

# Introduction to Biological Anthropology – Online

## ANT3514C

### Summer C 2022

**Instructor:**

Isis Dwyer

Email: [isisdwyer@ufl.edu](mailto:isisdwyer@ufl.edu)

Office Hours: Mondays 11am-2pm EST, or by appointment

**Teaching Assistants:**

Grace Calhoun

Email: [grace.calhoun@ufl.edu](mailto:grace.calhoun@ufl.edu)

Office Hours: Wednesdays 1pm-4pm, or by appointment

**Course Communications:** Please use Canvas to communicate with the Instructor and the TA. If you would like to meet with the instructor or one of the T.A.s via Zoom, please make an appointment and they will generate a link for the specified time. If you contact the instructor or a TA during their office hours, you can expect a prompt reply. Outside of office hours, you can expect a response within 48 hours Monday through Friday. Emails sent Friday after 5pm may not receive a response until Monday.

**Required Text:**

Jurmain, R, Kilgore, L, Trevathan, W, Ciochon, RL, and Bartelink, EJ. 2018. Introduction to Physical Anthropology, 15th edition. Boston, MA: Cengage Learning.

This textbook has long been a leader in the field, and all chapters are required. There will be additional readings and links to online resources as well, posted in Canvas, by module. Please note: the 14th edition of this textbook will have most of the content required for the course, but some things will be missing. Any earlier versions of the textbook will not suffice.

**Course Description:**

ANT 3514C is a four-credit course that satisfies the biological science and laboratory requirements for General Education, and partially satisfies the general distribution requirement for Liberal Arts and Sciences. This course is required of all Anthropology majors and introduces the subfield of anthropology that focuses on the natural history of humankind. Through lecture and laboratory, the course surveys a range of materials that focus on the diversity of the Order Primates with emphasis on human and primate variation, adaptation and evolution.

**Purpose of Course:**

Anthropology is a holistic discipline. As such, anthropologists attempt to view humans, their activities, and their cultural and biological history in as broad a context as possible. Such a vast

field is divided into a number of subfields, of which biological anthropology (= physical anthropology) will be introduced to you in this course. Its goal is to understand the biological nature and history of humankind and their living (= extant) relatives.

Biological anthropology is firmly rooted in evolutionary theory. The evolutionary biology of humans is thus the central focus of the course. We will cover many topics pertaining to the group of mammals to which humans belong, the Order Primates. Basic concepts of genetics, geology, paleontology, comparative anatomy, primate biology, ecology, and material culture provide the foundation for understanding humanity's place in nature. Fundamentals in biology and geology will be related to understanding the context and circumstances that have allowed our bodies and behaviors to change over time. The inheritance of genetic variation will be discussed as it relates to evolutionary change. Aspects of human biological variation, both genetic and "physical," will be discussed with respect to modern human polymorphisms and the evolutionary forces affecting adaptation. "Primates" will be introduced as we learn about the fields of primatology, comparative anatomy, and conservation biology. We will learn about the newest techniques in molecular biology used to address a whole range of issues in evolutionary biology, wildlife conservation, and forensic anthropology.

Stepping far back in time, as paleoanthropologists, we will learn about some of the more significant fossil primate finds with particular emphasis on the common ancestor of humans and the African great apes. At about 2.5 million years ago, our genus *Homo* first appears in the fossil record. At about this same time, the first evidence of material culture in the form of stone tools appears in the record. We will review the archaeological and biological evidence of our hominin ancestry and focus on the biocultural revolution that took place from that time in prehistory to the present. Biomedical aspects of health and disease will be reviewed as will the overall state of the human condition.

### **Course Goals:**

Through lectures, readings, online media, assignments, and discussions, you will develop the basic skills and knowledge to:

- Identify, describe, explain, and apply factual, conceptual, and procedural knowledge in biological anthropology
- Apply the scientific approach to investigate human variation in its biological, social and cultural dimensions
- Integrate different sources and types of knowledge into holistic perspectives about human variation
- Evaluate the significance, quality and veracity of information and apply it effectively to solve problems

In addition to course goals, each of the 12 modules of this course is structured by detailed objectives that are specific to the subject of that module. Descriptions of module objectives are published on the Canvas e-Learning site for this course.

Student performance on exams, quizzes, assignments, and through participation on discussion boards, all translate to individual performance based on explicit grading criteria (discussed below). There are a number of criteria used to evaluate course outcomes and student success, and

much of these criteria are included within the 'student learning outcomes' (or 'SLO's) as established by General Education mandates in the state of Florida. Below (in parentheses) are how outcomes will be assessed for each student enrolled in this course.

**Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline (quizzes, exams, lab assignments, group discussions).

**Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline (lab assignments, group discussions).

**Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems (lab assignments, group discussions).

This course also meets General Education Subject Area Objectives for 'Biological Sciences': Biological science courses provide instruction in the basic concepts, theories and terms of the scientific method in the context of the life sciences. Courses focus on major scientific developments and their impacts on society, science and the environment, and the relevant processes that govern biological systems. Students will formulate empirically-testable hypotheses derived from the study of living things, apply logical reasoning skills through scientific criticism and argument and apply techniques of discovery and critical thinking to evaluate outcomes of experiments.

#### **Assessment and Grading:**

Grades are determined based on student performance on exams (n=3), course quizzes (n=12), course assignments (n=5), course discussions (n=5), lab assignments (n=12), and lab practicals (n=2). There are three exams in this course that will increase in rigor and percentage of course grade as the course progresses. Exams are non-cumulative and will include objective questions (matching, multiple choice, true/false). Exams may include short 'problems' to solve; however, no calculators are required. Each exam will also incorporate a 'lab practical' component, thus labs must be completed prior to taking each exam. Exams will not be comprehensive, but concepts will be used as needed throughout the course, and these will be routinely integrated into course assessment.

There are 12 course modules, and each module includes a quiz to assist in your review of the material. Quizzes will be open book, open note, and students will have unlimited attempts until the designated closing time of the quiz. Students will have 60-75 minutes to complete each of the three exams once the exam has been initiated. For the lab practicals, students will have 20 minutes to complete the practical once it has been initiated. Discussions for the course will be required for even numbered modules, starting with Module 2. Assignments for the course will be required for odd numbered modules, starting with Module 1. However, there is no discussion or assignment for modules 11 and 12.

**Assessment Breakdown:**

- Exam 1 12%
- Exam 2 13.5%
- Exam 3 14.5%
- Quizzes (n=12) 10%
- Labs (n=12) 20%
- Lab Practicals (n=2) 10%
- Assignments (n=5) 10%
- Discussions (n=5) 10%

**Percentile Breakdown:**

Percent	Grade
100-93	A
92.9-90	A-
89.9-87	B+
86.9-83	B
82.9-80	B-
79.9-77	C+
76.9-73	C
72.9-70	C-
69.9-67	D+
66.9-63	D
62.9-60	D-
59.9-0	E

**Late Work or Missed Work:**

Unexcused late work is not accepted for full credit. There are no opportunities to make up missed assignments or exams except for reasons of medical or family emergency (documentation is required). The acceptance of late work under additional circumstances is up to the discretion of the Course Instructor. Such work missed may be made up by arrangement with the Instructor. Exams may not be retaken.

Please note, many of the assignments for this class require you to upload a Word document. It is your responsibility to ensure the document you uploaded is the correct document when you submit your assignment. Attempts to re-submit an assignment after the deadline due to an uploading error will not be accepted. If you experience issues uploading the assignment, contact the UF Help Desk to file a ticket with them, and email your instructor with the ticket number.

**Accommodations:** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

**University Honesty Policy:**

All students must comply with the University of Florida's Student Honor Code.

(<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>): We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Academic dishonesty in any form will not be tolerated and is subject to university policy (University of Florida Rules - 6C1-4 Student Affairs). The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the Instructor in this class.

**Course Evaluations:**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at [gatorevals.aa.ufl.edu/students/](http://gatorevals.aa.ufl.edu/students/). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluer.com/ufl/](http://ufl.bluer.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](http://gatorevals.aa.ufl.edu/public-results/).

**Course Outline and Schedule:**

ANT3514C is divided into twelve modules. Canvas is your interface for downloading material, taking quizzes, exams, and lab practicals, holding group discussions, uploading assignments, and checking your grades.

For each Module, you have lectures to view (the powerpoints are also available as downloadable PDFs), textbook chapters to read, a lab to complete and a quiz to take. Discussions and assignments alternate for Modules 1-10 (there is no discussion or assignment for Modules 11 and 12). For five (5) of the modules, you have a discussion to contribute to, both an original post and a response to the post of at least one other student. For the other five (5) modules (the ones without discussions), you will have an assignment to complete. All required readings and videos are posted with the materials for that module.

Unless otherwise indicated, due dates and other relevant dates for each module are scaled to the respective week. Please check the schedule at the end of the syllabus for specific due dates. Discussions require that you make your original post no later than Wednesday at 11:59pm for that week and post your additional response by Friday no later than 11:59pm at the end of that same week. The weekly labs will be due on Fridays at 11:59pm, unless otherwise noted below. Please note, however, that the due dates for Module 1 are pushed back to accommodate those who add the class late. The three exams are available for two full days each; however, as noted previously, once you start an exam, you will have 60-75 minutes to complete it. Finally, your lab practicals will also be open for two days, and you will have 20 minutes to complete each; there is one mid-semester and one at the end of the semester. Due dates are in the course schedule below.

Module	Assignment	Due Date
<b>Module 1: Science</b> May 9 – May 16	Assignment 1	May 16
	Lab 1	May 16
	Quiz 1	May 16
<b>Module 2: Evolution</b> May 13 – May 20	Discussion 1 Original Post	May 18
	Discussion 1 Response Post	May 20
	Lab 2	May 20
	Quiz 2	May 20
<b>Module 3: The Modern Synthesis</b> May 20 – May 27	Assignment 2	May 25
	Lab 3	May 27
	Quiz 3	May 27
<b>Module 4: Primates – Extant</b> May 28 – June 3	<b>Exam 1 (Modules 1-3)</b>	<b>May 31-June 1</b>
	Discussion 2 Original Post	June 1
	Discussion 2 Response Post	June 3
	Lab 4	June 3
	Quiz 4	June 3
<b>Module 5: Primate anatomy, ecology, and behavior</b> June 3 – June 10	Assignment 3	June 8
	Lab 5	June 10
	Quiz 5	June 10
<b>Module 6: Primates – Extinct</b> June 10 – June 17	Discussion 3 Original Post	June 15
	Lab 6	June 17
	Quiz 6	June 17
	Discussion 3 Response Post	June 17
	<b>Practical 1</b>	<b>June 16 - 17</b>
<b>Module 7: Hominin Origins</b> June 27 – July 1	Assignment 4	June 29
	Lab 7	July 1
	Quiz 7	July 1
<b>Module 8: Early Hominins</b> July 1 – July 8	<b>Exam 2 (Modules 4-7)</b>	<b>July 5-6</b>
	Discussion 4 Original Post	July 6
	Discussion 4 Response Post	July 8
	Lab 8	July 8
	Quiz 8	July 8
<b>Module 9: Early <i>Homo</i></b> July 8 – July 15	Assignment 5	July 13
	Lab 9	July 15
	Quiz 9	July 15
<b>Module 10: Later <i>Homo</i></b> July 15 – July 22	Discussion 5 Original Post	July 20
	Discussion 5 Response Post	July 22
	Lab 10	July 22
	Quiz 10	July 22
<b>Module 11: <i>Homo sapiens</i></b> July 22 – July 29	Lab 11	July 29
	Quiz 11	July 29
<b>Module 12: Modern Human Variation</b> July 29 – August 5	Lab 12	August 2
	Quiz 12	August 2
	<b>Exam 3 (Module 8-12)</b>	<b>August 3-4</b>
	<b>Practical 2</b>	<b>August 3-4</b>

