

Biological Anthropology

(Anth 2307, 001) Spring 2014

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

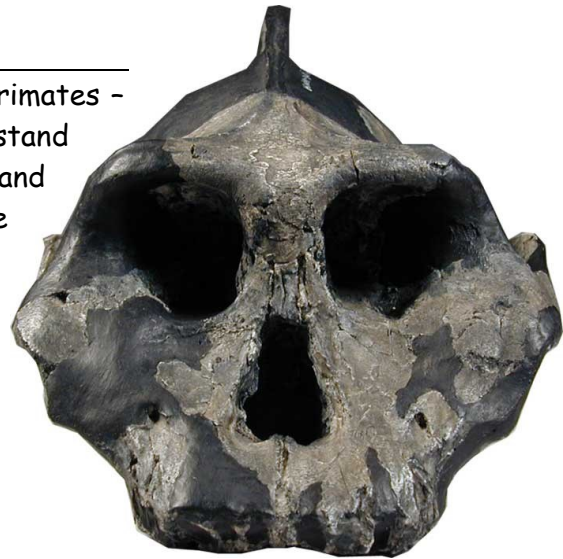
CLASS MEETS: Tuesday & Thursday, 9:30 - 10:50 pm, University Hall, Room UH 09

TEACHING ASSISTANT: Destiny Micklin (destiny.micklin@mavs.uta.edu)
SUPPLEMENTAL INSTRUCTION LEADER: Hannah Keller (hannah.keller@mavs.uta.edu)

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
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 first half of the semester.

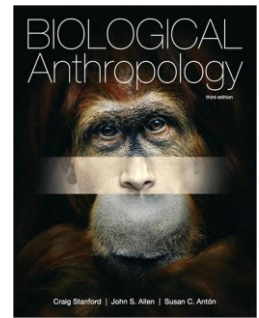
STUDENT LEARNING OUTCOMES:

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**.

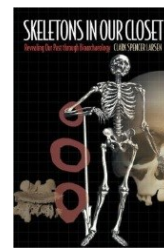
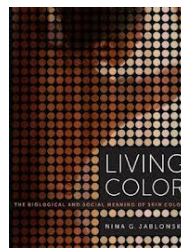
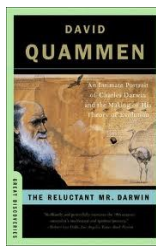
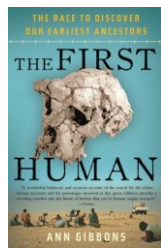
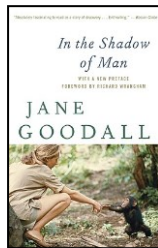
REQUIRED TEXTS:

Biological Anthropology: 3rd edition
by Craig Stanford, John S. Allen and Susan C. Anton, 2013



+1 ADDITIONAL REQUIRED READING:

Choose any one of the following books:



In the Shadow of Man by Jane Goodall (1971 - or any reprint)
The First Human: The race to discover our earliest ancestors by Ann Gibbons (2006)
The Reluctant Mr. Darwin by David Quammen (2007)
Living Color: the biological and social meaning of skin color by Nina Jablonski (2008)
Skeletons in Our Closet by Clark Spencer Larsen (2002)

At least one of these short **+1** texts should be completed by the midterm exam.

There will be at least one midterm exam question specific your text.
In addition, you will write a short (900 word) essay on the book.

OTHER REQUIRED MATERIALS:

Scantron forms 882-E. You should have at least 5 of these. **Bring one to class everyday.**

IMPORTANT DATES: **Note the unit quizzes and exams!**

GRADED ASSIGNMENTS	Due Date / Test Date	% of Grade
On-line Plagiarism tutorial	January 23 rd	Required for worksheets/essay
Worksheet 1	February 14 th (A Friday)	5
Unit Quiz I	February 18th	10
In-Class Primate Lab	March 6 th	(for participation & Worksheet 2)
Worksheet 2	March 7 th (A Friday)	5
Midterm	March 18th	20
Essay	March 25 th	5
In-Class Fossil Lab I	April 15 th	(for participation & Worksheet 3)
Unit Quiz II	April 17th	10
In-Class Fossil Lab II	April 29 th	(for participation & Worksheet 3)
Worksheet 3	May 1 st	5
Final Exam	Thursday, May 8th 8 am – 10:30 am	25

REQUIREMENTS & EXPECTATIONS

You (or your family) have paid for you to take this course, and you are responsible getting something out of it and earning a good grade. To do well in this (or any UTA course) you should definitely do the following:

1. Be awake, alert, and taking notes in all classes. If I'm talking, you should be writing.
2. Ask questions and be ready to talk about the course material in class.
3. Do all the reading in advance of the day I discuss it. (There's a calendar at the bottom of the syllabus to help you plan for this.)

Grading Scale:

90% and greater	A
80% to 89%	B
70% to 79%	C
60% to 69%	D
Less than 60%	F

* A .5% is rounded to next higher grade.

Grade percentages can be broken down as follows:

- **Attendance (8%):** Students are expected to be present on time and awake at all class meetings, and prepared to discuss all assigned readings. If late, students will be counted as absent. If absent, students will still be responsible for any assignments due, and *will not* be able to make-up any in-class exercises. Students are allowed 3 absences during the semester without grade penalty, and do not need to provide any documentation to explain these absences. Any absences beyond these - even for very good, excusable reasons - will result in a lowered grade.

The point is - **save these three absences for real emergencies!**

- **In-class contributions (2%):** This is based on both your contributions to discussion and any in-class exercises I assign. Please note that although I cannot record every contribution to the day's discussion, if your frequent contributions make a lasting positive impression over the semester, you may earn additional credit at the end of the course. Absence, lateness, or a failure to read text assignments prior to class will result in a lowered participation grade.
- **Pop Quizzes (5%):** These will cover material from the Stanford *et al.* text and lecture. The reading should therefore be completed before class on the day assigned (see the schedule below). Some of these will be scantron quizzes - so be sure to always bring your scantron forms (882-E) to class. Your 2 lowest pop quiz grades will be automatically dropped.
- **Essay (5%):** Students will address assigned questions related to their choice of +1 text (see above) in a short essay (900 - 1500 words in length). The essay question will be provided near the beginning of the semester.
- **Worksheets (3 worth 5% each = 15%):** The worksheets reinforce concepts taken directly from the Stanford *et al.* textbook, in-class labs, and lecture. They are generally good preparation for the tests. These will be on blackboard.
- **Unit Quizzes (2 worth 10% each = 20%):** These two quizzes cover material from lecture and the Stanford *et al.* text. They are not cumulative. They will be taken on Blackboard in the computer lab.
- **Midterm (20%):** The midterm exam covers everything studied in lecture and Stanford *et al.* to the date of the test (it is cumulative). This will also be taken in the computer lab.
- **Final Exam (25%):** The final exam will be cumulative, but with a heavy emphasis on the latter part of the semester.

ONE MORE REQUIREMENT -- Due January 23rd --

- **On-line Plagiarism Tutorial:** *You must complete the tutorial to get credit for all required worksheets and the essay.* I will not begin to grade these assignments until you have passed this quiz, and your assignment will incur late penalties as a result. Failure to complete this could result in *complete loss of credit for the worksheets and/or essay.*

~ALSO~

If you violate the standards of academic integrity described on the Office of Student Conduct site, and in the tutorial, *you will fail the course.*



- Go to the web site of the Office of Student Conduct:
- (<http://www.uta.edu/conduct/academic-integrity/index.php>)
- Review the UTA policies on Academic Integrity.
- Click on the link to the Plagiarism Tutorial.

You must pass this with a score of 100% in order to get credit for the tutorial (the site itself will tell you that 70% is passing, but we have higher expectations in anthropology).

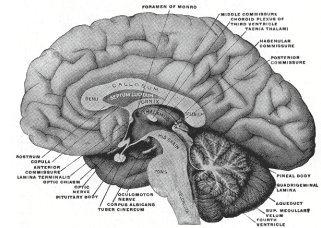
You may take the tutorial as many times as you require to achieve 100% accuracy.

At the conclusion of a successful test, you *must have the test email* your results to me - I will not give you credit unless *I receive the email from the test.* I generally send out an email acknowledging receipt. If you don't get this within 3 days, check in with me.

COURSE POLICIES
(including the policies of the Vice Provost for Academic Affairs):

ACADEMIC INTEGRITY:

Make sure all your work is the product of YOUR BRAIN!



As a student of the University of Texas at Arlington, you are expected to maintain the highest standards of academic integrity. 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. Academic misconduct will also be reported to the Office of Student Conduct.

I am not kidding and I have no tolerance for even "small" amounts of cheating or plagiarism. To avoid doing this "accidentally," never cut and paste from anything you didn't write.

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).

All students enrolled in this course are expected to adhere to the **UT Arlington Honor Code**:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

ELECTRONIC COMMUNICATION POLICY:

I expect you to check your UTA email *daily* during the week!

Sometimes I may hint at upcoming pop-quizzes. If you miss the email, you will definitely be at a disadvantage.

A note from the Provost on communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

To obtain your NetID or for login 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.

MAKE-UP EXAM POLICY:

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

If a serious illness, emergency situation, jury duty, or military service obligation arises that prevents you from attending one of the four tests (Unit Quiz 1 or 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 unit quiz = 10%, Mid-term 25%, and Final = 30%
Missed Midterm	Unit quizzes = 15% each, Final = 35%
Missed Final Exam:	Unit quizzes = 20% each, Mid-term = 25%

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 the extraordinary circumstances listed above. 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: **Be there on time!**

Attendance *and punctuality* are required (see Attendance & Participation grades above). Walking in late is rude and distracting – don't do it! 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.

BLACKBOARD POLICY:

I use Blackboard A LOT for this course. **Check it often** for assignments, instructions, announcements, and to monitor your progress.

ELECTRONIC DEVICE POLICY:



No laptops, tablets, or cell phones may be used during class – *unless* you have a special waiver from the Office for Students with Disabilities. (I suggest you set your cell phone to silent, but I will forgive the occasional accidental ringing.)

DROP POLICY:

The Provost's Office states:

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 (**through January 17th, 2014**). 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. **The last day to drop a class is March 28th, 2014.** 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. For more information, contact the Office of Financial Aid and Scholarships (<http://wwwb.uta.edu/aao/fao/>).

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. If you need to take any tests or exams in the Office for Students with Disabilities (UH 102), please note that these must be scheduled with **both** the instructor and that office at least a week in advance. It is possible (and preferable) to set up this schedule near the beginning of the semester. 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 all federal equal opportunity legislation, including the *Americans with Disabilities Act* (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that

disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

WRITING SUPPORT:

Having trouble with that paper? **Get help!** Contact the UTA writing center on-line at: <http://www.uta.edu/owl/>

Not only will they give you advice on your work, they also have short workshops throughout the semester. Writing well is one of the most valuable skills you can acquire in college!



STUDENT SUPPORT SERVICES AVAILABLE:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

SUPPLEMENTAL INSTRUCTION

University Tutorial and Supplemental Instruction Information (UTSI)/University College

Supplemental Instruction (SI) is a FREE voluntary academic development program that increases student performance and retention. The program is offered to all students in this class, as well as for other historically difficult subjects on campus.

SI provides regularly scheduled out-of-class peer facilitated sessions. Senior students (SI Leaders), who have successfully taken the course before, facilitate structured group study sessions to support students to master course content and learn effective study skills. It is a great way to study while also getting to know students in your class. All SI Leaders receive extensive training. Session times will be presented by your SI Leader during the first week of class; alternatively you can visit www.uta.edu/SI

PRIVATE TUTORING

The University provides a private tutoring service for this course at a rate of \$6.50 per hour. The Anthropology Tutor, Christopher Shelton (see top of syllabus), is a graduate student in this

department and is very familiar with course material and structure. To sign up for tutoring first go to the University Tutorial Office (205 Ransom Hall) and request a login ID. After this you may schedule tutoring sessions on-line.

STUDENT FEEDBACK SURVEY

At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

FINAL REVIEW WEEK

If you've read this far through the Policies, then congratulations - you are officially a detail-oriented person! As a bonus, I'd like to offer an interpretation of the following section. Here university policy is doing you no favors. Not too long ago, students had a full week after the end of instruction to digest the concepts of their classes and review for final exams. Now, you are expected to review and digest while still (metaphorically) chewing on new material. Notice how they explicitly allow me to introduce new stuff up until the day before the exams start? That's sneaky and will make your life harder. If I were you, I'd protest this and ask for the reinstatement of "dead week". This is why you have Student Congress.

As stated by the Provost's Office:

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

EMERGENCY EXIT PROCEDURES:

As stated by the Provost's Office:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. The nearest exits are just to the east of our room. To reach these, exit the room by either door, turn left, then turn either left or right, continue up the short set of steps, and through glass doors to the outside. Note that there are additional exits if this route is too crowded. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

CLASS SCHEDULE: WHAT TO DO AND WHEN TO DO IT

(Subject to revision)

Readings should be **completed** by the beginning of class on the date given in the schedule.

Pop quizzes may happen on any day, and will relate to the reading required for that day.

Week 1:

January 14th: No class on the first day but...

Watch introductory lecture on Blackboard and complete first assignment on-line.

Lecture topic: Introduction to Biological Anthropology

Reading: Stanford et al., Introduction

January 16th:

Introduction to evolutionary concepts

Reading: Stanford et al., Ch. 1

Week 2:

January 21st: DNA and the cell

Reading: Stanford et al., Ch. 2

January 23rd: DNA and the cell

***** Plagiarism Tutorial Due *****

Week 3:

January 28th: Genetic inheritance and expression

Reading: Stanford et al., Ch. 3

January 30th: Genetic inheritance and expression continued

Week 4:

February 4th: Population genetics and evolution

Reading: Stanford et al., Ch. 4 and Appendix C

February 6th: Population genetics and evolution continued

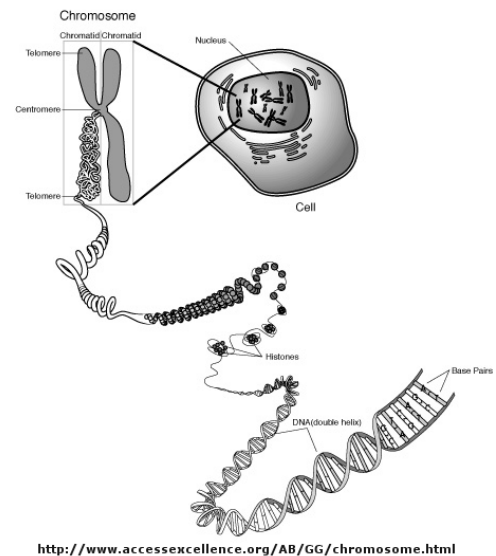
Week 5:

February 11th: Human variation and adaptation

Reading: Stanford et al., Ch. 5

February 13th: Human variation and adaptation

February 14th (FRIDAY): ***** Worksheet 1 due*****



Week 6:

February 18th: **Unit Quiz 1**

February 20th: Introduction to the Primates

Reading: Stanford et al., Ch. 6

Week 7:

February 25th: Primates continued

February 27th: Primate anatomy and adaptation

Reading: Stanford et al., pp.447-458, and Appendices A & B

*Note: Your textbook is a bit light on primate anatomy, so it is even more important to be in class this week and next.

Week 8:

March 4th: Primate Anatomy continued

March 6th: **In-Class Primate Lab**

March 7th (Friday): ******* Worksheet 2 due*******

Week 9: -----SPRING BREAK-----

Week 10:

March 18th: **Midterm Exam!**

March 20th: Primate Behavior and communication

Reading: Stanford et al., Ch. 7, pp. 298-303 & pp. 459 - 471

(Section heading: "Language: Biology and Evolution")

Week 11:

March 25th: Geologic Time and the Fossil Record

Reading: Stanford et al., Ch. 8

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

March 27th: The fossil record and Primate Evolution

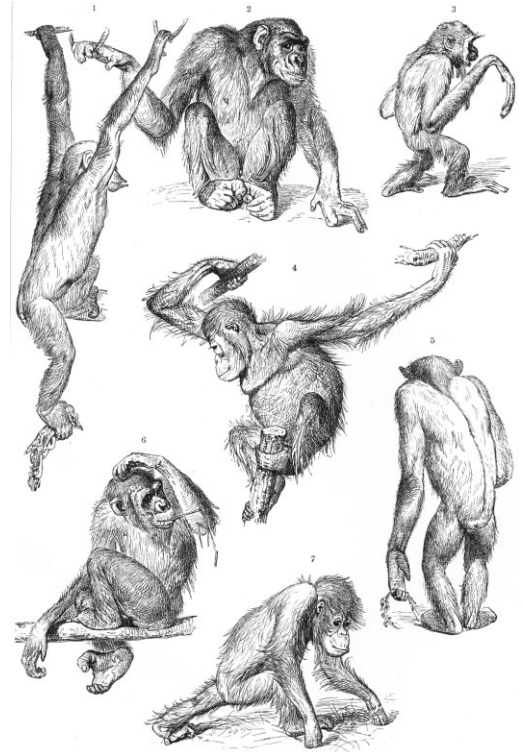
Reading: Stanford et al., Ch. 9

Week 12:

April 1st: Primate Evolution continued

April 3rd: Earliest Hominins

Reading: Stanford et al., Ch. 11



Week 13:

April 8th: Bipedalism

Reading: Stanford et al., pp. 286-297

April 10th: Emergence of the genus *Homo*

Reading: Stanford et al., Ch. 12

Week 14:

April 15th: **In-Class Fossil Lab I**

April 17th: **Unit Quiz 2**

Week 15:

April 22nd: *Homo erectus* & Archaic *Homo sapiens*

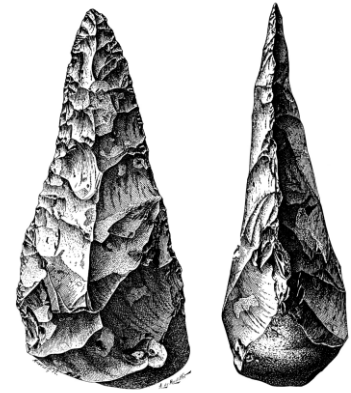
Reading: Stanford et al., Ch. 13

April 24th: No class meeting today.

See blackboard for lecture:

Neanderthals & Emergence of Modern Humans

Reading: Stanford et al., Ch. 14



Week 16th:

April 29th: **In-Class Fossil Lab II**

& The Evolution of human behavior

Reading: Stanford et al., Ch. 17

May 1st: Review for Final Exam

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

May 8th: Final Exam --- 8 - 10:30 am