January 2021 – Fully on-line and asynchronous

APG 201 (3 credits)
Human Origins and Evolution

Professor Holly Dunsworth
Biological Anthropologist
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@hollydunsworth

Open-door, drop-in remote student hours, M-F, 11-11:30 am on
Zoom: https://uri-edu.zoom.us/my/hollydunsworth

I welcome and encourage students who cannot make it to these open student hours where we can discuss the course, or who wish to chat privately, to make an appointment by simply emailing me and letting me know: holly_dunsworth@uri.edu

COURSE DESCRIPTION
The biocultural evolution of humans. An investigation into humankind’s place in nature, including a review of the living primates, human genetics and development, evolutionary theory, and the human fossil record. Fulfills both the General Education outcomes A1 (STEM knowledge) and C3 (Diversity and Inclusion)

This is a course about how you evolved. This is your origin story (at least, one of them). To write it, we will learn from biological and evolutionary anthropologists who study human and nonhuman primate biology, behavior, diversity, adaptation and evolution in order to better understand the human species and explain how we arrived at our current condition: Incessantly chattering, naked, culturally dependent, big-brained, bipedal creatures who are diverse in appearance and culture and inhabit nearly all types of habitats on Earth. Along our journey we will ask ourselves how we know what we know. We will also address, head-on why so much of this material is culturally controversial. The science of human evolution and its dissemination into the popular imagination has a long history of racism and sexism. In this course we will address that history and the stigma it attached to human origins by identifying bad evolutionary thinking, misconceptions, and the many horrible misapplications of that thinking. A long tradition of making Homo sapiens the hero of human origins and evolution, rather than each of us, all of us, is one major cause of this problem, which is why you, not the species, is the hero of the origin story we tell in this course. Here, we take back our species’ shared origins story and make it one that’s fit for all humankind. When that happens, then the species will be the hero.

REQUIRED MATERIALS
1. The Incredible Unlikeliness of Being by Alice Roberts –If you buy a physical copy, there are multiple cover designs, don’t worry about the different cover designs because it’s all the same book. It should be available through the URI bookstore. https://www.amazon.com/Incredible-Unlikeliness-Being-Evolution-Making/dp/1623657989/ref=tmm_hrd_swatch_0?encoding=UTF8&qid=&sr=

2. Moleskine Classic Collection, hardcover notebook, Ruled (or Unruled, your choice) 5 x 8 1/4 inch (this size is required) and must have at least 96 pages (240 pages is easiest to purchase), any color https://www.amazon.com/Moleskine-Classic-Cover-Notebook-Ruled/dp/8883701127
APG 201 Learning Outcomes

Anthropology (B.A.) program learning outcome (LO): Describe the historical development of anthropology and be able to characterize how each subfield contributes to the unified discipline.

- **APG 201 LO #1:** Identify human origins and evolution as an anthropological endeavor (the integration of STEM, social sciences, and humanities; and always within a cultural-historical context). (also LO for A1)

Anthropology (B.A.) program LO: Explain biological and biocultural evolution, describe the evidence for human origins and evolution, and evaluate both scientific debates and cultural controversies over genetic determinism, biological race, and evolution.

- **APG 201 LO #2:** Recognize scientific debates about how present, physical evidence is interpreted to support or refute hypotheses for particular events in, or aspects of, human evolution. (also LO for A1)

Anthropology (B.A.) program LO: Compare past and present cultures, including ecological adaptations, social organization, and belief systems, using a holistic, cross-cultural, relativistic, and scientific approach.

- **APG 201 LO #3:** Recognize and explain how scientists look to nonhuman species, contemporary human biology, and the fossil and archaeological records to reconstruct the origins and evolution of present-day biological variation, and the development of upright locomotion, language and speech, material cultures, and forms of social organization. (also LO for A1)

Anthropology (B.A.) program LO: Explain quantitative and qualitative methods in the analysis of anthropological data and critically evaluate the logic of anthropological research.

- **APG 201 LO #4:** Summarize the sociocultural controversies associated with human evolution, rooted in historical tradition, bias, and prejudice, or rooted in misinformation based on outdated or incorrect claims from scientists. (also LO for A1 & C3)

Anthropology (B.A.) program LO: Apply anthropological research to contemporary environmental, social, or health issues worldwide.

- **APG 201 LO #5:** Differentiate between the variation caused by human evolution and the inequity caused by biased and incorrect beliefs about human evolution. Based on that distinction, students will evaluate and critique evolution-based claims for the biological reality of “race” and “gender.” From there, students will explain and argue for the sociocultural construction of “race” and “gender.” (also LO for A1 & C3)

- **APG 201 LO #6:** (specific to C3) Apply knowledge of effective problem solving or conflict resolution skills related to diversity and inclusion in order to respond to real-life situations. Choose and use appropriate communication styles to engage in difficult dialogues related to diversity and inclusion.

**GRADE SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93.5 – 110%</td>
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<tr>
<td>A-</td>
<td>89.5 – 93.4%</td>
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<td>B+</td>
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<td>C</td>
<td>73.5 – 77.4%</td>
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<tr>
<td>C-</td>
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<td>D+</td>
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<td>D</td>
<td>59.5 – 67.4%</td>
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<td>F</td>
<td>below 59.5%</td>
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**ASSESSMENT**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Group work online</td>
<td>15%</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>10%</td>
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<tr>
<td>Quiz 2</td>
<td>10%</td>
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<tr>
<td>Quiz 3</td>
<td>15%</td>
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<tr>
<td>Book of Origins</td>
<td>50%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 (or 110% with extra credit)</strong></td>
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</tbody>
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**Group work online (15%)**
We all share a course Google Doc, where each of you will contribute to one prompt for each module. Professor Dunsworth will provide feedback there, as well. All points are earned for answering the prompt. Because this is a practice space, errors (unless enormous and way out of bounds) will not cause you to lose the point for completing the response. If you complete all 14 assignment on the google doc, then you get a bonus point for excellence and earn 15/15.

**Quizzes 1, 2, and 3 (10 + 10 + 15 = 35%)**
For all three quizzes, students are free to consult course resources and each other (as long as it’s reciprocal and not parasitic, okay? But if any written answers are similar, that is plagiarism and all hell breaks loose.) This is the only aspect of the course where complete accuracy is required. Quizzes will consist of multiple-choice, short answer, and essay. All students will be notified when each quiz becomes available on Brightspace, at least one day ahead of the due date.

**Book of Origins (50%) – QUESTIONS? Prof Dunsworth is here to help! Just contact her!**
These instructions are long and detailed to maximize excellence. I have been doing this for years and years and believe me, I have seen it all. The only thing that you can do to lose points is to submit incomplete or incoherent work; the vast majority of these instructions are guidelines that you should follow if at all possible, but that will not cost you points. I hope to maximize excellence, and so without further ado...

- This semester-long project takes place in your moleskine and it is for you, not for Professor Dunsworth.
- Your Book of Origins is your creation and the content includes your assignments and any additional information from the course or related to the course that you find to be meaningful during this semester and that you’d like to record in it. You will write this Book of Origins over the course of the semester and submit it, digitally, at the end for a grade. But again, you are writing this for yourself, not for Professor Dunsworth.
- Your Book of Origins is not your course notebook. While you are encouraged to include meaningful things from the notes you take on lectures, etc and from handouts and other course materials, there are simply not enough pages for your Book of Origins to be your course notebook too. You will need a separate notebook for jotting down notes and for organizing whatever you might print out.
- Grading is based mostly on whether you completed the assignments thoughtfully and professionally, not whether you completed them entirely correctly. In other words, you earn full credit for each assignment by putting forth the effort to complete it—as long as it’s a solid effort, earnestly attempts to answer the questions that are asked, and fills at least one side of one page! I grade this way because these assignments are often struggles that I’m asking you to face on your own ahead of addressing these topics in the course. Errors in the assignments are therefore tolerated but egregious inaccuracies are not (e.g. irrelevant or nonsensical material). Your book’s overall grade will be based on completion of assignments, effort, clarity/legibility, organization, and integration into the moleskine as a cohesive book (in which you are encouraged to curate materials beyond what is assigned, like highlights or quotes from the videos you watched in the course, etc). The overall grade takes into consideration how thoughtful you are in creating your book. Though, if assignments are all clearly complete, then that is enough to earn 100% for the Book of Origins.

1. Clearly write your name and contact information inside the front cover.
2. If possible, write or affix the title of your book on the binding, like books do.
3. If you wish, write or affix a cover on the front.
4. Leave the first four pages blank. This is where you will write (or affix) your Table of Contents. You can do this at the very end of the course just before you turn in the book for a grade.

5. Number your pages as you go, front and back, like books do.

6. Start every assignment on a new page. (Do not start any assignments on pages where there is already an assignment.)

7. If your ink is bleeding through the paper, then simply do not write on both sides of the page. Either leave the backs of pages blank (you have plenty of space to do that) or use another writing/drawing implement that does not bleed through. Bleeding is fine! Just not when students use those pages.

8. If you wish, work only on the front page of each page; leave the backs of the pages blank (but still number them). There is plenty of room for this. This makes the book neater and clearer (especially when ink bleeds through), but it also leaves blank space for you to return to old work, at any time in the semester, and add comments or updates.

9. Number your assignments with the numbers that are attached to them in Brightspace (e.g. 1.1, 1.2, ...) so that you can eventually make a table of contents. Assignments are choreographed readings and activities, timed to maximize your engagement with the rest of the course material and your mastery of it. Some will ask you to respond to a reading with words or drawings. Others will involve watching films or performing interactive activities on-line. Still others guide you to perform specific exercises in preparation for learning more in the course. If at all possible, like, unless something dreadful is happening to you, do the assignments in the order I have provided, chronologically. You do not want to be skipping to the end of each module and writing the last assignment if you have not prepared by doing all the prior assignments for that module yet. That’s just not good scholarship. But if you must do any assignments out of order, then they may be out of order in the book. If they are, no problem: The Table of Contents will sort that out.

10. If the assignment asks you to write something, you must write in your own words. If you want to include quotes in your Book of Origins, please do, but your assignment must be more your words than quotes of others’. If there are tons of quotes that you want to record, go ahead, this is your book and that is highly encouraged, but they won’t count as an assignment.

11. You need to fill at least one side of one page, minimum, for each assignment to get full credit for its completion. Write in sentences strung together in prose. Bullet-pointed notes do not count as a completed writing assignment. You may include those kinds of notes in addition to your assignments (and you are encouraged if you value them, understandably), but that is not the method you may use to complete an assignment. This is writing! Write! If you choose to draw to complete an assignment, you still need to write even just a complete sentence to explain what it is that you drew and why.

12. If your handwriting is illegible, or if you just prefer to type, you can type up your assignments, print them, cut them out, and paste them into your book. You can used mixed methods too, typing some and handwriting others, or parts of others. You can also draw on other paper, cut it out, and paste it onto the moleskine page. No matter how you do it, you need to fill one page, minimum to complete the assignment.

13. If you choose to draw more than write, you still need to convey the significance of the drawing by writing, even a sentence. You cannot simply draw some genitalia, for example, and then move on to the next assignment. Those genitalia need an explanation! What are those genitalia doing there on that page of your Book of Origins? Make everything you enter into your moleskine part of your Book of Origins by giving it context for the reader (who is future you, and anyone you may share it with). Which brings me to this VERY IMPORTANT point:

14. Each assignment must be comprehensible to a total stranger who isn’t part of this course and who has no idea what has been assigned. This is a book, after all, not merely a compendium of
homework. Help your future self (who may feel like a total stranger) out by writing and including context for your work on each page. For some of you this will mean transcribing the assignment/prompt into your books while for others it may mean you simply write a bit of an introduction, even just a sentence, to orient the reader. Sometimes a great short title scrawled on the page is all you need to do the trick.

15. If you have not read/viewed the assigned material, then do not write or draw anything for an assignment. That is a waste of time and is dishonest to yourself to boot. Books that are created without doing the work of learning are obvious and will earn zero points, total, even if just one assignment is faked like that.

16. When you’re all done, build your table of contents in the first few pages of the book. List each assignment in chronological order and its starting page number.

17. Your Book of Origins is due Saturday January 23.

18. Submission … how? In normal semesters, students submit their actual physical books to but because of the time crunch of J-term, you must take pictures of each page and create one pdf or powerpoint (or some kind of file like this that is one file that contains all the images) to share your book with me. Do not send me a folder with a bunch of photo files that I have to click through separately. Send me one file that I can open on a PC that contains all the images, in chronological order. On any day except the due date, I'm happy to help you do this if you just ask 😊.

Extra credit (up to 10%) – Accepted any time up to January 24.

Living humans are not models of our ancient ancestors. However, there are ways that people move their bodies around the world that probably do better approximate some of our ancestors’ behaviors compared to ours. When it comes to moving around in a day, people like the Hadza of Tanzania, who forage for their food, range further on their feet than people who visit grocery stores. Hadza adults typically travel 6 miles/day, minimum, many go much farther. Since this course is about our evolution from foraging ancestors but also our evolution into upright walking and running apes, one way to earn extra credit is to go the distance, on your feet. If you walk, run, or combine the two for at least 3 miles a day, on average, over the course of 7 consecutive days (or if you do the equivalent, which is to travel a total of at least 21 miles or 52,000 steps over a week), then you earn 5% points extra credit added to your total course grade. There are myriad ways to demonstrate your accomplishment of this feat to Prof. Dunsworth, by zooming and showing your phone or other device, by screenshotting your app, by showing Prof. Dunsworth a measured digital or paper map of your travels. (However you demonstrate your success, I will believe you.) If you complete that “half Hadza way” challenge, then you unlock the opportunity to attempt the “whole Hadza way” challenge for an additional 5%, which is doubling it—traveling at least 6 miles/day on foot for 7 consecutive days, or a total of 42 miles (or 104,000 steps) over a week.

For students who do not opt to do the physical extra credit challenge, there is a scholarly one. It’s called “Thanks, Evolution!” and the details are posted separately on Brightspace. Students who take on this challenge write an evolutionary origin story for something that they like about life on Earth (cheese, dogs, laughter, etc…). It’s a short research paper and earns 10% if done excellently, less if not, but most points are for completion. **Students may only do the walk/run option or the research paper option, not both.**
COURSE GUIDELINES AND HELPFUL INFORMATION

Grades Remember, Professor Dunsworth does not give out grades, you earn them by demonstrating learning. Please keep track of your progress in class. At any given time in the semester, you should know what your grade is. Professor Dunsworth will not be posting every grade in the Brightspace gradebook because that feature is not user-friendly. Some grades will be posted there while others will be posted by the last four digits of your ID, in table form, somewhere on Brightspace and when that happens, students will be notified. Here’s an example for how you can calculate your real-time grade right now:

- Say you got 44/50 on Quiz 1. Say you have 5/5 for modules 1-5 on the group Google doc.
- Quiz 1 is 10% of your final grade and, in order to get the score down to the correct proportion, you need to solve for x, where 44/50 = x/10. One way to solve for x is to cross multiply and divide: 44*10/50 = 8.8/10
- Each module’s post in the google doc is 1% of your final grade so if you have 5/5 there then that’s still 5/5, no additional math needed
- If we’re just calculating the grade based on those grades only, then...
  - 8.8 + 5 = 13.8 (hypothetical points)
  - 10 + 5 = 15 (total points)
  - 13.8/15 = 0.92 = 92%, A- (hypothetical course grade right now)

Class Notes Take notes on readings, videos, discussions, etc... Read, review, synthesize (with readings and with other days’ notes and the provided handouts), and summarize your lecture notes regularly.

Reading Tips If you can only stand to read for ten minutes at a time, then do that. Before you read, turn off technology or throw it far across the room, or if it's digital, then close any other tabs and windows and move your phone far away from your hands, then skim through the pages, glancing at the figures and predict what you think you’re about to learn and what you already know about the topic(s). What do you want to learn? Then as you read be active and take notes on a separate page or in the margins. These notes may include: an outline of the concepts and key terms; A list of unknown words and their definitions (that you've looked up); a concept map; annotations that summarize concepts and ideas; questions you have about the material that you’d like to ask me, your peers, or the scientific literature; questions you think could be on the exam (practice); a summary of the section you read. While you’re reading, like after each paragraph, or when you’re done recount out loud to yourself, your dog, a friend, etc. what you just read and/or learned and what you were left wondering. (Hopefully they’ll teach you something too, in kind.) If you’re just constantly reading and then re-reading the parts you spaced out on, that’s a waste of time and you’re not learning anything to boot, so it’s a double waste of time.

Your access in this course is important. Please send me your Disability Services for Students (DSS) accommodation letter early in the semester so that we have adequate time to discuss and arrange your approved academic accommodations. If you have not yet established services through DSS, please contact them to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. DSS in Kingston is located in room 302 of the Memorial Union, 401-874-2098, dss@etal.uri.edu. DSS in Providence is located in room 239 of the Shepard Building, 401-277-5221. [https://web.uri.edu/disability/providence/, dss@etaluri.edu](https://web.uri.edu/disability/providence/, dss@etaluri.edu)

This is a challenging course. Success requires that you keep pace with the work, understand course concepts, and study effectively. The Academic Enhancement Center helps URI students succeed through three services: Academic Coaching, Tutoring, and The Writing Center. To learn more about any of these services, please visit [web.uri.edu/aec/](http://web.uri.edu/aec/) or call 401-874-2367 to speak with reception staff. In Providence, the Academic Skills Center (ASC) is at 239 Shepard Building, (401) 277-5221. [https://web.uri.edu/ceps/academic-skills-center/](http://web.uri.edu/ceps/academic-skills-center/)

Students are expected to be honest in all academic work. URI’s Student Handbook ([http://web.uri.edu/studentconduct/student-handbook/](http://web.uri.edu/studentconduct/student-handbook/)) provides guidelines concerning academic honesty in this regard. Additional assistance is available at the Writing Center and the Academic Enhancement Center. A student’s name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student’s own independent thought and study. Work should be stated in the student’s own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty.

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation
- Claiming disproportionate credit for work not done independently
- Unauthorized possession or access to exams
- Unauthorized communication during exams
- Unauthorized use of another’s work or preparing work for another student
- Taking an exam for another student
• Altering or attempting to alter grades
• The use of notes or electronic devices to gain an unauthorized advantage during exams
• Fabricating or falsifying facts, data or references
• Facilitating or aiding another's academic dishonesty
• Submitting the same paper for more than one course without prior approval from the instructors

About absences...

6.20.10 Policy on Religious Observance. No faculty or staff member, administrator or student shall be discriminated against because of religious beliefs or practices.

8.51.11 Students who plan to be absent from classes or examinations for religious holy days that traditionally preclude secular activity (see 6.20.11 for how such information is made available) shall discuss this with the appropriate instructor(s) in advance of the holy day. The instructor(s) shall then make one of the following options available: a. the same quiz, test, or examination to be administered either before or after the normally scheduled time; b. a comparable alternative quiz, test, or examination to be administered either before or after the scheduled time; c. an alternative weighting of the remaining evaluative components of the course which is mutually acceptable to the student and instructor(s).

8.51.12 Students who expect to be absent from classes or examinations for University sanctioned events shall discuss this with the appropriate instructor(s) at least one week in advance of the sanctioned event(s). The instructor(s) concerned shall then offer the student an alternative listed in section 8.51.11. For these purposes, University-sanctioned events shall be those events approved for class excuses by the Provost and Vice President for Academic Affairs, a Vice President, a Dean, or the Director of Intercollegiate Athletics. No event shall be regarded as University sanctioned until the Provost and Vice President for Academic Affairs has been notified. Disagreements over the validity of an event being categorized as University sanctioned shall be mediated by the Provost and Vice President for Academic Affairs. If agreement cannot be reached, the Provost and Vice President for Academic Affairs shall decide the matter and that decision shall be final.

The University Manual is available at http://www.uri.edu/facsen/

E-Mailing your Professors: A how to
Dear/Hi/Hello/ (or just plain) Professor/ Dr./etc Last Name (depends on their degree and how they want to be addressed, use whatever they use; Professor or Dr. both work for Dunsworth),

I do not begin my message by telling you my name because my email will be automatically labeled with my name. I capitalize the first letter of all my sentences and I end my all my sentences with a punctuation mark. Although I am supposed to use my university email account for university communication, sometimes that is not convenient and I use another. But, I always make sure I’m not sending you messages from an address like wildslutangel22@yahoo.com. And, even if it’s clear from my email address, I always sign my name at the end. This format - with salutation, body, and signature - is how I will always initiate contact with you. After that, when we’re in a back-and-forth reply situation, I may drop this formal format, but I will continue to capitalize and to punctuate where appropriate so that you can easily understand me.

Thank you/All the best/Cheers/Sincerely/Thanks/Best/Have a good day/etc...
My name, the course, and the days/time it meets

**

Acknowledgments: For contributing to this course and syllabus through their lovely influence, I am grateful to Cynthia Taylor, Jeffrey Kurland, Alan Walker, Pat Shipman, Jim Wood, Susan Antón, Briana Pobiner, Paul Beardsley, Anne Buchanan, Ken Weiss, and Anna Santucci. And I’m grateful to all the authors of the texts referenced here, as well as to everyone who shares useful content and approaches on social media.
## J-Term 2021 Schedule for APG 201

If anything must change, then students will be notified and accommodated.

<table>
<thead>
<tr>
<th>J-term 2021 date</th>
<th>Optional drop-in/out student hours on zoom</th>
<th>What's Due Today</th>
<th>Name of Module on Brightspace</th>
<th>Feedback, etc that you will receive today from Professor Dunsworth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 4-Jan</td>
<td>11-11:30 am</td>
<td>START HERE + Module 1</td>
<td>1 In the beginning: Anthropology, Science</td>
<td>Module 1's Google doc work</td>
</tr>
<tr>
<td>Tuesday 5-Jan</td>
<td>11-11:30 am</td>
<td>Module 2</td>
<td>2 You are a primate: Primate characteristics and diversity</td>
<td>Module 2's Google doc work</td>
</tr>
<tr>
<td>Wednesday 6-Jan</td>
<td>11-11:30 am</td>
<td>Module 3</td>
<td>3 Are you an ape?: Evolution, tree-thinking</td>
<td>Module 3's Google doc work</td>
</tr>
<tr>
<td>Thursday 7-Jan</td>
<td>11-11:30 am</td>
<td>Module 4</td>
<td>4 You have strange ancestors: Speciation, Fossils</td>
<td>Module 4's Google doc work; Quiz 1 available</td>
</tr>
<tr>
<td>Friday 8-Jan</td>
<td>11-11:30 am</td>
<td>Module 5</td>
<td>5 The unbroken thread + sex + gestation made the fetal version of you: Origins of sex, eggs and sperm, DNA, genes</td>
<td>Module 5's Google doc work</td>
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<td>Saturday 9-Jan</td>
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<td>Sunday 10-Jan</td>
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<tr>
<td>Monday 11-Jan</td>
<td>11-11:30 am</td>
<td>Quiz 1 on 1-4, Module 6</td>
<td>6 You evolved: Mutation, Hox genes, Gene flow, Natural Selection, Genetic Drift</td>
<td>Module 6's Google doc work</td>
</tr>
<tr>
<td>Tuesday 12-Jan</td>
<td>11-11:30 am</td>
<td>Module 7</td>
<td>7 Evolution is science and stories: The LCA, Skin Color Variation, Malaria Resistance, Building Evolutionary Scenarios</td>
<td>Module 7's Google doc work</td>
</tr>
<tr>
<td>Wednesday 13-Jan</td>
<td>11-11:30 am</td>
<td>Module 8</td>
<td>8 When you were very young: Birth, Milk, Walking</td>
<td>Module 8's Google doc work; Quiz 2 available</td>
</tr>
<tr>
<td>Thursday 14-Jan</td>
<td>11-11:30 am</td>
<td>Module 9</td>
<td>9 Your big hot hungry brain: Tools, technology, running, throwing, evolution of meat-eating</td>
<td>Module 9's Google doc work</td>
</tr>
<tr>
<td>Friday 15-Jan</td>
<td>11-11:30 am</td>
<td>Quiz 2 on 5-8, Module 10</td>
<td>10 You reason, abstractly, therefore you are. Language helps: Talking, Socializing, Art, Imagination, Extreme Cooperation</td>
<td>Module 10's Google doc work</td>
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<tr>
<td>Saturday 16-Jan</td>
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<td>Sunday 17-Jan</td>
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<tr>
<td>Monday 18-Jan</td>
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<td>NO CLASSES</td>
<td>Dr. MLK Jr. Day</td>
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<tr>
<td>Tuesday 19-Jan</td>
<td>11-11:30 am</td>
<td>Module 11</td>
<td>11 What are you? What is a human? Human origins, dispersal, and impact</td>
<td>Module 11's Google doc work</td>
</tr>
<tr>
<td>Wednesday 20-Jan</td>
<td>11-11:30 am</td>
<td>Modules 12</td>
<td>12 They baked racism and sexism into our shared origins story: Let’s take it out</td>
<td>Module 12's Google doc work; Quiz 3 available</td>
</tr>
<tr>
<td>Thursday 21-Jan</td>
<td>11-11:30 am</td>
<td>Module 13</td>
<td>13 Rewriting our shared origins story so it’s fit for all humankind</td>
<td>Module 13's Google doc work</td>
</tr>
<tr>
<td>Friday 22-Jan</td>
<td>11-11:30 am</td>
<td>Quiz 3 on 9-13, Module 14</td>
<td>14 You are a wise, reflective creature who is always evolving. And you are a storytelling ape: Looking back and ahead (Triumph)</td>
<td>Modules 14's Google doc work; Final course grades</td>
</tr>
<tr>
<td>Saturday 23-Jan</td>
<td>11-11:30 am</td>
<td>Book of Origins due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday 24-Jan</td>
<td>11-11:30 am</td>
<td>Last day to submit extra credit</td>
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<td></td>
</tr>
</tbody>
</table>
Some books that I have read that you might like …

90s Bitch by Yarrow
A Heartbreaking Work of Staggering Genius by Eggers
A Mind of Its Own by Friedman
A Wrinkle in Time by L’Engle
A Zoologist Looks at Humankind by Portmann
About a Boy by Hornby
Adam Eve and the Serpent by Pagels
An Anthropologist on Mars by Sacks
Masters of the Planet by Tattersall
Between Man and Beast by Reel
Between the World and Me by Coates
Bonk by Roach
Brave New World by Huxley
Breasts by Williams
The Broken Earth Trilogy by N.K. Jemisin
Catcher in the Rye by Salinger
Children of God by Russell
Clan of the Cave Bear by Auel
Cold Mountain by Frazier
Cows Pigs Wars and Witches by Harris
Darwin’s Dogs by Townshend
Dawn of the Deed by Long
Do Androids Dream of Electric Sheep? by Dick
Dracula by Stoker
Eats, Shoots & Leaves by Truss
Ender’s Game by Card
Even Cowgirls Get the Blues by Robbins
Evolution: The triumph of an idea by Zimmer
Exuberance by Jamison
Factotum by Bukowski
Fight Club by Palahniuk
Fluke by Moore
Frankenstein by Shelley
From Eve to Evolution by Hamlin
Galapagos by Vonnegut
Geek Love by Dunm
Get Me Out by Epstein
Guns Germs and Steel by Diamond
H is for Hawk by Helen MacDonald
Here is a Human Being by Angrist
High Fidelity by Hornby
Hitchhiker’s Guide by Adams
I, the Aboriginal by Lockwood
I Contain Multitudes by Yong
In Cold Blood by Capote
If This Isn’t Nice, What Is? by Vonnegut
In the Shadow of Man by Goodall
Inside of a Dog by Horowitz
Is Science Racist? by Marks
Ishmael by Quinn
Just So Stories by Kipling
Lab Girl by Jahren
Lamb by Moore
Lean on Pete by Vlautin
Let’s Go (So We Can Get Back) by Tweedy
Love in the Time of Cholera by Márquez
Lucy by Johanson
Metamorphosis and Other Stories by Kafka
Middlesex by Eugenides
Minor Feelings by Cathy Park Hong
Mothers and Others by Hryd
Mutants by Leroi
My Freshman Year by Nathan
My Year of Rest and Relaxation by Otessa Moshfegh
Naked Pictures of Famous People by Stewart
Narrative of the Life of Frederick Douglass by Douglass
Never Cry Wolf by Mowat
Night by Wiesel

Northline by Vlautin
One Day I Will Write About This Place by Wainaina
Orxs and Crake by Atwood
Our Inner Ape by de Waal
Part Wild by Terrill
Pig Tales by Darrieussecq
Pirates! In an Adventure with Scientists by Gideon
Princess Bride by Golding
Primates of Park Avenue by Martin
“Race” is a Four-Letter Word by Brace
Skin by Jablonwski
Slaughterhouse Five by Vonnegut
Solaris by Lem
Spook by Roach
Stiff by Roach
Stoner by Williams
“Surely you’re joking, Mr. Feynman!” by Feynman
Tales of the Ex-Apes by Marks
The Amazing Adventures of Kavalier and Clay by Chabon
The Ape in the Tree by Walker and Shipman
The Autobiography of Charles Darwin
The Big Picture by Carroll
The Brief Wondrous Life of Oscar Wao by Diaz
The Call of the Wild by London
The Curious Incident of the Dog in the Nighttime by Haddon
The Egyptologist by Phillips
The First Human by Gibbons
The God Delusion by Dawkins
The Great Gatsby by Fitzgerald
The Handmaid’s Tale by Atwood
The Humans Who Went Extinct by Finlayson
The Incredible Unlikeliness of Being by Roberts
The Land of Open Graves by De León
The Lost City of Z by Grann
The Man Who Found the Missing Link by Shipman
The Mermaid’s Tale by Weiss and Buchanan
The Motel Life by Vlautin
The Mysteries of Pittsburgh by Chabon
The Ocean at the End of the Lane by Gaiman
The Ovary of Eve by Pinto Correia
The Perfect Storm by Junger
The Poisonwood Bible by Kingsolver
The Road by McCarthy
The Sea by Samantha Hunt
The Sixth Extinction by Kolbert
The Sorrows of Young Werther by Goethe
The Sparrow by Russell
The Sound of a Wild Snail Eating by Elisabeth Tova Bailey
The Sun Also Rises by Hemingway
The Tao of Pooh by Hoff
The Te of Piglet by Hoff
The Wisdom of the Bones by Walker and Shipman
Their Eyes Were Watching God by Hurston
Thrown by Howley
To Kill a Mockingbird by Lee
Travels with Charley by Steinbeck
Trials of the Monkey by Chapman
Tuesdays with Morrie by Albom
Untrue by Martin
Vacationland by Hodgman
We Are All Completely Beside Ourselves by Karen Joy Fowler
What is the What by Eggers
Where the Red Fern Grows by Rawls
Why We Run by Heinrich
Wildhood by Natterson-Horowitz and Bowers
Word by Word by Kory Stamper
Your Inner Fish by Shubin
Zen and the Art of Motorcycle Maintenance by Pirsi
Zorba the Greek by Kazantzakis