

HUMAN BIOLOGY

Instructor: Parker

Office: 207 ST

Consultation: After class to 4:00pm M&W or by appointment

Course Description and Goals:

Human biology aims to understand and explain the origin, extent, and patterning of human biological variability as it relates to health, disease, aging, growth and development, demography, life history, demography, genetics, and social issues. Human biology uses an explicitly Darwinian evolutionary framework to explain human variability across time and space.

This course emphasizes an evolutionary, biocultural approach to studying human variability. The semester will include a survey of human biological variation at both the individual and population levels. We will evaluate patterns of morphological, physiological, and genetic variation in world populations as adaptive responses to local ecological conditions, including disease and diet.

Students will gain an understanding of the concepts and processes of human biology, the types of biological variation within our species, and the evolutionary explanations for this variation. By the end of the course, students should be able to describe human variation across space and through time, and be familiar with topics such as human nutrition, life cycle, growth and development, life history, demography, health and disease, fertility, and more.

Format:

Class format is lecture and discussion of questions arising from both readings and lecture. Students enrolled in section 6252 will meet for an additional hour of seminar each week (time TBA).

Course Requirements, Exams, and Grades

There will be THREE EXAMS and ONE TERM PAPER. Final grades will be posted after all of the term papers have been submitted and graded.

Your term paper should focus on some aspect of human variation, adaptation, and/or human biological evolution. It should be 3-5 single-spaced pages in length, and follow the format of a scholarly review of the subject. **Your paper topic must be approved by the end of Week 4 (Jan. 29-Feb. 2), and is due no later than midnight, May 1, 2018.**

Exams will consist of two parts: first, a short answer blue book section to be completed in class on the day indicated in the schedule; second, a take-home essay to be typed and returned the following day. I'll provide a study guide with a list of questions that includes the ones that will appear on the exam a week in advance. The first exam will count for less of your final grade than the second, and the second less than the final.

Your grade will be based on:

First exam.....	20%
Second exam.....	27%
Third/Final exam.....	33%
Term paper.....	20%

TEXTBOOK

Stinson S, Bogin B, O'Rourke DH, editors. 2012. **Human biology: an evolutionary and biocultural perspective. 2nd edition.** New York: Wiley—Liss, Inc.
ISBN: 978-0-470-17964-2

You can buy the text online, or it is available for **FREE** as an E-book through the university library website. The link to the website is:

<https://ebookcentral-proquest-com.ezproxy.lib.utah.edu/lib/utah/detail.action?docID=693178>

ADDITIONAL READINGS (Marriott e-reserve)

You can access course reserves at the Course Reserves tab in the Marriot Library catalog searching for Parker or the course number and section (ANTH 4252-001 or ANTH 6252-001). More information on using course reserves is in Course Reserves "How to Guide," which gives a walkthrough that explains searching and filtering courses, and how to access copyrighted material from off campus.

Blurton Jones N. 2016. Demography and evolutionary ecology of Hadza hunter-gatherers. Cambridge University Press (Chapters 7-13).

Charnov EL, Berrigan D. Why do female primates have such long lifespans and so few babies? Or life in the slow lane. 1993. *Evolutionary Anthropology: Issues, News, and Reviews* 1(6):191-4.

Hawkes K, Coxworth JE. 2013. Grandmothers and the evolution of human longevity: a review of findings and future directions. *Evolutionary Anthropology: Issues, News, and Reviews* 22(6):294-302.

Hawkes K, O'Connell JF, Jones NB, Alvarez H, Charnov EL. 1998. Grandmothering, menopause, and the evolution of human life histories. *Proceedings of the National Academy of Sciences* 95(3):1336-9.

Kaplan H, Hill K, Lancaster J, Hurtado AM. A theory of human life history evolution: diet, intelligence, and longevity. 2000. *Evolutionary Anthropology: Issues, News, and Reviews* 9(4):156-85.

SCHEDULE

<i>Dates</i>	<i>Topic</i>	<i>Reading Assignments</i>
1/8-10	Orientation/Introduction; Some theory	Chapter 1
1/15	Martin Luther King, Jr. Day	
1/17	History, Theory, and Heredity in Human Biology	Chapters 2&3
1/22-24	Basic Anthropological Genetics	Chapter 4
1/29-31	Population Structure and Quantitative Variation	Chapter 5
2/5-7	Review and EXAM 1	
2/12-14	Human Adaptation & Climatic Diversity	Chapter 6
2/19	Presidents' Day	
2/21	Disease Epidemiology and Adaptation	Chapter 9
2/26-28	Human Nutritional Evolution	Chapter 7
3/5-7	Human Energetics	Chapter 8
3/12-14	Review and Exam 2	

<u>Dates</u>	<u>Topic</u>	<u>Reading Assignments</u>
3/19-21	SPRING BREAK	
3/26-28	Evolution of the Human Life Cycle	Chapters 10 & 11
4/2-4	Growth, Aging & Senescence	Chapters 12 & 13 Charnov & Berrigan, 1993 Hawkes et al. 1998 Hawkes & Coxworth 2013 Kaplan et al. 2000
4/9-11	Demography, Population Growth & Fertility	Chapters 14 & 15 Blurton Jones 2016
4/16-18	Demography, Population Growth & Fertility cont'	Chapters 14 & 15 Blurton Jones 2016
	REVIEW	
4/23	EXAM 3	
5/1	Term Paper due by 12:00 midnight	

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; 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). 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.