

ANTH 2307:

Biological Anthropology

Spring 2011

INSTRUCTOR: Dr. Naomi Cleghorn
Dept. of Sociology and Anthropology, Room 421
Email: Cleghorn@uta.edu
Office Hours: Monday 12:15 - 2:15, or by appointment
Dept. of Sociology and Anthropology Phone: 817-272-2661

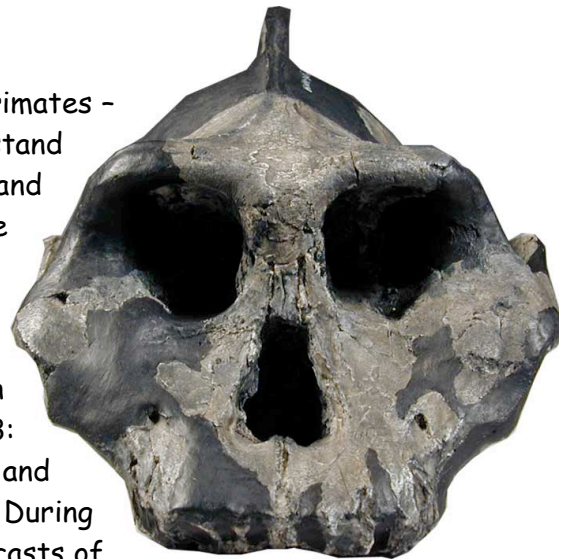
TEACHING ASSISTANT: Lynette Dixon

CLASS MEETS: Monday, Wednesday, Friday 10:00 AM to 10:50 in University Hall, room 009

COURSE DESCRIPTION:

Biological anthropologists study the biology of humans and other primates - together with their respective fossil records - in order to understand the evolutionary context for modern human behavior, anatomy, and genetics. In this course we will examine a wide range of evidence from the behavioral and natural sciences in order to better understand the place of humans in the world.

The course is divided into three sections: 1: Genetics and modern human variation, 2: Non-human primate behavior and anatomy, and 3: the fossil record and human origins. The class will include lecture and discussion, as well as a few in-class laboratory exercises. During laboratory exercises, students will have an opportunity to examine casts of some of the most significant fossil hominins and primates. Students are expected to attend all lectures, and read assigned text sections before coming to class. In addition, each student will choose at least one book from the "Additional Readings" list to read at their own pace over the course of the semester.



STUDENT LEARNING OUTCOMES:

Upon completion of the course, students will be able to:

- Understand the basic concepts of evolution and the mechanisms of inheritance.
- Describe the nature of human diversity and adaptation.
- Appreciate the range of primate behavior and anatomy, and the relevance of these to humans.
- Describe the key trends in hominin evolution.

REQUIRED TEXTS:

Exploring Biological Anthropology: The Essentials, 2nd edition
by Craig Stanford, John S. Allen and Susan C. Anton, 2010

The Alternative Introduction to Biological Anthropology
by Jonathan Marks, 2011

ADDITIONAL REQUIRED READING:

This text will be relevant to the Essay assignment described below.

Choose at least **one** of the following books:

In the Shadow of Man by Jane Goodall 1971 (or any reprint)

Skin by Nina Jablonski 2006

The Reluctant Mr. Darwin by David Quammen 2006

Optional on-line resources:

The new version of the Stanford *et al.* text should come with an access code to MyAnthroLab (an online resource) at no extra cost. If you are going to purchase a used version of this text, or are going to share the text with another student, you can buy an access code separately at <http://www.myanthrolab.com>. If you buy the access code alone, the cost is \$31.10. You may also purchase this together with the e-book version of the text for a total of \$60.

You are not required to buy access to the online resources in order to pass this course. These resources are meant to help reinforce course concepts. However, there will be a number of extra credit assignments based on these resources. If you are not able to purchase the new text or the separate access key, but are interested in comparable extra credit opportunities, please see me during the first week of the semester. Be sure that you have some access to the text by the second class at least. If you are not able to buy this text for financial reasons, come see me immediately.

REQUIREMENTS / GRADING: Note the test dates!

| GRADED ASSIGNMENTS | Due Date / Test Date | % of Grade |
|--------------------|--|--------------------------|
| Worksheet 1 | January 24 th | 1 (optional - see below) |
| Worksheet 2 | February 11 th | 5 |
| Quiz I | February 18 th | 10 |
| Worksheet 3 | March 7 th | 4 (or 5) |
| Midterm | March 11 th | 25 |
| Short Essay | April 8 th | 5 |
| Quiz II | April 13 th | 10 |
| Worksheet 4 | May 6 th | 5 |
| Final Exam | Monday, May 9 th , 8:00-10:30 am | 25 |

REQUIREMENTS

- **Participation / Reading comments (10%):** Students are expected to be present on time at all class meetings, and prepared to discuss all assigned readings. Absence, lateness, or a failure to read text assignments prior to class will result in a lowered participation grade. Students are allowed 3 excused absences during the semester without penalty. To be excused, students must contact the instructor as soon as possible, and will still be responsible for any assignments due.

*As part of the participation grade, students are required to submit 2 sentences either commenting on or questioning the Marks reading prior to the class time in which the reading is due. These comments are due on time even if the student is absent. These should be submitted via Blackboard or on paper at the beginning of class. If a Marks reading is described as "optional" in the schedule below, the submitted comments or questions will be added as extra credit to the participation grade.

- **Essay (5%):** Students will address an assigned question (or questions) related to their choice of text (see above) in a short essay (2 pages maximum).
- **Worksheets (3 or 4, worth 15% total):** These reinforce concepts taken directly from the Stanford *et al.* text and in-class assignments. Worksheet 1 is optional. If you elect not to do worksheet 1, worksheet 3 will be worth 5% of your grade.
- **Unit Quizzes (2 worth 10% each = 20%):** These two quizzes cover material from lecture and the Stanford *et al.* text. They are not cumulative.
- **Midterm (25%):** The midterm exam covers everything studied in lecture and Stanford *et al.* to date (cumulative).
- **Final Exam (25%):** The final exam will be cumulative, but with an emphasis on the latter part of the semester.

COURSE POLICIES:

MAKE-UP EXAM POLICY:

-----***There are no make-up exams!***-----

If a serious illness or emergency situation arises that prevents you from attending one of the four tests (Quiz 1, 2, Midterm, or the Final), contact me immediately. In this situation, the grade points of the test you miss will be distributed to the other three tests in the following manner:

| | |
|--------------------|---|
| One missed quiz: | Other quiz = 10%, Mid-term and Final = 30% each |
| Missed Midterm | Quizzes = 15% each, Final = 40% |
| Missed Final Exam: | Quizzes = 20% each, Mid-term = 30% |

Warning!!

If you miss *two* tests for *any* reason, you will not receive any credit for either test. If this happens, you should seriously consider withdrawing from the course.

This grade redistribution will only apply in the case of a serious illness or emergency. Lying about such an emergency will be considered academic dishonesty, and will result in a failing grade.

LATE WORK POLICY:

Assignments are graded down 10% of their value per day after the due date.

ATTENDANCE POLICY:

Attendance and punctuality *are* required (see Participation grade above). Students will be graded as absent if they enter the classroom after lecture has begun, or use a cell phone or any electronic communication device during class. (I suggest you set your cell phone to silent, but I will forgive the occasional accidental ringing.)

DROP POLICY:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information. The last day to officially drop a class from the spring 2011 semester is **April 1st**.

AMERICANS WITH DISABILITIES ACT POLICY:

Please inform me if you have a disability requiring special consideration for classes and exams, and provide me with the relevant paperwork during the first two weeks of class. The University's policy is as follows:

"The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodations" to

students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364."

ACADEMIC INTEGRITY:

As a student of the University of Texas at Arlington, you are expected to maintain the highest standards of academic integrity. As noted several times above, any instance of academic dishonesty will have a significant negative impact on your scholastic record, not to mention your grade in this class. Discipline may include a failing grade together with either suspension or expulsion from the University of Texas. The Board of Regents has defined academic dishonesty as follows:

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2).

STUDENT SUPPORT SERVICES AVAILABLE:

There are several programs at UTA that help students succeed, including: learning assistance, developmental education, advising and mentor, admissions and transition, and federally funded programs. If you need help with personal, social, or academic issues, or would like more information about the programs described above, please contact the Office of Student Success Programs (817-272-6107).

ELECTRONIC COMMUNICATION POLICY: The University of Texas at Arlington has adopted the University "MavMail" address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. ***Students are responsible for checking their MavMail regularly.*** Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington. To obtain your NetID or for logon assistance, visit <https://webapps.uta.edu/oit/selfservice/>. If you are unable to resolve your issue from the Self-Service website, contact the Helpdesk at helpdesk@uta.edu.

READING, LECTURE AND DISCUSSION SCHEDULE: (Subject to revision)
Readings should be completed by the beginning of class on the date given in the schedule.

Week 1:

January 19th: Introduction to Biological Anthropology
January 21st: Introduction to evolutionary concepts
Reading: Stanford et al., Ch. 1 & 2

Week 2:

January 24th: Evolutionary concepts continued
Reading: Marks Ch. 1 & 2
******* Worksheet 1 due*******
January 26th: DNA and the cell
Reading: Stanford et al., Ch. 3
January 28th: DNA and the cell
Optional Reading: Marks Ch. 3

Week 3:

January 31st: DNA and the cell
February 2nd: Genetic Inheritance
Reading: Stanford et al., Ch. 4;
Marks Ch. 4
February 4th: Genetic Inheritance

Week 4:

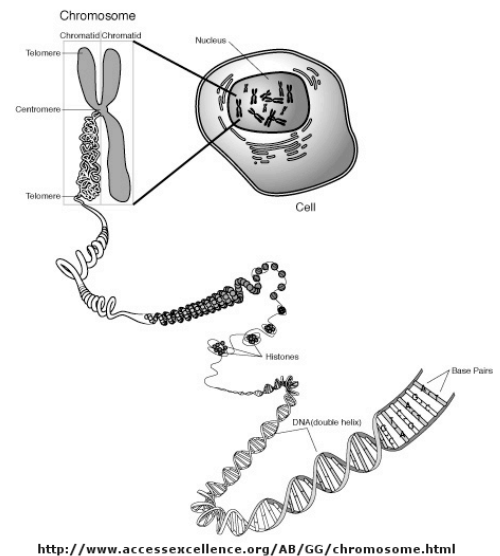
February 7th: Population Genetics
Reading: Stanford et al., Ch. 5
February 9th: Population Genetics cont.
Optional Reading: Marks, Ch. 5
February 11th: Systematics
Reading: Marks Ch. 6
******* Worksheet 2 due*******

Week 5:

February 14th: Human variation and adaptation
Reading: Stanford et al., Ch. 6; Marks Ch. 13
February 16th: Human variation and adaptation cont.
February 18th: **Quiz 1**

Week 6:

February 21st: Introduction to the Primates
Reading: Stanford et al., Ch. 7
February 23rd: Primates cont.
Reading: Marks Ch. 7



<http://www.accessexcellence.org/AB/GG/chromosome.html>

February 25th: Primate adaptation

Week 7:

February 28th: Primate adaptation cont.

March 2nd: **Primate In-Class Assignment**

****March 3rd****

The Termini Lecture on the Emergence of Modern Humans
Evening Lecture on Campus: Attendance for Extra Credit

March 4th: Primate Behavior

Reading: Stanford et al., Ch. 8

Marks Ch. 8

Week 8:

March 7th: Primate Behavior cont.

***** **Worksheet 3 due*******

March 9th: Review for Midterm

March 11th: **Midterm Exam**

Week 9:

-----SPRING BREAK-----

Week 10:

March 21st: Geologic Time and the Fossil Record

Reading: Stanford et al., Ch. 9

March 23rd: *continued...*

March 25th: *continued...*

Reading: Marks Ch. 10

Week 11:

March 28th: Earliest Hominins

Reading: Stanford et al., Ch. 10;

March 30th: *continued...*

Reading: Marks Ch. 9

April 1st: TBA

Week 12:

April 4th: Early Tools and toolmakers

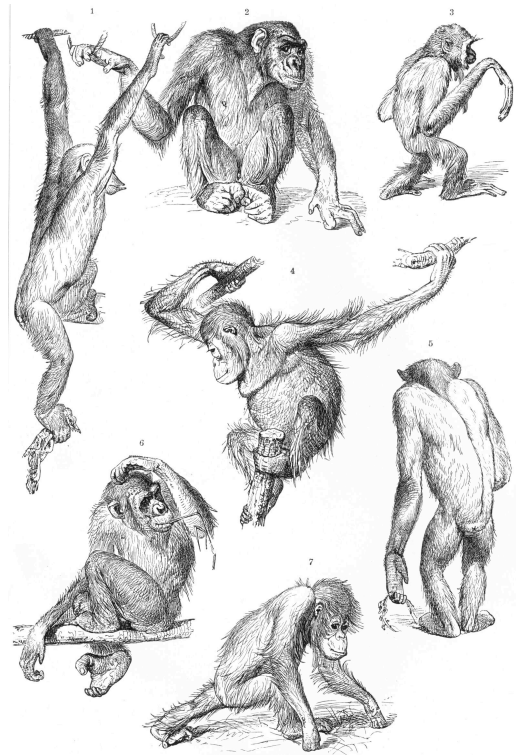
April 6th: Emergence of the genus Homo

Reading: Stanford et al., Ch. 11

April 8th: *continued...*

Reading: Marks Ch. 11

***** **Essay due*******

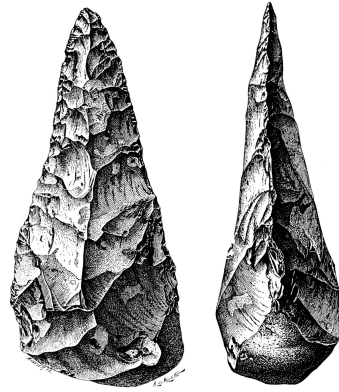


Week 13:

April 11th: In-Class Fossil Review

April 13th: **Quiz 2**

April 15th: TBA



Week 14:

April 18th: *Homo erectus*

Reading: Stanford et al., Ch. 12

April 20th: Continued...

April 22nd: Archaic *Homo sapiens*

Week 15:

April 25th: Archaics to Neanderthals

Reading: Marks, Ch. 12

April 27th: Neanderthals

Reading: Stanford et al., Ch. 13

April 29th: Emergence of Modern Humans

Week 16th:

May 2nd: Evolution of the Brain

Reading: Stanford et al., Ch. 14

May 4th: Bioarchaeology

Reading: Stanford et al., Ch. 15

***** **Worksheet 4 due*******

May 5th: Review for Final Exam

May 9th: **Final Exam**

