

# ANTH 1020

## Biological Anthropology

Utah State University, fall 2015  
Instructor: Anna Cohen

Contact: Canvas Messenger  
Course website: <https://usu.instructure.com/courses/378723>  
Office hours: Thursdays, 4-6 pm



*[\*\*I will do my best to respond to your inquiries within 24 hours. Note that you will receive the quickest response during my office hours.\*\*]*



### COURSE DESCRIPTION

What does it mean to be human? This introductory course in biological anthropology addresses this question by looking at the interaction of biology and culture in the evolution of our species. We will discuss the history, theory, and methods of research in biological anthropology through interactive discussions, lectures, and activities about recent scientific discoveries. Major topics include: evolutionary theory and genetics; primate versus modern human anatomy; concepts of race; and early humans and our relationship to Neandertals and Denisovans. This class emphasizes the ways in which anthropologists learn about the past and how we can use our knowledge of the past to understand the present and future of our species.

### COURSE GOALS

After completing this course, students should be able to:

- ❖ Describe the basic objectives of biological anthropology and archaeology
- ❖ Define the basic principles of genetics and evolution
- ❖ Define the biological and behavioral characteristics of the order primates
- ❖ Summarize the fossil record from the first primates to modern humans
- ❖ Understand the reasons for modern human variation
- ❖ Understand the cultural and biological evolution of humans and variation as seen in the archaeological record.

## COURSE CONTENT

Each weekly unit will consist of an introductory/overview lecture which is a narrated Power Point slideshow and a reading assignment. The Power Point presentation will also be provided in .ppt format with the general text of the narration included in the notes. The lectures average approximately one hour in length. I recommend watching the lectures in parts if you have trouble with attention. Each week, you are required to participate in the weekly discussion boards. In addition, for some units you will have an additional activity to complete. All discussion posts, activities, and tests are due by Friday at 11:59 pm of the assigned week. I suggest using the calendar tool on Canvas to keep track of assignments/exams. It is up to you to keep track of deadlines and assignments.

## ASSIGNMENTS AND EVALUATION

Assignment	Percentage	Points
Syllabus Quiz	5%	50
Tests (3)	3 * 10% = 30%	300
Final	15%	150
Genetics Activity	5%	50
Ardipithecus Assignment	10%	100
Ancient DNA Activity	10%	100
Discussion Board – weekly participation	25%	250
TOTAL	100%	1000

\*Detailed assignment explanations are posted under Assignments on Canvas.

### Syllabus Quiz (5%)

Brief quiz during the first week on the content of the syllabus and organization of course, to introduce students to the online assessment format and to ensure understanding of expectations for the course.

### Tests (3 \* 10% = 30%)

The three semester exams are a combination of multiple choice, short answer, and short essay, and are to be completed in 1.5 hours. The exams are not cumulative, but the course content generally builds on itself so that for each test you must understand the concepts and ideas introduced throughout the course. See the course schedule for what content is included in each exam.

Study guides will be provided a week prior to the exams, and I am happy to answer any review questions before the exam.

\*\*\*These are online, timed exams, and are not open book, although I do not require a proctor. You are expected to adhere to the University's Honor Code for exams. Attempts to use notes or a book will significantly affect your ability to finish the entire exam in the time provided. You can take the exam at any point during the week it is assigned, but once you log in and begin the exam, you MUST finish at this time. You cannot stop and re-start. \*\*\*

### Final (15%)

The Final will be a three hour exam to be taken during finals week. 50% of this exam will consist of material from your first two exams, with 50% from the last 1/3 of course material presented. As with the other exams, I will provide a study guide for the final.

### Genetics Activity (5%)

This is an activity that will help you understand the mechanisms behind micro and macro evolution. The assignment will involve some interactive activities and problems to solve. It will be completed on the textbook website, via Smartwork. Instructions are under the assignment for UNIT 4. This is intended to serve as a study tool for the exam in Unit 5.

### Ardipithecus Assignment (10%)

The discovery of *Ardipithecus ramidus* has prompted a significant and wide ranging re-evaluation of human evolution, and by extension, chimpanzee evolution. Your assignment will involve critically reading the scientific publications regarding this discovery, and responding to questions based on the readings. Assignment is under UNIT 10.

### Ancient DNA Assignment (10%)

For this assignment, you will find and post an article (can be newspaper or journal) that presents a recent finding in biological anthropology. The research involved in the finding must include the analysis of ancient DNA, such as our shared DNA with Neandertals, Denisovans, or another species. You must summarize the article and discuss how this has shifted previous suppositions in hominin evolution. Assignment is under UNIT 13.

### Weekly Discussion Posts (25%)

Each week you are given a topic relevant to course material to post on the discussion board. I have divided the discussions into two 'groups,' so you will be reading and responding to posts written by half of the class. In order to receive full credit for your participation grade, each week you must post at least one question or comment (~200 words), and then reply to **TWO** other postings. The post must be relevant to the assigned topic, and should be intended to promote discussion among classmates. Posting more than the assigned number of posts/replies is always encouraged.

\*Please feel free to use the discussion board as a free and open space for raising any questions you have regarding course material and content.

\*Please be courteous and respectful in your posts and replies. This is not a place for aggressive debates or criticisms of others' questions/comments. If I see any behavior I consider inappropriate for the discussion board, I will deduct points from your discussion participation grade.

### GRADING SCALE

A	100% to 93%	C	< 77% to 73%
A-	< 93% to 90%	C-	< 73% to 70%
B+	< 90% to 87%	D+	< 70% to 67%
B	< 87% to 83%	D	< 67% to 60%
B-	< 83% to 80%	F	<60% to 0%
C+	< 80% to 77%		

## COURSE READING

Larsen, Clark Spencer (2014). *Our Origins: Discovering Physical Anthropology*. Norton, NYC. Available in a variety of formats (paperback and Ebook):

<http://books.wwnorton.com/books/webad.aspx?id=4294978514>

### Smartwork

The publisher of your textbook provides access to exercises and activities to help with comprehension of the course material. When you purchase the textbook, you should have also received smartwork registration. Smartwork activities are very useful resources, but they are not required EXCEPT for the genetics activity. If you did not purchase registration with your textbook you have two options for access, both of which will allow you to complete the genetics activity:

1) You can buy a \$20 access for the term - this will give you access to all of the materials and resources on smartwork. This is a GREAT resource for this class, as each chapter has activities to help you understand the material. I recommend this if this material is new to you: <http://books.wwnorton.com/books/buysmartwork/>.

2) You can register for a FREE two-week trial on the site (directions for enrolling are here: [http://smartwork.wwnorton.com/help/student/How\\_Do\\_I\\_Enroll\\_in\\_a\\_Course.htm](http://smartwork.wwnorton.com/help/student/How_Do_I_Enroll_in_a_Course.htm)). This option will allow you to complete the assignment for this week without having to pay anything.

\*\*\*\*\*IF YOU CHOOSE THE SECOND OPTION, make sure your two week trial includes the week the assignment is due.

## COURSE POLICIES

### **Penalties**

Late assignments will be penalized 1 percentage point per day (from the assignment's percentage of the final grade) unless you have a documented, legitimate (medical, legal, bereavement) excuse. Should a medical or legal appointment be unavoidable during a critical date, please make arrangements with your Instructor **BEFORE** the assignment due date.

### **Academic Integrity and Netiquette**

All students at Utah State University agree on admission to abide by the university *Honor Code*. Please review the Academic Integrity tutorial on Canvas to familiarize yourself with USU policies and procedures pertaining to the USU honor code. This tutorial links to an additional, in-depth review on how to avoid plagiarism and cite sources, which you are strongly encouraged to review. Also, please review the core rules of netiquette on Canvas for some guidelines and expectations on how to behave in an online learning environment.

### **Instructor Correspondence**

Please use the Canvas messenger tool to correspond with me at any time. Make sure to include a specific reference to your query in the subject line and always begin your message with 'Dear/Hi/Hello Anna.' Always sign your message with your name. I will do my

best to respond to you within 24 hours, but you will receive the quickest response if you write during my office hours.

### To Succeed in this Class

For many of you, the content of this course will include new information. This course is heavily focused on the biological sciences, and as anthropologists, we approach the past using a scientific framework. As it is highly scientific, some of the material may seem complex and students will certainly have different levels of previous exposure to the content. You should put aside a couple of hours a week (one hour on each of two days) to re-read any text you may have found confusing, and to review your notes and the Power Points. If you do this you will have a much better chance of retaining the information, and get much better grades on your tests. See also the online resources that I provide (from the course homepage, click on 'More Resources') to help with comprehension.

### SCHEDULE *(subject to change)*

Component	Unit 1 Aug 31-Sept 4	Unit 2 Sept 5-11	Unit 3 Sept 12-18	Unit 4 Sept 19-25	Unit 5 Sept 26-Oct 2
<b>Topics</b>	Intro to anthropology and what makes us human	Theory of evolution and genetics	Genetics	Population genetics	Modern human variation, living people
<b>Objectives</b>	Intro to anthropology, scientific method, and biological anthropology	Overview of development of evolutionary theory from Darwin to present; introduction to genetics	Introduction to the genetic code, describe the genetic basis for human variation	Define the causes of evolutionary change, and how this change is measured; describe the forces of evolution	Explicate the biocultural approach to human evolution and variation
<b>Readings</b>	Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5
<b>Discussion Topics</b>	Introductions: why are you in the course? What does it mean to be human?	Darwin and evolution	Genetics discussion	Discussion on population genetics	Discussion on the biological basis of race
<b>Assessment Activities</b>	Discussion Quiz on syllabus	Discussion	Discussion	Discussion Genetics activity due	Discussion Exam 1, Units 1-4
<b>Notes</b>	40 minutes for quiz		Study guide for Exam 1 posted		1.5 hours for Exam 1

Component	Unit 6 Oct 3-9	Unit 7 Oct 10-16	Unit 8 Oct 17-23	Unit 9 Oct 24-30	Unit 10 Oct 31-Nov 6
<b>Topics</b>	Living primates: taxonomy, biogeography, characteristics	Living primates: social behavior	Learning about the past: methods; fossils; dating	Primate evolution	Early hominins
<b>Objectives</b>	Define the characteristics of the order primates; diversity of living primates	Variation in behavior among non-human primates; importance of primate culture and behavior	How scientists use fossils; relative and absolute dating techniques; how scientists reconstruct past environments	Origins and evolution of the order primates	Origin of hominins: why and how they emerged; taxa
<b>Readings</b>	Chapter 6	Chapter 7	Chapter 8	Chapter 9	Chapter 10
<b>Discussion Topics</b>	Discuss the defining characteristics of primates	Why do we study primates in biological anthropology?	What can we learn from studying fossils?	Do we come from monkeys?	Ardipithecus Assignment (watch Ardi video)
<b>Assessment Activities</b>	Discussion	Discussion	Discussion  Exam 2, Units 5-7	Discussion	Ardipithecus Assignment
<b>Notes</b>			1.5 hours for Exam 2		

Component	Unit 11 Nov 7-13	Unit 12 Nov 14-20	Nov 21-27 Thanksgiving Week	Unit 13 Nov 28-Dec 4	Unit 14 Dec 5-11 & Dec 14-17
<b>Topics</b>	The Genus <i>Homo</i>	The origins of modern <i>Homo sapiens</i>	NO CLASS Eat and Enjoy!	Lower/Upper Paleolithic, Neolithic revolutions	Evolution in the present
<b>Objectives</b>	Learn models for emergence of the genus <i>Homo</i> ; morphological and behavioral characteristics	Origins, evolution, and dispersal of <i>H. sapiens</i> ; variation in archaic, modern <i>H. sapiens</i>		Cultural and evolutionary developments throughout modern human existence	Discuss the important forces shaping human biology today
<b>Readings</b>	Chapter 11	Chapter 12		Chapter 13	Chapter 14
<b>Discussion Topics</b>	How do you compare <i>H. erectus</i> with <i>H. habilis</i> ?	Compare/contrast models for origins of AMHS		Biological and cultural changes resulting from the transition from foraging to agriculture	Are humans still evolving?
<b>Assessment Activities</b>	Discussion	Discussion  Exam 3, Units 8-11.		Discussion  Ancient DNA Assignment	Discussion  <b>**3 hours for Final Exam**</b>

## UNIVERSITY POLICIES AND PROCEDURES

### Academic Integrity and Dishonesty

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The [Honor Pledge](#) establishes the higher level of conduct expected and required of all Utah State University students.

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

### Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC):

<http://www.usu.edu/drc/> (tel: 435.797.2444).

### Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. For more information, please contact:

- Student Services: <http://www.usu.edu/student-services/> (tel: 435.797.1712)
- Student Advocates: <http://www.usu.edu/ususa/legal/> (tel: 435.797.2912)
- Access and Diversity: <http://www.usu.edu/accesscenter/> (tel: 435.797.1728)
- Multicultural Programs: <http://www.usu.edu/accesscenter/multiculture/> (tel: 435.797.1728)
- LGBTQA Programs: <http://www.usu.edu/accesscenter/lgbtqa/> (tel: 435.797.GAYS)
- Provost's Office Diversity Resources: <http://www.usu.edu/provost/faculty/diversity/> (tel: 435.797.8176)