

Introduction to Biological Anthropology

ANTH 220 (lecture syllabus)

Tuesdays & Thursdays 11 – 12:15

2324 Computer & Space Sciences Bldg.

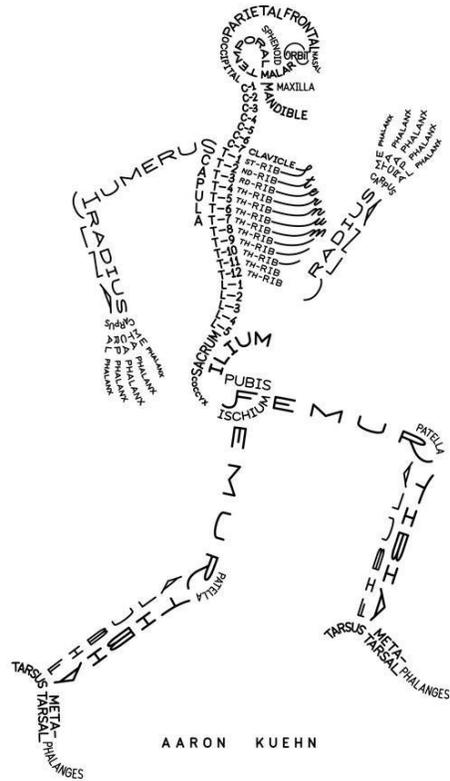
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Office Hours: Tuesdays 2-3pm & by appointment

Laboratory Instructors:

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Teaching Assistant:

Ms. Clio Grillakis (clio.gr@gmail.com)



Course Description

This course provides an introduction to biological (or physical) anthropology. We will explore the evolution of the human species and the nature of contemporary human variation. To establish a framework for the study of human evolutionary biology, we turn first to principles of evolutionary theory and genetics. Fossil evidence for human evolution will then be considered through comparisons with non-human primate ecology and evolution to reconstruct prehistoric lifeways. Finally, we discuss modern human variation, paying particular attention how adaptation to environmental stressors like climate, nutrition, and disease have shaped our species - and continue to do so.

As one of the four subfields of anthropology (along with archaeology, cultural anthropology, and linguistics), biological anthropology is a critical component of all students in this discipline. This course is a required course for anthropology majors, but is also designed to introduce the field of anthropology to non-majors. Lecture discussions provide students the opportunity to explore theoretical, methodological and applied issues in biological anthropology, while the laboratory sections assist with the development of skills in observing, measuring, and interpreting bioanthropological data.

Course Learning Outcomes

By the end of the semester, students should have an understanding of the following key aspects of biological anthropology:

- Basic principles of evolutionary biology and human genetics;
- Similarities and differences between humans and non-human primate species;

- Major trends in hominin evolution, including the fossil and molecular evidence for the origins of anatomically modern humans;
- Influences of genetic, ecological, and sociocultural factors on biological variation in contemporary human populations; and
- Biocultural perspectives on human reproductive biology, growth and development, and disease patterns.

Required Course Materials & Readings

Laboratory and supplemental readings for this course may be found on ELMS. Our textbook for this class is:

Larsen, Clark S. 2011. Our Origins: Discovering Physical Anthropology, 2nd edition. Norton & Company.

LECTURE SCHEDULE

	Date	Topic	Reading/Assignment
Th	30 Aug	Course introduction & introduction to anthropology	Chpt. 1 (pp. 3-6)
T	4 Sept	What is Biological Anthropology?	Chpt. 1 (pp. 7-21)
Th	6 Sept	Evolutionary Principles	Chpt. 2
T	11 Sept	Cells & Cellular Reproduction	Chpt. 3 (pp. 56-60, 66-71); <i>A Donor's Immortal Legacy</i>
Th	13 Sept	The ABCs of Life	Chpt. 3 (pp. 61-65, 71-85)
T	18 Sept	Population Genetics	Chpt. 4
Th	20 Sept	Epigenetics & the Ghost in Your Genes (<i>film</i>)	<i>Why Your DNA Isn't Your Destiny</i>
T	25 Sept	The Other Primates	Chpt. 6
Th	27 Sept	The Social Climbers	
T	2 Oct	Primate Societies	Chpt. 7; <i>The Bipolar Ape</i>
Th	4 Oct	<i>Review</i>	<i>Bring questions to class!!</i>
T	9 Oct	EXAM #1	
Th	11 Oct	What Can Fossils Tell Us?	Chpt. 8; <i>Part Ape, Part Human</i>
T	16 Oct	Primate Origins & Evolution	Chpt. 9
Th	18 Oct	Becoming Human (<i>film</i>)	
T	23 Oct	Early Hominids	Chpt. 10; <i>Brain Foods</i>
Th	25 Oct	Bioarchaeology & Forensic Anthropology, Dr. Katherine Russell (<i>guest lecture</i>)	EXAM #1 corrections DUE
T	30 Oct	Evolution of <i>Homo</i> spp.	Chpt. 11
Th	1 Nov	<i>Review</i>	<i>Bring questions to class!!</i>
T	6 Nov	EXAM #2	
Th	8 Nov	Modern Human Origins	Chpt. 12

T	13 Nov	The Agricultural Revolution	Chpt. 13 (pp. 409-424)
Th	15 Nov	Agricultural Impacts on Humans	Chpt. 13 (pp. 426-445); <i>The Worst Mistake</i>
T	20 Nov	Race: The Power of an Illusion (<i>film</i>)	
Th	22 Nov	No class. Thanksgiving Break	
T	27 Nov	Race & Sex/Gender	Chpt. 5 (pp. 121-124); <i>Skin Deep</i> ;
Th	29 Nov	Life History	Chpt. 5 (pp. 125-135); <i>The Grandmother Effect</i> ; <i>Beautiful Brains</i>
T	4 Dec	Adaptation	Chpt. 5 (pp. 135-155)
Th	6 Dec	Humanity's Future	Chpt. 14; <i>Future Humans</i>
T	11 Dec	<i>Review</i>	<i>Bring questions to class!!</i> Extra credit DUE
Th	13 Dec	No class.	
T	18 Dec	Exam #3 (Final)	

NOTE: This schedule is subject to change at the instructor's discretion. All schedule and reading changes will be announced in class.

Supplemental Readings

Cloud, J. 2010. "Why Your DNA Isn't Your Destiny." *TIME*, 6 January 2010. [URL] <http://www.time.com/time/magazine/article/0,9171,1952313,00.html>

De Waal, F. 2005. The bipolar ape: on striking a balance. In *Our Inner Ape*. Pp. 227-250. Riverhead Books: NY.

Diamond, J. 1987. "The worst mistake in the history of the human race." *Discover Magazine*, May 1987. Pp. 64-66.

Dobbs, D. 2001. "Beautiful brains." *National Geographic*, October 2011. Pp. 36-59.

Fischman, J. 2011. "Part ape, part human." *National Geographic*, August 2011. Pp. 120-135.

Gross, T. 2010. "'Henrietta Lacks': A Donor's Immortal Legacy." *NPR Fresh Air* interview with author Rebecca Skloot. 2 February 2010. [URL] <http://www.npr.org/2010/02/02/123232331/henrietta-lacks-a-donors-immortal-legacy> (podcast also available)

Hawkes, K. 2004. The grandmother effect. *Nature* 428: 128-129.

Jablonski, N. and G. Chaplin. 2002. "Skin deep." *Scientific American*, October 2002.

Owen, J. 2009. "Future humans: four ways we may, or may not, evolve." *National Geographic News*, 24 November 2009. [URL] <http://news.nationalgeographic.com/news/2009/11/091124-origin-of-species-150-darwin-human-evolution.html>.

Wrangham, R. 2009. Brain foods. In *Catching Fire: How Cooking Made Us Human*. Pp. 105-127. Basic Books: NY.

Grading Criteria

Your learning, and ultimately your grade, is based on lecture participation, completing a series of laboratory assignments, and three exams. Student's grades will be calculated as follows:

	Possible	Total Earned
Lecture Participation	50 points	
Exam 1	75 points	
Exam 2	75 points	

Exam 3 (final)	100 points	
Laboratory Assignments	200 points	

Grade Range Calculator

A+ → 485-500	B+ → 435-449.9	C+ → 385-399.9	D+ → 335-349.9	F → below 300
A → 465-484.9	B → 415-434.9	C → 365-384.9	D → 315-334.9	
A- → 450-464.9	B- → 400-414.9	C- → 350-364.9	D- → 300-314.9	

Lecture Participation (50 points)

Find My Office (1 point)

Come to my office and sign your name on the sheet hanging on my door by 14 September 2012.

Student Tutors & Tutees (4 points)

After the first exam, students may elect to sign up as tutors (those students earning 60 or more points on the first exam) or tutees (anyone who would like assistance in learning the course material). Student tutors will meet with me once for instructions, and then tutors and tutees will meet in groups outside of class. Participation as a tutor or tutee will further your learning, as well as earn you 4 points.

Pop Quizzes (45 points)

Pop quizzes give you an opportunity to test your knowledge prior to exams and see how I write exam questions. Some of these pop quiz questions will end up on the exams. Each of the 9 pop quizzes, administered randomly throughout the term, is worth 5 points. You receive 4 points for attempting to answer the question/s and a full 5 points if you are correct.

Exams (250 points)

Exams function as both an assessment of learning and a way to further learning. There will be 3 exams given in this course. Each is a little different, so please read the descriptions carefully. You will be tested on information covered during lecture (films, lectures, readings) and laboratory (final exam only).

Exam 1 (75 points) covers material from 30 August – 2 October. Questions will be a mix of multiple choice, T/F, matching, and short answer. After Exam 1, you will be given the opportunity to earn back up to half the points you lost. The following is required to earn back any lost points:

1. You must correct ALL questions you missed;
2. For each correction, you must explain (with complete sentences) why your answer was wrong (what you had not understood before) and why the correct answer is right;
3. These corrections must be typed on a separate page and attached to your exam;
4. Both the corrections and exam must be returned for regrade; and
5. Corrections are due at the beginning of class on 25 October 2012.

Exam 2 (75 points) covers material from 11-30 October. It is NOT cumulative. Questions will be a mix of multiple choice, T/F, matching, and short answer. You will not have the opportunity to make corrections on the second exam.

Exam 3 (100 points), the final exam, covers lecture material from 8 November – 6 December and laboratory material for the whole term. The lecture material covered in this exam IS NOT cumulative. The laboratory material covered on this exam IS cumulative. Questions will be a mix of multiple choice, T/F, matching, and short answer. You will not have the opportunity to make corrections on the third, and final, exam.

Laboratory (200 points)

The laboratories are intended to supplement the lecture material and give you, the student, hands-on experience in the major topics of biological anthropology. The work is intended to be interesting, fun, and discovery oriented. A separate laboratory syllabus (posted on ELMS) describes the lab assignments, activities and schedule. Contact your lab instructor if you have any questions.

Extra Credit (max. 10 points)

If you choose, you may earn up to 5 extra credit points by writing a short summary of one of the readings that you found most interesting. Your one page (maximum) piece should summarize the main arguments, link them to what you have learned in class, and tell me why you found the reading interesting. You are expected to use proper grammar and spelling (I will dock 1 point if you don't.). This assignment may be repeated once – so you would be able to earn a maximum of 10 points. Extra credit may be turned in at any time during the term, however, 11 December is the final day any extra credit will be accepted.

My Expectations of Students in this Course

Participation & Attendance

Your learning, and that of others, depends on your participation in class discussions and activities. If you are not present, it makes class participation impossible. Medical excuses, religious observance, obituaries (need evidence), and attendance at an academic conference (need evidence) are justifiable excuses for missing class, and thus not participating. If weather (beyond emergency closings), vehicle maintenance, heartache, savage attack by Neanderthals, etc. interferes with your class participation, I will be sympathetic, but you will not earn any participation points.

Conduct

Students are expected to treat each other with respect. Disruptive behavior of any kind will not be tolerated. Students who are unable to demonstrate civility with one another or me will be subject to referral to the Office of Student Conduct or to the University Campus Police. You are expected to adhere to the Code of Student Conduct.

Technology

In this class, students may bring their laptop to class to take notes or look up relevant information

during class activities only. If a student is found to be using a laptop for any other reason, then, that student will lose the privilege of bringing their computer to class. All technological devices, except a laptop computer are prohibited in this class including MP3 devices, smart phones, phones, calculators, gaming devices, etc. If these devices are seen and/or used during the class, the student will be asked to leave the class immediately.

Online & Email communication

Please remember that what you write and the images that you post provide the rest of us – your fellow classmates and I – an image of who you are. We'd love to think the world of you, so show us your best. Use good spelling and grammar. Be kind. DON'T SHOUT!! Open and close emails with proper greetings and regards. Choose your words and images carefully. Give credit where credit is due – either to a fellow student, the writer or producer of course materials, or your professors. Lastly, humor doesn't always transmit well through the internet – jokes, and especially satire, can be easily lost by a reader and taken seriously. Use emoticons if you feel the need for humor. ;-) ☺ : / ^ _ ^ : (

Plagiarism

I have no expectation of encountering plagiarism in this class. Sometimes, however, people unintentionally plagiarize because they do not know what actually constitutes plagiarism. To minimize the possibility, let me briefly clarify the issue. Stealing others' work (for example, copying others' test answers) and passing it off as your own is an example of plagiarism that everyone knows. It is also plagiarism in academic writing to present others' ideas as if they were your own. To avoid the appearance of plagiarism in written work, it is important to reference the sources of your ideas so as to keep the difference between others' ideas or arguments and the ideas or arguments that are uniquely yours. You cannot reference too many sources, although you are expected to be creative and generate some of your own ideas in your papers. Plagiarism and cheating in any form will not be tolerated. More information about properly citing your sources is provided in a handout on ELMS.

Academic Integrity

Please remember that you need to write out, sign, and date the honor pledge on all assignments and the term paper (www.studenthonorcouncil.umd.edu/code). Basically,

*"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/paper/examination. **Signature** MM/DD/YYYY"*

Plagiarism, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, forging signatures, and cheating on assignments are all forms of academic dishonesty and punishable. Please don't pull this sort of thing. I don't cut deals. If you are discovered violating the Code of Academic Integrity (www.president.umd.edu/policies/docs/III-100A.pdf), you will be referred to the Student Honor Council/Office of Student Conduct for investigation and possible disciplinary action. If you are found in violation of the Code of Academic Integrity, the usual penalty is an XF for the course.

Students with Disabilities

I will make every effort to accommodate students who are registered with the Disability Support Service (DSS) Office and who provide me with a University of Maryland DSS Accommodation form which has been updated for the Fall 2012 semester. Only written DSS documentation of the accommodation will be considered. This form must be presented to me no later than 20 September 2012. I am not able to accommodate students who are not registered with DSS or who provide me with documentation which has not been reviewed and approved by UM's DSS Office after 20 September 2012.

Medical Excuses

In my class, you or a guardian must email me or call me PRIOR to class to inform me that you will not be in attendance due to injury or serious illness, and thus will miss the class participation or an assignment deadline. At the very next class session that you are in attendance, you must present me with a self-signed note for missing one single lecture. This note must include the date of illness and a statement that the information you have provided is true. You must also state that if your absence is found to be false, you understand that you will be referred to the Office of Student Conduct. The statement must be signed and dated. Please understand that only one self-signed note for one absence will be allowed. For non-consecutive absences or your final paper, I will require a Health Center or medical doctor's health excuse. If you do not inform me or if you do not give me timely documentation, 0 points will be given to you for class participation and points will be docked from your assignment. Please note that in the case you are unable to get a written medical excuse, you may ask your provider for a copy of your medical notes for the specific visit/s in question.

Religious Observance

Please refer to the Online Catalog Policy on Religious Observance. If there is a specific day you will not be able to attend class or turn in a particular assignment or exam, please provide me, in writing the day and specific religious observance by 11 September 2012. Please remember that accommodations are NOT made for travel to and from the religious observance.

University Emergency Closing

In the event that the University is closed for an emergency or extended period of time because of inclement weather and campus emergencies, I will communicate to you via ELMS or email to make schedule adjustments, including rescheduling of assignment due dates. Official closures and delays are announced on the campus website <http://www.umd.edu>. The snow phone line is 301-405-SNOW, as well as local radio and TV stations.

Course Evaluation

I take course evaluations very seriously. Each year I revise my syllabus, readings, course assignments, and exams based on your feedback. I am not just interested in the scores you give this course, but also very interested in your specific comments. I will provide a couple of opportunities during the course to give me anonymous feedback. I would like to encourage each and every one of you to evaluate this class as well as your other courses. One important campus-wide evaluation is the online evaluation at the end of the semester. *Course Evaluation UM* will be open to students to complete their evaluation

for Fall 2012 courses starting at the end of November 2012. Students can go directly to the website to complete their evaluations (www.courseevalum.umd.edu).



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