ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 10/6/2010

1. ACADEMIC UNIT: School of Human Evolution and Social Change

2. COURSE PROPOSED: ASM 246 Human Origins 3

(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Alissa Ruth and Don Johanson Phone: 5-4628

Mail Code: 2402 E-Mail: alissa.ruth@asu.edu; johanson.icho@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965–0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

- Literacy and Critical Inquiry–L
- Mathematical Studies–MA
- Humanities, Fine Arts and Design–HU
- Social and Behavioral Sciences–SB
- Natural Sciences–SQ

Awareness Areas

- Global Awareness–G
- Historical Awareness–H
- Cultural Diversity in the United States–C

6. DOCUMENTATION REQUIRED.

(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses: ____________________________

Is this a multi-section course?: ☒ No ☐ Yes; Is it governed by a common syllabus? ______

Alexandra Brewis Slade
Chair/Director (Print or Type) ____________________________

Date: ____________________________

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.
## ASU--[SB] CRITERIA

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>2. Course content emphasizes the study of social behavior such as that found in:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ANTHROPOLOGY</td>
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<td></td>
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<td>• ECONOMICS</td>
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<td>• CULTURAL GEOGRAPHY</td>
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<td>• HISTORY</td>
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<td><strong>OR</strong></td>
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<td></td>
<td>3. Course emphasizes:</td>
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<tr>
<td></td>
<td></td>
<td>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
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</tbody>
</table>

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and Knowledge about Human Interactions</td>
<td>Students examine how non-human primate behavior can be used to interpret human behavior and historical and scientific explanations for perceived &quot;racial&quot; differences and how those affect human interactions.</td>
<td>#5: Discussion of how/why modern human populations struggle with acceptance of human evolution. #18: Interactions between US and African cultures in the field. #29: Origin of modern culture</td>
</tr>
<tr>
<td>Study of Social Behavior in Anthropology</td>
<td>Students learn how primatologists study primate behavior in the wild. Students are taught how anthropologists use evidence of primate behavior to make inferences about behavior in the fossil record.</td>
<td>#8, 9 &amp; 10: In-depth exploration of non-human primate behavior studies, how that affects our understanding of human &amp; Neandertal behavior and our role in conservation. #27 Archaeology of behavior</td>
</tr>
<tr>
<td>Methods of Inquiry</td>
<td>Students view video footage of anthropologists working in the field and complete laboratory exercises that allow them to examine &amp; interpret data and understand how scientists use data to test hypotheses.</td>
<td>#2, 3, 8, 9 &amp; 10: Detailed examinations of how anthropologists conduct research. #26 &amp; 27: Use of data from behavioral studies and the archaeological record to make inferences about and interpret human behavior</td>
</tr>
</tbody>
</table>
This syllabus is subject to further change or revision, as needed, to best realize the educational goals of the course. Necessary revisions will be announced via Blackboard 9 with fair prior notice.

HUMAN ORIGINS
ASM246
Spring, 2011
Line Number: XXXXXX

Course Meetings: Online

Instructor: Dr. Donald Johanson
Office: Institute of Human Origins, Social Sciences Room 103
Contact Info: johanson.iho@asu.edu
Office Hours: TBD

Teaching Assistant: TBD
Office: 
Contact Info: 
Office Hours: 

Course Description:
This is a lower-division course that is intended to guide you through an exploration of the scientific evidence for the evolution of humans and our fossil relatives and humankind’s place in the natural world. The course includes, though is not limited to, an introduction to evolutionary theory, an overview of the hominin fossil record and what that record has taught us about our natural history, an exciting in-depth exploration of paleoanthropological field research from the perspective of Dr. Johanson, a world-renowned paleoanthropologist, a study of human and non-human primate behaviors, and an examination of the traditional concept of “race.” The online curriculum comprises audio/video presentations by the instructor, textbook and supplemental readings, online interactive exercises and homework assignments, online films, and three online exams.

Course Goals/Objectives: By the end of this course, students should be able to:

**NATURE OF SCIENCE:**
- define: fact, hypothesis, law, and theory from a scientific perspective.
- outline the nature of science and explain, generally, how scientific research is conducted.
- recognize differences between testable/falsifiable hypotheses and non-testable speculation/inference/belief.

**MODERN HUMAN RELATIONSHIPS:**
- identify humans’ place in the natural world from taxonomic/phylogenetic perspectives.
- recognize and identify behavioral and biological similarities and differences between humans and other living organisms.
- explain perceived and measurable differences (or similarities) between modern human populations from evolutionary, biogeographical and genetic perspectives.

**PALEOANTHROPOLOGICAL RESEARCH:**
- define the role of a paleoanthropologist in human origins research.
- identify how paleoanthropologists use the scientific method to formulate hypotheses and conduct research.
- describe methods used by paleoanthropologists to conduct field work and examine and interpret the morphology of fossil specimens.
- give examples of hypotheses that attempt to explain: the origin of the hominin lineage; morphological changes within the hominin lineage; ancestor-descendent relationships among hominin taxa; and the origin of modern humans.
APPLICATION/EVALUATION:

- apply knowledge of the scientific process, evolutionary theory and human origins research to:
  - identify and articulate differences between the scientific evidence for human evolution and non-scientific, non-testable, explanations for human origins.
  - interpret modern human behaviors in the context of behavioral ecology and studies of living apes in the wild.
  - justify the invalidation of the traditional concept of "race."
  - evaluate recently discovered fossil evidence and critique the findings/conclusions of researchers.

Pre-requisites/Co-requisites/Anti-requisites:
None; however, ASM104: Bones, Stones and Human Evolution is a strong foundation for this course and a background in the biological sciences (e.g., BIO187 or BIO188) may be beneficial.

Required Course Texts/Readings:
See handout for information about acquiring your text and additional publisher’s materials at a bundled price.
- Required text supplements:
  - Kappelman, Virtual Laboratories for Physical Anthropology Online Version 4.0 (via iLrn, the publisher’s online learning environment). Cengage Learning.

Course Format:
- This is an online course; all audio/video lectures and exams will be made available via the Blackboard 9 course management system (via myASU/Blackboard Learn). You must have a valid ASUrite ID and password to access the Blackboard 9 course site.
- Assignments include textbook and supplementary readings (see course schedule), watching online videos via the ASU Libraries (links available on Blackboard 9), Blackboard 9 discussion board activity, Blackboard quizzes, interactive exercises on the Ahern CD-Rom and virtual laboratory exercises.
- Three exams will be administered via Blackboard 9. The exams are not cumulative except that some knowledge must build upon concepts/information introduced earlier in the course.

Grades: Coursework [TBD]
Final grades for the course will be assigned on basis of the following:
- Discussion board X%
- Virtual laboratory exercises X%
- Quizzes X%
- Exams X%

Final Grades
- A+ 99.0-100+ Exceptional
- A 94-99.0 Excellent
- A- 90-93.9
- B+ 87-89.9
- B 84-86.9 Good
- B- 80-83.9
- C+ 77-79.9
- C 70-76.9 Average
- D 60-69.9 Passing
- E <60 Failure
- XE Failure due to Academic Dishonesty
Incompletes
A mark of "I" (incomplete) is given by the instructor when you are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (http://students.asu.edu/forms/incomplete-grade-request).

Grade Appeals
ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see http://catalog.asu.edu/appeal.

Course Schedule [See attached]

Late Assignments. [TBD]

Student Standards
Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308:
http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf

Academic Integrity
All students are responsible for reviewing and following ASU’s policies on academic integrity: http://provost.asu.edu/academicintegrity. If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others’ work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently. If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students.

Student Support and Disability Accommodations
ASU offers support services through Counseling (http://students.asu.edu/counseling), the Learning Resources Center (www.asu.edu/lrc), and the Disability Resource Center (http://www.asu.edu/studentaffairs/ed/drc/). If you are a student in need of special arrangements for we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.
<table>
<thead>
<tr>
<th>Class</th>
<th>Lecture, Film and/or Virtual Laboratory Exercise (Kappelman) (On BB or iLrn)</th>
<th>Readings (Jurmain et al 8th Ed. or article on BB)</th>
<th>Relevant Material on Hominid Fossils CD (Ahern)</th>
<th>Blackboard Quizzes and Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lecture: Introduction to course</td>
<td>Text: Chapter 1</td>
<td>&quot;Introduction&quot; (plays automatically); Learning tool: “How to Use”</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Lecture: How does Paleoanthropology fit into Anthropology? Virtual lab exercise: Introduction to the Primates (Section I only!)</td>
<td>Text: Chapter 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 3     | Lecture: How do paleoanthropologists conduct their research? Film: http://BecomingHuman.org "Interactive Documentary" (click on "Evidence" and "Play the documentary) and "Exhibit 3: Explore a Dig"
Text: pp. 94-104; 197-202; 222-223 |                                               |                                               |                             |
| 4     | Film: Charles Darwin and the Tree of Life via ASU Libraries Lab: Genetics and the evolution of human populations | Text: Chapters 2-4 [specific pages TBD] |                                               | Blackboard Quiz |
| 5     | Lecture: Evolution - Fact or Belief?                                        | Text: Chapter 2                                 |                                               |                             |
| 6     | Lecture: How is the biological world organized?                             | Text: pp. 93-94, 107-115                        | Learning tools: “Taxonomy” and “What is a Species?” (note: each tool has two pages of text) |                             |
| 7     | Lecture: What are primates and where do we fit in?                          | Text: Chapter 6                                 |                                               |                             |
| 8     | Labs: Introduction to the Primates (Sections II-V); and Primates in Motion | Text: Chapter 6                                 |                                               |                             |
|   | Lecture: Was there a real “planet of the apes”? | Text: pp. 187-189  
<table>
<thead>
<tr>
<th></th>
<th>Article: McNulty (2010)</th>
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<tbody>
<tr>
<td>12</td>
<td>-------------------------------</td>
<td>EXAM 1</td>
</tr>
<tr>
<td>13</td>
<td>Lecture: What is bipedalism?</td>
<td>Text: pp. 189-194</td>
</tr>
</tbody>
</table>
| 14 | Lecture: Why bipedalism?  
| 15 | Lecture: The Great Rift Valley; Who were the first homs? | Text: pp. 203-206; 218-221  
   |   | Tutorial: Comparing anatomy |   |
| 16 | Lecture: Who was Lucy and who was her ancestor? | Text: pp. 207-214  
   |   | Advanced Learning: Detailed fossil content, by times, Late Miocene (4 specimens) | Blackboard Quiz |
| 17 | Film: NOVA “The Story of Lucy”??  
   |   | "Becoming Human”?? [TBD]  
   |   | Lab: The Australopithecines | Text: pp. 207-214  
   |   | Advanced Learning: Detailed fossil content, by times, Early Pliocene (4 specimens) |   |
| 18 | Lecture: What is life like in the field? | Text: pp. 222-223 |   |
| 19 | Lecture: Olduvai Gorge and the “robusts” | Article: Strait (2010)  
   |   | Advanced Learning: Detailed fossil content, by groups, A. boisei, A. aethiopicus (4 specimens total) | Blackboard Quiz |
| 20 | Lecture: Who were the South African homs? | Text: pp. 207-214  
   |   | Tutorial: Exploring by groups (stop after A. robustus); Advanced Learning: Detailed fossil content, by groups, A. africanus, A. robustus (6 specimens total) |   |
| 21 | ------------------------------- | EXAM 2 |
| 22 | Lecture: Who was the earliest Homo? | Text: pp. 214-217  
<p>|   | Article: Dunsworth (2010) | Tutorial: Exploring by Group (skip ahead to Homo habilis); Advanced Learning: Detailed fossil content, by groups, H. habilis (3 specimens) |   |</p>
<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Text</th>
<th>Advanced Learning</th>
<th>Blackboard Quiz</th>
</tr>
</thead>
</table>
| 23 | Lecture: When did *Homo* leave Africa and diversify?  
*Lab: Fossil Hominids of the Genus Homo* | Text: Chapter 9 | Detailed fossil content, by groups, *H. erectus*, *H. erectus*? (10 specimens) and by times, *Middle Pleistocene* (10 specimens; use the "more" button) | |
| 24 | Lecture: The muddle in the middle: Who were the Mid-Late Pleistocene homs? | Text: Chapter 10 | Detailed fossil content, by times, *mid-late Pleistocene* (5 specimens) | |
| 25 | Lecture: Did your Mom marry a Neandertal?  
*Lab: The origin and evolution of modern humans* | Text: Chapter 10 | | |
| 26 | Lecture: Neandertals and anatomically modern humans: Peaceful co-existence? | Text: Chapter 11  
*Article: Tattersall (2010)* | Detailed fossil content, by times, *late Pleistocene* (28 specimens; use the "more" button) | Blackboard Quiz |
| 27 | Lecture: How did early humans behave?  
*Lab: The archaeological record* | Text: Chapter 11 | | |
| 28 | Film: "Journey of Man" OR "Mystery of the Neanderthals" via ASU Libraries  
[student pick + Blackboard discussion] | | | |
| 29 | Lecture: The evolution of human skin color | Text: Chapter 12 | | |

**FINAL EXAM DATE/TIME TBD!**
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