



ANTH 2301
Introduction to Physical Anthropology
Summer 2017 (13033 & 14054)

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Class Description: This course is an introduction to physical anthropology, which is the study of human biological variation and human bio-cultural adaptations to their environments. Evidence from both past and present human populations will be reviewed. The class covers such topics as anthropological studies of genetics, non-human primate studies, human variation, and human evolution. The appearance of humans and their bipedal ancestors approximately six million years ago and their culture history through the Paleolithic age are examined in detail.

Why should I be in this class? For those thinking about becoming anthropologists: this class will give you a solid foundation in the basic methods and practice of physical and biological anthropology and will enable you to be well prepared for upper level classes. For those who do not (yet) intend to become anthropologists: this class will provide an excellent introduction to the development of humans over time and will challenge you to think critically about problems involving adaptation, time, and evolution. You will learn interesting stories to tell at parties (or at least to your parents) and will feel pretty smart when you are done.

Text. Physical Anthropology, 11E Stein, McGraw-Hill. (**Note:** I will also pass out other readings throughout the course that you will be responsible for reading too)

Course Competencies:

Upon completion of this course, the student will be able to:

1. Identify the major areas of anthropology.
2. Evaluate contrasting scientific viewpoints regarding the process of evolution.
3. Explain the basic terms and processes of Mendelian genetics.
4. Describe the structure of DNA and the process of mutation.
5. Identify and define the forces of evolution.
6. Describe at least one human biological variation that represents an adaptation to environmental factors.
7. Distinguish between the major categories of the living primates.
8. Describe variation in primate social behaviors and the reasons for that variation.
9. Identify major trends in early primate evolution.
10. Compare and contrast various Australopithecine and early *Homo* fossils and sites.
11. Describe the skeletal characteristics and culture of *Homo erectus*.
12. Compare early *Homo sapiens*, skeletally and culturally, to both *Homo erectus* and later *Homo sapiens*.
13. Evaluate different theories, based on both skeletal and genetic evidence, regarding the origins of anatomically modern humans.

ANTH 2301 Core Competencies

1. **Critical Thinking** – Students will think about the nature and controversy of evolution in this society. Students will think about the role of nature vs. nurture and the ethics of genetic manipulation. Students will be evaluated on these topics through papers, in-class assignments, and discussions. There will be one or more assignments in which students will have to demonstrate their ability to analyze and synthesize information involving scientific topics (e.g. genetics, human adaptation, human variation, human origins, primatology) and how they apply to practical situations.
2. **Communications Skills** – Students will participate in group discussions and will complete four outside of class assignments where they will have to analyze a topic, synthesize information, and effectively communicate it. There will be one or more exercises in which students will have to demonstrate their competency in written and/or verbal communication skills with respect to class topics (e.g. genetics, human adaptation, human variation, human origins, primatology).
3. **Empirical & Quantitative Skills** – Students will work with real and hypothetical data sets and will solve problems related to population genetics using mathematical formulas at the college-algebra level. There will be one or more exercises in which students will have to demonstrate their understanding of the scientific method, render observations into data, and perform basic computations.
4. **Teamwork** – Students will be required to read articles, view videos, and complete in-class projects and discuss their results in small groups. For example, students will work together to develop written explanations for instructing each other on the mechanics of bipedalism (i.e., how to walk). There will be one or more exercise where students will have to work together in small groups to analyze and evaluate data and research.

Grades. The chapter examinations, quizzes, and homework assignments are designed to test the student's comprehension of key concepts and terms important to the field of physical anthropology. As a student, you are expected to attend all lecture classes regularly and are responsible for materials covered during any absence(s). *Late assignments will be accepted for half-credit up to one week after the formal due date.* No work will be accepted after the completion of the final exam.

It breaks down like this:

FINAL EXAM	40%
CHAPTER QUIZZES (4)	25%
HOMEWORK ASSIGNMENTS (4)	25%
IN-CLASS ASSIGNMENTS	10%
TOTAL PERCENTAGE	100%

Quizzes: chapter quizzes are 10-question, multiple-choice tests that are given every **MONDAY** during the first 10 minutes of class.

Homework Assignments These will involve different projects that you will be required to work on during your own time. Rubrics for each assignment will be presented in class and you will generally have at least one week to work on them. They will be due on MONDAYS the week after they are assigned.

Fridays. Fridays are reserved for reading, completing projects, and making sure that you are caught up on material. You may use the classroom for this purpose, but there IS NO CLASS on Fridays. I know that you will want to use this time to do things that are more fun than studying, but please keep in mind that this course covers a lot of information and is highly compressed.

Extra credit for the course can be earned during the course; all extra credit opportunities must be coordinated with me. You can earn a total 5% of your total grade in extra credit.

Late work. Late work will be accepted but at a 50% deduction in credit. All assignments are due at the beginning of class on the day that they are assigned for completion. Any work turned in after this time will be considered late. No work will be accepted after the conclusion of the final exam.

Attendance Policy. This course and its graded activities are heavily based upon lectures, class discussions, and activities. To do well in the class, you MUST attend class, listen, participate in class discussions and activities, and take useful notes. A sign-up sheet will be available at the beginning of each class period. Failure to sign your name on the list represents an absence. If you cannot avoid missing a class, send me an email *prior* to class. If I do not hear from you, your absence will be recorded as "unaccounted". If you have more than 4 hours of unaccounted classroom instruction, you may be withdrawn from the course. If you have a pattern of missing classes, even though your absences are "accounted for," you may also be withdrawn from the class. I prefer not to withdraw anyone, so *please* let me know if there are problems so we can try to resolve them.

Cell Phones & Computers. Cell phones and computers in the classroom are privilege. They are allowed in class as long as you are not distracting or irritating your other classmates. If I get complaints about your electronic devices you will get one verbal warning. If I get a second round of complaints your devices will be banned from class.

Class Calendar

Classroom calendar may be subject to change by instructor as the semester progresses.

SECTION 1: EVOLUTIONARY THEORY AND ANTHROPOLOGICAL GENETICS

Introduction and the Four-Field Approach to Anthropology (Chap. 1)
Development of Evolutionary Thought (Ch. 1)
Physical Anthropology as Science (Ch. 1)
Darwin and Natural Selection (Ch. 1 and handouts)
Mendelian Genetics (Ch. 2)
DNA and Mutations (Ch. 2)
Population Genetics (Ch. 4)
Evolutionary Forces (Ch. 5)

SECTION 2: OSTEOLOGY, PRIMATOLOGY, PRIMATE EVOLUTION

Macroevolution (Ch. 6)
Cladistics; Introduction to Primates (Ch. 6)
Primate Characteristics & Behaviors (Ch. 7 & 8)
Haplorhines & Strepsirrhines (Ch. 7 & 8)
Pongidae (Ch. 7 & 8)
Chimpanzees and Bonobos (Ch. 7 & 8)

SECTION 3: HOMINID EVOLUTION

Dating Methods (Ch. 11)
Human Origins (Ch. 12)
Early Hominids (Ch. 13)
Australopithecines (Ch. 13)
Genus *Homo* (Ch. 14)
Neanderthals (Ch. 14)
Early Humans (Ch. 15)
Modern Human Variation (Ch. 16 & 17)

Withdrawal Policy Withdrawal from the course after the official day of record and prior to “W” Day (see current catalog for this date) will result in a final grade of “W” on your transcript. Instructor approval is necessary if you want to withdraw after official day. No credit will be awarded for a course earning a “W.” If you stop attending class, you must withdraw at the registration office prior to “W” day. If you stop attending class and do not officially withdraw, you will receive an “F” for the course.

Six-Drop Rule Students who enrolled in Texas public institutions of higher education as first-time college students during the Fall 2007 term or later are subject to section 51.907 of the Texas Education Code, which states that an institution of higher education may not permit a student to drop (withdraw with a grade of “W”) from more than six courses, including courses that a transfer student has previously dropped at other Texas public institutions of higher education that have already been counted against their six drop limit. Each student should fully understand this drop limit before you drop any course. Please see a Counselor or Advisor in our Student Services area for additional information and assistance

MISCELLANEOUS ITEMS

Disclaimer: Course content may vary from this outline to meet the needs of this particular group.

HCC Policy Statement – ADA: Services to Students with Disabilities

Students who require reasonable accommodations for disabilities are encouraged to report to Dr. Becky Hauri at 713-718-7910 to make necessary arrangements. Faculty is only authorized to provide accommodations by the Disability Support Service Office.

HCC Policy Statement: Academic Honesty

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with the University's Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. "Scholastic dishonesty": includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a test includes:

- Copying from another students' test paper;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

Collusion mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook)

HCC Policy Statements

Class Attendance - It is important that you come to class! Attending class regularly is the best way to succeed in this class. Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases your ability to succeed. You are expected to attend all lecture and labs regularly. You are responsible for materials covered during your absences. Class attendance is checked daily. Although it is your responsibility to drop a course for

nonattendance, the instructor has the authority to drop you for excessive absences.

If you are not attending class, you are not learning the information. As the information that is discussed in class is important for your career, students may be dropped from a course after accumulating absences in excess of six (6) hours of instruction. The six hours of class time would include any total classes missed or for excessive tardiness or leaving class early.

You may decide NOT to come to class for whatever reason. As an adult making the decision not to attend, you do not have to notify the instructor prior to missing a class. However, if this happens too often many times, you may suddenly find that you have “lost” the class.

Poor attendance records tend to correlate with poor grades. If you miss any class, including the first week, you are responsible for all material missed. It is a good idea to find a friend or a buddy in class who would be willing to share class notes or discussion or be able to hand in paper if you unavoidably miss a class.

Class attendance equals class success.

EGLS₃ -- Evaluation for Greater Learning Student Survey System. At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

HCC Course Withdrawal Policy

If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than **SIX** total course withdrawals **throughout** their educational career in obtaining a certificate and/or degree.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor *may* “alert” you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

If you plan on withdrawing from your class, you **MUST** contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done **PRIOR** to the withdrawal deadline to receive a “W” on your transcript. ****Final withdrawal deadlines vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any HCC counselor to determine class withdrawal deadlines. *Remember to allow a 24-hour response time when communicating via email and/or telephone with a***

professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline. If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

Repeat Course Fee

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

Classroom Behavior

As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor achieve this critical goal.

Use of Camera and/or Recording Devices

As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you will turn off your phone and other electronic devices, and will not use these devices in the classroom unless you receive permission from the instructor.

Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations

Americans with Disabilities Act Statement

HCC is dedicated to providing the least restrictive environment for all students. We promote equity in academic access through the implementation of reasonable accommodations as required by the Vocational Rehabilitation Act of 1973, Title V, Section 504 and the Americans with Disabilities Act of 1990 (ADA) which will enable students with disabilities to participate in and benefit from all post-secondary educational activities.

If you require reasonable accommodations because of a physical, mental, or learning disability, please contact the Counseling Office to obtain the necessary information to request accommodations. Upon completion of this process, please notify your instructor as soon as possible and preferably before the end of the first two weeks of class to arrange for reasonable accommodations.

Computer Virus Protection

Computer viruses are, unfortunately, a fact of life. Using removable devices on more than one computer creates the possibility of infecting computers and diskettes with a computer virus. This exposes the computers of the college, your personal computer, and any others you may be using to potentially damaging viruses. The college has aggressive anti-virus procedures in place to protect its computers, but cannot guarantee that a virus might not temporarily infect one of its machines. It is your responsibility to protect all computers under your control and use and ensure that each diskette you use, whenever or wherever you use it, has been scanned with anti-virus software. Since new viruses arise continually, your anti-virus software must be kept current. And, since no anti-virus software will find every virus, keeping backup copies is extremely important.

Instructor Requirements

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student's responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments

