
SCIENCE, SOCIETY AND HUMAN ORIGINS in Fall 2019 (HI1091FB2)

Course Code	HI1091FB2	Professor(s)	Linda Martz
Prerequisites	None	Office Number	Quai 3rd floor
Class Schedule	TF: 12:10-13:30 in Q-704	Office Hours	Tuesdays 15h20 to 17h
Credits	4	Email	lmartz@aup.edu
Semester	Fall 2019	Office Tel. Ext.	X656

Course Description

The available evidence indicates that our species, *Homo sapiens*, emerged in Africa, and then migrated across the planet, where its DNA occasionally intermingled with that of other human species which then disappeared, leaving *Homo sapiens* as the only human species, the only human race, on the planet. Why then do we talk about 'race' as if something fundamental distinguished, for instance, people of one skin color from people of a different skin color? After starting with a brief overview of what science can say about human origins, we'll look at some aspects of the emergence of thinking about human difference. As you become more aware of your own connection to the very distant past, you'll learn how the more recent past has been impacted by how people have told that story, sometimes making honest mistakes influenced by their own cultural constraints and sometimes to achieve political objectives. Then you'll look at how "science" has been manipulated to create distinctions and hierarchies among different groups of people, to dehumanize and isolate them, and you'll look into the faces of witnesses to the ultimate dehumanization by classification, genocide.

This is primarily a history course, but you'll come in contact with a whole range of ways of approaching these questions, including paleontology, philosophy, psychology, and sociology.

Course Learning Outcomes

General Education

FIRSTBRIDGE LEARNING GOALS

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- Students will enhance their information literacy, acquiring an understanding of how information is produced, and discovering how to evaluate, create and use it effectively and ethically. Students will develop an awareness of the conversational nature of scholarship and be able to identify appropriate secondary sources to conduct effective research.
 - Students will develop public speaking and presentation skills in order to participate effectively and appropriately in academic discussion and as community leaders, in a professional and engaging manner that can convey complex information.
 - Students will be able to appreciate place as a site of knowledge, to interrogate the multiple meanings of place and develop a more informed and sensitive understanding of interactions between people and their physical environment.
 - Students will learn to formulate questions that can lead to greater learning and productive individual and group research projects.
 - Students will strengthen the concrete skills and aptitudes to be successful at AUP and beyond, such as study skills and time management, the mindsets that lead to lifelong learning, and desired classroom behaviors and interpersonal skills.

CORE CURRICULUM – INTEGRATIVE INQUIRY LEARNING GOALS:

- Local and Global Perspectives: Students will enhance their intercultural understanding of languages, cultures, and histories of local societies and the global issues to which these relate.
- 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

Course Outline

PRELIMINARY CLASS OUTLINE:

Week One: Human Origins

Tuesday, Sept. 3: Introduction to the class.*

RS Wednesday, Sept. 4: Prepping for success. Bring whatever tool or technology you are going to use to keep track of your assignments.

Friday, Sept. 6: AR1010 (*I will be away at a conference*)

Week Two: Human origins

*Tuesday, Sept. 10: Sapiens chapters 1 and 2.**

[RS Wednesday, Sept. 11: Evolution Toolbox; bring your technology](#)

*Friday, Sept. 13: Sapiens chapters 3 and 4.**

Week Three: Human Origins

*Tuesday, Sept. 17: Sapiens chapter 5 and 6**

*RS Wednesday, Sept. 18: make-up for my absence of Sept. 6: Tangled Bank, chapter 14**

Friday, Sept. 20: Tangled Bank, [chapter 14](#), continued; [three ideas for the individual research project due](#).

Week Four:

*Tuesday, Sept. 25: Race, Monogamy and Other Lies, introduction and chapter 4**

RS Wednesday, Sept. 26: research skills in the library

Friday Sept. 27 – Saturday, Sept. 28: Class trip to Grotte Chauvet II

Week Five:

Tuesday, Oct. 1: Race, Monogamy and Other Lies, continued.

RS Wednesday, Oct. 2: study walk

Friday, Oct. 4: TEST ONE

Week Six:

Tuesday, Oct. 8: Tangled Bank, ch. 2;*

RS Wednesday, Oct. 9: Bibliography Bootcamp

Friday, Oct. 11: Darwin, monogenism, and 19th century science (lecture)

Week Seven:

Tuesday, Oct. 15: Origin stories: texts from the Book of Genesis; A Legal History of the Color Line: The Rise and Triumph of the One-Drop Rule, Introduction (1-12).

RS Wednesday, Oct. 16: research skills in the library

Friday, Oct. 18: A Legal History of the Color Line: The Rise and Triumph of the One-Drop Rule, Chapter 9 (include the introduction in your journal entry); annotated bibliography with research question due.*

Week Eight:

*Tuesday, Oct. 22: **TEST TWO***

*[RS Wednesday](#), Oct. 23: *Le Rafle* (film and site visit) (includes AR1010 time slot); discussion of joint Bridge project, the HI1091 group final project, and presentation of the VHA.*

Friday, Oct. 25: The Origins of Othering (lecture).

Week Nine:

Tuesday, Oct. 29 – finish The Origins of Othering (lecture); choose your VHA Final Project groups.

Oct. 30 – Nov. 3: FALL BREAK

Week Ten:

Tuesday, Nov. 5: Individual Research Presentations; ALL Powerpoints must be posted to Blackboard by the beginning of class.

RS Wednesday, Nov. 6: finish Individual Research Presentations

Friday, Nov. 8: Know Your Genocides

Week Eleven:

Nov. 11 – Nov. 12: Armistice Break

RS Wednesday, Nov. 13: preregistration advising; VHA witness choice due

*Friday, Nov. 15: *Becoming Evil* Ch 6**

Week Twelve:

Tuesday, Nov. 19: lecture: Nazi Race Laws, T4, and the Einsatzgruppen

RS Wednesday, Nov. 20: Life and Death Day (discussion)

*Friday, Nov. 22: The Nuremberg Laws and *Les Pouponnières du IIIe Reich* (film)*

Week Thirteen:

*Tuesday, Nov. 26: *Becoming Evil* Ch 7**

RS Wednesday, Nov. 27: Joint Project work

Friday, Nov. 29: [Group presentations](#) from the VHA

Week Fourteen:

Tuesday, Dec. 3: Group presentations from the VHA

RS Wednesday, Dec. 4: Joint Project work

Friday, Dec. 6: final remarks

Final exam period: December 17, 2019 12:00 (TEST THREE)

Textbooks

This course doesn't have any textbook.

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes. In the event of an absence, planned or unplanned, please let me know as soon as possible. Unexcused absences will impact your participation grade; I reserve the right to decide what is an excusable absence. If you are absent for a graded activity (test or presentation), justification for your absence MUST be documented (doctor's certificate or government convocation) if you wish to avoid receiving an F.

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

Grading Policy

Journal entries: 20%

Class tests: 25%

Individual Research Presentation: 20%, including abstract and bibliography in MLA format

Project from the VHA: 15%

Participation: 5%

Joint project with AR1003 Design a Museum: 15% (this project will be defined in the Reflective Seminar)

Other
