

# Neanderthals and Us

## ANTH 2144.001

**Time:** MW 9:30 am – 10:45 am

**Location:** Fretwell 419



**Instructor:** Dr. Lydia E. O. Light

**Office:** Hickory 45B

**Email:** [llight1@uncc.edu](mailto:llight1@uncc.edu)

**Office Hours:** TR 11:00 am - 1:00 pm and by appointment

**IMPORTANT INFORMATION ABOUT MY OFFICE HOURS:** My office is located on the 4<sup>th</sup> floor of Hickory building while Barnard is under renovation. Unfortunately, this level is only accessible by stairs. If you have a mobility issue, or develop a medical condition that affects your mobility, please indicate this when requesting an appointment, and I will determine an alternate location for our meeting.

If you have questions or concerns about this, please contact me directly.

### **COURSE DESCRIPTION:**

This course will outline Neanderthal biology, behavior, culture, and current debates over the place of the Neanderthals in the human lineage through lectures, relevant films, and in-class discussions.

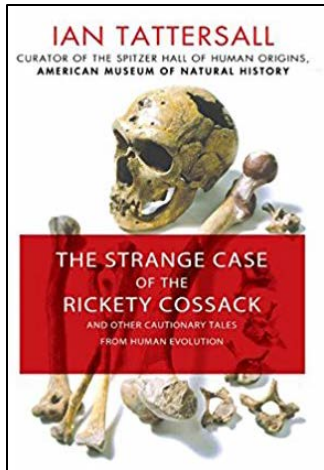
### **COURSE OBJECTIVES:**

Over the course of human history, perhaps no other prehistoric group has received as much attention as the Neanderthals. The objectives for this course are for students to obtain an up-to-date understanding about who the Neanderthals were, where they lived, how they lived, and their place within the human lineage by examining the paleontological, archaeological, and molecular evidence to date, and its limitations. We will investigate the impacts of climate change and the emergence of modern humans on Neanderthals, and explore the theoretical explanations as to why these archaic forms became extinct. The course will also discuss the history of both scientific and popular perceptions about Neanderthals, and how they have changed over time.



\*\*\*This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is indicated on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me.

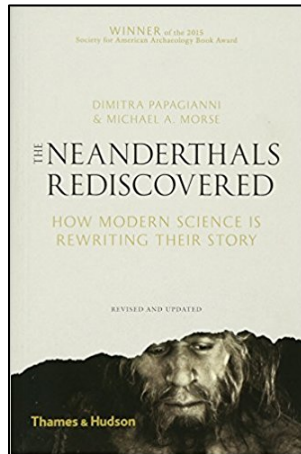
**REQUIRED MATERIALS:**



**TEXTS:** The majority of the readings are found in the primary texts (which may be rented/purchased as either **hard copy** or **e-book**).

The Strange Case of the Ricketty Cossack: and Other Cautionary Tales from Human Evolution

By Ian Tattersall



The Neanderthals Rediscovered: How Modern Science Is Rewriting Their Story  
2<sup>nd</sup> Edition

By Papagianni and Morse

**ADDITIONAL TEXT:** In addition to the required texts here, students will need to borrow/rent/purchase one additional text of their choosing for the final project.

**CLASSROOM RESPONSE SYSTEM:** You will need access to the *Poll Everywhere* app for daily quizzes. *Poll Everywhere* can be used with any mobile-enabled device (laptops, smartphones, or tablets). Please contact me if you do not have access to a suitable device. Students must create a *Poll Everywhere* account and register it through the link provided on Canvas.

**COURSE REQUIREMENTS:**

All students are expected to **take responsibility for their learning** in this course. This includes attending lectures, completing assigned readings, participating in small group and class discussions, completing all lab exercises, turning in all take-home assignment on time and keeping up to date on all information presented via Canvas. Lectures **will NOT be posted** on Canvas. There will be **NO MAKE-UP** opportunities for in-class activities except in the case of **documented, university approved** excuses. Therefore, class attendance is crucial for successful completion of the course. All students are encouraged to visit me during my office hours for assistance. Unanticipated factors such as time constraints and accessibility of reading material may influence the planned topics and schedule. All changes in course content and schedule will be announced as far in advance as is feasible.

**READING:** Frequent readings will be required for this course. To maximize your chances for succeeding in this course, you should complete the assigned reading **BEFORE** we cover the material in class. Additionally, you should critically engage with the material as you read it.

**QUIZZES:** Reading quizzes will be given during the **first five minutes** of class on the day readings are due and will assess your understanding of those readings. Quizzes together will count for 15% of your grade and I will drop the lowest 5 quiz grades. As these quizzes are

designed to provide immediate feedback, they will be taken as a class and will not be available after the first five minutes, so be sure to **arrive on time** for lectures.

*IN-CLASS ACTIVITIES:* Students will have the opportunity to complete in-class activities designed to help students engage with the material presented in class. These activities will be graded and will comprise 15% of your final grade.

*VIDEOS:* Throughout the semester, I will be showing videos that help clarify or expand on topics covered in class. The videos do NOT serve to fill empty time, but should instead be considered valuable learning material. Therefore, you will be asked to complete video response papers worth a total of 20% towards your final grade. Video response papers are due **at the beginning of the next class** and **CAN** be turned in beforehand. Instructions for completing the video response papers will be posted on Canvas. I will drop your lowest video response grade.

*EXAMS:* Three exams will be given during the semester consisting of multiple-choice, true/false, and matching questions. The exams will comprise 30% of your final grade. The exams will cover information included in **readings, lectures, videos, in-class exercises, and class discussions**. The exams will not be cumulative; however, key principles from earlier sections may be relevant to later material and may be included on later exams. There will be **NO MAKE-UP EXAMS** except in the case of **documented, university approved** excuses. If you do have a valid excuse, I require that you contact me **within 24 hours** from the scheduled time of the exam (or 24 hours from when you are bodily able to contact me) to request a make-up exam.

*FINAL PROJECT:* For the final project, students will present a short summary and analysis of one additional text on Neanderthals or modern humans. Students must obtain written approval of the text from Dr. Light by **March 1** and the title submission will be made using Canvas. The final project will comprise 20% of your final grade.

**GRADING:**

Assessment	Approximate percent of final grade
Exams	30%
Final Project	20%
Video Response Papers	20%
In-class Activities	15%
Reading Quizzes	15%
<b>Total</b>	<b>100%</b>

Final course grades will be assigned as follows:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F <60%

*EXTRA CREDIT:* Extra credit assignments will be available at the end of each unit. There will be **NO individual extra credit assignments given at the students' request**.

## COURSE UNITS

*UNIT ONE – Evolution and Genetics:* This unit will present a historical perspective of evolutionary theory and the emergence of early hominids. Students do not need to have previous knowledge of this material, but this section is intended as an overview, rather than an in-depth introduction.

*UNIT TWO – Neanderthal Fossil Evidence & Behavior:* This course unit will focus on the physical and behavioral characteristics that define Neanderthals as a distinct group among late hominids. We will examine much of this information through comparisons with other hominid groups, including predecessors to Neanderthals as well as modern humans.

*UNIT THREE – Neanderthal Demise:* We will explore several theories explaining the disappearance of Neanderthals from the fossil record after the arrival of modern humans in Europe. We will also consider the interactions between various contemporaneous groups.

## CLASSROOM BEHAVIOR

My classroom is a place where open-minded, independent thinking is encouraged. To facilitate this environment, all students are expected to act with respect and maturity towards their fellow students, the instructor, and any visiting speakers.

I hold the following expectations for my students:

- 1) All cell phones (smart or dumb) and other personal electronics must be **turned off before the start of class** and kept out of sight. If you are using a laptop, I ask that you use it **only for taking notes or completing in-class activities**. If you have extenuating circumstances, please contact me.
- 2) To reduce in-class distractions, please **remain seated during lectures**. If you know you need to leave prior to the end of class, please speak to me before class begins.
- 3) Please save your personal discussions for after class and avoid interrupting classmates.
- 4) Arrive **on-time** for class and refrain from packing up your belongings before the lecture is finished. While it is reasonable to be late occasionally, habitual tardiness is not acceptable. If you have extenuating circumstances, please contact me.
- 5) Some of the material covered in class may be perceived as controversial. Please remain respectful of your classmates (and instructor) during discussions of such nature. Each of us may have strongly differing opinions on the various topics of class discussions. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further and may subsequently lose opportunities for course credit.

This syllabus contains the policies and expectations I have established for the Neanderthals and Us course. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students.

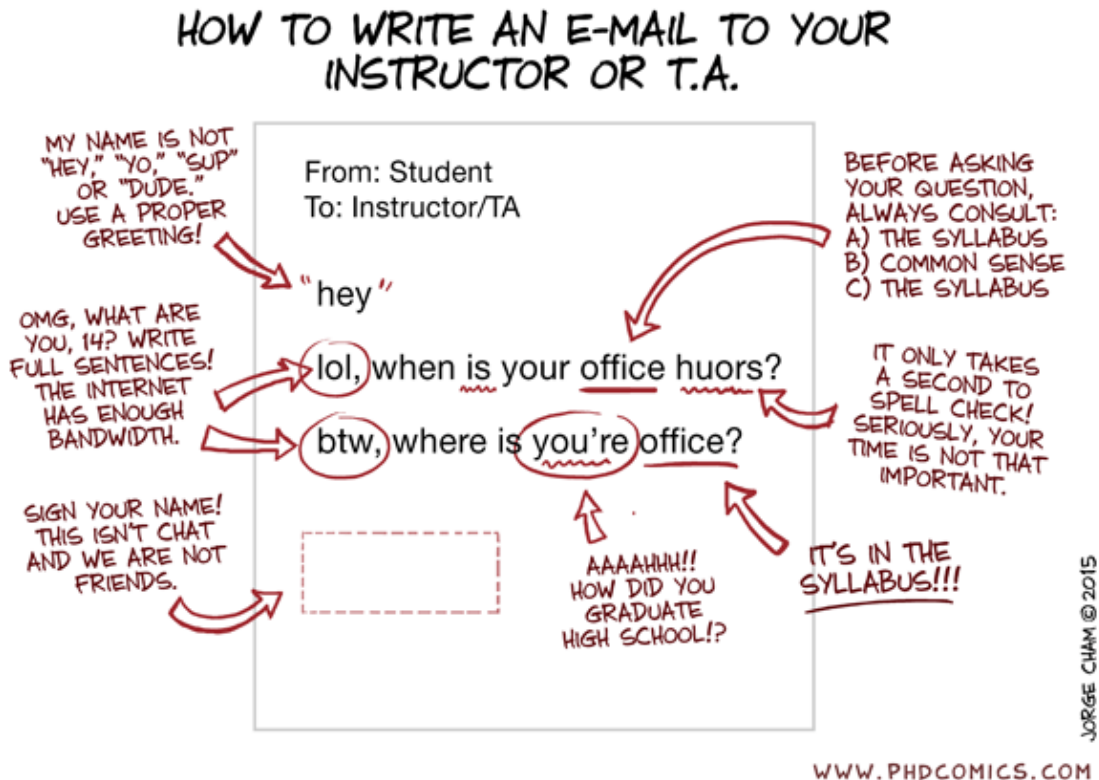
Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

### ACADEMIC ASSISTANCE & ACCOMMODATIONS

I encourage all of my students to seek out additional assistance if they are concerned about their academic performance (and even if they are not). I am always available to meet with students either during my office hours or by appointment. In addition, the university provides a number of services designed to help students excel academically. Students in this course seeking accommodations to disabilities must first consult with the Office of Disability Services and follow the instructions of that office for obtaining accommodations.

### COMMUNICATION POLICY

I try to be available to students as much as possible. In addition to being available during office hours, feel free to email me at [light1@uncc.edu](mailto:light1@uncc.edu) with questions. I will respond to emails within 24 hours, but usually much sooner. However, if there is no question in the email that needs to be answered or the question is explicitly stated here in the syllabus, I will not respond to the email. Also, if the email is not written in a professional manner, I will request ONCE that you follow proper formatting, after which I will stop communicating with you via email.



### SCHOLASTIC DISHONESTY

While I recognize that adjusting to college academics can be a challenging time, I do not tolerate any form of academic dishonesty in my class. I will not tolerate any attempts to manipulate

grading opportunities or inappropriate credit for work done and will penalize any student violating the university policies on scholastic dishonesty. I reserve the right to ask students to produce identification at examinations and may require students to demonstrate that graded assignments completed outside of class are their own work. All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or [online](#).

### **TITLE IX REPORTING POLICY**

UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that many UNC Charlotte employees, including all faculty members, are considered [Responsible Employees](#) who are required to relay any information or reports of sexual misconduct they receive to the Title IX Coordinator. **This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator.** Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can contact any of the following on-campus resources, who are not required to report the incident to the Title IX Coordinator: (1) University Counseling Center ([counselingcenter.uncc.edu](http://counselingcenter.uncc.edu), 7-0311); (2) Student Health Center ([studenthealth.uncc.edu](http://studenthealth.uncc.edu), 7-7400); or (3) Center for Wellness Promotion ([wellness.uncc.edu](http://wellness.uncc.edu), 7-7407). Additional information about your options is also available at [titleix.uncc.edu](http://titleix.uncc.edu) under the “Students” tab.

**TENTATIVE SCHEDULE – SUBJECT TO CHANGE**

	<b>Week</b>	<b>Date</b>	<b>Class Topic</b>	<b>Assignment</b>	
<b>UNIT ONE: EVOLUTIONARY THEORY</b>	1	Jan 8	Introduction		
		Jan 10	Evolutionary Theory	Canvas Reading #1	
	2	Jan 15	<b>NO CLASS – MLK Jr. DAY</b>		
		Jan 17	Speciation	Canvas Reading #2	
	3	Jan 22	Studying Hominin Evolution	Tattersall Ch. 1 & 2	
		Jan 24	Early Perspectives on Hominin Evolution	Tattersall Ch. 3 & 4	
	4	Jan 29	<b>Video</b>		
		Jan 31	Maturing Understandings	Tattersall Ch. 5 & 6	
	5	Feb 5	The Expanding Fossil Record	Tattersall Ch. 7 & 8	
		Feb 7	Modern Methods	Tattersall Ch. 9 & 10	
	6	Feb 12	Our Origins	Tattersall Ch. 11	
		Feb 14	<b>EXAM 1</b>		
	<b>UNIT TWO: NEANDERTHAL LIFEWAYS</b>	7	Feb 19	The Neanderthal Story	P and M Ch. 1
			Feb 21	The First Europeans	P and M Ch. 2
8		Feb 26	<b>Video</b>		
		Feb 28	Defeating the Cold	P and M Ch. 3	
Mar 5-9		<b>NO CLASS – SPRING RECESS</b>			
9		Mar 12	Meet the Neanderthals	P and M Ch. 4	
		Mar 14	An End to Isolation	P and M Ch. 5	
10		Mar 19	End Game	P and M Ch. 6	
		Mar 21	<b>Video</b>		
11		Mar 26	Still With Us?	P and M Ch. 7	
		Mar 28	<b>EXAM 2</b>		
<b>UNIT THREE: WHERE DID THEY GO?</b>	12	Apr 2	Neanderthal Lifeways		
		Apr 4	Art and Abstract Thought		
	13	Apr 9	Denisovans and Other Contemporaries	Independent Reading of Additional Text	
		Apr 11	<b>Video</b>		
	14	Apr 16	The “Demise” of the Neanderthals		
		Apr 18	Contributions to Modern Society		
	15	Apr 23	<b>Student Project Presentations</b>		
		Apr 25	<b>Student Project Presentations</b>		
16	Apr 31	Final Thoughts			
<b>FINAL EXAM: Wednesday, May 9 8:00 am-10:30 am</b>					