

Term Information

Effective Term Autumn 2021

General Information

Course Bulletin Listing/Subject Area Anthropology
Fiscal Unit/Academic Org Anthropology - D0711
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 7003
Course Title Human Evolutionary History
Transcript Abbreviation Hum Ev Hist
Course Description This course provides an overview of major theoretical paradigms that have shaped anthropological research on human evolutionary history. The goal is to train students to think theoretically as anthropologists by critically examining primary and secondary sources for a selection of theoretical paradigms in human evolutionary history.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.0201
Subsidy Level Doctoral Course
Intended Rank Masters, Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Explain how humans' biocultural nature shape our experience, perception, and behavior.
- Interpret and represent other cultures without judging them by the standards of their own culture.
- Explain how elements of culture are interrelated and should be understood within context.
- Consider the range of human variation when studying human behavior and biology.
- Explain how human diversity is a product of evolutionary and cultural processes.
- Evaluate the history of the main theoretical paradigms in anthropology.
- Connect anthropological theories to research endeavors.
- Construct their own conceptual framework drawing from anthropological (and other) theories.
- Meet ethical, collegial, and professional expectations in and outside the classroom.

Content Topic List

- evolutionary history
- history of evolutionary thought
- natural selection
- stochastic evolution
- biocultural evolution

Sought Concurrence

No

Attachments

- 7003 syllabus theory 3 Evolution.docx: 7003 Syllabus

(Syllabus. Owner: Healy,Elizabeth Ann)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Healy,Elizabeth Ann	11/20/2020 09:30 AM	Submitted for Approval
Approved	Guatelli-Steinberg,Debra	11/20/2020 10:14 AM	Unit Approval
Approved	Haddad,Deborah Moore	11/20/2020 10:32 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	11/20/2020 10:32 AM	ASCCAO Approval

ANTHROPOLOGY 7003

THEORY 3:

HUMAN EVOLUTIONARY HISTORY

Instructor: Brutus Buckeye
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4034 Smith Laboratory
Tel. (614) 292-4149

Autumn 2020
Hours of instruction: TR 11:10 – 12:30
Classroom: Smith Lab 4094
Office hours: W 12-3 PM or by appointment

COURSE DESCRIPTION

This course provides an overview of major theoretical paradigms that have shaped anthropological research on human evolutionary history. The goal is to train students to think theoretically as anthropologists by critically examining primary and secondary sources for a selection of theoretical paradigms in human evolutionary history. Each week will cover a different topic in the field, seen from the point of view of recent and classic research. While not exhaustive, the readings selected will provide an overview of the topics that will give the students the required overview to continue exploring those aspects of evolutionary theory that best fit their own research interests.

COURSE GOAL AND LEARNING OUTCOMES

The goal is to train students to think theoretically as anthropologists, i.e., understand how anthropologists use evolutionary theory to describe and explain the diversity and dynamics of human biocultural systems. This entails the following:

1. Explain how humans' biocultural nature shape our experience, perception, and behavior.
2. Interpret and represent other cultures without judging them by the standards of their own culture.
3. Explain how elements of culture are interrelated and should be understood within context.
4. Consider the range of human variation when studying human behavior and biology.
5. Explain how human diversity is a product of evolutionary and cultural processes.
6. Evaluate the history of the main theoretical paradigms in anthropology.
7. Connect anthropological theories to research endeavors.
8. Construct their own conceptual framework drawing from anthropological (and other) theories.
9. Meet ethical, collegial, and professional expectations in and outside the classroom.

READINGS

The required readings will be made available through Carmen. You are expected to have read the assigned readings before you come to class. As you read, highlight, take notes, summarize, look up new words or concepts, and come with questions for me and/or your classmates. In short, be prepared to discuss the readings in class and bring the readings to class. I recommend you to go over the readings once more after class.

LEARNING OUTCOMES

The goal is to train students to think theoretically as anthropologists, i.e., understand how anthropologists use theory to describe and explain the diversity and dynamics of social-ecological systems, and this entails the following:

1. Explain what culture is and how it shapes humans experience, perception and action in the world.
 - a. Describe anthropological definition of the culture concept (e.g., learned, dynamic, shared, tacit). (A1a)
 - b. Analyze how culture shapes their lives and that of others around them. (A1b)
2. Interpret and represent other cultures without judging them by the standards of their own culture.
 - a. Recognize own beliefs and practices as cultural. (A2a)
 - b. Recognize that their own beliefs and practices are not “normal”. (A2b)
 - c. Recognize cultural differences between individuals and groups. (A2c)
 - d. Interpret cultural differences as differences and not as deficits. (A2d)
 - e. Represent other cultural beliefs and practices with respect. (A2e)
3. Explain how elements of culture are interrelated and should be understood within context.
 - a. Identify examples of how elements of cultures are interrelated (e.g., relationship between modes of subsistence and gender status). (A3a)
 - b. Analyze cultural phenomena holistically, i.e., studying it within local, global, and historical contexts. (A3b)
4. Consider the range of human variation when studying human behavior and biology.
 - a. Describe anthropological concepts that can be applied cross-culturally (e.g., anthropological description of marriage). (A4a)
 - b. Identify examples to show the range of human variation as well as to illustrate anthropological concepts. (A4b)
 - c. Apply relevant theoretical concepts in anthropology to describe human cultural and biological variation. (A4c)
 - d. Provide theoretical explanations for cross-cultural variation. (A4d)
5. Explain how human diversity is a product of evolutionary and cultural processes.
 - a. Recognize how humans are the product of evolutionary processes. (A5a)
 - b. Recognize how humans are the product of cultural processes. (A5b)
 - c. Analyze how the interaction between biology and culture shapes humans. (A5c)
 - d. Combine biological and cultural approaches to describe and explain human diversity in the past and present. (A5d)

- e. Appreciate the contributions of the different anthropological subfields to the study of human diversity. (A5e)
7. Critically assess how privilege and power structures interact with biological, cultural, and social systems.
 - a. Recognize inequalities within and among human societies. (A6a)
 - b. Identify the ways in which inequity interacts with biological, cultural, and social systems. (A6b)
 - c. Analyze how intersecting systems of oppression influence the lived experience of marginalized individuals and groups. (A6c)
 - d. Engage with the voices of historically excluded scholars and perspectives. (A6d)
8. Evaluate the history of the main theoretical paradigms in anthropology.
 - a. Summarize the history and development of anthropological theory. (B1a)
 - b. Recognize theoretical frameworks in anthropological literature. (B1b)
 - c. Identify current theoretical debates of anthropology. (B1c)
 - d. Evaluate various strengths and weaknesses of anthropological theories. (B1d)
 - e. Make connections between theories from different subfields. (B1e)
 - f. Recognize that writing the history of anthropology is an interpretive exercise. (B1f)
9. Connect anthropological theories to research endeavors.
 - a. Examine how theoretical frameworks shape research questions. (B2a)
 - b. Appreciate the contributions of different theoretical frameworks. (B2b)
 - c. Evaluate how multiple theoretical frameworks can be used to address a research question. (B2c)
 - d. Connect appropriate anthropological theories to research questions. (B2d)
9. Construct their own conceptual framework drawing from anthropological (and other) theories.
 - a. Reflect on their own worldviews. (B3a)
 - b. Compare own worldviews with theoretical paradigms. (B3b)
 - c. Construct their own conceptual framework integrating relevant theoretical paradigms. (B3c)
 - d. Articulate clearly their own conceptual framework. (B3d)
10. Meet ethical, collegial, and professional expectations in and outside the classroom.
 - a. Follow ethical and professional guidelines defined by the professional associations relevant to the student's career. (F1c)
 - b. Foster collegial relationships by sharing learning strategies and supporting fellow students. (F1d)

ASSESSMENT OF LEARNING OUTCOMES

Seminar. The goal of the seminars is to make sense of the theoretical paradigms that contribute to the insertion of biocultural systems in an evolutionary framework, i.e., to understand how human societies have been and continue to be shaped by evolutionary processes. Seminars are an opportunity to engage with material in a more advanced manner – through active participation and discussion, rather than passive learning. For this educational model to work, we all must come prepared to engage with the material. This means we have carefully and critically read all the assigned readings in advance and have prepared questions and points of discussion to use to engage with our colleagues.

To maintain that environment, we must be respectful of one another's ideas, effort and time. It is critical that we be respectful of different opinions and engage in civil discussion, especially as we debate ideas. This is essential for the learning process.

As is the case in most courses, people's accumulated knowledge on the subjects covered will vary. It is both your and my job to ensure you have an accurate understanding of the material covered. It is ok to be wrong – but we must be willing to confront and correct these misunderstandings and in class discussion is an excellent opportunity to accomplish this important task. Everyone is responsible for making the workshop an effective learning activity. This entails not only talking, but also listening, and encouraging others to participate. Therefore, the goal is to collaboratively come to an understanding of evolutionary theories that contribute to the understanding of past and present human societies, which will allow students to connect these discussions with their own research interests. **F1d**

Addendum. At the end of every week – before Friday midnight – students have to submit a paragraph or two (no longer than one page) in which they reflect on what they learned that week from reading, writing, and workshop discussions with an emphasis on what they learned from discussions with their fellow students. The goal of the assignment is for students to develop their own conceptual framework drawing from the anthropological theories discussed in the course and prepare for the term paper. **B3a-d, B2a-b**

Weekly Homework Assignments (WHA). Every week students will complete one written homework assignment in which they can practice and demonstrate one or more learning outcomes. The homework assignments below are examples of the types of assignments that instructors can use to assess student learning.

WHA: Anthropological Perspectives. You will write a short essay in which you (1) explain what the value of an anthropological approach is; and (2) how you will use the different anthropological perspectives in your own research, teaching, and professional career. The essay should be no longer than 4 double-spaced pages. **A1a - A5e**

WHA: Critical analysis of anthropological theory. In this homework assignment, students will use the following set of instructions to critically analyze the readings for that particular week: (1) explain the theoretical framework and its major concepts; (2) discuss the strengths and weaknesses of the theoretical framework

and its contribution to the discipline of anthropology; (3) discuss how this theoretical framework can be used to study your topic; and (4) discuss how different writers assess the theoretical framework. Students are advised to consult secondary sources to complete this homework assignments. Secondary sources can be review articles, like William Roseberry's Annual Review of Anthropology article about 'Marx and Anthropology' (1988) or chapters in a textbook or an encyclopedia, like McGee, R. Jon, and Richard L. Warms. 2012. Anthropological theory: An introductory history. 5th edition ed. Boston: McGraw-Hill. Students have to paraphrase and avoid quotations – in other words, they have to describe and explain these theoretical concepts and frameworks in their own words. **B1a-b, B1d-f**

WHA: History of anthropological theory. This homework assignment prompts students to connect the history of anthropology to broader histories of social and epistemological frameworks (in humanism and in science). Students will select for in-class presentation a work of art broadly defined—painting, film, photograph, music, literature. The presentation will be accompanied by a one-page outline that describes how that historical artwork (representing between 1770 and 1970) reflects or amplified intellectual and social trends of its time (or of the time represented) and how, in turn those trends are represented in seminal anthropological works of that time. An example might be the film "Angels & Insects" and its portrayal of the broader context in which evolutionary theory and the Ascent of Man was conceived. **B1a, B1e-f, B2a, B3a**

WHA: What is hot? The goal of this homework assignment is to find out what are the "hot" theoretical paradigms of today, i.e., what are popular, contemporary theoretical paradigms or concepts? Contemporary means in the last three to five years. In the essay, students have to do the following: (1) discuss the research strategies that they used to figure out what is "hot"; (2) describe the main players or theorists; (3) explain the theoretical paradigms and the questions they address; (4) discuss the strengths and weaknesses of theoretical paradigms; (5) discuss how it builds on earlier theoretical paradigms; and (6) explain contributions of paradigms to discipline of anthropology. **B1a-c, B2a-b, B2d**

WHA: Theory and current conditions This assignment builds on the History of Anthropological Theory with students selecting an artwork (conceived broadly) of the past three to five years for in-class presentation. The presentation will be accompanied by a one-page outline that describes how that artwork reflects or amplifies intellectual and socio-economic trends current today. In recursive class discussion and with other exercise explores how in turn those trends are influential in and impacted by anthropology. **A1b, B3a-b, B1e**

WHA: Paradigm detection. In this homework, students will select one recent article from a faculty member in the department that was published in the last five years and identify the theoretical paradigm(s) that are used explicitly and implicitly in the article. Students have to write a two-page analysis in which they (1) explain how they detected the paradigms (e.g., terminology, theorists, questions,

explanations, concepts, approaches, citations); and (2) explain how the paradigms have shaped the research and article. **B1c, B2a-b**

WHA: Linking theory to research. In this homework assignment, students will use the following set of instructions to critically analyze the readings for that particular week: (1) explain the theoretical framework and its major concepts; (2) discuss how the theoretical frameworks shapes empirical research in the assigned research article, for example, how it shapes the research questions, research design, sampling strategies, methods used, data collected, and/or how the data is used to answer the research questions; (3) discuss how the theoretical concepts or frameworks can shape their own research project and/or generate meaningful research questions about you topic. Here too, students have to paraphrase and avoid quotations – in other words, they have to describe and explain these theoretical concepts and frameworks in their own words. **B2a-d**

Peer review. In week 12, students will review the first draft of the term paper of one of their peers. Detailed instructions for peer-review will be made available to the students, drawing from instructions from professional journals and publishers (e.g., Elsevier) and the rubric for the term paper. The reviewer should provide critical and constructive feedback for the author, but in the final paragraph of the review should describe what the reviewer learned from reviewing. The goal of the peer review is for students to develop supportive professional habits and relationships with their peers. **F1c, F1d.**

Term paper. The capstone assignment for this course is a term paper in which students draw on theoretical frameworks covered in the course (and others) to develop their conceptual framework and research project. In the term paper, students should: (1) explain what a conceptual framework is; (2) describe clearly their own conceptual framework; (3) convince the reader of the importance of the topic and (4) the rigor of methodology. In addition, students should be discussing (5) how different theoretical frameworks yield different understandings of the topic and (6) what the advantages and disadvantages are of using different theoretical frameworks. Students should not just use the frameworks from their own subfields, but use frameworks from multiple subfields (and disciplines). The term paper should be no longer than 15 pages double-spaced. The term paper should align with the students' research interests and advance their dissertation research. It may be preparation for their doctoral exam. **B1d-e, B2a-d, B3a-d**

Evaluation: Course responsibilities will be weighted in the following way:

1. Weekly homework assignments (HWA)(14)	30%
2. Seminar	10%
3. Peer review	10%
4. Addenda (14)	15%
5. Term paper	35%
Total	100%

Final grades are based on the OSU Standard Scheme. A general guide to how you are doing is: A 93; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 60-66; E < 60.

UNIVERSITY STATEMENTS

Office of Disability Services Statement

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614 -292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614 -292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1- 800 -273-TALK or at suicidepreventionlifeline.org.

Title IX Statement

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Diversity Statement

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to

reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Committee on Academic Misconduct Statement

All students should become familiar with the rules governing academic misconduct, especially as they pertain to plagiarism and cheating. Ignorance of the rules is not an excuse and all alleged cases of academic misconduct will be reported to the Committee on Academic Misconduct ([COAM \(Links to an external site.\)](#)[Links to an external site.](#)).

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

TENTATIVE COURSE SCHEDULE

Week	Content	Assignment	Learning Outcome(s)
1	The structure of evolutionary theory	WHA: History of anthropological theory, Addendum	A5a-e, A6a-d, B1a-f
2	Natural selection and early evolutionary thinking	WHA: History of anthropological theory, Addendum	A4a-d, A5a-e, B1a-f
3	Modern synthesis and human diversity	WHA: Theory and current conditions, Addendum	A4a-d, A5a-e, A6a-d, B1a-f
4	Speciation and Punctuated equilibrium	WHA: Critical analysis of anthropological theory, Addendum	A4a-d, A5a-e, B1a-f
5	Sexual selection and other modes of selection	WHA Critical analysis of anthropological theory, Addendum	A5a-e, B1a-f
6	Ecological Interactions and Hybridization	WHA: Anthropological perspectives, Addendum	A3a, A3b, A4a-d, A5a-e, B1a-f
7	Extended synthesis, tinkering and modularity	WHA: Paradigm detection, Addendum	A3a, A3b, A4a-d, A5a-e, B1a-f
8	Evolution of modern human diversity	WHA: Anthropological perspectives, Addendum	A3a, A3b, A4a-d, A5a-e, B1a-f
9	Evolution of niche construction	WHA: Anthropological perspectives, Addendum	A1a, A1b, A4a-d, A5a-e, B1a-f
10	Biological basis of social behavior	WHA: Paradigm detection, Addendum	A1a, A1b, A5a-e, B1a-f
11	Evolution of biocultural systems	WHA: Anthropological perspectives, Addendum	A1a, A1b, A4a-d, A5a-e, B1a-f
12	The evolution of human behavior I	Peer review, Addendum	A2a-e, A3a, A3b, A5a-e, B1a-f, B2a-d, B3a-d, F1c, F1d
13	The evolution of human behavior II	WHA: Linking theory to research, Addendum	A1a, A1b, A2a-e, A3a, A3b, A5a-e, A6a-d, B1a-f, F1c, F1d
14	Human evolutionary history – seminar synthesis	WHA: Linking theory to research, Addendum	A2a-e, A4a-d, A5a-e, A6a-d, B1a-f, B2a-d, B3a-d, F1c, F1d

Exam Week		Term paper	A2a-e, A4a-d, A5a-e, A6a-d, B1a-f, B2a-d, B3a-d, F1c, F1d
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TENTATIVE COURSE READINGS

W1. The structure of evolutionary theory

Gould SJ (2002) The Essence of Darwinism and basis of modern orthodoxy: an exegesis of the Origin of Species. In: Gould SJ The Structure of Evolutionary Theory, pp: 93-169. Harvard University Press, Cambridge.

W2. Natural selection and early evolutionary thinking

Darwin C, Costa JT (2009) Natural selection. In: Darwin C, Costa JT The Annotated Origin: A Facsimile of the First Edition of On the Origin of Species, pp: 80-130. Harvard University Press, Cambridge.

Dawkins R (1986) The Blind Watchmaker. WW Norton & Company, New York. Chapter 3: 43-74.

Nilsson DE, Pelger S (1994) A pessimistic estimate of the time required for an eye to evolve. Proceedings of the Royal Society B 256: 53-58.

W3. Modern synthesis and human diversity

Mayr E (1980) Prologue: Some thought on the history of the evolutionary synthesis. In: Mayr E, Provine BP (Eds) The Evolutionary Synthesis: Perspectives on the Unification of Biology, pp: 1-48. Harvard University Press, Cambridge.

Relethford, J (2012) Human Population Genetics. Wiley-Blackwell, New Jersey. Chapter 2: 23-47.

Lewontin RC (1972) The apportionment of Human Diversity. Evolutionary Biology 6:381-398.

Edwards AWF (2003) Human genetic diversity: Lewontin’s fallacy. BioEssays 25: 798-801.

W4. Speciation and Punctuated equilibrium

Gould SJ, Lewontin RC (1979) The Spandrels of San Marco and the Panglossian Paradigm: A Critique of the Adaptationist Programme. Proceedings of the Royal Society of London 205: 581-598.

Gould SJ, Vrba ES (1982) Exaptation – a missing term in the science of form. *Paleobiology* 8: 4-15.

Eldredge N, Gould SJ (1972) Punctuated equilibria: an alternative to phyletic gradualism. In: Schopf TJM (Ed) *Models in Paleobiology*, pp: 82-115. Freeman Cooper, San Francisco.

Dawkins R (2004) *The Ancestor's Tale: a Pilgrimage to the Dawn of Evolution*. Weidenfeld & Nicolson, London. Pages 299-313 (in 2 files!)

Tattersall I (1992) Species concepts and species identification in human evolution. *Journal of Human Evolution* 22, 341:349.

W5. Sexual selection and other modes of selection

Darwin C (1871) *From the Descent of Man and Selection in Relation to Sex*. Chapter VIII, 253-300.

Kuijper B, Pen I, Weissing FJ (2012) A guide to sexual selection theory. *Annual Review of Ecology, Evolution and Systematics* 43, 287:311

Wood B, Strait D (2004) Patterns and resource use in early Homo and Paranthropus. *Journal of Human Evolution* 46: 119-162.

W6. Ecological Interactions and Hybridization

Grant PR, Grant BR (2008) The Biodiversity Problem and Darwin's Finches. In: Grant PR, Grant BR *How and Why Species Multiply*, pp: 1-12. Princeton University Press, Princeton.

Grant PR, Grant BR (2008) Ecological Interactions. In: Grant PR, Grant BR *How and Why Species Multiply*, pp: 65-75. Princeton University Press, Princeton.

Grant PR, Grant BR (2008) Hybridization. In: Grant PR, Grant BR *How and Why Species Multiply*, pp: 92-107. Princeton University Press, Princeton.

Holliday T (2003) Species concepts, reticulations, and human evolution. *Current Anthropology* 44: 653-673.

Duarte C, et al. (1999) The early Upper Paleolithic human skeleton from the Abrigo do Lagar Velho (Portugal) and modern human emergence in Iberia. *Proceedings of the National Academy of Science* 96: 7604-7610.

Tattersall I, Schwartz JH (1999) Hominids and hybrids: The place of Neanderthals in human evolution. *Proceedings of the National Academy of Science* 96: 7117-7119.

Green RE, et al. (2010) A draft sequence of the Neandertal genome. *Science* 328: 710-722.

W7. Extended synthesis, tinkering and modularity

Pigliucci M (2007) Do we need an extended evolutionary synthesis? *Evolution* 61: 2743-2749.

Laland, K. N., T. Uller, M. W. Feldman, K. Sterelny, G. B. Muller, A. Moczek, E. Jablonka, and J. Odling-Smee (2015) The extended evolutionary synthesis: its structure, assumptions and predictions. *Proc Biol Sci* 282(1813):20151019.

Jacob F (1977) Evolution as tinkering. *Science* 196: 1161-1166.

Müller GB (2007) Evo-devo: extending the evolutionary synthesis. *Nature Reviews* 8:943-949.

Laland K, Wray GA (2014) Does evolutionary theory need a rethink? *Nature* 514: 161-164.

W8. Evolution of modern human diversity

Lieberman DE (2011) Modular growth of the fetal and postnatal head. In: Lieberman DE *The Evolution of the Human Head*, pp: 96-143. Harvard University Press, Cambridge.

Scerri EMT, et al. (2018) Did our species evolve in subdivided populations across Africa, and why does it matter? *Trends in Ecology & Evolution*, doi.org/10.1016/j.tree.2018.05.005 1

Ackermann RR, Mackay A, Arnold ML (2016) The hybrid origin of “modern” humans. *Evolutionary Biology* 43: 1-11.

Current debate in the news:

<https://www.nytimes.com/2018/03/23/opinion/sunday/genetics-race.html>

<https://www.buzzfeednews.com/article/bfopinion/race-genetics-david-reich>

<https://www.nytimes.com/2018/03/30/opinion/race-genetics.html>

W9. Evolution of niche construction

Foster KR, Wenseleers T, Ratnieks FLW (2006) Kin selection is the key to altruism. *Trends in Ecology and Evolution* 21: 57-60.

Fuentes A (2016) The extended evolutionary synthesis, ethnography, and the human niche. *Current Anthropology*.

Nowak MA, Tarnita CE, Wilson EO. (2010) The evolution of eusociality. *Nature* 466: 1054-1062.

W10. Biological basis of social behavior

Dawkins R (1989) *The Selfish Gene*, pp: 1-87. Oxford University Press.

Trivers RL (1971) The evolution of reciprocal altruism. *The Quarterly Review of Biology* 46: 35-57.

Wilson EO (1975) *Sociobiology: The New Synthesis*. Chapter 27: Man: From Sociobiology to Sociology.

Axelrod R (1981) The Success of TIT FOR TAT in computer tournaments. In: Axelrod R *The Evolution of Cooperation*, pp: 27-54. Basic Books, New York.

W11. Evolution of biocultural systems

Henrich J, McElreath R (2007) Dual-inheritance theory: the evolution of human cultural capacities and cultural evolution. In: Dunbar R, Barrett L (Eds) *Oxford Handbook of Evolutionary Psychology*, pp: 555-570. Oxford University Press.

W12. The evolution of human behavior I

Cosmides L, Tooby J (2013) Evolutionary psychology: new perspectives on cognition and motivation. *Annual Review of Psychology* 64: 201-229.

Henrich J, McElreath R (2003) The evolution of cultural evolution. *Evolutionary Anthropology* 12: 123-135.

Buller DJ (2006) Evolutionary psychology: a critique. In: Sober E (Ed.) *Conceptual Issues in Evolutionary Biology*, pp: 197-214. MIT Press, Cambridge.

W13. The evolution of human behavior II

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Tehrani JJ (2013) The phylogeny of Little Red Riding Hood. *PLoS One* 8:e78871.

Pagel M (2012) Religion and other cultural “enhancers”. In: Pagel M *Wired for Culture: Origins of the Human Social Mind*, pp: 132-172. W.W. Norton and Company, New York.

Creanza, N., O. Kolodny, and M. W. Feldman (2017) Cultural evolutionary theory: How culture evolves and why it matters. *Proc Natl Acad Sci U S A*.

Mathew, S., and C. Perreault (2015) Behavioural Variation in 172 Small-Scale Societies Indicates That Social Learning is the Main Mode of Human Adaptation. *Proceedings of the Royal Society B-Biological Sciences* 282(1810).

Ross, C. T., and P. J. Richerson (2014) New frontiers in the study of human cultural and genetic evolution. *Curr Opin Genet Dev* 29C:103-109.

W14. Human evolutionary history – seminar synthesis

No reading – student presentations

ALIGNED PROGRAM GOALS, LEARNING OUTCOMES AND PROFICIENCIES

- A. = program goal
 1. = learning outcome
 a. = proficiency

A. Students will be able to think like an anthropologist by embracing a comparative, holistic, relativistic, biocultural, and reflexive approach.

1. Explain what culture is and how it shapes humans experience, perception and action in the world.
 - a. Describe anthropological definition of the culture concept (e.g., learned, dynamic, shared, tacit). (B/I)
 - b. Analyze how culture shapes their lives and that of others around them. (A)
2. Interpret and represent other cultures without judging them by the standards of their own culture.
 - a. Recognize own beliefs and practices as cultural. (B)
 - b. Recognize that their own beliefs and practices are not “normal”. (B)
 - c. Recognize cultural differences between individuals and groups. (B)
 - d. Interpret cultural differences as differences and not as deficits. (I)
 - e. Represent other cultural beliefs and practices with respect. (A)
3. Explain how elements of culture are interrelated and should be understood within context.
 - a. Identify examples of how elements of cultures are interrelated (e.g., relationship between modes of subsistence and gender status). (B/I)
 - b. Analyze cultural phenomena holistically, i.e., studying it within local, global, and historical contexts. (A)
4. Consider the range of human variation when studying human behavior and biology.
 - a. Describe anthropological concepts that can be applied cross-culturally (e.g., anthropological description of marriage). (B)
 - b. Identify examples to show the range of human variation as well as to illustrate anthropological concepts. (B)
 - c. Apply relevant theoretical concepts in anthropology to describe human cultural and biological variation. (I)
 - d. Provide theoretical explanations for cross-cultural variation. (A)
5. Explain how humans are a product of evolutionary and cultural processes.
 - a. Recognize how humans are the product of biological evolutionary processes. (B)
 - b. Recognize how humans are the product of cultural processes. (B)
 - c. Analyze how the interaction between biology and culture shapes humans. (I)
 - d. Combine biological and cultural approaches to describe and explain human diversity in the past and present. (A)
 - e. Appreciate the contributions of the different anthropological subfields to the study of human diversity. (A)
6. Critically assess how privilege and power structures interact with biological, cultural, and social systems.
 - a. Recognize inequalities within and among human societies. (A6a)
 - b. Identify the ways in which inequity interacts with biological, cultural, and social systems. (A6b)

- c. Analyze how intersecting systems of oppression influence the lived experience of marginalized individuals and groups. (A6c)
- d. Engage with the voices of historically excluded scholars and perspectives. (A6d)

B. Students will understand how anthropologists use and have used theory to describe and explain the world.

1. Evaluate the history of the main theoretical paradigms in anthropology.
 - a. Summarize the history and development of anthropological theory. (B)
 - b. Recognize theoretical frameworks in anthropological literature. (B)
 - c. Identify current theoretical debates of anthropology. (I)
 - d. Evaluate various strengths and weaknesses of anthropological theories. (I)
 - e. Make connections between theories from different subfields. (A)
 - f. Recognize that writing the history of anthropology is an interpretive exercise. (A)
2. Connect anthropological theories to research endeavors.
 - a. Examine how theoretical frameworks shape research questions. (B)
 - b. Appreciate the contributions of different theoretical frameworks. (I)
 - c. Evaluate how multiple theoretical frameworks can be used to address a research question. (A)
 - d. Connect appropriate anthropological theories to meaningful research questions. (A)
3. Construct their own conceptual framework drawing from anthropological (and other) theories.
 - a. Reflect on their own worldviews. (B)
 - b. Compare own worldviews with theoretical paradigms. (B)
 - c. Construct their own conceptual framework integrating relevant theoretical paradigms. (A)
 - d. Articulate clearly their own conceptual framework. (A)

F. Meet ethical, collegial, and professional expectations in research, teaching, collaboration, and other professional endeavors.

1. Plan a career
 - c. Follow ethical and professional guidelines defined by the professional associations relevant to the student's career. (I)
 - d. Foster collegial relationships. (A)