE FINAL.

**MISCELLANEOUS**

- You must sign up with the Disability Resource Center to get any special consideration regarding any disability. Just telling me that you have a disability will not be enough.
- It is not possible to make-up extra credit assignments or in-class participation assignments.
- Students are responsible for understanding policies about adding, dropping, academic renewal, and incompletes.
- Students are responsible for being aware of assignment due dates, quiz dates, 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.
- Library Liaison For Anthropology: Bernice Redfern; Librarian; (408) 808-2038;  
[Bernice.Redfern@sjsu.edu](mailto:Bernice.Redfern@sjsu.edu)

### UNIVERSITY, COLLEGE, OR DEPARTMENTAL POLICY INFORMATION

#### Academic integrity statement (from Office of Judicial Affairs):

“Your own commitment to learning, as evidenced by your enrollment at San José State University and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.pdf>”

#### Campus policy in compliance with the Americans with Disabilities Act:

“If you need course adaptations or accommodations because of a disability, or if you need 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 register with DRC to establish a record of their disability.”

**COURSE OUTLINE**

(SB = Human Evolution Source Book; Atlas = A Photographic Atlas for Physical Anthropology)

<u>Date</u>	<u>Topic</u>	<u>Assigned Readings</u>
Aug. 27	Introduction	
29	What kind of ape is that? Humans as primates	Atlas: Ch. 1-2
Sept. 03	Labor Day – No Class	
05	Geological Background – How old are those things?	SB: Ch. 1, 3, 5, 8
Sept. 10	When did the family divide? Timing the Ape Human Split	SB: Ch. 9 – 11
12	Our oldest relatives?: <i>Ardipithecus</i> , <i>Orrorin</i> , <i>Sahelanthropus</i>	Atlas: pp. 54-55; SB: Ch. 12 -15
17	Quiz 1	
19	Introducing the Australopithecines	Atlas: pp. 54-65; SB: Ch. 16
24	Lucy's Mother? <i>A. anamensis</i>	SB: Ch. 17
26	A fight for family name: <i>A. afarensis</i> ; <i>K. platyops</i> , et al.	SB: Ch. 18 & 20
Oct. 01	East vs South Africa. Family issues?	SB: Ch. 19, 20, 22, 29
03	Taking a different road? Robust Australopiths	SB: Ch. 23 – 25
08	Early <i>Homo</i> : more like us?	Atlas: pp. 65 – 67; SB: Ch. 26
10	The handy man and other possible tool makers	SB: Ch. 27 – 28, 30 - 31
15	Quiz 2	
17	<i>Homo erectus</i> in Africa; not just an Asian species	SB: Ch. 32 – 33.
22	Moving on out: dispersal of <i>Homo</i>	Atlas: pp. 67- 77; SB: Ch. 34 – 36
24	Seeking pleasant climes: Spain and Humans	SB: Ch. 37
29	Humans hit the Far East	SB: Ch. 38 – 40
31	Island Dwellers: <i>Homo erectus</i> in Java	SB: Ch. 41 - 43
Nov. 05	A new species on an old island: <i>H. floresiensis</i>	SB: Ch. 44
07	Quiz 3	
12	Veterans Day - Campus Closed	
14	The rise of Archaics: Are they us?	Atlas: pp. 78 – 84; SB: Ch. 46 - 49
19	Asian Archaics: What's brain size got to do with it?	SB: Ch. 50 – 51
21	Neanderthals: Our cousins?	Atlas : pp. 84 – 90; SB: Ch. 55 – 57
26	Origin of Moderns	Atlas: pp. 90 – 96; SB: Ch. 59, 61
28	Multiregionalism vs. Out-of-Africa	SB: Ch. 68, 70 – 72
Dec. 03	Quiz 4	
05	Presentations; Paper Due	
10	Final Review	

**FINAL EXAM: Tuesday, December 18<sup>th</sup>, 0945-1200**