

ANTH 2281: PaleoParents: The Evolution of Human Families

May-Term 2019

K. Ann Horsburgh

9am – 1 pm

The emotional bond within a family links people to each other like no other. It is fundamental to our personal unique identities as people but also something that is easily recognizable in other animals. What happened in our evolution that shaped the particular ways that humans form families? Is there a natural or best way to parent? How much are social institutions, like marriage and child adoption, part of our particular cultural history and how much are they written in our DNA? In this course, we explore the foundations of how we form families from the perspective of biological anthropology.

There is no textbook for this class. We will instead read published research from the peer-reviewed scientific research. These papers frequently sacrifice clarity to technical accuracy so can be difficult to read. Read the assignments before coming to class, and bring with you questions. The lectures will expand on the readings and place them in a broader context.

Performance in the class will be assessed by three take home exams (20% each) and an annotated bibliography (40%).

Annotated Bibliography

For this assessment you will choose your own topic of current research relevant to understanding reproduction, parenting and families. You may choose a topic covered in lectures, although you may want to zoom in on a particular aspect. You may also identify other topics that interest you but are not covered in lectures. If you choose outside the range of lecture topics, please secure the approval of the instructor.

The annotated bibliography requires that you select 4 – 6 papers on your topic. They must be from the peer-reviewed literature. To find sources, use Google Scholar (found by googling) and/or Web of Science (found in the library's list of databases). You are to summarise and critically evaluate your chosen papers. The description and evaluation of each paper will be between 200 and 400 words long.

Exams

There are three, non-cumulative exams required for this course. The exam format will be in the form of paragraph answer questions. Please note that no early or

late tests will be given based on a student's plan to travel out of town. SMU has an official holiday policy: "official class days are not holidays."

A make-up exam will be given only under the following conditions—excused absences, documented dire emergencies, or documented cases of extreme sickness. A request must be made to the instructor as soon as possible if a student is going to miss an exam. Written documentation explaining the absence will be necessary. No make-up exam will be given without an advanced request.

All late work will be subject to a 10% penalty per 24 hours lateness.

Grade Distribution

93-100 A
90-93 A-
87-90 B+
83-87 B
80-83 B-
77-80 C+
73-77 C
70-73 C-
67-70 D+
63-67 D
60-63 D-
<60 F

University Curriculum Student Learning Outcomes

Proficiencies and Experiences: Human Diversity

Students will demonstrate an understanding of the historical, cultural, social or political conditions of identity formation and function in human society, including the ways in which these conditions influence individual or group status, treatment or accomplishments.

Depth: Natural and Applied Sciences

Students will explain the concepts and findings that undergird current scientific theories or engineering practices.

Disability Accommodations: Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice

to implement.

- ❑ **Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)
- ❑ **Excused Absences for University Extracurricular Activities:** Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

Thursday 16 May

Introduction to the Course

Evolution as an Explanatory Mechanism

Why sex?

- Ayala 2007 Darwin's greatest discovery: Design without designer *PNAS* 104, 8567-73

Friday 17 May

Sexual Reproduction and Mate Choice

Pair Bonding and Marriage in Prehistory

- Lovejoy 1981 The Origin of Man

Monday 20 May

Pair Bonding and Marriage in Cross-Cultural Perspective

- Henrich et al 2012 The puzzle of monogamous marriage *Phil Trans R Soc B* 367, 657

Exam One

Tuesday 21 May

Extra-Pair Copulation and Romantic Partner Aggression

Homosexuality

Childfree by Choice and Controlling Reproductive Rate

- Gillespie 2003 Childfree and feminine: Understanding the gender identity of voluntarily childless women *Gender and Society* 17:122-136

Wednesday 22 May

Pregnancy and Human Reproductive Ecology

Biocultural Approaches to Maternal Health

Maternal Nutrition and Maternal Stress

- Joseph 2004 The biocultural context of high fertility among the Bekaa Bedouin
American Anthropologist 106(1)140-144

Thursday 23 May

Fetal-Maternal Conflict

- Gluckman and Hanson 2004 Maternal constraint of fetal growth and its consequences
Seminars in fetal and neonatal medicine 9, 419-25

Exam Two

Friday 24 May

Childbirth and Maternal Mortality

Sex-biased Mortality and Infanticide

Adoption and Alloparenting

- Daly and Wilson 1987 Child abuse and other risks of not living with both parents
Ethology and Sociobiology 6: 155-76

Tuesday 28 May

Breastfeeding

Parental Investment Theory

Parenting in Non-Human Primates

- Trivers 1974 Parent-Offspring Conflict
American Zoologist 14, 249-263

Wednesday 29 May

Cross-Cultural Parenting

Sexual Division of Labour

- Blige-Bird et al 1999 Cooperation and conflict: the behavioural ecology of the sexual division of labor
Evolutionary Anthropology 8(2)65-74

Thursday 30 May

Reproductive Senescence and Menopause

The Mile-High View of Human Parenting

- Hawkes 1997 Hadza women's time allocation, offspring provisioning and the evolution of long post-menopausal lifespans. *Curr Anth* 38, 551-578.

Friday 31 May

Exam Three

Grading Rubric: Annotated Bibliography

For this assessment you will choose your own topic of current research relevant to understanding human nature. You may choose a topic covered in lectures, although you may want to zoom in on a particular aspect. You may also identify other topics that interest you but are not covered in lectures. If you choose outside the range of lecture topics, please secure the approval of the instructor.

The annotated bibliography requires that you select 4 – 6 papers on your topic. They must be from the peer-reviewed literature. To find sources, use Google Scholar (found by googling) and/or Web of Science (found in the library's list of databases). You are to summarise and critically evaluate your chosen papers. The description and evaluation of each paper will be between 200 and 400 words long. An example of how to proceed with this assignment will be worked through in class so you can see both a useful method to employ and have an example of an appropriate 'product'.

Note: the distinction between an annotation and an abstract. Abstracts are descriptive summaries and you will find examples of these at the beginning of nearly every peer reviewed journal article. This kind of description *is not* what is being asked of you. Annotations are *evaluations* of sources. They must also include a description of the work, but crucially include a critique and explanation of the strengths and weaknesses of the article.

Your annotated bibliography will be graded according to the following:

Appropriately Chosen Sources: 20%

1. Appropriate sources
2. Largely appropriate sources
3. Largely inappropriate sources
4. Completely inappropriate sources

Citation Format: 10%

1. Correct, complete citations
2. Mostly correct, mostly complete citations
3. Mostly incorrect, mostly incomplete citations
4. Absent or completely uninformative citations

Summary: 30%

1. Clear, concise and complete summary
2. Incomplete but largely clear and concise summary
3. Incomplete, unclear or inaccurate summary
4. Absent or uninformative summary

Synthesis and Critique: 30%

1. Comprehensive synthesis and critique making explicit connections to other papers or arguments
2. Somewhat comprehensive synthesis and critique that makes vague connections to other papers or arguments
3. Failure to either synthesize or critique
4. Failure to both synthesize and critique

Language: 10%

1. Grammatically sound, clear and well-written
2. Grammatically flawed, misspellings and typos
3. Incomplete sentences