ANBI 175: Paleofantasy --Evidence for Our Early Ancestors
Fall Quarter 2022

Lectures:
MWF 1-1:50 PM, CENTR 220

Instructor:
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Office Hours: Thu 12-1 PM and by appointment; SSB 287

Course website: canvas.ucsd.edu/. All readings, lecture outlines, and other class material will be posted on this site.

Course overview: This course examines methods used to reconstruct behavior of fossil hominins. As such, the course consists of two components: an overview of fossil evidence for human evolution and reconstruction of behaviors of extinct hominis based on analogies with non-human primates and living human groups. The aim of the course is to provide a historical perspective on the reconstruction of fossil hominin behavior and familiarize students with the contemporary topics related to human evolution.

Required Course Readings:
Lewin, Roger (2009). *Human Evolution: An Illustrated Introduction* (5th edition). Wiley.
The textbook is available online through UCSD library. You can also purchase a print copy of the textbook through the bookstore.

Alternatively, you can use a different textbook that provides a detailed overview of hominin fossil record, such as Conroy, Glenn C. and Herman Pontzer. 2012. *Reconstructing Human Origins: A Modern Synthesis.* WW Norton. 3rd edition (NB: do not use 1st edition).

Additional readings as specified in the syllabus are available electronically on the course website.

Course Requirements:
Midterm examination (20%)
Two reading responses (15% each; 30% total)
Class presentation (15%)
Class paper (35%)

To complete this course, you must satisfy all course requirements; i.e., you must take the midterm examination and turn in all assignments. You are expected to complete assigned readings for the day of lecture.

Requirements:
Your grade for this class will be based on one midterm examination, review of two assigned readings, an in-class presentation, and the final paper.

Midterm examination: The midterm examination will be designed to assess your grasp of the readings and lectures. The exam will consist of an essay question and you will be allowed to use course resources in answering the exam. The question will be posted on the course website on October 19 and you will have October 24 to submit your answer. On October 21 there will be no class and you can use the time to work on the exam. Extension of the deadline for the midterm examination will only be granted in extreme and exceptional emergencies, in which case, valid documentation will need to be provided.

Review of assigned readings: The article reviews are meant to allow you to further explore topics discussed in the class. Throughout the quarter, you will review two articles assigned for to this course. You can choose any articles you like, but they cannot come from the textbook. In reviewing the articles, you are expected to outline main points raised in the article, briefly discuss them, and provide your take on the argument. In the last part – your take on the article -- you can connect the topic with other things you have read, evaluate strengths/weaknesses of the author's views, or offer a different interpretation of the argument presented in the reading. The article review should be short and to the point (~ 2-3 pages; double-spaced, with a 12-pt font). You are not expected to use additional sources, but you can if you want to. The article you are reviewing needs to be properly referenced in the text and in the Works Cited section of your assignment. You need to turn in only two writing assignments that will be graded and included into your final grade. However, you may hand in as many reviews as you want to, and only the two highest scores will be counted towards your final grade. Article reviews are to be uploaded on Canvas prior to the lecture for which a particular article is assigned.

Class presentation: Throughout the quarter, each student will choose one reading to present in front of the class. The sign-up sheet will be available by the end of Week 1; the presentations start Week 3.

Class paper: In order to allow you to further develop your interests into a particular issue related to the reconstruction of fossil hominin behavior, you will write an 8-page paper on the topic of your choice. The focus of your paper can be anything related to behavior of past hominins, but the topic has to be approved by the instructor. The paper grade consists of the paper proposal and annotated bibliography (10% of your grade; due October 28) and the final paper (25% of your grade; due December 2). The paper proposal should clearly identify the topic you are exploring and at least four scholarly sources (journal articles/edited books) which you will use in writing the paper.

All information that is not your own original work must be cited. As of 2017, American Journal of Physical Anthropology (AJPA) requires references to be prepared according to APA style guidelines (see the References section at https://onlinelibrary.wiley.com/page/journal/10968644/homepage/forauthors.html), but you can use Chicago, MLA, CBE, or any other recognizable citation style.

Academic Integrity:
All assignments submitted for this class are expected to represent your own work. Violations of academic integrity will be taken seriously and reported to the Academic Integrity Office. It is your responsibility to know and observe all of the UCSD rules concerning academic integrity

and plagiarism. You should familiarize yourself with your responsibilities and rights under the UCSD Policy on Integrity of Scholarship: https://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2

Any student found to have committed a substantial violation of the University rules concerning academic integrity will fail the entire course and will be reported to the Academic Integrity Office for academic misconduct. In order to avoid charges of academic misconduct, follow these basic guidelines:

1) When using another person's ideas, always cite the source;
2) Avoid direct quotes; if you do use verbatim text, enclose it in quotation marks and cite the source;
3) Do not present another student's work as your own;
4) Do not misrepresent information obtained from a source;
5) Do not attribute information obtained from one source to a different source;
6) Avoid copying whole blocks of text from a source, even if the source is cited.
Further information on how to avoid plagiarism can be obtained by completing UCSD Library plagiarism tutorial: https://libraries.ucsd.edu/assets/elearning/plagiarism/prevent/story.html

If you have any questions about what constitutes plagiarism, please contact me discuss this topic further.

Policy on an Incomplete (I) Grade:
According to the UCSD policy, an Incomplete can be awarded only when student's work is of passing quality, but the class assignments could not be completed due to circumstances beyond the student's control. In other words, to be eligible for an Incomplete you must have completed all coursework except for the final exam or final paper. Further details on UCSD grading policy, including the Incomplete grade, can be found at:
https://libraries.ucsd.edu/assets/elearning/plagiarism/prevent/story.html

Students with Disabilities:
Students requesting accommodations and services due to either a short or long term disability for this course need to provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), prior to eligibility for requests. Receipt of AFAs in advance is necessary for appropriate planning for the provision of reasonable accommodations. For additional information, contact the Office for Students with Disabilities: 858.534.4382 (V) 858.534.9709 (TTY) - Reserved for people who are deaf or hard of hearing, email: osd@ucsd.edu. OSD Website: http://disabilities.ucsd.edu

TENTATIVE SCHEDULE OF TOPICS:

Week 0

September 23: No class meeting
Read the syllabus & ask questions on Monday

Week 1

September 26:
Introduction to the Study of Human Evolution
Lewin: *Human Evolution in Perspective* (1-36)

September 28:
Introduction to the Study of Human Evolution – Central Questions
Foley, R. A. (1992). Evolutionary ecology of fossil hominids. In *Evolutionary ecology and human behavior* (pp. 131-164). Routledge.

Recommended: Lewin: *Humans as Animals* (67-92)

September 30:
Hominin Fossil Record: An Overview
Lewin: Hominin Beginnings (93-127)

Kinzey, W. G. (1987). Introduction. In: *Evolution of human behavior: primate models*. SUNY Press.

Week 2

October 3:
Hominin Fossil Record: First Bipeds
Lewin: *The Australopithecines* (131-139)

October 5:
Hominin Archaeological Record: First Tools
Lewin: Early Tool Technologies (151-156)

October 7:
Hominin Archaeological Record (Cont'd)
De la Torre, I. (2011). The origins of stone tool technology in Africa: a historical perspective. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 366(1567), 1028-1037.

Semaw, S., Rogers, M. J., Quade, J., Renne, P. R., Butler, R. F., Dominguez-Rodrigo, M., ... & Simpson, S. W. (2003). 2.6-Million-year-old stone tools and associated bones from OGS-6 and OGS-7, Gona, Afar, Ethiopia. *Journal of Human Evolution*, 45(2), 169 177.

Harmand, S., Lewis, J. E., Feibel, C. S., Lepre, C. J., Prat, S., Lenoble, A., ... & Taylor, N. (2015). 3.3-million-year-old stone tools from Lomekwi 3, West Turkana, Kenya. *Nature*, *521*(7552), 310-315.

Week 3

October 10:
Interpreting Behavior of First Hominins: Historical Perspectives

Washburn, C. L. and deVore, I. (1962). Social behavior of baboons and early man. In: Washburn C. L (ed). *Social Life of Early Man*. Routledge. Pp. 91-106.

Schultz, A. H. (1962). Some factors influencing the social life of primates in general and of early man in particular. *Social Life of Early Man*. Routledge. Pp. 58-90.

October 12:
Interpreting Behavior of First Hominins: Historical Perspectives (Cont'd)
Strum, S. C., & Mitchell, W. (1987). Baboon models and muddles. *The evolution of human behavior: Primate models*, SUNY Press. 87-104.

Wrangham, R. W. (1987). The significance of African apes for reconstructing human social evolution. In: *The evolution of human behavior: Primate models*, SUNY Press. Pp. 51-71.

October 14:
Interpreting Behavior of First Hominins: Historical Perspectives (Cont'd)
Moore, J. (1996). Savanna chimpanzees, referential models and the last common ancestor. In McGrew, W. C., Marchant, L. F., & Nishida, T. E. (1996). *Great ape societies*, Cambridge University Press. Pp. 275-292.

Susman, R. L. (1987). Pygmy chimpanzees and common chimpanzees: models for the behavioral ecology of the earliest hominids. In Kinzey, W. G. (editor) *The evolution of human behavior: Primate models*, Pp.72-86.

Week 4

October 17:
Interpreting Behavior of First Hominins: New Questions
Tennie, C., Premo, L. S., Braun, D. R., & McPherron, S. P. (2017). Early stone tools and cultural transmission: Resetting the null hypothesis. *Current Anthropology*, *58*(5), 652-672. (also read comments and replies).

Whiten, A. (2011). The scope of culture in chimpanzees, humans and ancestral apes. *Philosophical Transactions of the Royal Society B: Biological Sciences*, *366*(1567), 997-1007.

October 19: * Midterm examination posted *****
Interpreting Behavior of First Hominins: New Questions
Stanford, C. B. (2012). Chimpanzees and the behavior of *Ardipithecus ramidus*. *Annual Review of Anthropology*, *41*, 139-149.

Sayers, K., Raghanti, M. A., & Lovejoy, C. O. (2012). Human evolution and the chimpanzee referential doctrine. *Annual review of anthropology*, 41, 119-138.

October 21:
No class meeting; work on your midterm exam.

Week 5

October 24: * Midterm examination due ***
Hominin Fossil Record: Emergence of the Genus *Homo*
Lewin: Early *Homo* (140-145) and *Homo erectus* (159-165)

October 26:
Hominin Archaeological Record: More on Tools, Migrations & Other Innovations
Lewin: New Technologies (166-169)

Van Schaik, C. P., Deaner, R. O., & Merrill, M. Y. (1999). The conditions for tool use in primates: implications for the evolution of material culture. *Journal of Human Evolution*, *36*(6), 719-741.

October 28: * Topic selection and annotated bibliography due***
Hominin Archaeological Record: More on Tools, Migration & Other Innovations
Morgan, T. J., Uomini, N. T., Rendell, L. E., Chouinard-Thuly, L., Street, S. E., Lewis, H. M., ... & Laland, K. N. (2015). Experimental evidence for the co-evolution of hominin tool-making teaching and language. *Nature communications*, *6*(1), 1-8.

Shipton, C., & Nielsen, M. (2015). Before cumulative culture. *Human Nature*, *26*(3), 331-345.

Week 6

October 1:
Subsistence Strategies of early *Homo*
Lewin: Hunter or Scavenger (170-175)
Hill, K. (1982). Hunting and human evolution. *Journal of Human Evolution*, 11(6), 521-544.

November 2:
Interpreting Subsistence of early *Homo*: Historical Perspectives
Lee, R. B., & DeVore, I. (1968). Introduction: Problems in the study of hunters and gatherers. In: *Man the hunter*. Routledge. Pp. 3-13

Leonard, W. R., & Robertson, M. L. (1992). Nutritional requirements and human evolution: a bioenergetics model. *American Journal of Human Biology*, *4*(2), 179-195.

O'Connell, J., Hawkes, K., & Blurton Jones, N. (2002). Meat-eating, grandmothering, and the evolution of early human diets. In: *Human diet: Its origin and evolution*, Pp. 49-60.

November 4:
Historical Perspectives: Woman the Gatherer/Man the Scavenger
Tanner, N. M. (1987). The chimpanzee model revisited and the gathering hypothesis. *The evolution of human behavior: Primate models*, 3-27.

Speth, J. D. (1989). Early hominid hunting and scavenging: the role of meat as an energy source. *Journal of Human Evolution*, *18*(4), 329-343.

Bunn, H. T. (2001). Hunting, power scavenging, and butchering by Hadza foragers and by Plio-Pleistocene *Homo*. In: Stanford, C. B. and Bunn, H. T. (eds). *Meat-Eating and Human Evolution*. Oxford University Press, Pp. 199-218

Week 7

November 7:
Hominin Fossil Record: Neanderthals
Lewin: *The Neanderthal Enigma* (179-186)

Churchill, S. E. Neanderthal Material Culture. (2014) In: *Thin on the Ground: Neandertal Biology, Archeology and Ecology.* Wiley. Pp. 41-69.

November 9: No Class – Instructor at AAA meetings

November 11: Veterans Day Holiday – No Class

Week 8

November 14:
Historical Perspectives: Binford-Bordes Debate
Bordes, F. (1961). Mousterian cultures in France. *Science*, *134*(3482), 803-810.

Binford, L. R., & Binford, S. R. (1966). A preliminary analysis of functional variability in the Mousterian of Levallois facies. *American anthropologist*, *68*(2), 238-295.

November 16:
Reconstructing Neanderthal Behavior
Binford, L. R. (1980). Willow smoke and dogs' tails: hunter-gatherer settlement systems and archaeological site formation. *American antiquity*, *45*(1), 4-20.

Vaquero, M. (2012). Introduction: Neanderthal behavior and temporal resolution of archeological assemblages. In *High resolution archaeology and Neanderthal behavior* (pp. 1-16). Springer, Dordrecht.

November 18:
Reconstructing Neanderthal Behavior: a Closer Look at the Shanidar Cave
Pomeroy, E., Hunt, C. O., Reynolds, T., Abdulmutalb, D., Asouti, E., Bennett, P., ... & Barker, G. (2020). Issues of theory and method in the analysis of Paleolithic mortuary behavior: A view from Shanidar Cave. *Evolutionary Anthropology: Issues, News, and Reviews*, *29*(5), 263-279.

Sommer, J. D. (1999). The Shanidar IV 'flower burial': a re-evaluation of Neanderthal burial ritual. *Cambridge Archaeological Journal*, *9*(1), 127-129.

Churchill, S. E., Franciscus, R. G., McKean-Peraza, H. A., Daniel, J. A., & Warren, B. R. (2009). Shanidar 3 Neandertal rib puncture wound and paleolithic weaponry. *Journal of human evolution*, *57*(2), 163-178.

Week 9

November 21:
Hominin Fossil Record: Anatomically Modern *Homo sapiens*
Lewin: *Anatomical Evidence* (188-199)

November 23:
Hominin Archaeological Record: Late Stone Age/Upper Paleolithic
Lewin: *Archaeological Evidence* (208-214)

November 25: ** No class -- Thanksgiving Holiday*****

Week 10

November 28:
Hominin Archaeological Record: The Meaning of 'Modern'
Shea, J. J., Adler, D., Barham, L., Conard, N. J., Eren, M. I., Lombard, M., ... & Wadley, L. (2011). *Homo sapiens* is as *Homo sapiens* was: Behavioral variability versus "behavioral modernity" in Paleolithic archaeology. *Current anthropology*, *52*(1), 1-35.

November 30:
Hominin Archaeological Record: Art, Social Complexity, and Cognition
Zilhão, J. (2007). The emergence of ornaments and art: an archaeological perspective on the origins of "behavioral modernity". *Journal of archaeological research*, *15*(1), 1-54.

Gamble, C. (1991). The social context for European Palaeolithic art. In *Proceedings of the Prehistoric Society 57*(1):3-15.

Lewis-Williams, J. D., Dowson, (1988). The signs of all times: entoptic phenomena in Upper Palaeolithic art. *Current anthropology*, *29*(2), 201-245. (read also comments and reply)

December 2: * CLASS PAPER DUE ****
Course Wrap Up
Schwartz, J. H. (2018). What's Real About Human Evolution? Received Wisdom, Assumptions, and Scenarios. *Rethinking Human Evolution*, *21*, 61-92.