

ANBI 102: Humans are Cultural Animals, Winter 2018

Lecture: Center 216 MWF 9:00-9:50 am

Professor: Dr. Marni LaFleur

Email: marni.lafleur@gmail.com

Office: Social Sciences Building 297

Office hours: Monday/Wednesday 12:00-2:00 pm

Final Exam: Wednesday March 21, 8:00-10:59 am

Teaching Assistant Extraordinaire:

Ms. Caroline Horton cfhorton@ucsd.edu

Course Readers:

Hannah Radner hradner@ucsd.edu

Bridget Lawrence bclawren@ucsd.edu

Please note that the syllabus may change slightly as the term progresses.

Course description: This class examines humans from a comparative perspective; if we ignore culture, what's left? How do culture and biology interact? And how does biology inform cultural debates over race, sex, marriage, war, peace, etc.? Prerequisites: upper-division standing.

In this class we will explore two main avenues of inquiry: 1) in what ways are “human” cultural traits found throughout the animal kingdom, and 2) in what ways do modern humans vary from one another, and can we explain variation culturally, biologically, and/or through comparisons with non-human animals.

My aim is for you to gain:

- a deeper understanding of the complexities of non-human animal existence,
- a greater appreciation for individual and group variation in humans, and
- an improved ability to evaluate sources and critically interpret information.

Please note that some of the course content is contentious, controversial, and may make you uncomfortable. And some of it also makes me uncomfortable! But, that is ok. My goal is to get you to think critically about important issues, not to tell you what to think. Full disclosure that I believe biological anthropology can make the world better, and I hope that in some small way this course will encourage you to be more open minded, accepting of others, and compassionate towards both other species and people.

There is no textbook for this class. All readings will be paced on TritonEd. Additionally, I will post lecture slides on TritonEd and have requested podcasts for the course.

Classroom etiquette:

Electronic devices. I realize that electronic devices are an important aspect of learning and that you may want to use your tablet or computer (or whatever other device) during class. This is fine. However, using your phone or other device to multitask (shop, social network, watch cat videos [actually, the cat thing might be ok, j/k]), or chat or text, are totally not cool. These activities are distracting to your classmates and to me. Please, if you know that you can't help

but multitask during class, sit at the back of the classroom, in the last two rows. If I notice you doing this, I will first ask you to stop and next ask you to leave (and I will). Thank you for understanding, in advance.

Coming into and leaving class

Please try to be on time. If you can't be at class when it starts, please come in quietly and try not to be disruptive. Also, PLEASE try not to start rustling around and packing up before class is over. This drives me bonkers. In return, I promise not to hold you captive or go overtime. Ever.

Academic Integrity

The office of Academic Integrity provides guidance for students and faculty (<https://students.ucsd.edu/academics/academic-integrity/index.html>). In order to avoid lengthy sanctions with the office of Academic Integrity, please just hand in original work and use no aids during examinations (i.e. notes, your neighbor's exam, your cell phone, etc).

Students with disabilities

I will happily make accommodations for students with documented disabilities. Please come see me if you need something.

Students with athletic commitments

Please give me your schedules as soon as possible. I am happy to accommodate, so please provide documentation.

LGBT(-qia) students

Welcome! I always want you to feel safe in my class and/or office. Please let me know if you have a preferred name and/or pronoun that you would like me to use, if this is different from what my class list says or what I may inadvertently assume. I am terrible with maps/directions, but here is the link to single-occupancy restroom locations on campus, if you are so inclined: <http://blink.ucsd.edu/facilities/services/general/personal/restrooms.html>.

First generation, non-traditional, and transfer students

Also, welcome! I too am first gen, non-traditional, and back in the day, was a transfer student. I find that you all often feel like you are missing something, lacking background, or in some instances not as deserving to be at UCSD. This is not true! Please, make yourself comfortable here, in my class and on campus, and own your successes.

Important Resources:

- **CAPS** (Counseling and Psychological Services). Please know that CAPS is available to all students 24 hours per day. If you ever need someone to talk to, or are considering hurting yourself or others, please reach out immediately. It is never too late to get help.
- **CARE** at the Sexual Assault Resource Center. Let's hope you never need this, but if you do, help is available. As an academic employee, if you tell me about a sexual violence or harassment, I am legally required to report this to a "Title 9 Officer". There are confidential resources available, and although I am not one of them, I could potentially help you find on.

Discussion of grades or scores

PLEASE NOTE: I will not in any way discuss your exam or project *scores* on the same day that I hand them back to you. If you have questions or concerns regarding your scores, please 1) leave class, 2) read over any comments written on your materials, 3) wait 24 hours, and 4) send me an email outlining your question/concern. After this, we can arrange to meet and discuss your scores.

Don't forget, I CAN help you!

Finally, I want you to do well in my class! If I can help you throughout the term, please ask or let me know what's up, in advance. I'll do my best to accommodate, but can't help if you don't talk to me or give me time to problem solve.

Grades

1. Assignments: 25% Throughout the term there will be several short in-class assignments (10%), at-home assignments (12%), and points allotted for attendance during week 10 (3%). In-class assignments can only be completed if you are in class on that day. At home assignments will have specific due times and dates. You can submit assignments late, but I will deduct 10% per day.

At home assignments will include:

- Evaluating Sources Online assignment, Due Sunday Jan 28, 11:59 pm. (2%)
 - Video reflection short writing assignment, Due Sunday Jan 28, 11:59 pm. Submitted through TritonEd. (5%)
 - CARTA short writing assignment, Due Sunday March 4, 11:59 pm. You must be able to attend or live-stream 3 CARTA talks on Friday March 2nd between 1:00-5:30pm in order to complete this assignment. If you have a conflict you must let me know well in advance to make alternate arrangements. If you forget or miss CARTA, sorry, but you cannot complete the assignment. Submitted through TritonEd. (5%)
 - Attending class in Week 10, 1% per day (3%).
2. Midterm exam: 25% (Monday February 12) The test will be in-class and closed book. Materials covered will include lectures (and any videos), and readings. I recommend that you keep up with the readings and make notes for yourself about the main points/concepts for each of the readings. There will be a mix of question styles (multiple choice, fill in the blank, short answer). In order to facilitate critical thinking of concepts, I will give you the 'big picture' short essay style questions in advance (on Friday Feb 9th). These questions will be worth approximately ½ of the exam points. Attendance and writing the exam is mandatory. If you miss the exam for a legitimate reason, I require documentation (i.e. police report, doctor's note) for you to continue in the course.
 3. Group Video Project: 25% (proposal 5% due Friday Feb 9, 11:59 pm; Project 20% due Saturday March 10, 11:59 pm) You will work in groups of 4 or 5 to create a 4 or 5 minute video based on any topic that is relevant to course content. I am quite flexible on what you do for the video. I ask that your project contain accurate information, and be

interesting, thoughtful, and ideally, creative. In previous years student projects have examined:

- Parallels between scientific racism and Harry Potter
- Scientifically accurate rap about Neanderthal culture
- Surveys (online, in-person) on people’s opinions of monogamy, dating, racism, etc.
- Puppet show of human chimpanzee evolutionary history journey
- Mini-documentary of cross-border comparisons of health care

We will discuss more about the projects and my expectations as the term progresses.

4. **Final Exam: 25% (Wednesday March 21, 8:00-10:59 am)**

The final exam will be similar in length and style to the midterm. Approximately ½ of the exam points will be from short written answers and I will give you these questions in advance (on Friday March 16). The exam will be cumulative, but weighted towards the material covered after the midterm. You must write the final exam in order to complete the course.

The following is the basic grade rubric that I will use:

Letter	Percent	GPA	Meaning	P/NP
A+	97-100	4.0	Excellent	Pass
A	93-96.9	4.0		
A-	90-92.9	3.7		
B+	87-89.9	3.3	Good	
B	83-86.9	3.0		
B-	80-82.9	2.7		
C+	77-79.9	2.3	Fair	
C	73-76.9	2.0		
C-	70-72.9	1.7		
D	60-69.9	1	Poor	No
F	< 60	0	Fail	Pass

SCHEDULE

WEEK 1

Topics: Introduction, evaluating source, science, facts, social traditions and culture.

Reading: 1-4.

January 8: Syllabus and introduction to ANTH 102

January 10: Evaluating source and reading critically; Science, facts, and beliefs in a post-truth society.

January 12: Analog vs homolog, social traditions vs. culture in non-human animals.

WEEK 2

Topics: Culture in the human lineage, Morality

Readings: 5, 6.

January 15: NO CLASS. MLK Day.

January 17: Evidences for culture in the human evolutionary lineage

January 19: Fairness, empathy, morality in non-humans and humans

WEEK 3

Marni away this week.

Topics: Video and discussion period.

Reading: None.

January 22: In-class video

January 24: In-class video

January 26: In-class video and discussion

DUE: Sunday Jan 28, 11:59 pm

1. Ithaca College Library “[Evaluating Sources](#)” online assignment. Please send results to Bridget Lawrence (bclawren@ucsd.edu).
2. Short written assignment based on in-class video and discussion. Assignment submitted through TridonEd.

WEEK 4

Topics: Language, intelligence, theory of mind

Readings: 7-9.

January 29: Communication vs language

January 31: Social cognition and intelligence

February 2: Theory of mind

WEEK 5

Topics: Scientific racism, eugenics and modern discriminations

Readings: 10-13.

February 5:

February 7:

February 9:

DUE: Friday Feb 9, 11:59 pm. Group Video Project Proposal. You can email this directly to me at marni.lafleur@gmail.com.

WEEK 6

Topics: Xenophobia, violence and warfare

Readings: 14-16.

February 12: Midterm exam

February 14: Xenophobia and play

February 16: Violence and warfare in humans, non-human primates, and in the human evolutionary lineage.

WEEK 7

Topics: Sexuality

Readings: 17-20

February 19: NO CLASS. Presidents' Day.

February 21: Social organization and mating patterns in non-human animals; orientation and attraction in human and other animals.

February 23 Coercion, rape and consent.

WEEK 8

Topics: Gender

Readings: 21, 22.

February 26:

February 28:

March 2: NO CLASS, CARTA 1:00-5:30 pm.

DUE: Sunday March 4, 11:59 pm. CARTA writing assignment. To be submitted through TritonEd.

WEEK 9

Topics: Zoopharmacology and self-medication

Readings: 23, 24.

Items DUE:

March 5:

March 7:

March 9:

DUE: Saturday March 10, 11:59 pm. Working youtube link of your group video project.

WEEK 10

Topics: Screening term projects; course wrap up

Readings: None!

Items DUE:

March 12: Class term project screening

March 14: Class term project screening

March 16: Course wrap up