



Class Location & Time: Heritage Hall 318 (lab); M/W 9:30-10:45

Instructor: Christine Jones, PhD

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

Office: Heritage Hall 204C

Office Hours: M & W 12:45-3:45 (May be in room 318)

Contact me: [Bioarchjones@tamuct.edu](mailto: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:**

I usually check emails often and respond within 24 hours during the work week. Email is a better way to reach me than Canvas message. If you plan to come to my office hours, please mention it or send me a quick email so I can make sure to have enough time to schedule and see all students.

### **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 911Cellular through their myCT email account. In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. [Warrior Shield](https://www.tamuct.edu/police/911cellular.html) [<https://www.tamuct.edu/police/911cellular.html>] can be downloaded and installed on your mobile device from Google Play or Apple Store. 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, 3<sup>rd</sup> ed. WW Norton & Co.**

ISBN-10: 0393938662, ISBN-13: 978-0393938661

**Soluri, KE. & Agarwal, SC. 2016 Laboratory Manual and Workbook for Biological Anthropology. WW Norton & Co. ISBN-10: 0393912914 ISBN-13: 978-0393912913**

**Student Learning 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. **Lab Assignments:** Throughout the class we will be working on short lab assignments using your lab workbook in order to reinforce the concepts for each section. The dates of the labs are scheduled on the course schedule and are meant to be completed and turned in at the end of each lab day. You will need your lab workbook to complete these labs, but any other materials will be provided to you. Copies of lab assignments will be made available so students who have rented or wish to resell the workbook can do so. There are no lab makeups.
4. **Final paper:** You will turn in a 2-3 page (double spaced, 12 pt font) article review on a peer-reviewed academic article of your choosing as your final paper **due on Apr 24** both in hard copy and via Canvas. **See the guidelines for the final paper assignment attached at the end of the syllabus.** **\*\*There is an option to turn in a draft of your final paper early for feedback, on April 1<sup>st</sup>. If you do so you will receive 10 extra credit points. The draft paper should be completed in exactly the same way as the final version.\*\***

Coursework	Points
Exams (2 @ 200 pts each )	400
Labs (12 labs @ 25 pts each)	300
Final paper	300
<b>Total:</b>	1000

Points	%	Grade
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 14 M:** Syllabus review and introduction

**Jan 16 W:** History of Evolutionary thought, **LAB (scientific method)**

**Readings from textbook:** Ch. 1

**Readings from workbook:** Lab 1 section

### Week 2

**Jan 21 M:** No Class. Happy MLK Jr. Day!

**Jan 23 W:** Principles of Evolution

**Readings:** Ch. 2

**Readings from workbook:** Start Lab 2 section

### Week 3

**Jan 28 M:** Cellular genetics, **LAB (chromosomes)**

**Jan 30 W:** Mendelian genetics, **LAB (mendelian)**

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

**Readings from workbook:** Finish Lab 2 section, Lab 3 section

### Week 4

**Feb 4 M:** Modern synthesis

**Feb 6 W:** Forces of Evolution, **LAB (forces of evolution)**

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

**Readings from workbook:** Lab 4 section

### Week 5

**Feb 11 M:** Human variation

**Feb 13 W:** Survey of primates, **LAB (classification)**

**Readings from textbook:** Ch. 6 to pg. 148

**Readings from workbook:** Lab 8 section, Lab 9 section

### Week 6

**Feb 18 M:** Living primates: prosimians

**Feb 20 W:** Living primates: anthropoids, **LAB (living primates)**

**Readings from textbook:** Finish Ch. 6

**Readings from workbook:** Lab 10 section

### Week 7:

**Feb 25 M:** Living primates: anthropoids **LAB (primate anatomy)**

**Feb 27 W:** Primate ecology & sociality **LAB (primate behavior)**

**Readings from textbook:** Ch. 7

**Readings from workbook:** Lab 11 section, Lab 12 section

### Week 8:

**Mar 4 M:** Study session/Review

**Mar 6 W:** **MIDTERM EXAM**

\*\*\*\*SPRING BREAK: WEEK OF MARCH 11\*\*\*\*

Week 9:

**Mar 18 M:** Fossil evidence

**Mar 20 W:** Dating & primate evolution

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

**Readings from workbook:** Start Lab 13 section

Week 10:

**Mar 25 M:** LAB (early primate evolution)

**Mar 27 W:** Australopithecines LAB (bipedalism)

**Readings from textbook:** Finish ch. 9

**Readings from workbook:** Finish Lab 13 section, Lab 14 section

Week 11:

**Apr 1 M:** Australopiths cont'd. **\*\*Optional: Turn in Final paper draft today for 10 extra credit points\*\***

**Apr 3 W:** LAB (australopiths)

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

**Readings from workbook:** Lab 15 section

Week 12:

**Apr 8 M:** Genus *Homo*, *Homo habilis*

**Apr 10 W:** NO CLASS

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

**Readings from workbook:** Start Lab 16 section

Week 13:

**Apr 15 M:** *Homo erectus* & dispersal

**Apr 17 W:** Middle Pleistocene *Homo*

**Readings from textbook:** Finish Ch. 12

**Readings from workbook:** Lab 16 section

Week 14:

**Apr 22 M:** Neandertals

**Apr 24 W:** FINAL PAPER DUE

Week 15:

**Apr 29 M:** LAB (Genus *Homo*)

**May 1 W:** Anatomically modern humans (AMH)

**Readings from textbook:** Ch. 13

**Readings from workbook:** Finish Lab 16 section

Week 16

**May 6 M:** Review session

**May 8 W:** FINAL EXAM

## 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 makeup 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 papers 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/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email 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](mailto: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 RESOURCES, PROCEDURES, AND GUIDELINES**

### **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](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 Academic 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 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. For more [information regarding the Student Conduct process](https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel), [<https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel>].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=0](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0)].

### **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 Office 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 Office of Access and Inclusion, WH-212; or call (254) 501-5836. 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-affairs/access-inclusion.html) web page [<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

### **Important information for Pregnant and/or Parenting Students.**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student



Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

**Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus 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 have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu). Chat live with a tutor 24/7 for almost any subject from 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 40 subject areas. Access Tutor.com through Canvas.

**University Writing Center.**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays. 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 UWC is here to help! 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](#). In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

**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 85,000 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 24 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. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].



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## 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 24. 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 (2013-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)

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#### 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 the article you reviewed.

## Suggested Topics

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

### *Human Evolution*

- The evolution of the human diet
- Tool use and the brain
- The evolutionary standing of *Australopithecus sediba*
- The evolutionary position of *Homo floresiensis*
- Why did the earliest hominids become bipedal?
- The biological basis of language in humans and Neanderthals
- 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?
- High altitude adaptations
- Impact of exercise on the human body
- 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?

**Reminder about extra credit...you can submit a draft version of your final paper for 10 points extra credit if you submit it on or before April 1<sup>st</sup>. The draft must be a completed version of your final paper, including the attached selected article. I will not accept partially completed papers for extra credit but I can provide feedback.**