**Course objectives**

This course covers the development of human physical and cultural endowments through a span of some 5 million years, from a hominoid stage and a foraging economy to the origins of agricultural practices and the rise of urban life. A consideration of humans’ place in nature as well as a review of evolutionary principles leads to discuss the archaeological findings of hominids in a diachronic framework. Further consideration is placed on the selective processes that led to the domestication of biomasses symbiotic with humans, and of the social causes and consequences of settled life. The journey through the bio-cultural transformations of humanity highlights the transition to bipedal locomotion, the acquisition of language, changes in subsistence economies, and an increase in societal complexity.

**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.
<table>
<thead>
<tr>
<th>Course outline</th>
<th>Sessions</th>
<th>Topics</th>
<th>Readings</th>
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<tr>
<td></td>
<td>Jul M 9</td>
<td>Introduction to the Course and to Latte</td>
<td>None</td>
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<td></td>
<td>Jul T 10</td>
<td>Framing Paradigms: Science and Anthropology</td>
<td>Cartmill 2000; Scott 2014; Marks 2002</td>
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<td>Documentary: Judgment Day</td>
<td>Lewis et al. 2011</td>
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<td>Jul Th 12</td>
<td>Inorganic Dynamics of the Blue Planet: Plate Tectonics and Pangaea History of Evolutionary Thought</td>
<td>Hallam 1976; Kurtén 1976</td>
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<td>Documentary: What Darwin Never Knew</td>
<td>Lamarck 1809; Allen 2014</td>
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<td>Jul M 16</td>
<td>From Molecules to Human Genomics The Synthetic Theory of Evolution</td>
<td>Whitlock 2014; Stearns 2014; Baer 2014</td>
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<td>Documentary: Why Sex Review of What Darwin Never Knew due</td>
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<td>Jul T 17</td>
<td>The Place of Humans in Nature Primates and Human Evolution</td>
<td>Ayala 2010; Rodman 1999; Strier 2003</td>
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<td>Documentary: Your Inner Monkey</td>
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<td>Documentary: The Gorilla King Midterm Posted</td>
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<td>Midterm due</td>
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<td>Jul T 24</td>
<td>Australopithecines</td>
<td>Berger et al. 2010; Gurche 2013a; Shipman 1986</td>
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<td>Documentary: The Story of Lucy Documentary: Surviving Africa</td>
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<td>Review of Documentary Surviving Africa due</td>
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<td>Documentary: The Birth of Humanity Documentary: Alien from Earth</td>
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<td>July T 31</td>
<td>Archaic Homo sapiens and Neanderthals</td>
<td>Wood 2011; Gurche 2013d Tattersall 2012; Gurche 2013e</td>
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<td>Documentary: Decoding Neanderthals</td>
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Aug Th 2  Anatomically Modern Humans  Willoughby 2007; Lewin 1987; Templeton 2002; 
Origins of Language / other Symbolic Adaptations  
Documentary: First Peoples-Africa  
Documentary: The Mind’s Big Bang  

Aug M 6  Ancient Human Dispersals  Grayson-Meltzer 2004; 
Documentary: First Peoples-The Americas  Fiedel-Haynes 2004; 
Review of Doc. First Peoples-The Americas due  Waters-Wier 2013; Fagan 2001; 

Aug T 7  The Iconography of Human Evolution  Moser 1996; Connif-Giller 2014; Marks 2015; 
The Future of Human Evolution  Templeton 2014; 
Take-home final exam posted  
(due on Friday August 10, no later than 5pm)  

Note: All documentaries are available on Latte

Students with extra challenges  
If you are a student with a documented disability at Brandeis University and if you wish to request a reasonable accommodation for this class, please see me immediately. Keep in mind that reasonable accommodations are not provided retroactively.

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.).

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 type 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. Participation is graded based on the submissions and the assessment of your typed and printed synthesis. 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.

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 grading**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Class participation</td>
<td>15%</td>
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<tr>
<td>Midterm exam</td>
<td>30%</td>
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<tr>
<td>Final exam</td>
<td>30%</td>
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<tr>
<td>First video review</td>
<td>5%</td>
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<tr>
<td>Second video review</td>
<td>10%</td>
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<tr>
<td>Third video review</td>
<td>10%</td>
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**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**

Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to be familiar with, and to follow, the University’s policies on academic integrity. Please consult Brandeis University Rights and Responsibilities ([http://www.brandeis.edu/studentaffairs/srcs/rr/](http://www.brandeis.edu/studentaffairs/srcs/rr/)) for all policies and procedures. All policies related to academic integrity apply to in-class and take home projects, assignments, exams, and quizzes. Students may only collaborate on assignments with express permission. Allegations of alleged academic dishonesty will be forwarded to the Director of Academic Integrity. Sanctions for academic dishonesty can include failing grades and/or suspension from the university.

**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


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