



Class Location & Time: Founder's Hall 210; M/W 9:30-10:45

Instructor: Christine Jones, PhD

Faculty blog: <http://anthrowarrior.blogspot.com>

Office: FH 217K

Office Hours: M & W 12:45-3:45 (Use Scheduler on Canvas to sign up for an appointment)

Contact me: Bioarchjones@tamuct.edu

Catalog Course Description:

This course is an introduction to the anthropological study of human biology. Students will examine the basic anatomy of the human skeleton, evolutionary processes acting on human populations, non-human primate anatomy, the classification and ecology of primates, the primate paleontological record, and human variation and adaptation.

Mode of instruction and course access:

This course meets face-to-face, with supplemental materials made available on Canvas, the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>]. Check Canvas daily for any course announcements or schedule changes.

Student-instructor interaction

During the week (Mon-Fri) I usually check emails often and respond within 24 hours. I may not respond to weekend emails until Monday or Tuesday. Email is a better way to reach me than Canvas message. If you plan to come to my office hours and want to reserve a time, use the Scheduler tool in the Canvas calendar to make an appointment (see <https://community.canvaslms.com/docs/DOC-10482-4212354555>).

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account. Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

Required Textbook/Readings:

Larsen, CS. 2015 Essentials of Physical Anthropology, 3rd ed. WW Norton & Co.

ISBN-10: 0393938662, ISBN-13: 978-0393938661 (this book is also available on course reserve at our library!)

Course Objectives:

Students will learn:

- Basic anatomy of the human species
- Non-human primate anatomy, classification and ecology
- How primatology informs our understanding of the human species
- Evolutionary processes acting on human populations through time
- How the fossil record contributes to our understanding of human evolution
- Human variation and adaptation

Course requirements:

1. **Reading assignments:** Readings from the textbook are listed in the course schedule below.
2. **Exams:** There will be two exams that are mostly multiple choice but may contain a combination of multiple choice, fill in the blank or short answer style questions. Exams will cover textbook readings, films and assignments and are not cumulative unless stated otherwise. Study sheets will be provided for each exam (see schedule).
3. **Film reaction papers:** 4 films will be screened over the course of the semester related to our reading materials. You will turn in 4 brief “reaction papers” based on these viewings (see guidelines below) in which you will discuss what the film was about and your thoughts and reaction to each film. A worksheet is included at the end of this syllabus that will help you to know what sorts of information I am looking for you to convey in your film reaction paper. It is recommended that you print the worksheet out or read the questions on the worksheet prior to viewing each film so that you can get an idea of what notes you should take and what sorts of things you should be writing in your paper.
 - a. **Paper format:** No cover page, body of text should be 1 page, single spaced, 12 pt font, and will discuss the films shown during class. Reaction papers should be turned in during class on the date listed in your schedule after the film is screened, printed out in hard copy. Papers will not be accepted via email in lieu of class attendance and will not be accepted after the due date (see schedule for dates).
 - b. **Paper guidelines:** These reaction papers should *not* be merely a synopsis of the film, but should reflect some thought about the film(s) and how they might relate to concepts we are covering in class that week. See the film worksheet as a guide to know what questions you should be asking yourself as you view each film. *Film reaction papers which include especially perceptive analysis rather than just summarizing the plot will receive up to 5 extra credit points per paper.* Papers that do not meet formatting guidelines or that contain excessive grammatical/spelling errors will not earn full points.

- c. Missing a film: The films will be made available either online or in library course reserve, and so missing the day on which the film is aired in class, with or without an excused absence, is not a valid reason as to why you cannot submit a reaction paper on time. I have allowed over a week from film screening to work on these papers. If you have an excused absence which interferes with your ability to turn in a film reaction paper please see the makeup policy (applies to film reaction papers).
- 4. **In class lab assignment**: There will be one in-class group lab assignment on **April 25** that will involve analysis of our fossil cast collection and filling out an accompanying worksheet. You must be present in class to receive credit for this lab.
- 5. **Final paper**: You will turn in one 2-3 page (double spaced, 12 pt font) article review on a peer-reviewed academic article of your choosing in class on **Apr 23**, both in hard copy and via Canvas. See the guidelines for the final paper assignment attached at the end of the syllabus.

| Coursework | Points |
|-----------------------------------|-------------|
| Exams (2 @ 150pts) | 300 |
| Film reaction papers (4 @100 pts) | 400 |
| In class fossil assignment | 100 |
| Final paper | 200 |
| Total: | 1000 |

| Grade | Points | % |
|------------|-----------|---|
| 900 – 1000 | 90 – 100% | A |
| 800 – 899 | 80 – 89% | B |
| 700 – 799 | 70 – 79% | C |
| 600 – 699 | 60 – 69% | D |
| 0 – 599 | 0 – 59% | F |

Grade posting: All grades will be posted online; it usually takes about 1 week for me to grade your work. Be assured that I am grading your work as fast as I possibly can.

COURSE SCHEDULE

Week 1

Jan 17 W: Syllabus review and introduction

Readings from textbook: Ch. 1

Week 2

Jan 22 M: History of Evolutionary thought

Jan 24 W: Principles of Evolution

Readings: Ch. 2

Week 3

Jan 29 M: Cellular & Mendelian genetics

Jan 31 W: Cont'd

Readings: Ch. 3, Ch. 4 to pg 80

Week 4

Feb 5 M: Modern synthesis, genetics

Feb 7 W: Human variation, race

Readings from textbook: Finish Ch. 4, Ch. 5

Week 5

Feb 12 M: **FILM #1 SHOWING**

Feb 14 W: Survey of primates, phylogeny

Readings from textbook: Ch. 6 to pg. 148

Week 6

Feb 19 M: Living primates: prosimians

Feb 21 W: Living primates: anthropoids, **FILM #1 REACTION DUE**

Readings from textbook: Finish Ch. 6

Week 7:

Feb 26 M: Living primates: anthropoids cont'd

Feb 28 W: Primate ecology & sociality

Readings from textbook: Ch. 7

Week 8:

Mar 5 M: **FILM # 2 SHOWING**, short review

Mar 7 W: **MIDTERM EXAM**

****SPRING BREAK: WEEK OF MARCH 12****

Week 9:

Mar 19 M: Fossil evidence

Mar 21 W: Dating, primate evolution, **FILM #2 REACTION DUE**

Readings from textbook: Ch. 8, start Ch. 9

Week 10:

Mar 26 M: Primate evolution cont'd

Mar 28 W: **FILM #3 SHOWING**

Readings from textbook: Finish ch. 9

Week 11:

Apr 2 M: Australopithecines

Apr 4 W: Genus *Homo*, *Homo habilis*

Readings from textbook: Ch. 10, Ch. 11 to pg 289

Week 12:

Apr 9 M: *Homo erectus* & dispersal

Apr 11 W: **NO CLASS**

Readings from textbook: Finish Ch. 11, Ch. 12 to pg 314

Week 13:

Apr 16 M: Middle Pleistocene *Homo*, **FILM #3 REACTION DUE**

Apr 18 W: Neandertals

Readings from textbook: Finish Ch. 12

Week 14:

Apr 23 M: **FILM #4 SHOWING, FINAL PAPER DUE**

Apr 25 W: **FOSSIL CAST LAB TODAY**

Week 15: Genetics

Apr 30 M: Anatomically modern humans (AMH)

May 2 W: Agriculture & bioarchaeology

Readings from textbook: Ch. 13

Week 16

May 7 M: Review session

May 9 W: FINAL EXAM, FILM #4 REACTION DUE

COURSE PROCEDURES AND POLICIES

Modification of the Syllabus

This syllabus may be revised in minor ways at the discretion of the instructor. The student is responsible for noting any changes in the syllabus. More than likely, a change in the syllabus will pertain to events in the Course Schedule. If so, a revised course schedule will be posted on CANVAS.

Diversity in the Classroom

Respect for cultural and human biological diversity are core concepts within the Social Sciences. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. In this course we welcome individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

Attendance & Recording Lectures Attendance is a requirement of this course to succeed. That said, I'm not taking attendance daily. This course is based heavily on lecture and I do not post my lecture notes online AT ALL either before or after each class. We also may briefly discuss readings during class, which is very helpful if you find them challenging. It's up to you to figure out what you missed if you did not attend class. A note on recording lectures: **I do not permit video recording of any part of my class.** You may record audio with my permission. I discourage the practice of taking photos of my slides. If you need me to slow down please raise your hand and I will do my best. You ALWAYS have the option of

coming to office hours or seeing me after class to clarify your notes or go over slides for note taking purposes.

Makeup exams:

If you must be absent for an exam, you **MUST** 1. notify me in advance of the test date, or no more than 48 hours later (if it was a last minute medical emergency only), 2. be prepared to take a makeup within 3 days of the scheduled test date. Lastly 3. You may not take a make up exam unless you can document your reason for being absent. Documentation for absences due to illness must indicate that you were confined and unable to attend class. A note indicating that you saw a doctor is insufficient. Examples of legitimate reasons for missing an exam include:

- death or major illness in the student's immediate family,
- participation in legal proceedings that require a student's presence,
- confinement because of illness

If you don't follow through on all three of these requirements you may be denied the request to makeup the exam. Students who miss a test, and cannot document a legitimate reason will receive a score of zero for that test. If a student misses a second test and is granted a makeup, the makeup will consist of a 3-page critical review of 2 articles on biological anthropology from the American Journal of Physical Anthropology, formatted per AJPA guidelines.

Late Work

I will accept late final reports only with the following deductions: 10 points for 1 day late, 25 points for 2 days late, 50 points for 3 days late. After 3 days the paper will not be accepted. Also these days are not class meeting days, they are consecutive days after the report was due counted from the start of class time.

Modification of the Syllabus

This syllabus may be revised in minor ways at the discretion of the instructor. The student is responsible for noting any changes in the syllabus. More than likely, a change in the syllabus will pertain to events in the Course Schedule.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY POLICIES

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf]. Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such. For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-access-inclusion) webpage [<https://www.tamuct.edu/student-access-inclusion>].

affairs/access-inclusion.html]. Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at imdavis@tamuct.edu. Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help! If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders. Research assistance from a librarian is also available twenty-four hours a day

through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments. Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Copyright. 2017 by Christine Jones at Texas A&M University-Central Texas, College of Arts & Sciences; 1001 Leadership Place, Killeen, TX 76549; Bioarchjones@tamuct.edu

Next pages: film worksheet, final paper guidelines

Film Viewing Worksheet for an Informational Documentary

Read the questions before you watch the film so that you will know what to look for while you watch. At the movie's end, you will also have an opportunity to make short notes in the spaces provided. If you make notes while the movie is playing, make sure that your note taking doesn't interfere with carefully watching the film. You do not need to make any notes on the worksheet but after the movie is over you will be required to fully respond to the questions.

You can use these answers in your film reaction paper by answering each question in paragraph form. Answers need to be complete and comprehensive, demonstrating that you paid attention to the film and thought about what was shown on the screen. You may use more than one paragraph if necessary. Be sure that the topic sentence of your first paragraph uses key words from the question. All responses should be in complete sentences using proper spelling, grammar and punctuation.

1. State the title of the film and the year it was released. Then briefly describe what the film is about.

Notes:

2. Identify the people, places, events, or aspects of people, society or nature that are the focus of this film. Describe and clarify the significance of each.

Notes:

3. List six facts described in the film that impressed you and explain how each fact relates to the film's premise or theme.

Notes:

4. Nonfiction can enrich viewers in several important ways. Describe any aspect of the film that showed you something you hadn't seen before, caused you to think in a new way, or helped you understand something more thoroughly than before. In addition, describe how it changed your thinking.

Notes:

5. Was there anything that you saw or heard in the film that was unconvincing or which seemed out of place?

Notes:

6. What particularly appealed to you in the cinematic presentation of the film, such as the way in which particular scenes, images, or sounds were presented?

Notes:

7. If the filmmakers were to ask you how the film could be improved, what would you tell them? Describe the changes you would suggest in detail and the reasons for your suggestions.

Notes:

8. If someone asked you whether you would recommend this film, how would you respond? Fully explain your reasons.

Notes:

Updated 2015. © by TeachWithMovies.com, Inc. The public and teachers are licensed to use this worksheet for personal and classroom use. See <http://www.teachwithmovies.org/terms-of-use.html>.

Final Paper Guidelines

This assignment gives students the opportunity to critically evaluate current research within biological anthropology. In this assignment, you will write a short article review on the article of your choice. This article must discuss topics pertinent to biological anthropology. The final paper is due at the beginning of class on the due date, APRIL 23. No late or email submissions will be accepted.

For this assignment, you must turn in both a hard copy and an electronic copy. The e-copy should be uploaded via an assignment link on Canvas.

Article Selection

For the review essay, select a topic from the topic list below. You will then conduct online library research to choose an article. You are to look for a recently published (2010-present) article on your topic that is at least 5 pages in length. The article you choose to review must come from a peer-reviewed academic journal (e.g. *American Journal of Physical Anthropology*, *Nature*, *American Journal of Primatology*, *Science*, *American Anthropologist*, *American Journal of Human Biology*, *Anthropological Science*, *Current Anthropology*). We will discuss accessing these resources in class, but you should also contact Dr. Jones if you have any difficulties locating these sources.

Review Paper Requirements

- 2-3 typed pages (does not include works cited), double-spaced, Times New Roman 12-point font, 1-inch margins
- Have an introduction, body and conclusion. Check spelling, use proper sentence structure, and use citations following a standard format such as APA.
- Include your full name and assignment title in the upper right-hand corner of the first page.
Please do not make a separate cover page or use folders/paper covers
- Staple all pages; Staple the first 5 pages of your chosen article behind your essay.
- Remember to submit an electronic copy of your review paper (not including article) via blackboard.

Learning Objectives

Upon completion of this assignment, students will be able to:

1. Identify and explain the methods of scientific inquiry.
2. Identify and summarize current issues within biological anthropology.
3. Apply critical reading and thinking skills to evaluate scholarly arguments.

Suggested Template for Review Papers (Grading rubric is based on this template)

1. Introduction

- Short introduction to the topic you are considering
- Article's title, author, and source; summarize the main idea of the article
- Topic sentence: what will you be discussing?
"Smith's research on the agricultural revolution is provides new data for a controversial topic, but his conclusions rely on too many assumptions."

2. Body

- Brief description of the article's contents (1-2 paragraphs only)
- Analysis: Describe how the article relates to course topics, textbook readings, and to other literature with which you are familiar

- Your opinion of the article. Do you agree or disagree with the author's conclusions? Does the evidence presented support the conclusions? Do you find the paper relevant or irrelevant, and why? Why did you choose this article?

3. Conclusion

- Summarize your main points; Expound upon the broader significance of the topic; if possible, suggest future lines of research

4. Works cited section

- Use a standard format (e.g. MLA, APA) to cite any sources you consulted

Suggested Topics

You may select a topic not listed here, but you must first obtain instructor approval.

Human Evolution

- Did Neanderthals Interbreed with modern humans?
- The evolution of the human diet
- The evolutionary standing of *Australopithecus sediba*
- The evolutionary position of *Homo floresiensis*
- Why did the earliest hominids become bipedal?
- Did Neanderthals, early *Homo*, and/or australopithecines have language capabilities?
- What is the evidence for and against the arboreal hypothesis of primate evolution and the visual predation hypothesis?

Human Variation

- Is race a useful concept for anthropologists?
- What can human teeth, stature, and/or skeletal remains tell us about dietary preferences?
- How and why have different human eye colors spread?

Primate Behavior

- What can primate behavior tell us about our earliest ancestors?
- Are primate females selected to be monogamous?
- How are bonobos and common chimpanzees different?
- What can primate behavior tell us about earliest human ancestors?
- Do non-human primates have culture?