

**Anthropology 1020: Biological Anthropology  
Spring 2009: 12 pm – 1:15 pm, TR**

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Office Hours: M 3-5, Tu/Th 1:30 – 2:30 or by appointment

**COURSE DESCRIPTION**

ANTH 1020, Biological Anthropology, is organized around four key questions:

*How does evolution work?* We will discuss the history of evolutionary theory and the mechanics of how modern evolutionary theory works. If you have heard about evolution, but never quite understood how “humans can be descended from monkeys,” you’ll learn about that here! Please note that a belief in evolution is not required; all I ask is that you try to understand how the theory works.

*What can primates tell us about humans?* In this part of the course, we’ll look at primate evolution and behavior, and discuss how the study of these creatures is used to make inferences about human history and behavior.

*How did humans evolve?* The field of human evolution is constantly changing, and can be hard to follow. This part of the course focuses on understanding current scientific belief on the evolution of humans. Be prepared to delve into the many debates on where we came from!

*What does a biological perspective tell us about modern humans?* This final part of the course focuses on current issues dealing with human behavior and biology. Ever wondered what biology has to say about the question of race? Why women (on average) live longer than men? Why certain diseases are more common in some populations than others? We’ll explore all of these questions, and more!

**ANTHROPOLOGY PROGRAM LEARNING GOALS**

**Disciplinary Knowledge**

- *Know the nature, intent, and scope of biological anthropology.*
- *Develop recognition of and respect for human differences.*

**Methods of Inquiry**

- *Ability to compare and contrast major theoretical perspectives.*
- *Familiarity with a range of anthropological methods.*
- *Ability to apply methods specific to biological anthropology.*

**Skills and Career Competencies**

- *Comprehend reading material appropriate to course levels.*
- *Conduct library research using modern methods*
- *Use a computer for written work and for research*

COURSE GOALS AND ASSESSMENT: Goals specific to ANTH 1020 are as follows:

- 1) Describe the basic mechanisms of the evolutionary process
- 2) Understand the field of primatology and its connection to the study of human origins
- 3) Know the outlines of human evolution
- 4) Describe current thinking on the concepts of human variability and “race.”

The course requirements, discussed in detail below, are the primary means by which I will assess your progress towards these goals. The exams, responses, evaluation, and questions/comments are all assignments designed with these goals in mind, and I will use them as guidelines when grading your work. It is worth your time, therefore, to review your own work in light of these goals before coming to class/taking an exam/turning in an assignment.

Another way in which I assess whether the course is meeting these goals is through your participation in class activities. Your comments and questions help me evaluate your critical thinking skills and identify anthropology program goals that are being met by the class versus those requiring further attention on my part.

Feedback from you is very useful as well – please feel free to comment on what’s working/not working for you in class!

#### COURSE TEXTBOOK AND OTHER READING

- 1) Relethford, John H. (2008) *The Human Species: an introduction to biological anthropology*. Seventh edition. McGraw-Hill, Boston
- 1) Park, Michael A. (editor) (2008) *Biological Anthropology: An Introductory Reader*. Fifth Edition. McGraw-Hill, Boston

#### COURSE GRADING

A (100 – 93%); A- (92 – 90%); B+ (89 – 87%); B (86 – 83%); B- (82% - 80%); C+ (79 – 77%); C (76 – 73%); C- (72 – 70%); D+ (69 – 67%); D (66 – 60%); F (≤ 59%)

#### COURSE REQUIREMENTS (425 possible points)

- Exams (100 points each, or 300 points total)
- Field exercise (50 points)
- Article review (50 points)
- Questions/comments (25 points)

#### Exams

There will be three non-cumulative objective exams administered during the course of the semester: two midterms and a final (100 pts. each). Each pertains to the segment of the semester it follows and will include questions from class lectures, the text book and reader, and films. We will have a review session the class period before each exam, and you should use the review sheets that will be provided to focus your study efforts. If you know the terms on the review sheet and understand how the concepts relate to one another, you will do well on the exams.

Exams 1 and 2 will take place in class, on February 10 and March 24. The final exam will be administered during finals week (Tuesday April 28).

### Field Assignment

The goal of this assignment is to study humans the way a primatologist would, both to give you an understanding of the methods primatologists use in the field, and also to help you look at humans from a different perspective. You will develop a comparative hypothesis about a simple behavioral question, and test it by collecting primatological data either by observing primates at the local zoo, or by observing humans as an alien might. This assignment will involve 5 basic tasks, all of which will be discussed more fully in class:

- 1) Develop a hypothesis
- 2) Design and carry out a field study
- 3) Summarize your data in tables and/or graphs
- 4) Evaluate your hypothesis
- 5) Evaluate your study

Your finished report should be typed (12 point font), double-spaced, and have 1" margins. It should include the following:

A. Introduction: (1/2 - 1 page) state your hypothesis, why you think it is an interesting question, and describe the methods you used to collect data to evaluate your hypothesis (where you decided to collect data, why you chose the location and time for observations, etc.)

B. Results: (1-2 pages of text, plus table and figures) describe the main patterns you see in your data, and include a table summarizing the absolute numbers and relative percentages, and a graph summarizing patterns you think are interesting)

C. Discussion and Conclusions: (1-2 pages) evaluate your hypothesis in light of your research findings, and discussing the strengths and weaknesses of your study design

Appendix: your data collection sheets (paper sheets, handwritten, raw data)

Please try to report on your work thoughtfully. Design your study carefully. Report your results in a neat and interesting way. Pay attention to details, and be careful to explain your reasoning. There are no "right answers" for an assignment like this, so your grade will be based on how effectively you accomplish tasks 1-5 above in your final report.

### Article review

Each of you will complete one article review assignment. You are to look for a recent (2005-2009) article pertaining to **modern** human population genetics or human adaptation. The article you choose to review should come from an academic journal (for example, *American Journal of Physical Anthropology*, *Nature*, *Primates*, *Science*), edited volume, or popular science magazine (e.g., *Discover*, *National Geographic*, *Scientific American*, *Time Magazine*) and be at least 5 text pages in length. Internet articles are **not** acceptable unless they are directly from a print journal (e.g., *American Journal of Physical Anthropology*, *Nature*, *Primates*), not on-line magazines or journals (e.g., National Geographic News). If in doubt about the source, please ask Dr. Jones. Articles from your reader cannot be used in these assignments.

Your review should be a thoughtful, critical essay; it should contain an introduction, body and conclusion; be typed (12 point font), double-spaced, and have 1" margins; be two pages in length ( $\pm 1/4$  page); and have your name and assignment number in the upper lefthand corner. At a minimum, it should include the following information:

- 1) title of the article, author, of the article, and source of the article (which journal);
- 2) the topic of the article and a brief description of the article's contents (1-2 paragraphs);

- 3) how the article relates to the course topic(s) of the week, to textbook and reader assignments, and to other literature with which you are or become familiar;
- 4) why you chose this article in particular; and
- 5) your opinion of the article (e.g., do you agree or disagree with the author's conclusions; do you find the contents highly relevant, irrelevant (why?); was the level of difficulty appropriate for the source (professional journal vs. magazine pitched at general public).

NOTE: Submitting assignments:

Both the field assignment and article review should be turned in via blackboard. A brief tutorial on using blackboard, including submission of assignments, will be conducted on the first day of class. If, when you go to submit your assignment, you encounter a problem, you may email your assignment to the instructor.

Questions/comments

This component of your grade is the most useful to me – and I hope you'll find it fun too. After each class, I'd like you to send me an email with a question or comment relating to the class. Questions/comments don't have to be long (in fact, shorter is often better), but they do have to show that you were in class and thinking about the material. Reflections are fine (i.e., "I was really interested by the discussion on *Homo floresiensis*, and it occurred to me that our understanding of prehistory could be radically altered by new finds") as is critical feedback ("In class you said x, and I really don't agree with that because..."). Dictionary questions ("What does biological anthropology mean?"), unless we're talking about a really complex concept, are generally NOT acceptable.

Anth 1020 has 30 scheduled class meetings; you are responsible for turning in questions/comments for 25 of those meetings. Questions comments are due by the Friday following the class meeting to which your comments refer.

A final note: I may use your question/comment to jump-start discussion in the next class. I will keep all comments anonymous, but if you'd rather I don't use yours, just add "please don't share" to the text of your email.

ASSISTANCE is available to all students, but you have to let me know what you need! Please ask questions in class, by e-mail, or during office hours. If you can't call, visit, or check in online during office hours, let me know and we can set up a time to talk. I will be glad to discuss anything that will help you succeed in Anth 1020 or your academic career. If you are intrigued by anthropology, I am happy to talk with you about the anthropology minor or major, and course and work opportunities within the discipline. I guarantee a 24-hour turnaround time on emails and a 48-hour turnaround on phone messages; usually I'll get back to you much quicker than that, especially by email. Any exceptions to this rule will be announced ahead of time in class and posted on Blackboard.

IN COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT (ADA), qualified students with disabilities may be eligible for reasonable accommodations. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, 797-2444 voice, 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print, or digital) are available with advanced notice.

IN COMPLIANCE WITH THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA), it is the policy of the Department of Sociology, Social Work, & Anthropology at Utah State University to maintain the confidentiality of students' records. When it is not feasible to distribute exams, papers, and other assignments to students individually (e.g., in large-enrollment classes), the instructor may obtain from students a signed waiver of confidentiality regarding class assignments so exams, papers, and other academic exercises may be placed out during class or during other group sessions for students to pick up. A general waiver may be sought from each student at the beginning of the academic term with the understanding that the waiver may be rescinded, in writing, during the academic term if the student chooses. If a student does not sign a waiver, then assignments must be returned to that student confidentially.

PLAGIARISM STATEMENT: Plagiarism includes knowingly “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 the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials” (*Code of Policies and Procedures for Students*, Article V, Section 3A.1). The penalties for plagiarism are severe. They include “#1) warning or reprimand and #2) grade adjustment” (see: Article VI, Section 1A): Other penalties may also be imposed at the Dean’s discretion. These include probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, referral to psychological counseling, and other appropriate disciplinary actions.

USU CLASSROOM CIVILITY POLICY: Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action.

*Note on classroom civility:* Classroom civility is of especial importance in a broadcast learning environment. Please make sure to use your microphones when you participate in class, so everyone can hear you. If you are in a remote location, please be courteous to your fellow students as well as to the instructor. In other words, if you have non-class matters to attend to (discussions, phone calls, etc.), leave the room to do so.

COURSE SCHEDULE

<b>Date</b>	<b>Topic</b>	<b>Reading</b>
1/6	Course Introduction	
1/8	Evolutionary Theory: History and Principles	Relethford Ch 1; Park 5, 7
1/13	DNA Structure and Function / Cell Division	Relethford Ch 2; Park 10
1/15	Evolutionary Forces	Relethford Ch 3; Park 14
1/20	Mammalian evolution and primates	Relethford Ch 4 & 5
1/22	Primate Taxonomy	Relethford Ch 6; Park 16
1/27	Humans as primates/Film: <i>Monkeys, Apes, &amp; Man</i>	Relethford Ch 7; Park 17
1/29	Film: <i>Wild Chimpanzees</i>	Park 2, 18
2/3	The Language Capacity of Higher Primates / Film: <i>Bonobo People</i> (46 min.)	Park 19, 40
<b>Field Assignment:</b> Conduct a basic field study on a primate group. See handout on field assignment and syllabus for more information. Due March 3 at the beginning of class.		
2/5	Review for exam 1	
2/10	<b>Exam 1</b>	
2/12	Understanding the fossil record	Relethford Ch 8
2/17	<i>No class – follow Monday schedule</i>	
2/19	Early primates	Relethford Ch 9
2/24	The first hominids/bipedalism	Relethford Ch 10
2/26	Film: <i>The Search for the First Human</i>	Park 1, 22
3/3	Early <i>Homo</i> / <i>Homo erectus</i>	Relethford Ch 11; Park 23; <b>Field assignment due</b>
3/5	Neanderthals and Archaic <i>Homo sapiens</i>	Park 24, 25
3/10 and 3/12	<i>Spring break – no classes</i>	
3/17	Origins and diaspora of modern humans	Relethford Ch 12 ; Park 25
3/19	Replacement or assimilation?; <i>Neanderthals on Trial</i> (60 minutes); review for exam 2	
3/24	<b>Exam 2</b>	
3/26	Population Genetics	Relethford Ch 14
<b>Article Review:</b> Write a review of an article pertaining to <b>modern</b> human population genetics or human adaptation. Due April 21 at the beginning of class.		
3/31	Human variation and “race”	Relethford Ch 13
4/2	Human adaptation I	Relethford Ch 15; Park 27
4/7	Human adaptation II	Relethford Ch 16; Park 35
4/9	“Race” revisited	Park 27, 41
4/14	Culture change and health	Relethford Ch 17
4/16	Bioarchaeology	Park Ch 38
4/21	Forensic Anthropology	Park Ch 3, 39
4/23	NO CLASS – turn in article review	<b>Article review due</b>
4/28	<b>Exam 3</b>	