

# **Anthropology 1020-090 (Online Version)**

## **Human Origins: Evolution and Diversity**

### **Fall 2017**

Even though this is an online section/version, an in-class version of this class is also run on Tuesdays and Thursdays between 10:45am – 12:05pm in the Stewart Auditorium (ST 104). Both administrators are normally in attendance, so if you would like to sit in on a lecture or have questions about your internet 1020 course, please feel free to come to this class in person and interact with two actual humans.

#### **ANTH 1020-090 Online Course Administrators (Fall 2017)**

Peter Yaworski                      Office Hours:TBA

Shawn W. Carlyle, PhD      Office Hours:12:15-1:15pm Tues and Thursday  
Or: By Appointment

[carlyle@anthro.utah.edu](mailto:carlyle@anthro.utah.edu) (use the “Inbox” function in CANVAS to email me directly)

#### **Required Texts**

Clark Spenser Larsen (2014) *Our Origins: Discovering Physical Anthropology*, 3<sup>rd</sup> Edition. W.W. Norton & Co.: New York, New York (CSL)

Alan R. Rogers (2011) *The Evidence for Evolution*. University of Chicago Press: Chicago, Il.  
(ARR)

#### **Course Overview**

Physical (also known as Biological) Anthropology is an exciting discipline that studies humans, and their closest living relatives, as biological beings living in cultural and natural settings. This introductory course, taught through lectures, readings, videos and brief student presentations, will address questions pertinent and important to the scientific, social, and political agenda of the world. Based on what is taught in the course, you will be able to answer questions regarding human origins, the relationship of humans to each other and the rest of the animal kingdom, the origin, patterns, maintenance, and significance of human biological variation. You will also learn about the nature of heredity and the ethical ramifications of new developments in biotechnology. The course is broken up into five Modules, which represent the major themes of Physical Anthropology: 1) Science and Evolutionary Theory, 2) Human Genetics, 3) Modern Human Variation and Adaptation, 4) Our Primate Relatives and 5) The Fossil Record. There will be opportunities to participate in peer learning by sharing relevant resources, using Yellowdig in the Canvas environment and you will be required to make one short group presentation related to a topic covered in the course.

## Learning Outcomes: Anthropology 1020

- 1) Describe variation among humans and their closest relatives across the world and through time.
  - a. Student shall understand the extent of modern primate diversity, and the basic and essential differences between prosimians, monkeys, apes and humans.
  
- 2) Explain aspects of human variation using evolutionary theory.
  - a. Student shall evaluate the extent and diversity of early hominids (bipedal apes), including the Australopithecines, *Homo erectus/ergaster*, and archaic sapiens such as Neanderthals.
  
  - b. Discuss various models relating to the appearance of fully modern humans (*H. sapiens*), with a focus on understanding how the physical process of colonization may have shaped modern human diversity.
  
- 3) Apply anthropological research methods to answer a question or solve a problem.
  - c. For example, can genomic analyses of Cro-Magnon, Neandertals, and fully modern humans (*H. sapiens*) tell us if these were three separate species or just one highly variable species?

### Teaching and Learning Methods

This 3-credit course has an Intellectual Explorations – Physical and Life Sciences (SF) designation. It is taught through readings, lectures, videos and discussions. The course features lectures, materials and presentations developed by University of Utah Department of Anthropology professors Leslie A. Knapp, PhD, Alan R. Rogers, PhD, and Shawn W. Carlyle, PhD. There are no prerequisites for this course.

### Formal Requirements: Grading

Your grade will be determined by four 60 minute exams (worth 100 points each), and online postings through Yellowdig (worth a total of 100 points). The exams will constitute 75% of the final grade, while your postings on Yellowdig will make up 25% of your final grade.

The last of the four exams will be comprehensive—covering materials presented throughout the semester, although it will be of the same length and format of the first three exams. ***The lowest score of the four exams will be dropped when determining the final grade.***

### **Online (Yellowdig) Postings and Discussions (25%)**

In order to foster cooperative learning and in-depth study of particular topics of interest, students will be responsible for participating in **online discussions** on a current news item related to Physical Anthropology. Online posting points (a maximum of 100 points) can be accumulated by posting up to seven pins and seven comments on Yellowdig (see link and instructions on Canvas) during the course. Pins of more than 40 words (e.g posting "I agree" does not count as a valid contribution) can earn a maximum of 10 points and comments of more than 40 words can earn a maximum of 5 points.

### **Midterm and Final Exams (taken through CANVAS)**

Three midterm exams, and a comprehensive final exam worth 100 points each will test the student on class lectures/powerpoints, movies, and assigned class readings (including the Larsen and Rogers textbooks).

Exams will be multiple choice, matching, and short answers. All four exams are take-from-home, open-book, and open-notes timed exams. Each midterm will be taken through the course CANVAS portal (use the “quizzes” link on the left-hand side of the CANVAS site).

Students will normally have two days to take their midterm exams. Students can only take/open each midterm once, so ensure that you have the time and resources necessary to take the exam. Exams will typically be open for ~60 minutes. Students must take all four exams within their scheduled time period (below), unless previous arrangements are made. **NO MAKE UP EXAMS WILL BE GIVEN**

<b>Exam One</b>	<b>Open: Monday, Sept. 18—Tuesday Sept. 19</b>
<b>Exam Two</b>	<b>Open: Monday, Nov. 6—Tuesday Nov. 7</b>
<b>Exam Three</b>	<b>Open: Wednesday, Dec. 6—Thursday Dec. 7</b>
<b>Exam Four (Comprehensive)</b>	<b>Open: Wednesday, Dec. 13—Thursday Dec. 14</b>

### **The final grading scale will follow the standard University of Utah format:**

100-93%	A	79-77%	C+
92-90%	A-	76-73%	C
89-87%	B+	72-70%	C-
86-83%	B	69-67%	D+
82-80%	B-	66-60%	D/D-

## Important Dates

Monday, August 21	Class Begins
Friday, September 1 <sup>st</sup>	Last Day to Add, or Drop Class
Friday, September 1 <sup>st</sup>	Last Day to Elect CR/NC
Monday, September 4 <sup>th</sup>	LABOR DAY
Monday, September 18 <sup>th</sup>	Exam One Open on Canvas
Tuesday, September 19 <sup>th</sup>	Exam One Open on Canvas

Monday, Oct.9 <sup>th</sup> —Sunday Oct. 15 <sup>th</sup>	FALL BREAK
Friday, October 20 <sup>th</sup>	Last Day to Withdraw
Monday, November 6 <sup>th</sup>	Exam Two Open on Canvas
Tuesday, November 7 <sup>th</sup>	Exam Two Open on Canvas

Thursday, November 23	THANKSGIVING BREAK
Friday, November 24	THANKSGIVING BREAK
Wednesday, December 6 <sup>th</sup>	Exam Three Open on Canvas
Thursday, December 7 <sup>th</sup>	Exam Three Open on Canvas

Wednesday, December 13 <sup>th</sup>	Exam Four Open on Canvas
Thursday, December 14 <sup>th</sup>	Exam Four Open on Canvas

## Course Reading Schedule

<u>Week</u>	<u>Topic</u>	<u>Readings (Lecturer)</u>
<b><u>MODULE 1: SCIENCE AND EVOLUTIONARY THEORY</u></b>		
1	Introduction and Anthropological Basics	CSL-Chap. 1 (LAK)
1	The Evidence for Evolution I	ARR-Chaps. 1-4 (ARR)
2	The Evidence for Evolution II & III	ARR-Chaps. 5-7 (ARR)
3	The Evidence for Evolution IV	ARR-Chaps. 8-10 (ARR)
3	Science and Anthropology	CSL-Chap. 1 (LAK)
4	History of Science and Evolutionary Theory	CSL-Chap. 2 (LAK)
<b>Exam I (Monday, September 18<sup>th</sup> and Tuesday, September 19<sup>th</sup>)</b>		

### **MODULE 2: HUMAN GENETICS**

5	Cell Biology and Principles of Heredity	CSL-Chap. 3 (LAK)
6	Basic Evolutionary Genetics	CSL-Chap. 4 (LAK)

### **MODULE 3: MODERN HUMAN VARIATION AND ADAPTATION**

7	Genes in Populations	CSL-Chap. 4 (LAK)
<b>FALL BREAK</b>		
8	Modern Human Biological Diversity	CSL-Chap. 5 (LAK)
8	Human Adaptability	CSL-Chap. 5,6 (LAK)

### **MODULE 4: OUR PRIMATE RELATIVES**

9	It's All Relative – The Other Living Primates	CSL-Chaps. 6,7 (LAK)
10	Macroevolution and Primate Origins	CSL-Chaps. 8,9 (LAK)
<b>Exam 2 (Monday, November 6<sup>th</sup> and Tuesday, November 7<sup>th</sup>)</b>		

### **MODULE 5: THE FOSSIL RECORD**

11	The Roots of Humanity	CSL-Chap. 10 (LAK/SWC)
12	Origins of Genus <i>Homo</i>	CSL-Chap. 11 (LAK/SWC)
13-15	Modern Human Evolution and Dispersal	CSL-Chap. 12 (LAK)

**Exam 3 (Wednesday, December 6<sup>th</sup> and Thursday, December 7<sup>th</sup>)**

**Exam 4 (Comprehensive (Wednesday and Thursday, Dec. 13<sup>th</sup> and 14<sup>th</sup>))**

## Department and University Policies

**ADA Statement:** The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

**Addressing Sexual Misconduct:** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

**Wellness Statement:** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness ([www.wellness.utah.edu](http://www.wellness.utah.edu); 801-581-7776).

**Student Code:** (Policy 6-400) All students are expected to maintain professional behavior in the classroom setting, according to the Student Code ([regulations.utah.edu/academics/6-400.php](http://regulations.utah.edu/academics/6-400.php)). Students have specific rights in the classroom as detailed in S. II of the Code. The Code also specifies standards of behavior (S. III) and academic conduct (S. V). "Students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating" (S. VB). According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors. Students have the right to appeal such action to the Student Behavior Committee.

**Incomplete Policy:** An "I" will only be given for work not completed because of circumstances beyond the student's control, providing the student is passing the course and needs to complete 20% or less of the work. Valid reasons for an "I" grade include: (a) An illness (documented by a medical statement) that precludes the ability of the student to perform; (b) an accident or situation that prevents the student from physically being present (documentation may be required); (c) Extreme emotional or other mental circumstances that are severe enough to interfere with a student's normal academic performance. If you do receive an "I", do not register for the course again. You must complete the required work in the time agreed by you and the instructor. If the work is not completed within one year, the grade will change to an "E". ***Faculty will not accept additional work to change the grade after that one-year period.*** If a student has a problem with the course, please deal with it immediately. It is the student's responsibility to contact instructors and submit necessary forms.

Note: The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.