CASPER COLLEGE COURSE SYLLABUS

ANTH 1100 – INTRODUCTION TO PHYSICAL ANTHROPOLOGY

Semester/Year: Spring 2016 (ANTH 1100-01: 44207)

Lecture Hours: 3  Lab Hours: 0  Credit Hours: 3

Class Time: 9-9:50 am  Days: M/W/F  Room: LH 186

Instructor’s Name: Evin Rodkey, Ph.D.

Instructor’s Contact Information:  Office Phone:  Email:
Office: LH 175-E  (307) 268-2696  evinrodkey@caspercollege.edu

Email is the best way to reach me. You may also call my office line at any time; please leave a voicemail if needed.

Office Hours:

Mon 12-2 pm / Wed and Fri 12-1 pm / Tues and Thurs 12:15 – 1:15 pm

I will be available at other times, especially in the afternoon; if you would like to meet at a different time than those listed, please contact me.

Course Catalog Description:

(3L)(3CR) [E] Presents basic concepts relating to the origin, evolution, biological nature, and adaptation of the human species.

Statement of Prerequisites: None required

Goal:

By completing this class, students should more broadly understand human evolution and the place of humanity in the natural order. Students should also develop a deeper appreciation for human diversity.

Outcomes:

This class will focus on the following three of the Casper College course outcomes:

1. Demonstrate effective oral and written communication
2. Use the scientific method
3. Solve problems using critical thinking and creativity
**COURSE OBJECTIVES:**

-- Be able to clearly and effectively express, in both conversation and writing, the scientific basis for understanding humanity and the evolutionary place of humans in the natural order (connects to Outcome #1 above).

-- Identify and understand the scientific method as associated with physical anthropology and sciences broadly (connects to Outcome #2 and 3 above).

-- Understand and apply the theory of evolution, with a focus on understanding human diversity and life broadly (connects to Outcome #2 and 3 above).

-- Be able to apply major concepts and material to cases outside the classroom (connects to Outcome #2 and 3 above).

**METHODOLOGY:**

Lecture and discussion; attendance and active participation is required. Your feedback is valuable as the instructor uses course evaluations in determining course methodology.

**EVALUATION CRITERIA:**

**NOTE:** All work is due both by **hard copy in class AND by uploading to turnitin on Moodle.** All work may be subject to resubmissions and appointments at the Writing Center and/or with me may be required. Also, all work must be submitted in a folder, which must include all previously returned work.

1. **Section Review Packets**

At the end of Sections I and II you will be responsible for submitting a packet of assignments addressing content from the respective section, which will include writing assignments: typically short response papers and brief responses, as well as one essay. These assignments will be given weekly and will incorporate class material.

**IMPORTANT:** Assignments for a given packet are due all at once; however, you may turn them in weekly to me for evaluation and feedback if you wish. If you do this, by the time you turn them all in, you will have had the opportunity to make changes and improvements before they are graded. If you take advantage of this, I will go over it for you and return it to you with my feedback by the next class session.

Though this is entirely optional, keep in mind it’s also a really good idea—when several assignments come due as part of a packet, you can already know they are in good shape by taking advantage of this option. Note that if you do this, the original you turned in to me is also due with the packet (so that I can note your changes). Also note that if you do this, you must give them to me one at a time.

**This puts you in a position of much greater control over your grade. I strongly suggest you have me evaluate your work as you go. You will almost definitely earn a better grade and get more out of the material. It’s all up to you!** Detailed instructions will be given in class and posted on Moodle.

2. **Key Concepts Evaluation**

In the last week, we will have an evaluation in class (which may also consist of take home material assigned prior). The point of this is to focus on the key concepts as related to the course objectives. You will be given precise criteria to focus on in preparation and we will go over all of it in class.
Point Breakdown:

- Section Review Packet #1 50
- Section Review Packet #2 50
- Section Review Packet #3 50
- Key Concepts Evaluation 50

**TOTAL**: 200 ([A: 200-180 / B: 179-160 / C: 159-140 / D: 139-120 / F: 119-0])

Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

**IMPORTANT NOTE ON ATTENDANCE AND PARTICIPATION:**

Both the Section Review Packets and the Question Sets entail active class participation as part of the grade. **You may lose up to 10 points on your packet grade for not being in class or being there but not effectively participating.** We will have class discussions and small group discussions focused on material for these assignments.

You must be present and actively participate in class and small group discussions to avoid a point deduction. Though there is no grade category for “attendance,” you cannot participate if you are not in class and you may miss materials for the packets; therefore, attendance (and active participation) is required and part of the grade.

Also note that, per college policy during the specified period, I will submit a faculty-initiated withdrawal (FIW) for students who fail to attend scheduled course sessions for two consecutive weeks.

**REQUIRED MATERIALS:**

One book is required, which is available at the campus bookstore. Also keep in mind ebook options, online sources for purchasing and renting, as well as library systems for borrowing. Also note that the book is placed on reserve in the campus library for temporary use. **One way or another, you must have full access to the book.**

ISBN-10: 0078035031

*Additional required readings may be posted or handed out*

**POLICIES FOR CLASS SESSIONS:**

In general, I do not like a lot of rules and a rigid, formal atmosphere. I like an informal atmosphere; however, the atmosphere must nevertheless be professional and respectful. I want you to appreciate the importance of professionalism to facilitate productive class sessions (and other scenarios you are in). Remember your professionalism contributes to the experience for everyone else as well. Challenging ideas and having your ideas challenged is generally productive to the learning process and I encourage this; however, such engagements should always be approached professionally.

Overall, class sessions should be treated as mini-events that demand your close attention. Therefore, you must follow these five very simple rules:
1. **Attend every class, with relevant materials, and show respect to the instructor and students who raise questions or concerns.** As stated above, class sessions are mini-events that you need to be "on" for. Bring the reading, your notes, the syllabus, and any other relevant materials.

2. **Do not use your phone or other devices during class.** It’s rude and distracting to you, me, and the rest of the class. However, if you have a special situation, please let me know prior to class and exceptions can certainly be made.

3. **Do not chew gum** (or pens, straws, your finger nails…someone else’s fingernails, etc.). It’s unprofessional for this setting (and, in many cases, also rude and distracting). However, if you would like to quietly eat or drink something, please feel free.

4. **Do not side talk or engage in other distracting behavior** such as pen clicking, crinkling wrappers and bags, chewing loudly, etc.

5. **Do not prepare to leave until the instructor has ended class**—this includes the last few minutes or seconds of class.

**OVERALL CLASS POLICIES:**

1. **You must check your Casper College email regularly and use Moodle.** This is required—you are responsible for any information I send through email or post on Moodle. Note that you can change your primary email with the college. I will send class emails to whatever email address is in my roster—if that is the Casper College email, then you are required to check it.

   *Remember you can use campus computer labs, including for printing. Write in here where these labs are and their hours:

2. **Late work is generally not accepted;** however, contact the instructor in advance with any problems and in extraordinary circumstances (determined by the instructor), brief extensions may be granted. You cannot simply turn in something late with no notice or arrangements.

3. **Follow the document “Supplement to the Syllabus”** for further information to help you succeed in this class and beyond. This material includes notifying me of any absences.

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**Last Date to Change to Audit Status or to Withdraw with a W Grade:** Thursday, April 14, 2016

**Student Rights and Responsibilities:** Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

**Chain of Command:** If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Chair/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

**Academic Dishonesty:** (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.
Official Means of Communication: Casper College faculty and staff will employ the student’s assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also where you will find course evaluation links during course evaluation periods.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

COURSE CALENDAR

NOTE: Dates and other information may change. If so, you will be notified in class (if possible) and by email.

IMPORTANT: Reading for each week must be completed by Monday of that week. Take notes on the reading as you go—this will help you! Also note that chapters are not always in order.

In each chapter of Physical Anthropology, you will find boxes (for example, “Box 1-3,” which is the third box in chapter 1) that detail important material relevant to the given chapter. Be sure to incorporate these into your reading.

Also note each chapter begins with an opening quotation, a Chapter Outline, and ”After Reading This Chapter, You Should Be Able to Answer These Questions.” You should use these to help guide your reading. Further, the end of each major section of a given chapter features a box titled “Summary,” which you should use to review the material from each section.

Further note that each chapter features photographs, charts, figures, etc. Be sure to incorporate captions and further explanations accompanying these features.

Finally, note that the end of each chapter features “Study Questions” and “Critical Thinking Questions” that you should review. In some cases, select questions will be assigned for the Section Review Packets.

Following, “Suggested Readings” and “Suggested Websites” round out each chapter.

SECTION I: EVOLUTION AND THE SCIENCE OF HUMANKIND

To begin the course we will explore in detail the underlying processes and mechanisms of evolution with attention to the processes of scientific inquiry. We will focus on human development, inheritance, and contemporary diversity.

WEEK 1 – What is Physical Anthropology?
W 1/20
F 1/22 – READ:
--Contents
--c. 1 “Investigating the Nature of Humankind” (pp. 1-7 ONLY)
WEEK 2 – Evolutionary Theory
READ: c. 1 “Investigating the Nature of Humankind” (*pp. 7-20 ONLY)
M 1/25
W 1/27
*F 1/29 – Short Writing Assignment due at the start of class (grade part of Packet #1, see Week 5)

WEEK 3 – Natural Selection
READ:
--c. 5 “Natural Selection and the Origin of Species”
--c. 4 “Population Genetics” (*pp. 75-85 ONLY)
--c. 6 “People’s Place in Nature” [*pp. 114-top of 124 ONLY (chapter outline: points in first column)]
M 2/1
W 2/3
F 2/5

WEEK 4 – Genetic Inheritance
READ:
--c. 2 “The Study of Heredity”
--c. 3 “The Modern Study of Human Genetics” (*bottom of p. 63-65 ONLY)
M 2/8
W 2/10
F 2/12

WEEK 5 – Human Variation and the Concept of “Race”
READ: c. 17 “The Analysis of Human Variation”
*M 2/15 – NO CLASS (Presidents Day Holiday)
W 2/17
*F 2/19 – Section Review Packet #1 due at the start of class

SECTION II: NON-HUMAN PRIMATES: TAXONOMY, BEHAVIOR, AND EVOLUTION
In Section II, we will apply the fundamentals of evolutionary theory to understand the Order Primates and the place of humans in this taxonomy. We will focus on the behavior and characteristics of non-human primates in order to contextualize human behavior and characteristics.

WEEK 6 – The Taxonomy of Living Primates
READ: c. 7 “The Living Primates”
M 2/22
W 2/24
F 2/26

WEEK 7 – Primate Behavior and Social Organization
READ: c. 9 “Nonhuman Primate Behavior”
M 2/29
W 3/2
F 3/4

WEEK 8 – Anatomical and Genetic Primate Makeup
READ: c. 8 “Comparative Studies: Anatomy and Genetics”
M 3/7
W 3/9
F 3/11

***NO CLASS M 3/14 – F 3/18 – SPRING BREAK***
WEEK 9 – Human and Nonhuman Primates in Comparative Perspective
READ: c. 10 “Human Behavior in Perspective”
M 3/21
W 3/23
*F 3/25 – NO CLASS (Spring Holiday)

*Section Review Packet #2 due at the start of class

SECTION III: HOMINID EVOLUTION AND THE RISE OF HUMANITY

In the final section of the course we will focus on human evolution in the context of the Order Primates and the history of life on Earth. We will focus on the fossil record of human ancestors and modern humans, with attention to the circumstances of living with our evolutionary heritage in the contemporary era.

WEEK 10 – Studying the Fossil Record and Evolutionary Timeline
READ: c. 11 “The Record of the Past”
M 3/28
W 3/30
F 4/1

WEEK 11 – Early Primate and Hominin Evolution
READ:
--c. 12 “The Early Primate Fossil Record and the Origins of the Hominins”
--c. 13 “The Early Hominins” [*pp. 290-308 ONLY (chapter outline: points in first column)]
M 4/4
W 4/6
*F 4/8 – ADVISING DAY (No Classes)

WEEK 12 – Human Evolution and the Rise of Homo sapiens
READ: c. 14 “Early Species of the Genus Homo”
M 4/11
W 4/13
F 4/15

WEEK 13 – Modern Homo sapiens and Early Human Culture
READ: c. 15 “The Evolution of Homo sapiens”
M 4/18
W 4/20
F 4/22

WEEK 14 – Humans in the Contemporary Environment
READ: c. 16 “The Biology of Modern Homo sapiens”
M 4/25
W 4/27
*F 4/29 – Section Review Packet #3 due at the start of class

WEEK 15 – Humans Moving Forward
READ: c. 18 “The Modern World”
M 5/2
*W 5/4 – Key Concepts Evaluation I
*F 5/6 – Key Concepts Evaluation II