Summer 2021 (Sessions 1 and 2)
Fully on-line and asynchronous on Brightspace

APG 201 (3 credits)
Human Origins and Evolution

Professor Holly Dunsworth
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Student hours (office hours) are by appointment, via phone or zoom. Students are encouraged 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 anthropologists, scientists, and scholars 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.

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](https://www.amazon.com/Moleskine-Classic-Cover-Notebook-Ruled/dp/8883701127)
Anthropology B.A. Student Learning Outcomes that are met in APG 201

1. (Introduced) Identify ethical principles and/or anti-bias approaches used in anthropology, and explain why they are necessary for both science and social justice.
2. (Introduced) Critically evaluate quantitative and/or qualitative anthropological approaches.
3. (Introduced) Analyze academic and societal debates about human diversity and human society (for example, genetic determinism, race, ‘human nature,’ and evolution).
4. (Introduced) Integrate and apply concepts and methods from the subfields of anthropology to investigate human issues (for example, sociocultural, environmental, health, evolution) worldwide.

APG 201-specific Learning Outcomes

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)
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)
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)
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)
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)
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: A = 93.5 – 110%; A- = 89.5 – 93.4%; B+ = 87.5 – 89.4%; B = 83.5 – 87.4%; B- = 79.5 – 83.4%; C+ = 77.5 – 79.4%; C = 73.5 – 77.4%; C- = 69.5 – 73.4%; D+ = 67.5 – 69.4%; D = 59.5 – 67.4%; F = below 59.5%

ASSESSMENT

Discussion posts 15%
Quiz 1 10%
Quiz 2 10%
Quiz 3 15%
Book of Origins 50%
Total 100 (or 110% with extra credit)

Discussion posts (15%)

At the end of each module (1-14), you will respond to a prompt and post your response to Discussions on Brightspace. Professor Dunsworth will provide feedback there, as well. All points are earned for answering the prompt. Because this is a practice space, errors will not cause you to lose the point for completing the response (unless they are enormous or way out of bounds). If you complete all 14 Discussion posts, 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 heck 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. They should take no more than an hour to complete excellently. Each quiz becomes available on Brightspace, at least 36 hours ahead of the due date.

**Book of Origins (50%) – QUESTIONS? Prof Dunsworth is here to help! Just contact her!**
This is a book that you write/illustrate for yourself while progressing through the course, and guided by assigned prompts, in which you make sense and meaning of where you come from and how. Please see the detailed and quite lengthy instructions on Brightspace.

*Extra credit (up to 10%) – Accepted any time up to the deadline on the schedule pasted below.*
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.*

**

**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.
### Summer 1 and 2, 2021 Schedules for APG 201

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

<table>
<thead>
<tr>
<th>Summer 1</th>
<th>Summer 2</th>
<th>Day of the week</th>
<th>To be completed by 11:59 PM today</th>
<th>Name of Brightspace Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>24-May</td>
<td>28-Jun</td>
<td>Monday</td>
<td>Start Here/Module 1</td>
<td>1 In the beginning: Anthropology, Science</td>
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<tr>
<td>25-May</td>
<td>29-Jun</td>
<td>Tuesday</td>
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<tr>
<td>26-May</td>
<td>30-Jun</td>
<td>Wednesday</td>
<td>Module 2</td>
<td>2 You are a primate: Primate characteristics and diversity</td>
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<tr>
<td>27-May</td>
<td>1-Jul</td>
<td>Thursday</td>
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<tr>
<td>28-May</td>
<td>2-Jul</td>
<td>Friday</td>
<td>Module 3</td>
<td>3 Are you an ape?: Evolution, tree-thinking</td>
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<tr>
<td>31-May</td>
<td>5-Jul</td>
<td>Monday</td>
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<td>Holiday</td>
</tr>
<tr>
<td>1-Jun</td>
<td>6-Jul</td>
<td>Tuesday</td>
<td>Module 4</td>
<td>4 You have strange ancestors: Speciation, Fossils</td>
</tr>
<tr>
<td>2-Jun</td>
<td>7-Jul</td>
<td>Wednesday</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>
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<tr>
<td>3-Jun</td>
<td>8-Jul</td>
<td>Thursday</td>
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<tr>
<td>4-Jun</td>
<td>9-Jul</td>
<td>Friday</td>
<td>Module 6; Quiz 1 (1-4)</td>
<td>6 You evolved: Mutation, Hox genes, Gene flow, Natural Selection, Genetic Drift</td>
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<tr>
<td>7-Jun</td>
<td>12-Jul</td>
<td>Monday</td>
<td>Module 7</td>
<td>7 Evolution is science and stories: The LCA, Skin Color Variation, Malaria Resistance, Building Evolutionary Scenarios</td>
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<tr>
<td>8-Jun</td>
<td>13-Jul</td>
<td>Tuesday</td>
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<tr>
<td>9-Jun</td>
<td>14-Jul</td>
<td>Wednesday</td>
<td>Module 8</td>
<td>8 When you were very young: Birth, Milk, Walking</td>
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<tr>
<td>10-Jun</td>
<td>15-Jul</td>
<td>Thursday</td>
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<tr>
<td>11-Jun</td>
<td>16-Jul</td>
<td>Friday</td>
<td>Module 9; Quiz 2 (5-8)</td>
<td>9 Your big hot hungry brain: Tools, technology, running, throwing, evolution of meat-eating</td>
</tr>
<tr>
<td>14-Jun</td>
<td>19-Jul</td>
<td>Monday</td>
<td>Module 10</td>
<td>10 You reason, abstractly, therefore you are. Language helps: Talking, Socializing, Art, Imagination, Extreme Cooperation</td>
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<tr>
<td>15-Jun</td>
<td>20-Jul</td>
<td>Tuesday</td>
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<tr>
<td>16-Jun</td>
<td>21-Jul</td>
<td>Wednesday</td>
<td>Module 11</td>
<td>11 What are you? What is a human? Human origins, dispersal, and impact</td>
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<tr>
<td>17-Jun</td>
<td>22-Jul</td>
<td>Thursday</td>
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<tr>
<td>18-Jun</td>
<td>23-Jul</td>
<td>Friday</td>
<td>Module 12</td>
<td>12 They baked racism and sexism into our shared origin story: Let’s take it out</td>
</tr>
<tr>
<td>21-Jun</td>
<td>26-Jul</td>
<td>Monday</td>
<td>Module 13</td>
<td>13 Rewriting our shared origins story so it's fit for all humankind</td>
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<tr>
<td>22-Jun</td>
<td>27-Jul</td>
<td>Tuesday</td>
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<tr>
<td>23-Jun</td>
<td>28-Jul</td>
<td>Wednesday</td>
<td>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>
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<tr>
<td>24-Jun</td>
<td>29-Jul</td>
<td>Thursday</td>
<td></td>
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<tr>
<td>25-Jun</td>
<td>30-Jul</td>
<td>Friday</td>
<td>Quiz 3 (9-13); Books of Origins; Extra credit</td>
<td>[Professor Dunsworth will begin grading books today]</td>
</tr>
<tr>
<td>2-Jul</td>
<td>6-Aug</td>
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<td>[deadline for Prof. Dunsworth to post grades on eCampus]</td>
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</tbody>
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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
Burn by Ponter
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 Townshed
Dawn of the Dead by Lang
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
Fahrenheit 451 by Bradbury
Fight Club by Palahniuk
Fluke by Moore
Frankenstein by Shelley
From Eve to Evolution by Hamlin
Galapagos by Vonnegut
Geek Love by Durn
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
How to Be Anacist by Kendi
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 Hrdy
Mutants by Leroi
My Freshman Year by Nathan
My Year of Rest and Relaxation by Desisa Moshleigh
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
Oryx and Crake by Atwood
Our Inner Ape by de Waal
Part Wild by Terrill
Pig Tales by Darrieusseaq
Pirates! In an Adventure with Scientists by Gideon
Princess Bride by Goldman
Primates of Park Avenue by Martin
“Race” is a Four-Letter Word by Brace
Skin by Jablonski
Slaughterhouse Five by Vonnegut
Solaris by Lem
Spook by Roach
Staff by Roach
Stone 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 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 Last City of 7 by Gramm
The Man Who Found the Missing Link by Shipman
The Martian by Weir
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