

Updated January 5, 2023

**Anthropology 150 Introduction to Human Evolution
Spring 2022**

Location: Seigle Hall 205

Thursday 5:30pm-8:00pm

Instructor: Sewasew Haileselassie Assefa

Office: McMillan 318

Email: sewasew@wustl.edu

Concaltation hours: Thursday 3:00 – 4:00, and by request.

Course Description:

This course is designed to provide students a broad background in Human evolution and the human fossil record. The course is divided into five units. We will discuss the history and development of evolutionary theory and basic genetics in unit 1. Unit 2 will cover Species concepts and factors impacting speciation events. In Unit 3 we will discuss Primate diversity and primate morphology and the Human fossil record from Pre-australopithecine to Anatomically modern Homo in unit 4. We will finish the course with a discussion of Modern human variation and scientific racism in Unit 5. We will use evolutionary perspective to understand modern humans. This course is a requirement of the Anthropology major, and provides foundations for advanced courses in biological anthropology and human biology.

Learning objectives:

- 1) Discuss principles of Evolution including theories by Lamarck and Darwin
- 2) Understand concepts of genetic inheritance and human variation
- 3) Understand species concepts, taxonomy and be able to read phylogenetic trees
- 4) Analyze the human fossil record and its interpretations
- 5) Discuss scientific racism, its history, and impact today

Prerequisites: None

Required Textbooks, materials, and supplies:

Stanford C, Allen JS, Anton SC (2016) Biological Anthropology, 4th edition. Pearson, Upper Saddle River, New Jersey.

Additional readings will be provided on the Canvas course portal and will be linked below.

Course component:

The course will include readings from Stanford et al (2016) and supplementary articles assigned on canvas. There will be in-class lectures, activities, and discussions.

In-class activities: There will be one in-class activity for each class period. In class activities were designed to facilitate active learning. These include short exercises that are supplementary to lectures such as Medelian charts, phylogenetic trees and, fossil identifications. In class activities will account for 20% of your grade.

Unit Quizzes: There will be a quiz at the end of each unit for a total of 5 quizzes. The quizzes will focus on the material covered in the unit and will not be cumulative. However, each unit builds on concepts discussed in prior units. Unit quizzes are each 15% your grade and account for 75% in total.

Discussion: There will be a short discussion at the beginning of each class on the assigned readings. This will also be time for questions and clarifications. This will count for 5% of your grade.

Grade scale:

Grading Scale	
97.00-100%	A+
93.00-96.99%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
74-76%	C
70-73%	C-
65.00-69.00%	D
Below 64.99	F

Attendance policy:

Attendance is required for all class periods. If you must miss a class, notify me as early as possible so we can plan how to best accommodate and catch you up. I am happy to go over any material you have missed and questions you may have during consultation hours.

Late work:

Most course activities are completed in-class. Late assignments will be accepted under documented circumstances.

University College and Washington University Policies

University college Policies can be found in the Student Orientation Module on Canvas under the Syllabus Appendices page. These include institutional policies and resources on the following topics:

- Academic Support
- Post-Break Policy
- Inclusive Learning Environment
- Course Evaluations
- Bias Reporting
- University College Academic Calendar
- Academic Integrity
- Reporting Sexual Harassment
- Religious Holiday Class Absence Policy
- Grades of “Incomplete”
- Academic Accommodations
- WUSTL COVID Policies

Course Schedule and Topic outline:

- Note: Course content may change with prior notice to students.

Date	Topic	Reading	Assignments Due
UNIT 1			
January 19	Introduction; What is evolution?	Stanford Introduction; Ch 1; Wallace papers ;	
January 26	Natural selection; Mendel and genetics	Stanford Ch 3	
February 2	DNA and heredity	Stanford Ch 2	Quiz; Enrique Lecture
UNIT 2			
February 9	Species concept; Phylogeny	Stanford Ch 4; Why species? ; Phylogeny	
February 16	Geological time	Stanford Ch 8; Geology	
February 23	Climate and human evolution	Climate change drivers ; Climate and hominin evolution	Quiz
UNIT 3			
March 2	Primate Intro	Stanford Ch 6; Primate characteristics ;	Alex Lecture
March 9	Primate ecology and behavior	Stanford Ch 7; Locomotion ; Diet	Quiz
March 16	Spring break	No class	
UNIT 4:			
March 23	Pre-australopiths; Bipedalism	Stanford Ch 9; History of Paleoanthropology ;	
March 30	Australopiths	Stanford Ch 10;	
April 6	Origin of the Genus Homo	Stanford Ch 10;	Quiz
UNIT 5			
April 13	Homo Erectus; Tool-use	Stanford Ch 11; Tool use	
April 20	Neanderthals, Denisovans, Tools	Stanford Ch 11, 12; Behavior	
April 27	Anatomically Modern Humans	Stanford Ch 13;	
May 2	Human biological diversity	Fuentes 2021;	Quiz

Academic Integrity

Discussion of class readings and assignments with your peers is highly encouraged and expected. However, it is expected your assignments and quizzes will be completed independently. All submitted work should be your own work and not a copy of someone else's work. Please cite any resources used including direct quotes and paraphrases to give credits to the authors, producers, or content creators. Students are also expected to adhere to University College's academic integrity policy [found here](#). Penalties for violating academic integrity policy will be determined by the Academic Integrity policy committee.

Religious Observances

Students may wish to take part in religious observances. If you have a religious observance during the academic term and may conflict with class participation, please meet with me before the end of the second week of the term. This will allow us to develop a plan to properly accommodate you.

Student accessibility needs

University College and Washington University are committed to providing equal opportunity to students with disabilities. The Disability Resource Center (DRC) assists students with disabilities by providing services and arranging for reasonable accommodations. Students who may need accessibility resources for this course are encouraged to see me as early in the term as possible.

University accommodation for sexual harassment

The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain confidentiality of any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University's Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting her office in the Women's Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

Academic Support:

All University College students are encouraged to take advantage of the following Academic Support services on campus:

- **The Learning Center:** The Learning Center provides access to academic peer mentoring, assists students with essential study and test-taking skills.
- **The Disability Resource Center:** The DRC offers disability resources to students in need.
- **Writing Center:** The Writing Center staff members are writers helping writers through the process of revision. They are undergraduate students, graduate students, and faculty members who love to write and to help others clarify their thoughts and ideas. The Writing Center and The Speaking Studio at Washington University in St. Louis provide free, one-on-one tutoring to all WUSTL students for any writing or public speaking project. Students interested in using the Writing Center should call in advance to make an appointment.

Library: Washington University Libraries boast an impressive array of services, including course reserves, interlibrary loans, computers, reserved study spaces, and so much more.