**Course description**

This course covers the transformation of human biological and cultural endowments through a span of some 7 million years, from a hominoid stage to the appearance of anatomically modern humans. A consideration of the human genome, of our place in nature—including our relationship with non-human primates—, and a review of evolutionary principles, leads to a broad coverage of the archaeological findings of hominids in a diachronic framework. Further consideration is placed on the selective processes that led to the human reliance on symbolic adaptations. The journey through the bio-cultural transformations of humanity highlights the emergence of bipedal locomotion, the increased levels of encephalization, changes in subsistence practices, the control of fire, the appearance of language, and the anthropogenic impacts of the global dispersal of modern humans.

**Learning goals**

The aim of the course is for the student to have a basic and general understanding of the evolutionary paradigm as it applies to the biological and cultural makeup of humans. The major contributions from naturalists (Darwin and Wallace) as well as contributions from molecular biology help contextualize major biological transformations of the human clade and to understand the polytypic nature of contemporary human populations. Applied to the cultural domain, a critical evaluation of the evolutionary paradigm stresses the need to decouple the notion of “progress” from that of learned symbolic adaptations, and to construe the evolutionary process as non-teleological and multidirectional. Students will have the opportunity to develop their critical thinking and their writing skills by engaging in
class discussions and submitting short documentary reviews.

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<thead>
<tr>
<th>Sessions</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Jul M 8</td>
<td>Introduction to the Course and to Latte</td>
<td>None</td>
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<td>Jul T 9</td>
<td>Framing Paradigms: Science and Anthropology</td>
<td>Cartmill 2000; Scott 2014; Marks 2002;</td>
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<td><strong>Documentary: Judgment Day</strong></td>
<td>Lewis et al. 2011</td>
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<td>Jul Th 11</td>
<td>Inorganic Dynamics of the Blue Planet: Plate Tectonics and Pangaea</td>
<td>Hallam 1976; Kurtén 1976;</td>
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<td>History of Evolutionary Thought</td>
<td>Lamarck 1809; Allen 2014</td>
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<td><strong>Documentary: What Darwin Never Knew</strong></td>
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<td>Jul M 15</td>
<td>From Molecules to Human Genomics</td>
<td>Whitlock 2014; Stearns 2014; Baer 2014</td>
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<td>The Synthetic Theory of Evolution</td>
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<td><strong>Documentary: Why Sex</strong></td>
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<td><strong>Review of What Darwin Never Knew due</strong></td>
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<td>Jul T 16</td>
<td>The Place of Humans in Nature</td>
<td>Ayala 2010; Rodman 1999; Strier 2003</td>
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<td>Primates and Human Evolution</td>
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<td><strong>Documentary: Your Inner Monkey</strong></td>
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<td>Paleoanthropology, Time Scales and Chronology</td>
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<td><strong>Documentary: The Gorilla King</strong></td>
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<td><strong>Midterm Posted</strong></td>
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<td>Basal Hominids</td>
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<td><strong>Midterm due</strong></td>
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<td>Jul T 23</td>
<td>Australopithecines</td>
<td>Berger et al. 2010; Gurche 2013a; Shipman 1986</td>
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<td><strong>Documentary: The Story of Lucy</strong></td>
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<td><strong>Documentary: Surviving Africa</strong></td>
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<td>From Quadruped to Biped: How?</td>
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<td><strong>Review of Documentary Surviving Africa due</strong></td>
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<td>Jul M 29</td>
<td>Habilines and Ancestral Homo</td>
<td>Berger et al 2015; Gurche 2013b and 2013c;</td>
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<td>Homo floresiensis?</td>
<td>Brown et al. 2004; Jacob et al. 2006</td>
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<td><strong>Documentary: The Birth of Humanity</strong></td>
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<td><strong>Documentary: Alien from Earth</strong></td>
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<td>July T 30</td>
<td>Archaic Homo sapiens and Neanderthals</td>
<td>Wood 2011; Gurche 2013d; Tattersall 2012; Gurche 2013e</td>
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<td><strong>Documentary: Decoding Neanderthals</strong></td>
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Aug Th 1  Anatomically Modern Humans  Willoughby 2007; Lewin 1987; Templeton 2002; Burling 1993; White 1992
Origins of Language / other Symbolic Adaptations
Documentary: First Peoples-Africa
Documentary: The Mind’s Big Bang

Documentary: First Peoples-The Americas

Aug T 6  The Iconography of Human Evolution  Moser 1996; Connif-Giller 2014; Marks 2015; Templeton 2014
The Future of Human Evolution
Review of Doc: First Peoples-The Americas due
Take-home final exam posted

Aug F 9  Final exam due (no later than 5pm)

Critical dates

- July 23, 2019 - Midterm
- August 6, 2019 - Review of documentary “First Peoples-The Americas”
- August 9, 2019 - Final exam

LATTE
LATTE is the Brandeis on-line course website and the course will be managed through it. All the reading materials and all the documentaries required for the class are available there. Assignment submissions, course related announcements, and any and all syllabus changes will be also communicated via LATTE. Login using your UNET ID and password at http://latte.brandeis.edu.

Students with extra challenges
Brandeis seeks to welcome and include all students. If you need accommodations as outlined in an accommodations letter, please talk with me and present your letter as soon as you can. I want to support you. In order to provide test accommodations, please submit the letter more than 48 hours in advance. I want to provide your accommodations, but cannot do so retroactively. If you have questions about documenting a disability or requesting accommodations, please contact Student Accessibility Support (SAS) at 781.736.3470 or access@brandeis.edu.

Four-Credit Course (with three hours of class-time per week)
Success in this 4-credit hour course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, response to questions, preparation for discussions, writing of papers, preparation for exams, etc.).
**Class attendance**
Attendance to class is obligatory. Absence from classes will only be accepted in cases of medical or extreme emergencies, and should be notified in person or by email prior to the intended missed class.

**Reading assignments**
Reading assignments should be completed by the dates indicated above. Reading of these materials is essential for your participation in class (15% of the total grade). Throughout the summer session, you will reflect critically on the readings and generate a brief synthesis of the core idea or argument in each reading, as well as at least one thoughtful question about the material. You should prepare and write down the synthesis from each assigned reading to both reflect your comprehension of the readings and highlight salient points that you think will contribute to the discussion of the readings.

**Writing assignments**
There are three written reviews of the videos *What Darwin Never Knew*, *Surviving Africa* and *First Peoples-The Americas*. Each should have a maximum of three double-spaced typed and numbered pages. The reviews need to address three points: 1) A synthetic summary of the core ideas (half a page), a critical evaluation of the main points (two pages), and a general assessment of the effectiveness of the video (half page). If you cite from any source, you should include an extra page listing your bibliography. The first review counts 5% of the final grade and the second and third 10%.

**Exams**
There will be two exams (each 30%). Each examination will include an essay. The essays are intended to foster critical thinking by comparing and contrasting assumptions, statements, or theoretical positions from different authors. The tests are not accumulative; that is, the final exam will cover only topics discussed after the midterm.

**Summary of evaluation weighting**
- Class participation 15%
- Midterm exam 30%
- Final exam 30%
- First video review 5%
- Second video review 10%
- Third video review 10%

**Use of laptops and tablets**
Students are welcome to use a laptop computer or a tablet in class provided it is used for note taking or for web searches specifically related to the topic being discussed. If a student is found using the laptop for other purposes, his/her right to use it will be immediately suspended for the rest of the summer session. The use of phones is not permitted.
**Academic Integrity**
You are expected to be familiar with and to follow the University’s policies on academic integrity (see [http://www.brandeis.edu/studentlife/sdc/ai](http://www.brandeis.edu/studentlife/sdc/ai)). Faculty will refer any suspected instances of alleged dishonesty to the Office of Student Development and Conduct. Instances of academic dishonesty may result in sanctions including but not limited to failure in the course, failure on the assignment in question, suspension from the University and/or educational programs.

*Readings (on LATTE)*

Allen, Garland, E.  

Ayala, Francisco J.  

Baer, Charles F.  

Benefit, Brenda R., and Monte L. McCrossin  

Berger, Lee, R. et al.  

Berger, Lee R. et al.  
2015  Homo naledi, a new species of the genus Homo from the Dinaledi Chamber, South Africa. *eLife Research article* DOI: 10.7554/eLife.09560

Brown, P. et al.  

Burling, Robbins  

Cartmill, Matt

Conniff, Richard and Geoffey Giller

Delson, Eric, and Ian Tattersall

Fagan, Brian

Falk, Dean

Fiedel, Stuart, and Gary Haynes

Grayson, Donald K., and David J. Meltzer

Gurche, John


Hallam, A.  

Jacob, T. et al.  

Johanson, Donald, and Maitland A. Edey  

Krogman, Wilton, M.  

Kurtén, Björn  

Lamarck, Jean  

Lewin, Roger  

Lewis, Jason E., et al.  

Lovejoy, C. Owen  

Marks, Jonathan  
2002  Science, Religion and Worldview. In What It Means to Be 98%
Chimpanzee: Apes, People, and Their Genes, pp. 266-288.
University of California Press, Berkeley.


Moser, Stephanie

Rodman, P. S.

Sarich, Vincent, M., and Allan C. Wilson

Scott, Eugenie, C.

Shipman, Pat

Stearns, Stephen C.

Strier, Karen B.

Tattersall, Ian
2012 Who were the Neanderthals? In Masters of the Planet: in search for our human origins, pp. 159-177. Palgrave, MacMillan, New York

Templeton, Alan R.

Waters, Michael R., and Thomas Wier Stafford, Jr.

White, Randall

White, Tim, et al.

Whitlock, Michael, C.

Willoughby, Pamela R.

Wilson, Michael, L., et al.

Wood, Bernard

Wundram, Ina Jane