

ANG5595 (Section 224G) PROSEMINAR IN ANTHROPOLOGY IA: BIOLOGICAL ANTHROPOLOGY

Instructor: Dr. Connie J. Mulligan

Office hours: Monday, 12:30am-1:30pm B372 TUR; Tuesday, 10am – noon, 409 Genetics Institute; or by appointment in 409 Genetics Institute

Contact information: Main office - 409 Genetics Institute, 2033 Mowry Rd, (352)273-8092
cmulligan@ufl.edu (best contact method)

Time: Monday, periods 7-9 (1:55-4:55 pm), with a 15 min break

Place: Matherly Hall 0002, in person

Web: Course is coordinated through e-Learning in Canvas (<https://lss.at.ufl.edu>)

(thanks to John Krigbaum for parts of syllabus text)

Course prerequisites – none

Catalog description

ANG 5595 Proseminar in Biological and Archaeological Anthropology - 3 Credits

Grading Scheme: Letter Grade

Designed to introduce first-year Anthropology graduate students to the fields of Biological Anthropology and Archaeological Anthropology. This course covers the history, core components, and contemporary issues in the two sub fields.

Course overview

As anthropology is a holistic discipline, we 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) is introduced to you in this portion of Proseminar I (the first half of the semester covers biological anthropology and the second half of the semester covers archaeology).

The goal of biological anthropology is to understand the natural history of humankind. The field is firmly rooted in evolutionary theory and this course is ostensibly a primer in *evolutionary anthropology*. Biological anthropology is a highly interdisciplinary field of inquiry. We will review scientific fundamentals (biology, geology, anatomy, behavior) as they contribute to major aspects of our discipline. Myriad lines of evidence help us to establish the context and circumstances that have allowed our bodies and behaviors to change over time. Critical to this end are aspects of heredity as it relates to evolutionary and biocultural change, including human biological variation and modern polymorphisms and forces affecting human adaptation. Discussions will include the common ancestor of humans, introgression with other hominins, and the African great apes and the radiation of the hominid lineage as well as the conduct of science and the concepts of race and racism. This then lays the groundwork to review the biological evidence of our ancestry and the biocultural revolution that continues to take place. Biomedical aspects of health and disease, for example, are crucial to appreciate the overall state of the human condition in biocultural context.

Required readings and resources

Relevant journal articles will be used to explain and highlight the specifics of major contributions and driving questions in the field of biological anthropology. The journal articles and related material are all required reading. Links and pdfs of journal articles and related material are available on the eLearning course webpage (and some readings just have the relevant link listed below). Read the articles on a computer on campus or

through a VPN off-campus to ensure you have access to university subscriptions to scientific journals and the Chronicle for Higher Education. You are expected to complete all reading assignments prior to class and every student must lead and participate in class discussions of the reading material. There is no textbook for this class.

Format

The course meets once per week for three hours on Mondays. The first half of Proseminar I, Biological Anthropology (IB), will consist of a mix of lecture, class discussion, and team-led discussions. Lectures will help set the stage and explain key facts and interpretations that are important facets to the discipline. Class and team-led discussions will provide the opportunity to share perspectives and insights about assigned readings, course materials, and outside course resources focused on how biological anthropology contributes to the major issues within the field and society more generally. Assigned readings are listed for each week, and additional readings may be added (or deleted), as necessary.

Course objectives and/or goals: *By the end of this course, students will be able 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 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.

Weekly Course Schedule (in brief)

Week	Topic
October 23, 2023	Introduction
October 30, 2023	Science & Evolution
November 6, 2023	Primates
November 13, 2023	Becoming Human
November 20, 2023	Archaic Hominins
November 27, 2023	Race and Racism
December 4, 2023	The Modern Condition

Grading: Your final grade for this half of the course will be determined by the following four categories: participation (10%), team-led presentation/discussion (25%), weekly investigations (25%), and journal analysis (40%). Your grade for this half of the course will count as 50% of your grade for the entire course and your grade in the archaeology section of the course will count as the other 50%. Grades will be based on the following point percentages: 93-100%=A, 90-<93%=A-, 87-<90%=B+, 83-<87%=B, 80-<83%=B-, 77-<80%=C+, 73-<77%=C, 70-<73%=C-, 67-<70%=D+, 63-<67%=D, 60-<63%=D-, <60%=E. The university grading policy can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

- **Participation (10%, 20 pts)** requires you to be in class every week and on time. You will lose 2 points for an absence and you will not receive any participation points for being late to class by more than 5 minutes. Class will be held in person and there is no option for attending remotely. If you will miss class, notify me before class. Participation in class discussions is required of all students and, in addition to deductions based on absences or tardiness, your grade will be based on your contribution of ideas, comments, questions, etc. to the class.
- **Team-led presentations/discussions (25%, 50 pts)** will be chosen in the second week of class. Each week, one team will lead a class discussion on the week's key issue(s). This activity should be a presentation by the team members and class discussion led by the team members. Teams should not just present material from the readings, but should move beyond the readings and present something new. Each team will be expected to meet outside of class to organize readings and to prepare a list of questions/points of discussion. As this constitutes a substantial portion of the grade, each team member

will be expected to participate and have an active voice. Each team should create and submit a PowerPoint (or comparable) presentation through the eLearning page by 1pm on the Monday of each class.

- For 4 classes (9/8, 9/15, 9/22, 9/29, 10/6 minus the week of the team presentation), students will write a **weekly investigation (20%, 10 pts each)** of a question they have investigated based on the week's reading material. Students will pose a question that has occurred to them based on the week's readings and then investigate a possible answer(s) to that question based on the literature. Students will identify one (or more) peer-reviewed journal article(s) that addresses their question. For the assignment, students will submit ~1 single-spaced page that includes the following information:
 - o What is your question?
 - o How did the weekly readings lead you to this question?
 - o What answer(s) to your question did you find in the literature? Cite at least one peer-reviewed journal article and explain how it addresses your question.

In order to receive full points, students must pose a substantive question and describe in detail how the readings prompted that question, their investigation of the literature to address the question, and how the cited article(s) answers or addresses the question. Students are not required to submit a weekly investigation on the day of their team-led discussion. Assignments will be submitted online through the eLearning page by 1pm on the Monday of each class. ChatGPT and other AI tools may not be used for this assignment as such use will short-circuit the process of developing your analytical and critical thinking skills for a short assignment like this.

- The major research and writing project for the semester is a **journal analysis (45%, 10pts for abstract, 80 pts for paper)**, in which you will select a topic and systematically track research on this topic in biological anthropology and one other subfield of anthropology (you choose the other subfield). Details will be provided in class. Briefly, you will examine how a topic of interest to you has been covered in the last 15 years in five leading peer-reviewed journals. Your review must include the *American Journal of Biological Anthropology*, *American Anthropologist* and *Current Anthropology*. You will choose two additional journals that are appropriate for your topic. The purpose of this exercise is to: 1) improve your ability to research and summarize the existing literature on a topic of interest to you, 2) enhance your skills in identifying a research problem, collecting and analyzing data, and writing up results, 3) introduce you to the major journals, and 4) identify patterns across sub-fields, as well as the potential strengths and weaknesses of four-field anthropology. You may want to use [Covidence](#), a systematic review tool, to help you find, evaluate, and manage relevant articles for your topic. ChatGPT and other AI tools may be used in this assignment, but details must be included to explain how AI was used and which portion(s) of the paper incorporates AI tools. *Thanks to Lance Gravlee for first developing this assignment.*

Class attendance policy: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. Because the class meets only one time per week and because the class format is mainly discussion and class participation, it is very difficult to make up missed classes by borrowing notes, watching lectures, etc. Therefore, students are strongly encouraged to attend all classes and to arrive on time (if you cannot make it to class on time because of class or work conflicts, please let me know). Punctuality is important because I summarize important logistical items at the beginning of class and because punctuality demonstrates professionalism. Attendance via Zoom is not available. If you do miss class, you will only be allowed to make up work if you provide documentation of the reason you missed class and only at my discretion. Penalties for late or missed classes are covered in the Grading section. Computers should be used sparingly in class. In a seminar format, it is more important to participate in class discussions than to record everything on your computer. Additionally, it can be very off-putting for me or a student to speak to a sea of laptop backs. Cell phones can be used to research topics we are discussing in class, but should be used sparingly and not be used for texting, checking emails, etc.

Communication practices for this course:

- Students are responsible for materials posted on E-Learning (Canvas) at <https://elearning.ufl.edu/>, including required readings, announcements, details on assignments, and other supplementary material. Canvas technical support available at <https://elearning.ufl.edu/student-help-faqs/>.
- I may use email to make general class announcements or to contact you directly about your work. You are responsible for checking your official UF email regularly to be aware of communication from your instructors. There are no allowances for students who fail to read their email announcements or whose inboxes are full at the time an announcement is sent.
- Canvas Notifications: In your Canvas “Account,” click on “Notifications.” Set the notification for “Submission Comment” to either “Notify Immediately” or “Daily Summary.” Students are expected to read their submission comments within 24 hours. Many comments may require immediate action on the student’s part.

Strategies for success: “Learning is not a spectator sport. Fundamentally, the responsibility to learn is yours and yours alone. For learning to happen in any course, you must take an active role in the process. For our class, you are expected to come to class ‘prepared’ and ‘ready to learn’, which requires you to read and to study the assigned reading before you come to class. Being prepared for class enables you to construct a knowledge base on which subsequent learning rests.” Romack 2010, Enhancing Students’ Readiness to Learn, Faculty Focus Special Report: 11 Strategies for Getting Students to Read What’s Assigned.

Procedure for conflict resolution

Any issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Prof. John Krigbaum (krigbaum@ufl.edu, (352) 294-7540), Chair of Anthropology. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu> [Links to an external site.](#); 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu> [Links to an external site.](#); 352-392-1261).

Copyright information and in-class recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. Students may not record student presentations.

Publication of any course materials without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

University policy on accommodating students with disabilities: UF is committed to achieving full accessibility for people with disabilities, and I am committed to making this classroom accessible to you. If there are ways in which the overall structure of the course and general classroom interactions could be adapted to facilitate improved participation, please do not hesitate to raise your ideas with me: your comments and suggestions about the format of readings, lectures, and class discussions are always welcome.

If you require accommodation due to a disability, please make an appointment or visit during my office hours so that we may discuss your needs. Students requesting classroom accommodation must first register with the Dean of Students Office, 392-1261, 202 Peabody Hall. The Dean of Students Office will provide documentation to the

student who must then provide this documentation to the instructor when requesting accommodation. The student must submit this documentation prior to attending class or submitting assignments. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course. Students can complete evaluations in three ways: an email from GatorEvals, Canvas course menu under GatorEvals, or through the central portal – <https://my-ful.bluer.com>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Academic honesty: UF students are bound by The Honor Pledge that states: “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.” The Honor Code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions – prohibited behavior includes the use of AI applications to write assignments. 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.

The latest student honor code and student conduct code can be found at <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

An excellent website that discusses plagiarism, correct citing of references and correct use of quotes is <http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=adaa44500eaf460a84f238e6b9a558f9>. All students should read this material at least once. Remember that the university considers self-plagiarism to be plagiarism.

Use of AI, ChatGPT and other LLMs. Generative AI can be useful and will continue to develop more utility in the future. However, use of ChatGPT, Claude, Gemini, and other LLMs can also short-circuit the process of developing your analytical and critical thinking skills. AI tools are allowed on the journal analysis (with specific requirements) but are not allowed on the weekly investigations (see specific information above in the Grading section)

Critical thinking and freedom of speech: Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

U Matter We Care

Your well-being is important to the University of Florida. The U Matter We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu or visit [U Matter, We Care](#) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

UF Health and Wellness Services:

1. *U Matter, We Care:* If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care](#) to refer or report a concern and a team member will reach out to the student in distress.

2. *Counseling and Wellness Center*: Visit the [Counseling and Wellness Center](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
3. *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit [GatorWell](#) or call 352-273-4450.
4. *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need or visit the [Student Health Care Center](#).
5. *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center](#).
6. *University Police Department*: Visit the [UF Police Department](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Academic Resources:

1. *E-learning technical support*: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
2. *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
3. *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
4. *Teaching Center*: 1317 Turlington Hall, Call 352-392-2010, or to make a private appointment: 352-392-6420. Email contact: teaching-center@ufl.edu. General study skills and tutoring.
5. *Writing Studio*: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): [1545](#) W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
6. *Tutoring*: Turlington Hall and Little Hall. General study skills and tutoring
7. *Academic Complaints*: Office of the Ombuds; Visit the [Complaint Portal](#) for more information.
8. *Enrollment Management Complaints* (Registrar, Financial Aid, Admissions): View [Student Complaint Procedure](#) for more information.

This course complies with all UF academic policies. For information on those policies and for resources for students, please see [this link](#).

Course schedule (*indicates articles available on eLearning, # indicates articles for Teams to present)
(Students seeking modification of due dates for class participation, assignments, and exams for religious reasons should contact the instructor well in advance to request this modification, which will then be granted.):

August 25 – Introduction and overview of the discipline

- Goals for the semester
- Biological anthropology as *anthropology*, scope of the discipline
- History of evolution, origin stories, and human history

Required reading

- 1) eLearning (*) readings – read the articles with links on campus or with a VPN to ensure you can access the subscriptions
 - Human are biocultural, science should be too, Fuentes, 2023 *Science*, https://www.science.org/doi/10.1126/science.adl1517?utm_source=sfmc&utm_medium=email&utm_content=alert&utm_campaign=SCIEToC&et rid=34819171&et cid=4987985
 - *Fuentes, 2020, Biological anthropology's critical engagement with genomics, evolution, race/racism, and ourselves: Opportunities and challenges to making a difference in the academy and the world, *AJPA*, 175:326-338
 - *Worldwide genetic and cultural change in human evolution, Creanza & Feldman, 2016, *Current Opinion in Genetics & Development*.
 - *Data sharing in biological anthropology, Mulligan et al. 2022, *Yearbook of Biological Anthropology*
 - *AI and the transformation of social science research, Grossman et al. 2023, *Science*.

September 1 - Labor Day – No class

September 8 – Science and Evolution

- Mechanisms of evolution
- What is science and how do we do science?
- How can we use evolutionary theory to better understand humans?
- Darwin and natural selection
- Generative AI, ChatGPT, Claude, Gemini, other LLMs
- Plagiarism

Required reading

- 1) eLearning (*) and website readings:
 - *Talbot M. 2005. Darwin in the Dock. *The New Yorker*, pp 66-77.
 - [100 years ago, the Scopes monkey trial discovered academic freedom](#), Wilson, 2025, CHE.
 - *Handel & Ramagopalan. 2010. Is Lamarckian evolution relevant to medicine? *BMC Medical Genetics* 11:73
 - *Do languages and genes share cultural evolutionary history? Greenhill, 2021, *Science Advances*.
 - *Biologist Russell Gray uses evolutionary ideas to probe the origin of languages and complex thinking. 2021. Morell. *Science*.
 - *Optional - Darwin C. 1859. On the origin of species by means of natural selection. Murray, London. Ch III, pp 60-69, Ch IV, pp 80-81, 87-90.

- [AI to the Rescue](#), McMurtrie, 2025, Chronicle of Higher Education (CHE).
- [Why AI chatbots lie to us](#), Mitchell, 2025, *Science*.
- [What happens when you use ChatGPT to write an essay? See what new study found](#), Cross, 2025, USA Today.
- Optional (this is the MIT study referenced in USA Today article) – [Your brain on ChatGPT: Accumulation of cognitive debt when using an AI assistant for essay writing task](#), Kosmyna et al., 2025, distributed under CC BY-NC-SA.
- [Joe Biden 1988 presidential campaign](#), Wikipedia - read Kinnoek controversy, Academic revelations, Youth activism, Withdrawal, and Aftermath – focus on the issues of plagiarism and exaggeration

- Discuss ideas for journal analysis papers
- Teams will choose days and topics for team presentations/discussions

September 15 – Primates and primatology

- Systematics and phylogeny
- Culture, diet, cooperativity, etc in non-human primates
- What can non-human primates tell us about humans?

Required reading

1) eLearning (*) reading:

- *Factors influencing terrestriality in primates of the Americas and Madagascar, Eppley et al., 2022, *PNAS*.
- *#The evolution of male–female dominance relations in primate societies, Huchard et al. 2025, *PNAS*. (Team presentation/discussion)
- *#Chimpanzee ethnography reveals unexpected cultural diversity, Boesch et al. 2020, *Nature Human Behavior*. (Team presentation/discussion)
- *Cooperation across social borders in bonobos, Samuni and Surbeck, 2023, *Science*.
 - * N&V - Between-group cooperation in bonobos, Silk, 2023, *Science*.
- *Wildman et al. 2003. Implications of natural selection in shaping 99.4% nonsynonymous DNA identity between humans and chimpanzees: enlarging genus *Homo*. *PNAS*. (just read abstract)

- Guest speaker - Kim Valenta, 3-4 pm
- Team presentation/discussion #1
- Abstract for journal analysis assignment is due

September 22 – Becoming human

- What drove early primate evolution? Brain size or something else about the brain, upright walking, social structure, response to the environment, tooth morphology, food processing and fire?
- What makes humans unique? Are humans unique?

Required reading

1) eLearning (*) and website readings:

- *Are humans still evolving? *Science*, 2005, 309:234-237.
- *#Reappraising the palaeobiology of *Australopithecus*, Alemseged 2023, *Nature*. (Team presentation/discussion)

- *#Characterizing the path(s) to early *Homo*, Schroeder et al. 2014. *PLoS ONE*. (Team presentation/discussion)
- *Relaxed genetic control of cortical organization in human brains compared with chimpanzees, Gomez-Robles et al., et al. 2015, *PNAS*.
- *Fossil ape hints at how walking on two feet evolved, Kivell, 2019, *Science*, 575:445-446.
- *Ancient human relatives lived alongside each other, Naddaf, *Science*, 2024.
- *Sharp criticism of controversial ancient-human claims tests *eLife*'s revamped peer-review model, Callaway, 2023, *Nature* As of July 1, 2025.
 - Update – [Revised manuscript and authors' response plus second set of reviews](#) – Evidence for deliberate burial of the dead by *Homo naledi*, Berger et al. 2025, *eLife*.

- Team presentation/discussion #2
- Discuss journal analysis papers

September 29 – Evolution of modern humans and interbreeding with archaic hominins

- How did modern humans disperse around the globe?
- Is there evidence for natural selection on the road to modern humans?
- Did we interbreed with Neanderthal or other archaic hominins? If so, what was the effect? What is the evidence?

Required reading

1) eLearning (*) and website readings:

- *The complex landscape of recent human evolution, Lahr, 2021, *Science*, 372:1395-1396
- *Who were the ancient Denisovans? Fossils reveal secrets about the mysterious humans, Marshall, 2025, *Nature*.
- *#Earliest modern human genomes constrain timing of Neanderthal admixture, Sümer et al. 2025, *Nature*. (Team presentation)
 - *N&V – Clues about the earliest migrations out of Africa, Martínón-Torres & Lalueza-Fox, 2025, *Nature*.
- *#A history of multiple Denisovan introgression events in modern humans, Ongaro & Huerta-Sanchez, 2024, *Nature Genetics*. (Team presentation)
- *‘Truly gobsmacked’: Ancient human genome count passes 10,000, Callaway, 2023, *Nature*.
 - *Community partnerships are fundamental to ethical ancient DNA research, Kowal et al., 2022, *Hum Genet Genome Adv*.

- Team presentation/discussion #3

October 6 - Race and racism

- Is there a biological basis to race? Is race a purely cultural construct? Something in between?
- How have humans evolved? How different are we?
- Global distribution of genetic and phenotypic variation
- Race vs ethnicity vs ancestry

Required reading

2) eLearning (*) reading:

- *#Anthropological perspective on genomic data, genetic ancestry, and race, Benn Torres, 2019, *Yearbook of Biological Anthropology*. (Team presentation/discussion)
- *Evidence for gradients of human genetic diversity within and among continents Serre and Pääbo, 2004, *Genome Research*, 14:1679-1685.(read first two pages only)
- *Anthropologists grapple with identifying remains by race, Wade, 2021, *Science*.
- *Letter to the Editor – Moving beyond a lost cause: Forensic anthropology and ancestry estimates in the United States, Bethard and DiGangi, 2020, *J Forensic Sci*.
- *Commentary on: Letter to the Editor – Moving beyond a lost cause: Forensic anthropology and ancestry estimates in the United States, Stull et al. 2021, *J Forensic Sci*.
- *Systemic racism can get under our skin and into our genes, Mulligan, 2021, *AJPA*, 175: 399-405.
- *#Florida State Law – CS/HB 7: Individual Freedom. Website with more information, including Vote history - <https://www.flsenate.gov/Session/Bill/2022/7/?Tab=BillHistory> (Team presentation/discussion)

- Team presentation/discussion #4

- Video –momondo – The DNA Journey, <https://www.youtube.com/watch?v=tyaEQEmt5ls>

October 13 - Bioanthropologists and archaeologists working together (with Gabriel Prieto)

- Anthropology research that transcends subfield boundaries
- How do you expand your research into another subfield?

Required reading

1) eLearning (*) and website readings:

- *Charting a landmark-driven path forward for population genetics and ancient DNA research in Africa, Sawchuk et al., *Am J Hum Genet*, 2024
- *The woman with the deer pendant, Gibbons, 2023, *Science*.
- *Epigenetic signatures of intergenerational exposure to violence in three generations of Syrian refugees, Mulligan et al. 2025, *Scientific Reports*.
- Stark, Miriam. Re-fitting the “Cracked and broken façade”:The case for empiricism in post-processual ethnoarchaeology. In *Archaeological Theory: who sets the agenda?* Eds. Norman Yoffee and Andrew Sherratt (2005), pp. 93-104.
- Murray, Tim. Communication and the importance of disciplinary communities: who owns the past? In *Archaeological Theory: who sets the agenda?* Eds. Norman Yoffee and Andrew Sherratt (2005), pp. 105-116.

- Journal analysis is due