Class Location & Time: Heritage Hall 318 (lab); M/W 9:30-10:45
Instructor: Christine Jones, PhD
Office: Heritage Hall 204C
Office Hours: By 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 some supplemental course materials made available online. 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, please mention it or send me a quick email so I can make sure to have enough time to schedule and see all students.

Warrior Shield:
Emergency Warning System for Texas A&M University-Central Texas
Warrior Shield 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 Warrior Shield through their myCT email account. Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

Required Textbook/Readings:

Materials Needed:
- Student LAB COAT. A reusable type of these will be on sale in our bookstore soon for approximately 10 dollars. You can get your own wherever you would like of any material, but it needs to be able to close completely in front. You can get them on
Amazon quite inexpensively (<10 dollars). If you are having trouble getting a lab coat please let me know ASAP.

**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. **Lab Safety:** **Students must complete the “Lab Safety Module” on Canvas, including the Lab Safety Quiz. Safety equipment locations will be demonstrated in class. After taking the module, students must turn in a hard copy of the Safety Agreement no later than the second day of class, Wed. Jan 16.** Failure to complete the module or turn in the safety agreement will result in the student not being able to enter the lab.

2. **Reading assignments:** Readings from the textbook are listed in the course schedule below.

3. **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).

4. **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.

5. **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 22** 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 1st. 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.**
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 13 M: Syllabus review and introduction
Jan 15 W: History of Evolutionary thought, LAB 1: Scientific method
Readings from textbook: Ch. 1
Readings from workbook: Lab 1

Week 2
Jan 20 M: No CLASS, Happy MLK Jr. Day!
Jan 22 W: Principles of Evolution
Readings: Ch. 2
Readings from workbook: Lab 2

Week 3
Jan 27 M: Cellular genetics,
Jan 29 W: Mendelian genetics, LAB 3: Inheritance
Readings: Ch. 3, Ch. 4 to pg 80
Readings from workbook: Lab 3

Week 4
Feb 3 M: Modern synthesis
Feb 5 W: Forces of Evolution, LAB 4: Forces of evolution
Readings from textbook: Finish Ch. 4, Ch. 5
Readings from workbook: Lab 4 and 8

Week 5
Feb 10 M: Human variation LAB 6: Bones of the skeleton
Feb 12 W: Survey of primates, LAB 9: Classification
Readings from textbook: Ch. 6 to pg. 148
Readings from workbook: Lab 6 and 9 sections

Week 6
Feb 17 M: NO CLASS, *Complete LAB 10: LIVING PRIMATES—SUBMIT ONLINE**
Feb 19 W: **NO CLASS**, *Complete LAB 11: PRIMATE BEHAVIOR—SUBMIT ONLINE**
Readings from textbook: Finish Ch. 6
Readings from workbook: Lab 10 and 11

**Week 7:**
Feb 24 M: Living primates: anthropoids
Feb 26 W: Primate ecology & sociality, **LAB 12: Comparative primate anatomy**
Readings from textbook: Ch. 7
Readings from workbook: Lab 12

**Week 8:**
Mar 2 M: Study session/Review
Mar 4 W: **MIDTERM EXAM**

****SPRING BREAK: WEEK OF MARCH 9***

**Week 9:**
Mar 16 M: Fossil evidence
Mar 18 W: Dating and Chronology
Readings from textbook: Ch. 8, start Ch. 9
Readings from workbook: Start Lab 13

**Week 10:**
Mar 23 M: Primate evolution
Mar 25 W: **LAB 13: Early primate evolution**
Readings from textbook: Finish ch. 9
Readings from workbook: Lab 13

**Week 11:**
Mar 30 M: Australopithecines
Apr 1 W: Australopithecines cont’d: **LAB 14: Identifying Human lineage** **Optional: Turn in Final paper draft today for 10 extra credit points**
Readings from textbook: Ch. 10, Ch. 11 to pg 289
Readings from workbook: Lab 14

**Week 12:**
Apr 6 M: Intro to Genus Homo **LAB 15: Australopithecines and early genus Homo**
Apr 8 W: Genus Homo, Homo habilis
Readings from textbook: Finish Ch. 11, Ch. 12 to pg 314
Readings from workbook: Lab 15

**Week 13:**
Apr 13 M: Homo erectus & dispersal
Apr 15 W: Middle Pleistocene Homo
Readings from textbook: Finish Ch. 12
Readings from workbook: Lab 16

Week 14:
Apr 20 M: Neandertals
Apr 22 W: FINAL PAPER DUE

Week 15:
Apr 27 M: LAB 16: Later Genus Homo
Apr 29 W: Anatomically modern humans (AMH)
Readings from textbook: Ch. 13
Readings from workbook: Lab 16

Week 16
May 4 M: Review session
May 6 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 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
Late in-class labs are not accepted, you must be present at the lab in order to receive lab credit. I will accept late online labs (from week 6) up to 1 week after the due date, with a 10 point deduction. I will accept late final papers 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.

**UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

All University resources, procedures, and guidelines are available online through the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/] in the modules section.

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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 22. 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 suggested topic list below or email the instructor to select a different topic no later than APRIL 1. Please obtain instructor approval for your final paper topic!! You will then conduct online library research to choose an article. You are to look for a recently published (2015-present) article on your topic that is at least 5 pages in length. The article you choose to review must come from one of the following peer-reviewed academic journals:

- American Journal of Physical Anthropology
- Nature
- American Journal of Primatology
- Science
- American Anthropologist
- American Journal of Human Biology
- Anthropological Science
- Current Anthropology

IF YOU WISH TO USE AN ARTICLE FROM A DIFFERENT JOURNAL, YOU MUST CLEAR IT WITH THE INSTRUCTOR. 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 the article you reviewed.

Suggested Topics
You CAN select a topic not listed here, these are just suggestions!

Human Evolution
• The evolution of the human diet
• Tool use and the brain
• The biological basis of language in humans
• Did Neanderthals, early Homo, and/or australopithecines have language capabilities?
• Recent genetic evidence on Denisovans
• The impact of disease on evolution

Human Variation
• 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?
• Psychological and environmental stress and its impact on human health and growth

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 1st.
• 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.