

PHYSICAL ANTHROPOLOGY

ANT 2033.001

Time: MWF 3:00-3:50PM

Location: MH 2.01.30



Instructor: Lydia E. Light

Office: MH 4.02.78

Email: lydia.e.light@gmail.com

Office Hours: MWF 1:00-2:00PM



COURSE DESCRIPTION:

This course provides an introduction to the field of physical (or biological) anthropology, one of four subfields of anthropology. The discipline of anthropology seeks a holistic understanding of the diversity of the human condition, both past and present. Biological anthropology, while continuously informed by the other three subfields of anthropology, focuses on the biological diversity among humans and other closely related species, both living and extinct. Specifically, this course will cover three areas: evolution and genetics, primate behavior and ecology, and human evolution.

Purpose Statement: Students will gain appreciation of central theoretical issues in this anthropological sub-discipline, learn critical skills in empirical and quantitative methods, and understand the roles of effective communication and team work in the practice and dissemination of science.

Requirements Statement: This course meets the core curriculum requirement for the **Life and Physical Sciences** Component. In addition, this course is designated as a Q-course and satisfies UTSA's **Quantitative Scholarship** requirement. Designed to enhance quantitative reasoning and critical thinking skills, this requirement will help students understand and evaluate data, assess risks and benefits, and make informed decisions in all aspects of their lives.

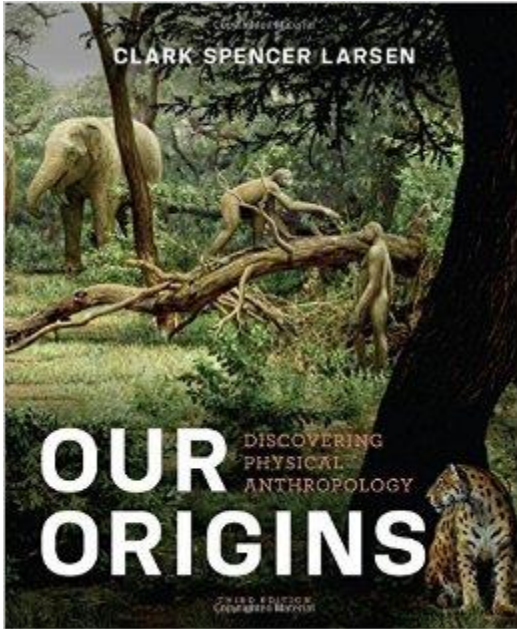
Zoo Requirement: Please note that for the second homework assignment students will be **required** to visit the **San Antonio Zoo** on their own time. Adult admission is \$12.00.

COURSE OBJECTIVES:

Specific Outcomes: Over the course of the semester, you will have the opportunity to:

- (1) Learn to describe the principles of evolution and understand how biological anthropologists evaluate patterns of genetics and inheritance

- (2) Identify our evolutionary and ecological place in nature and understand how biological anthropologists collect and use data to understand our biology and behavior.
- (3) Understand and articulate the ways biological anthropologists investigate human evolution through morphological and molecular data
- (4) Demonstrate an awareness of the cumulative and collaborative nature of biological anthropology and work effectively towards a shared scientific goal
- (5) Recognize that humans are a product of both biological and cultural processes



REQUIRED MATERIALS:

TEXT: The majority of the readings are found in the primary text (which may be purchased as either a **hard copy or e-book**).

Our Origins: Discovering Physical Anthropology
3rd Edition

By Clark Spencer Larsen

W.W. Norton & Company, New York.

CLICKER: You will need an i>clicker 2 remote for daily quizzes as well as exams. You **MUST** use the i>clicker 2 remote for your exams in order to earn credit. i>clicker 2 remotes are available at the UTSA bookstore and **can be checked out for the semester from the UTSA library**.

TEACHING PHILOSOPHY:

My approach to teaching focuses on the power of experiential knowledge. Therefore, I include as many opportunities for my students to emotionally engage with the material presented. While certain aspects of the course are most effectively taught through traditional lectures, I use a variety of active learning techniques. I also feel that students in my courses should be gaining skills that apply to other courses and professionalism in general.

COURSE REQUIREMENTS:

All students are expected to **take responsibility for their learning** in this course. This includes attending lectures, completing assigned readings, participating in small group and class discussions, turning in all take-home assignment on time and keeping up to date on all information presented via Blackboard. Lectures **will NOT be posted** on Blackboard. There will be **NO MAKE-UP** opportunities for in-class activities except in the case of **documented, university approved** excuses. Therefore, class attendance is crucial for successful completion of the course. All students are encouraged to visit me during my office hours for assistance. Unanticipated factors such as time constraints and accessibility of reading material may influence the planned topics and schedule. All changes in course content and schedule will be announced as far in advance as is feasible.

READING: Frequent readings will be required for this course. To maximize your chances for succeeding in this course, you should complete the assigned reading **BEFORE** we cover the material in class. Additionally, you should critically engage with the material as you read it.

QUIZZES: Fifteen reading quizzes will be given during the **first five minutes** of class on the day readings are due and will assess your understanding of those readings. You will need your i>clicker 2 remotes to complete the quizzes. As these quizzes are designed to provide immediate feedback, they will be taken as a class and will not be available after the first five minutes, so be sure to **arrive on time** for lectures. These quizzes will comprise 30 points towards your final grade.

LEARNING TEAM WORK: Students will be assigned to small groups for in-class discussions and activities and will remain with the same group for each of the three course units (groups may be reassigned at the beginning of a new course unit if needed). Group exercises will be turned in at the end of the activity period and will be graded. Each exercise will be worth 10 points and 10 exercises will be completed over the semester for a total of 100 points. All group members will receive the same grade for the group exercises. However, feedback will also be collected at the conclusion of each unit. You will be asked to assess the level and quality of participation of your fellow group members. Group feedback and personal observations by the instructor will be used to grade each student's participation and will count for 30 points towards your final grade.

ASSIGNMENTS: Three assignments will be given during the semester. They are due **at the beginning of class on the day they are listed on the syllabus** and **CAN** be emailed me beforehand. Late assignments will be penalized 10% for each 24 hour period after they are due. Details for each assignment will be provided via Blackboard.

VIDEOS: Throughout the semester, I will be showing videos that help clarify or expand on topics covered in class. The videos do NOT serve to fill empty time, but should instead be considered valuable learning material. Therefore, you will be asked to complete video response papers worth 10 points each for a total of 50 points towards your final grade. Video response papers are due at the beginning of the next class and **CAN** be emailed to me beforehand. Instructions for completing the video response papers will be posted on Blackboard.

EXAMS: Three exams will be given throughout the semester consisting of multiple-choice, true/false, and matching questions. The exams will cover information included in **readings, lectures, videos and class discussions**. The exams will not be cumulative; however, key principles from earlier sections may be relevant to later material and may be included on later exams. If time permits, we will have in-class review sessions during the class period prior to the exam. You are required to bring your i>clicker 2 remote for all three exams. There will be **NO MAKE-UP EXAMS** except in the case of **documented, university approved** excuses.

EXTRA CREDIT: Extra credit questions may be added to the end of an exam. There may also be stand-alone extra credit assignments offered to the entire class; however, there will be **NO individual extra credit assignments given at the students' request.**

GRADING:

Assessment	Point Value	Approximate percent of final grade
First Exam	100 points	14%
Second Exam	80 points	12%
Third Exam	120 points	17%
Reading Quizzes	100 points	14%
Q1 Natural Selection	20 points	3%
Q2 Primate Observation Lab	50 points	7%
Q3 Hominin Cast Lab	50 points	7%
Learning Team Work	100 points	14%
Class Participation	20 points	3%
Video Worksheets	50 points	7%
Total	690 points	100%

Final course grades will be assigned as follows:

A	92-100%	632 points and above
A-	90-91%	618-631 points
B+	88-89%	604-617 points
B	82-87%	563-603 points
B-	80-81%	549-562 points
C+	78-79%	535-548 points
C	72-77%	494-534 points
C-	70-71%	480-493 points
D+	68-69%	466-479 points
D	62-67%	425-465 points
D-	60-61%	411-424 points
F	<60%	410 and below

COURSE UNITS

UNIT ONE – Evolution and Genetics: This unit will present a historical perspective of evolutionary theory and related anthropological applications. We will review the biological and biochemical processes involved in the study of genetics and how environmental and lifestyle factors can influence these processes. The majority of the unit will focus on the ways biological evolution occurs and the effects it has had on our modern human population.

UNIT TWO – Primatology: Many biological anthropologists are interested in the origins of modern humans. While fossils can provide a considerable amount of information for some of these interests, some questions are beyond the scope of the physical record. Therefore, primatologists seek to answer evolutionary questions through comparisons with our closest living relatives, the primates. This unit will introduce the living primates and provide an overview of some of the more common aspects of primatological research.

UNIT THREE – Human Evolution: The study of the evolution of our own species requires an understanding of the fossil record. Therefore, this unit will cover the geological processes

involved in the formation of fossils and dating techniques as well as an overview of our hominid ancestors. As many recent fossils have been discovered, the implications of these current developments in the field will be discussed.

CLASSROOM BEHAVIOR

My classroom is a place where open-minded, independent thinking is encouraged. To facilitate this environment, all students are expected to act with respect and maturity towards their fellow students, the instructor, and any visiting speakers. I hold the following expectations for my students:

- 1) All cell phones, mp3 players, and other personal electronics must be **turned off before the start of class** and kept out of sight. If you are using a laptop, I ask that you use it **only for taking notes or completing in-class activities**.
- 2) To reduce in-class distractions, please **remain seated during lectures**. If you know you need to leave prior to the end of class, please speak to me before class begins.
- 3) Please save your personal discussions for after class and avoid interrupting classmates.
- 4) Arrive **on-time** for class and refrain from packing up your belongings before the lecture is finished. While it is reasonable to be late occasionally, habitual tardiness is not acceptable. If you have extenuating circumstances, please contact me.
- 5) Some of the material covered in class may be perceived as controversial. Please remain respectful of your classmates (and instructor) during discussions of such nature.

By following these guidelines we can create a dynamic learning environment for everyone.

COMMUNICATION POLICY

I try to be available to students as much as possible. In addition to being available during office hours, feel free to email me at Lydia.E.Light@gmail.com with questions. I will respond to emails within 24 hours, but usually much sooner. However, if there is no question in the email that needs to be answered or the question is explicitly stated here in the syllabus, I will not respond to the email. Also, if the email is not written in a professional manner, I will request ONCE that you follow proper formatting. If you continue sending emails to me that are not written in a professional manner, I will stop communicating with you via email.

ACADEMIC ASSISTANCE AND SCHOLASTIC DISHONESTY

I encourage all of my students to seek out additional assistance if they are concerned about their academic performance (and even if they are not). I am always available to meet with students either during my office hours or by appointment. In addition, the university provides a number of services designed to help students excel academically. While I recognize that adjusting to college academics can be a challenging time, I do not tolerate any form of academic dishonesty in my class. I will not tolerate any attempts to manipulate grading opportunities or misappropriate credit for work done and will penalize any student violating the university policies on scholastic dishonesty. For more information regarding UTSA policies and services regarding disabilities, dishonesty, counseling and tutoring, plus the Roadrunner Creed, please refer to the [common information link](http://provost.utsa.edu/syllabus.asp) (provost.utsa.edu/syllabus.asp).

TENTATIVE SCHEDULE – SUBJECT TO CHANGE

Week	Date	Class Topic	Assignment Due
UNIT ONE: EVOLUTION AND GENETICS			
1	Jan. 12	Introduction	
	Jan. 14	Overview of Anthropology	Larsen Chapter 1
	Jan. 16	The Nature of Science and Evolutionary Thought	Larsen Chapter 2
2	Jan. 19	NO CLASS – Martin Luther King Jr. Day	
	Jan. 21	Darwin and Natural Selection	Blackboard Reading #1
	Jan. 23	Genetics: The cell and DNA	Larsen Chapter 3
3	Jan. 26	Genetics: Protein Synthesis	
	Jan. 28	Four Forces of Evolution	Larsen Chapter 4
	Jan. 30	Speciation	Blackboard Reading #2
4	Feb. 2	Modern Human Biological Variation	Larsen Chapter 5
	Feb. 4	Video – “Race: The Power of Illusion”	
	Feb. 6	Modern Human Life History	Video Response #1 DUE!
5	Feb. 9	Modern Human Biology	QLP #1 DUE!
	Feb. 11	Review	
	Feb. 13	EXAM 1	

UNIT TWO: PRIMATOLOGY

6	Feb. 16	Overview of Primates	Larsen Chapter 6
	Feb. 18	Living Primates	Blackboard Reading #3
	Feb. 20	Video – “Life in the Trees”	
7	Feb. 23	Field Primatology	Video Response #2 DUE!
	Feb. 25	Primate Ecology	Larsen Chapter 7
	Feb. 27	Primate Sociality and Mating Systems	
8	Mar. 2	Cognition and “Culture”	Blackboard Reading #4
	Mar. 4	Video – “Ape Genius”	
	Mar. 6	Ethnoprimateology and Biomedical Research	Video Response #3 DUE!

March 9-13 NO CLASS – Spring Break

	Mar. 16	Primate Conservation	
9	Mar. 18	Review	QLP #2 DUE!
	Mar. 20	EXAM 2	Individual “W” deadline

UNIT THREE: HUMAN EVOLUTION

	Mar. 23	Fossils	Larsen Chapter 8
10	Mar. 25	Guest Lecture	
	Mar. 27	Video – “Becoming Human”	
	Mar. 30	Primate Origins	Larsen Chapter 9
11	Apr. 1	Early Hominins	Larsen Chapter 10
	Apr. 3	Australopithecines	
	Apr. 6	Early <i>Homo</i> Part I	Larsen Chapter 11
12	Apr. 8	Early <i>Homo</i> Part II	
	Apr. 10	<i>Homo sapiens</i>	Larsen Chapter 12
	Apr. 13	Neandertals	
13	Apr. 15	Dispersal of Modern <i>Homo sapiens</i>	QLP #3 DUE!
	Apr. 17	Biology of Modern <i>Homo sapiens</i>	Larsen Chapter 13
	Apr. 20	Behavior of Modern <i>Homo sapiens</i>	
14	Apr. 22	Video – “Tiny Humans”	
	Apr. 24	Applied Biological Anthropology	Larsen Chapter 14
15	Apr. 27	Forensic Anthropology	Blackboard Reading #5
	Apr. 29	Review	

FINAL EXAM: Thursday, May 7 3:15-5:45PM