
HUMAN EVOLUTION AND MOTHERHOOD in Fall 2019 (IDISC1091FB4)

Course Code	IDISC1091FB4	Professor(s)	Elena Berg
Prerequisites	None	Office Number	C-202
Class Schedule	TF: 12:10-13:30 in Q-604	Office Hours	Fridays, by appointment
Credits	4	Email	eberg@aup.edu
Semester	Fall 2019	Office Tel. Ext.	614

Course Description

In this course, we will investigate how motherhood is shaped by evolution and by the human mating and social systems in which we live. We will learn about the biology of sex, sexuality, and mating systems and our notions about motherhood and the role of women in society. What does biology have to say about the roles of men and women, challenging assumptions about how men and women are different? This class will explore the notion of cooperative breeding in human mating systems and how we evolved in the context of other primate species.

Course Learning Outcomes

General Education

This course can be used to fulfill the **Integrative Inquiry** category of the new Global Liberal Arts Core Curriculum, with the following learning outcomes:

- *Exploring and Engaging Difference*: Students will think critically about cultural and social difference; they will identify and understand power structures that determine hierarchies and inequalities that can relate to race, ethnicity, gender, nationhood, religion, or class.
- *Civic and Ethical Engagement*: Students will demonstrate awareness of ethical considerations relating to specific societal problems, values, or practices (historical or contemporary; global or local) and learn to articulate possible solutions to prominent challenges facing societies and institutions today so as to become engaged actors at various levels in our interconnected world.

Course Outline

Preliminary course schedule (subject to change):

Class	Date	Topic of discussion & quiz topics	Readings/assignments due that day
1	Tues Sept 3	What can science tell us about us and about motherhood? How has motherhood evolved over time in the human lineage?	Please purchase the Hrdy book!
RS 1	Tues Sept 3	REFLECTIVE SEMINAR: Introductions, theme for joint projects, study skills, etc	
	Fri Sept 6	No class! This semester, we will hold several extra 2-block Reflective Seminars and in exchange we will drop four individual class periods	Plan ahead for Tuesday's class
	Mon Sept 9		Journal 1 is due by 9 AM
2	Tues Sept 10	What is evolution? How does life evolve? Why is Darwin so famous?	What the 3 videos on 1) the history of the world, 2) how evolution works, and 3) adaptation in mice (see Blackboard) (about 40 min total) Read Ch. 2 of Carl Zimmer's <i>Tangled Bank</i> : "Before and After Darwin"
RS 2	Tues Sept 10	REFLECTIVE SEMINAR: Sex ed! What is sex? What are males and females? A primer on the biology of menstruation, pregnancy, and orgasm.	
3	Fri Sept 13	Sexual selection	Read Judson: Part I (Ch 1-5)
	Mon Sept 16		Journal 2 is due by 9 AM
4	Tues Sept 17	Mating systems Quiz 1 at end of class (evolution, sexual selection, mating systems)	Read Dugatkin Ch. 8 on "mating systems"
RS 3	Tues Sept 17	REFLECTIVE SEMINAR: We'll hear from mothers and expectant mothers about their experiences with pregnancy and motherhood	

5	Fri Sept 20	Mate choice in humans	Read Wilson et al. 2018 Discussion leaders:
6	Tues Sept 24	Evolution of homosexuality Quiz 2 at end of class (Wilson et al, Bailey & Zuk)	Read Bailey & Zuk 2009 Discussion leaders:
	Mon Sept 23		Journal 3 is due by 9 AM
RS 4	Tues Sept 24	REFLECTIVE SEMINAR: Field work – visit a playground !	
7	Fri Sept 27	How did humans evolve?	Read Ch. 14 of Zimmer's book, "A New Kind of Ape" Watch the 20 min video "Great transitions: The Origins of Humans"
	Mon Sept 30		Journal 4 is due by 9 AM
8	Tues Oct 1	Human evolution, continued	Make sure you discuss independent project topic with Elena this week – post your ideas on Blackboard by Thurs Oct 3 at 5 PM
9	Fri Oct 4	The changing role of women in human evolution	Read Zihlman 2013: Engendering human evolution Discussion leaders:
10	Tues Oct 8	Sales pitches of projects	You will have 5 minutes in class to "pitch" your project to your peers
RS 5	Tues Oct 8	REFLECTIVE SEMINAR: Library visit, start working on your group projects	
11	Fri Oct 11 Mon Oct 14	Library visit to gather resources for individual research projects	Meet in library! You will be researching sources for your independent projects. Journal 5 is due by 9 AM
12	Tues Oct 15	Why do humans cooperate so well?	Read Hrdy: Ch.1 Discussion leaders:
13	Fri Oct 18	Motherhood and alloparenting in humans, primates, and other animals	Read Hrdy: Ch. 3 (and skim Chap 6 if you can) Discussion leaders:

			By 5 PM today, email Elizabeth and me your 300-word synopsis of your film project Journal 6 is due by 9 AM
	Mon Oct 21		
15	Tues Oct 22	What did prehistoric parenting look like?	Read Hrdy: Ch. 5 Discussion leaders:
RS 6	Tues Oct 22	REFLECTIVE SEMINAR: how to give a good talk, work on scripts and storyboards for your group projects	
16	Fri Oct 25	What role did/do grandmothers play? Parenting today...	Read Hrdy: Ch. 8 and 9 Discussion leaders Ch. 8:
17	Tues Oct 29	Quiz 4 at end of class (Hrdy) Workshop Abstracts	Discussion leaders Ch. 9: Draft of Abstracts annotated bibliographies due before class
<i>Fall break – Weds Oct 30 to Sun Nov 3 - NO CLASS</i>			
	Mon Nov 4		Journal 7 is due by 9 AM
18	Tues Nov 5	Did humans evolve from promiscuous ancestors??	Read Ryan & Jetha, selections Discussion leaders:
	Tues Nov 5	GROUP ADVISING SESSION with both professors! Plan ahead – review requirements for possible major/s, look through the spring course catalog, and come with a plan for Spring 2020.	
19	Fri Nov 8	A debate about Ryan & Jetha: Lynn Saxon's rebuttal	Read Ellsworth 2012 – review of Ryan & Jetha
	Tues Nov 12	<i>No class (Armistice Break)</i>	
20	Fri Nov 15	No class	Work on your Powerpoint presentations
21	Tues Nov 19	Group feedback on your Powerpoint slides	Journal 8 is due by 9 AM Drafts of Powerpoint presentations due – email them to Elena before class and bring your laptops!
RS 7	Tues Nov 19	REFLECTIVE SEMINAR: The biology, ethics, and sociology of abortion	
22	Fri Nov 22	No class	Keep working on your projects!
23	Tues Nov 26	No class	Keep working on your projects!

RS 8 Tues Nov 26 REFLECTIVE SEMINAR: Reproductive technologies

24 Fri Nov 29 Oral presentations

For everyone: Email me your talks (in PDF or PPT format) by 10:00 today at the latest. Abstracts and bibliographies are due in class.

25 Tues Dec 3 Oral presentations

26 Fri Dec 6 Oral presentations

You will be presenting your IDISC1091-CL/GS1091 joint projects during the final exam period on Tues Dec 17 at 12:00 in Q-604.

Textbooks

Title	Author	Publisher	ISBN	Required
Mothers and Others	Sarah Blaffer Hrdy	The Belknap Press	978-0674060326	No

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the

department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an “F” for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

Item	Description	Percentage of final grade
Journal entries	Weekly online journal in which you will reflect on the course material and the readings (lowest grade will be dropped).	20%
Quizzes	Short comprehension quizzes on the lectures and assigned readings (lowest grade will be dropped).	10%
Individual research project	You will plan and carry out an individual research project, resulting in a 15-minute Powerpoint presentation (12 min with 3 min for questions) without notes, a one-paragraph abstract, and a bibliography that conforms to MLA format. In preparation, earlier in the semester you will give a “sales pitch” to your peers and submit drafts of your abstracts, bibliographies, and slides.	30%
Joint project	Joint project with Elizabeth Kinne’s class CL/GS1091	15%
Attendance	It is extraordinarily important to come to class and to participate actively. Note: anyone who misses more than 4 class periods will receive a zero.	10%
Class participation, including leading discussions	You are expected to have continuous, active, high-quality contribution to in-class discussions. You will also be working together in small groups to present various topics in class and guide class discussion of related readings.	15%

Journal entries: During the first part of the semester, you will keep an online journal that reflects on that week's reading material, on our in-class discussions, and on how what you are learning connects to the companion course "Motherhood: Promise and Peril" and to other areas of your life. These entries will be private, shared only between you and me. Entries should be approximately 300 words and are almost always due on **Mondays at 9 AM** so that I can comment on them before we meet in class on Tuesday. Journals will be graded on a point system. If you think hard about the ideas and readings and put excellent effort into the journal entry, you receive 10 points. If you put some effort into it but don't attempt to make deeper connections, you receive 5 points. If you make a superficial effort, you receive 2 points. Although I will not dwell on grammar or spelling, etc., it's important that you put consistent effort into these journal entries so that I can easily follow your argument. **No late entries will be accepted.** The lowest journal grade will be dropped. Here are the due dates for the journal entries:

Journal 1: Mon Sept 9

Journal 2: Mon Sept 16

Journal 3: Mon Sept 23

Journal 4: Mon Sept 30

Journal 5: Mon Oct 14

Journal 6: Mon Oct 21

Journal 7: Mon Nov 4

Journal 8: Fri Nov 15 (note Friday date!)

Quizzes: During the first half of the semester, you will take several short (15-minute) quizzes at the end of class that will test you on your comprehension of the course material, including lectures and readings and our in-class discussions. The format will be mostly short-answer questions. The lowest quiz grade will be dropped. It will not be possible to make up missed quizzes.

Leading discussion: Twice during the semester, you will work with other classmates to prepare readings for discussion in class. This will entail reading the assigned material well in advance, doing extra background research on the topic, briefly presenting the material at the beginning of class, and guiding the discussion.

Joint project with Professor Kinne's CL/GS1091 class: To be decided together during the first week of class! An ideal opportunity to work on these projects together will be Tuesdays 13:45-16:40 during the weeks when no reflective seminars are scheduled (during the second half of the semester). You will be presenting these projects during the final exam slots for your FirstBridge classes. The exam slot for IDISC1091 is **Tues Dec 17 at 12:30**.

Individual research project: You will pick a topic related to this seminar, form a research question, and meet with me to discuss your research project. You will receive feedback on this process both from your classmates and from me. In the last weeks of the semester, you will give a 15-minute talk about your research findings to the class. This project is worth 30% of your grade, divided into a total of 185 points. Important due dates:

Identify research topic – make an appointment to meet with me to discuss and refine possible topics and post ideas on Blackboard by **Thurs Oct 3** (5 points)

Professional pitch of your project idea – you will have exactly 5 min of class time to “sell” your idea to your peers. Use whatever props you like (10 points) – **Tues Oct 8**.

Draft of 250-word Abstract, with annotated Bibliography (20 points) – **Tues Oct 29**.

Rough draft of Powerpoint presentation (30 points) – **Tues Nov 19**.

Final version of Abstract and (non-annotated) Bibliography (20 points) – **Fri Nov 29**

Oral presentation (100 points) – **Fri Nov 29**

Other

ASSIGNMENTS, ATTENDANCE, and CLASSROOM ETIQUETTE

- **Bring all assigned online readings to class.** If you prefer to read online, you may bring a portable device instead – but talk to me first.
- **Submit all assignments on time.** Written assignments submitted late will go down by a proportion of a letter grade for every day late, i.e. A becomes A-, A- becomes B+, etc.
- **Any assignment that is proven to be plagiarised will receive zero and serious cases will result in an automatic F for the course.** Plagiarism is academic misconduct and a serious breach of university policy. University disciplinary procedures will be carried out in case of infraction.
- It is vitally important to **come to class and be on time!** If you are more than 15 minutes late, you will be marked absent. Four or more unexcused absences will lead to a 0 for the participation grade. If you are absent more than four times, you may be asked to withdraw. If you have to be absent for any reason, please contact me immediately. It is your responsibility to catch up on any missed material.
- Please be respectful of others and **do not use your mobile phones or computers for personal reasons** during class.